Fred H. Rohr Elementary School

1540 Malta Avenue • Chula Vista, CA 91911 • (619) 420-5533 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Chula Vista Elementary School District
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School Description

Fred H. Rohr School is one of 49 schools in the Chula Vista Elementary School District, including charters. Rohr School was built in 1965. During the summer of 2004 the entire school underwent a complete remodel. The school is situated in a park-like setting. The buildings consist of three instructional pods of six classrooms each, a kindergarten wing of two classrooms, two portable classrooms and an administration wing that includes an auditorium/cafeteria and library. With the District's support of Local Control Accountability Plan funds, the school has weekly visual and performing arts instruction for the students in the areas of visual art, music, and physical education. This year 3rd-6th grade students are able to participate in a string orchestra program in partnership with the San Diego Symphony as a VH1 Save the Music grant. Integrated technology in the content areas is taught to K-6th grades students in the classroom; additionally the school is utilizing Accelerated Reader, Achieve 3000, and Imagine Learning computer programs. Furthermore, Rohr has added Prodigy Math, a digital resource to support math instruction.

Rohr has embarked on a three year Professional Learning Cycle focused on creating a balanced literacy program in all classrooms. The learning cycles are centered on interactive read-aloud, shared reading, and guided reading. Next year, the integration of writing within and across the curriculum will be a focus for school-wide learning. The professional learning cycle will deepen the understanding of reading and writing instruction to positively impact our school community.

During the fall of 2018, Rohr staff initiated a process to review and rewrite the schools Vision and Mission Statements.

Vision
The Rohr Community is committed to creating a challenging and nurturing environment where all students are valued, loved, and respected. Through the cooperative efforts of staff, students evolve into innovative thinkers, socially responsible citizens and lifelong learners who positively influence the world around them.

Mission
Each day the Rohr Community will provide a safe and nurturing learning community for each individual child to grow and flourish. All educators will model, instruct, and provide rigorous instruction to all students in all content areas.

The teachers and staff have developed the "ROAR" values of being respectful, owning choices, always being safe, and being responsibility. These are the building blocks toward student success and life-long learning. These basic values and beliefs are the foundation upon which we build our daily instruction and for our students to be successful in life. In keeping with the Chula Vista Elementary School District's core value, Rohr staff believes all students are unique, special, and individuals of great worth!

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	29
Grade 1	38
Grade 2	46
Grade 3	47
Grade 4	39
Grade 5	44
Grade 6	52
Total Enrollment	295

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.3
Asian	0.7
Filipino	5.8
Hispanic or Latino	85.4
White	4.4
Two or More Races	0.3
Socioeconomically Disadvantaged	86.4
English Learners	46.8
Students with Disabilities	22.7
Foster Youth	1.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Fred H. Rohr	17-18	18-19	19-20
With Full Credential	15	15	15
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Fred H. Rohr Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials
Year and month in which data were collected: January 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	GoMath K-6, English and Spanish. Adopted in 2015. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at our school is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs basic cleaning operations daily.

This year we have updated the document projectors in each of the classrooms.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/19/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	200 Boys RR: Handicap grab bar loose, toilet paper holder loose, dirty doors, 1 light out, behind bathroom door tile has a hole. 201 CR: 3 lights out, stains on carpet 206 CR: 1 stained ceiling tile 300 Men's RR: holes on ceramic tile, toilet seat loose. 303 CR: Cover base loose, sink fountain gets stuck. 304 CR: stained ceiling tile 400 Girls RR: Doors dirty on stalls. 404 CR: Stains on carpet, ceiling stains. 405 CR: 2 lights out, light fixture loose, pencil sharpener missing cover, stains on carpet. 406 CR: Sink door broken, bottom plastic separating, stains on carpet. 502 Kinder: Lunch arbor wood peeling and needs paint 601 RSP: outside - ramp hand rails need to be painted, stained ceiling tile, 2 lights out. Kitchen: By electrical cover wall needs fixing, window missing a piece of glass, cracks on walls and ceiling, sink needs caulking, facial on counter piece broken. Library: stained ceiling tile Principal's Office: Bookcase not attached to wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	201 CR: 3 lights out, stains on carpet 202 CR: Ceiling tile off grid, 5 lights out. 203 CR: 4 lights out. 204 CR: 2 lights out. 205 CR: 3 lights out. 209 Teacher Collaboration: 2 lights out. 306 CR: 1 light out. 400 Storage: Expose wiring on ceiling, cobwebs, light switch hole to big. 403 CR: 4 lights out. 405 CR: 2 lights out, light fixture loose, pencil sharpener missing cover, stains on carpet. 409 Book Room: 2 lights out 500 Work Room: 1 light out. 501 Kinder: cleaners under sink, 4 lights out, pencil sharpener cover missing. Health: Outlet cover missing. Kitchen: By electrical cover wall needs fixing, window missing a piece of glass, cracks on walls and ceiling, sink needs caulking, facial on counter piece broken.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	200 Boys RR: Handicap grab bar loose, toilet paper holder loose, dirty doors, 1 light out, behind bathroom door tile has a hole. 200 Girls RR: #2 sink needs re caulking 303 CR: Cover base loose, sink fountain gets stuck. 406 CR: Sink door broken, bottom plastic separating, stains on carpet. 503: handles missing on sink cabinet, rust holes in ramp, ceiling tile in RR sagging, light panel out.
Safety: Fire Safety, Hazardous Materials	Good	408 Work Room: fire extinguisher blocked 501 Kinder: cleaners under sink, 4 lights out, pencil sharpener cover missing. MP: left stairs blocked ,breezeway wood damage, 23 lights out.
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	204 CR: 2 lights out. 502 Kinder: Lunch arbor wood peeling and needs paint Lower Playground: asphalt needs patching and resurfacing - trip hazard , bench behind backstop broken
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	44	45	65	64	50	50
Math	32	27	51	51	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.9	2.3	4.5

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	175	97.77	44.57
Male	87	86	98.85	41.86
Female	92	89	96.74	47.19
Black or African American	--	--	--	--
Filipino	12	12	100.00	50.00
Hispanic or Latino	152	148	97.37	45.27
White	--	--	--	--
Socioeconomically Disadvantaged	156	153	98.08	42.48
English Learners	93	89	95.70	44.94
Students with Disabilities	51	50	98.04	12.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	179	100.00	27.37
Male	87	87	100.00	29.89
Female	92	92	100.00	25.00
Black or African American	--	--	--	--
Filipino	12	12	100.00	66.67
Hispanic or Latino	152	152	100.00	25.00
White	--	--	--	--
Socioeconomically Disadvantaged	156	156	100.00	27.56
English Learners	93	93	100.00	26.88
Students with Disabilities	51	51	100.00	11.76
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Contact person: Principal Mrs. Erin Williamson
Contact Person Phone Number 619-420-5533

Research shows a high correlation between parent involvement and effective schools. Rohr staff encourages parents to visit and become active participants in the school. Rohr School has an active PTA, ELAC and SSC. Parents partner with the staff at Rohr to make suggestions to improve and enhance the learning environment at Rohr. This year our goal is to create activities that will promote the school and home connection. We have created numerous school events such as movie night, harvest festival, and parent workshops to promote the partnership. The staff and the PTA has made it a goal to promote school attendance by recognizing classrooms and students that maintain perfect attendance. The principal has conducted coffee with the principal sessions to discuss topics of interest relevant to school attendance, budget, student academic achievement and English Learner instructional needs in the ELAC and SSC meetings. Our goal at Rohr is to foster lasting relationship with parents to promote student success. The CVESD "Student Based Decision Making" philosophy guides all of our decisions.

Parents are encouraged to call 619-420-5533 in order to find out more about becoming involved in school activities. Spanish translation is also available for parents and guardians. Information is posted weekly on the school blog and automated phone calls are made to the households to keep parents informed. In addition, Rohr will continue to communicate with parents via technology. Rohr has created both a Twitter account and a Wordpress parent blog.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
The School Safety Plan was shared with the Rohr Community throughout the fall of 2019.

During our PTA meeting on September 5, 2019 there was time for parents and staff to provide input on safety concerns around campus. A short survey was completed by all members who attended the meeting. The community was invited to the meeting via a school messenger phone call on September 4, 2019 , the information was posted on our school blog for the two weeks prior to the event, flyers were sent home during the week of August 26, 2019, and the meeting was noted on the school marquee from September 2-September 5, 2019. All communication was provided in both English and Spanish to ensure the appropriate avenues were utilized to reach the community. In addition, the plan was reviewed at the School Site Council Meeting on September 11, 2019.

The SSC approved the Safety and Site Emergency Plans on September 2019. Student safety and well being are promoted by the following activities which include and are not limited to: emergency, fire, and evacuation drills, drug and alcohol prevention programs, and child abuse awareness programs for students and parents. Playground supervision by both certified and classified staff, and continued utilization of the Safety Patrol to monitor students' movement across busy intersections, play a key role in maintaining discipline and safety on campus. The school-wide "ROARing" expectations are the guiding principles to support student behavior. The school psychologist and social worker conduct weekly social growth groups for recommended students and a SDSU intern provides additional sessions under their supervision. The principal conducts classroom visits, and holds assemblies for all students. Student expectations are reviewed quarterly by teachers and students are honored who demonstrate exemplary behavior to their peers and others. Students who have made progress in academics and citizenship are recognized at the quarterly assembly.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	2.0	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	1.8

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	14	3			17	3			15	3		
1	20	2			22		2		23		1	
2	23		1		26		1		21		2	
3	20	1			25		2		23		2	
4	28		2		20	1	1		20	1	1	
5	21	1	2		29		2		30		1	
6	23	1	2		15	2	2		23	1	2	
Other**	9	1										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Each year, a variety of professional improvement activities are offered for the staff. Activities reflect the school's goals and objectives and are part of Rohr's School Plan for Student Achievement.

A weekly system for teacher collaboration provides teachers with the opportunity to deconstruction standards, analyze data, and design standards based instruction that address the students' academic needs. During the 2019-2020 school year, the Kinder-6th grade teachers started using the Benchmark Education Advance Literacy Curriculum. With the support of the Benchmark Education consultants, teachers have been able to effective utilize the resources to execute the Common Core standards in the classroom.This year, we have had classroom modeling and coaching to solidify the information in collaboration with the Benchmark Education consultants. The past three years, the staff has participated with other district schools in the implementation of the Common Core math standards by utilizing the math framework to structure lessons and determine appropriate strategies to meet students' needs.

Throughout these past three years the staff also participated in many staff development sessions that included opportunities for training in the English Language Arts, Math, and English Language Development Standards areas which include:
- The school's primary professional development focus was on the reading and writing differentiated instruction for all students in a balanced literacy program.
- There has been school-wide professional learning for all staff on Tier 1 Positive Behavior Intervention System
- Gradual Release of Responsibility Training, including learning intentions and success criteria.
- Instructional Leadership Team, focusing on the implementation of a professional learning cycle to develop teacher expertise in read-aloud, shared reading, and guided reading.
- Math professional development on problem solving and the use of the math teaching standards
- . Quarterly collaboration with Special Day Teachers and support staff to align with school-wide professional learning focus

Rohr teachers participated in professional development through staff development activities in the areas of Language Arts, English Language Development and Math; subgroup focus is Students with Disability and English Learners. Quarterly monitoring is conducted with leadership to monitor student growth in all target groups.

During 2017-2018,the kindergarten-6th grade teachers training included: Wilda Storm Literacy Training, English Language Development, GoMath, SIPPS phonics, and Achieve3000, along with math problem solving techniques.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,150	$45,741
Mid-Range Teacher Salary	$75,662	$81,840
Highest Teacher Salary	$100,783	$102,065
Average Principal Salary (ES)	$134,097	$129,221
Average Principal Salary (MS)	$0	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$299,627	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$11,807.45	$3,635.89	$8,171.56	$74,371.00
District	N/A	N/A	$166,094,33	$78,751.00
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-4.0
School Site/ State	-34.2	-8.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Most categorical fund expenditures are for classroom services and supplies, including employee salaries and fringe benefits. Title I funds were used to pay for professional development, computer software programs, reading and math intervention support, one additional day of Psychologist services, and instructional material that supported the teachers and were a direct service to all Rohr students. Title I parent participation fund is earmarked for parent involvement and academic workshops that will impact their children's learning.

The Rohr School Site Council approved the hiring of an Instructional Assistant to provide push-in services to upper grade teachers during their instructional math block. The instructional assistant for reading provides targeted, early reading skills to identified students. The instructional assistant uses SIPPS to provided focused early literacy skills throughout the day. In addition, SIPPS is part of the daily instruction in classrooms.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.