

# Yorbita Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Yorbita Elementary School
<b>Street</b>	520 South Vidalia Street
<b>City, State, Zip</b>	La Puente, CA 91744
<b>Phone Number</b>	(626) 964-3486
<b>Principal</b>	Amy Grigsby
<b>E-mail Address</b>	agrigsby@rowlandschools.org
<b>Web Site</b>	www.yorbitaschool.org
<b>CDS Code</b>	19-73452-6022412

District Contact Information	
District Name	Rowland Unified School District
Phone Number	(626) 965-2541
Superintendent	Julie Mitchell, Ed.D.
E-mail Address	jmittchell@rowlandschools.org
Web Site	www.rowlandschools.org

### School Description and Mission Statement (School Year 2018-19)

Yorbita has approximately 477 students. The student population consists of the following: 90% in the Hispanic subgroup, 2% in the Asian subgroup, 1.7% in the African-American subgroup, 4% in the Filipino subgroup; and 1.7% in the Caucasian subgroup. Of Yorbita's total enrollment, approximate 32% of the students are English Learners and 11% of students have been reclassified from limited English proficient to fluent English proficient. There are seventeen regular education classrooms. We also have a Resource Specialist Teacher, a Speech and Language Pathologist, primary Special Day Class and an upper grade Special Day Class. To work with our students who need further interventions, we have a Teacher on Special Assignment (TOSA). To care for our students, Yorbita is equipped with either a school nurse or nurse's aide 5 days per week. Yorbita School hosts other after school programs on our campus to provide either enrichment or childcare. They are Options Headstart for pre-school aged children, Options Surround Care for students in Kindergarten through sixth grade, and Options Enrichment for students in first through sixth grade.

Yorbita is part of the No Excuses University Networks of Schools, which is an association of schools and education organizations from across the United States that promotes college and career. We are building a bridge for all students to attend college as we begin promoting a comprehensive college readiness model starting in Transitional Kindergarten. Yorbita is united by the belief that ALL children will be educated in a way that prepares them for college. We, as a school, take the responsibility to create the six exceptional system that make college a reality.

Our six exceptional systems are:

1. A Culture of Universal Achievement- The staff believes that each student is capable of meeting academic standards in reading, writing, and math AND that we have the power to make that opportunity a reality. Teachers at Yorbita are passionate about providing the best, first instruction to students.
2. Collaboration-Our talented teachers find the very best ways to work together in order to get results.
3. Standards Alignment- We participate in activities that improve our results while learning from our successes and failures. Teachers take RUSD's instructional maps to identify key targets and standards to be taught. They align standards to curriculum and various resources to design effective lessons.
4. Assessment -Our reason for assessing students has to be grounded in a commitment to use the information in a way that helps us to generate greater success for them.
5. Data Analysis- Data is used as a means of securing greater success for each individual student. Yorbita participates in monthly data discussion to identify target students who are near proficiency and students who are on watch or at urgent intervention levels. In addition, teachers are seeking other means of data such in order to personalize the learning for students.
6. Interventions- We are able to take data and translate it directly into the creation of appropriate interventions for our students. We provide tier 2 interventions such as iRead, Compass Learning, and Read Naturally in Kindergarten to sixth grade to our students who require extra support. In addition, GATE after-school enrichment classes are available for students in Yorbita's GATE program.

Yorbita has various programs and resources to offer our students. We have two fully-equipped Mac computer labs for students to learn how to research, develop computer skills, and take tests online. In addition, each classroom has a technology cart containing either iPads or Chromebooks to use as tools for learning. Yorbita has a Student Council for students in grades 4-6 who want to be leaders and role models for the school. We have 16 students identified in the GATE program and these students participate in GATE projects, enrichment classes, and field trips. There are strings and instrumental music classes offered to our students in grades 4-6 and general music classes offered to all students in grades 1-6. Our after school sports program, which includes basketball and soccer is coached by Yorbita teachers. Yorbita works with Rowland Unified School District's Family Resource Center to offer counseling services to our families if needed.

We believe in recognizing student achievement and celebrating our students. Students have various ways to earn recognition in the form of medals, celebrations, and/or certificates. We recognize our students monthly with the Cheetah Awards. Two students from each class are recognized for their academic achievement. At the end of each trimester, Yorbita acknowledges those students on Honor Roll and Principal's Honor Roll. Yorbita offers an Accelerated Reader incentive for students in grades 1-6 and a 100-word challenge for our students in Kindergarten. We also offer a monthly incentive pizza party to two classes with the best attendance. In addition, incentives are offered during the Winter and Spring for students in any class who have no tardies, absences, or early releases. We also celebrate the success of our English Language Learners as they become Fluent English Proficient. A ceremony and certificate are provided for students who were reclassified based on language development using the California English Language Development Test (CELDT) as the indicator.

**Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	81
Grade 1	67
Grade 2	65
Grade 3	62
Grade 4	70
Grade 5	66
Grade 6	71
<b>Total Enrollment</b>	<b>482</b>

**Student Enrollment by Group (School Year 2017-18)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	2.1
American Indian or Alaska Native	0.0
Asian	1.7
Filipino	4.1
Hispanic or Latino	90.0
Native Hawaiian or Pacific Islander	0.2
White	1.2
Socioeconomically Disadvantaged	96.1
English Learners	40.0
Students with Disabilities	13.7
Foster Youth	1.2

## 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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	24	20	21	21
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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 2018-19)

Year and month in which data were collected: August, 2018

All textbooks and other classroom resources are purchased from the state-approved textbook lists that meet California grade-level content standards.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grade TK McGraw Hill World of Wonders 2017  Grades K-5: Benchmark Reading: 2017  Grades 6 Pearson 2017 My Perspectives English Language Arts	Yes	0.0
Mathematics	Grades K-5: Holt, Rinehart and Winston, HM/Harcourt Math Expressions California Math, Hill, Larson, Leiva, Stiff, et al, Copyright 2009  Grades 6-8: Houghton Mifflin, Larson Big Ideas California, Copyright 2015	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Grades K-5: Houghton Mifflin Company, Houghton Mifflin California Science, William Badders and Others, Copyright 2007  Grades 6-8: CPO Science CPO Focus on Earth, CPO Writing Team Student Book Set Student Textbook - Volume 1 Investigative Manual - Volume II, Copyright 2007	Yes	0.0
<b>History-Social Science</b>	Grades K-5: HarcourtHarcourt Reflections, Copyright 2007  Grade 6 : McDougal LittleWorld History: Ancient Civilizations, Copyright 2006	Yes	0.0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district's core values of safety and excellence are manifested in our commitment to provide the best maintained and cleanest facilities possible.

School site inspections are conducted on a regular basis to assess cleanliness and safety at all district sites.

Work associated with the district's measure R 2006 bond program is near completion. During the 2014-2015 school year, extensive renovations took place at many of our district schools. These renovations included:

- New casework in classrooms
- Replacement of underground infrastructure
- Upgrades to landscaping
- Removal of unsafe concrete walks and installation of new ones
- Electrical upgrades
- New intercom systems
- New door hardware for enhanced security

Regular pest control operations including pesticide applications are ongoing. All such work is performed in strict accordance with applicable regulations.

Ongoing assessment of site cleanliness is performed by the district's facilities and custodial manager. This process includes evaluation of new cleaning products, equipment, and procedures.

Maintenance work is timely, with health, life, and safety issues taking the highest priority.

Accommodations made for new testing assessment centers for common core.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: September 9, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Some cabinets needed to be attached to the wall - since completed
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	New fencing installed between kindergarten and office; campus buildings re-painted; new camera security system installed

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: September 9, 2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	38.0	34.0	49.0	50.0	48.0	50.0
Mathematics (grades 3-8 and 11)	26.0	27.0	39.0	39.0	37.0	38.0

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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	271	270	99.63	33.70
Male	155	154	99.35	27.27
Female	116	116	100.00	42.24
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100.00	63.64
Hispanic or Latino	251	250	99.60	32.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	259	258	99.61	32.95
English Learners	150	149	99.33	28.86
Students with Disabilities	42	41	97.62	4.88
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	273	271	99.27	27.31
Male	156	154	98.72	25.97
Female	117	117	100	29.06
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100	81.82
Hispanic or Latino	252	251	99.6	24.7
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	261	259	99.23	27.03
English Learners	151	150	99.34	22
Students with Disabilities	43	41	95.35	9.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.



## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.4	9.0	4.5

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.

## 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 2018-19)

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Contact Person: Amy Grigsby (626)964-3486

As their children's first and most important teachers, parents are involved and supported as participants in home-learning activities, including supervising assigned homework, daily reading, and family discussions that reinforce or enrich children's classroom learning. Parents are invited to support their children by attending parent conferences and workshops, student performances, parent meetings or events, assemblies, and sports events. Programs and opportunities for parent involvement include:

- Morning Break Club meets weekly, giving parents a structured time to meet with our community liaison (Elizabeth Flores) to discuss school programs, services, and activities. Speakers are called upon to provide guidance and education on various topics.
- Yorbita PTA: Our Parent Teacher Association is dedicated to promoting our students' well-being and personal success through strong parent, family, and community involvement, sponsored activities and fundraising. Our PTA brings into closer relation of the home and the school as Yorbita parents and teachers cooperate to ensure a goal of a quality education and a nurturing environment for every Yorbita child.
- School Site Council, English Learner Advisory Committee, GATE Parent Advisory Committee: The school site council and advisory committees play an important role in decision-making, providing input on goals of the school and evaluating the school's progress toward those goals.
- FOR US Foundation: The FOR US Foundation is a non-profit educational foundation that raises fund for RUSD schools. Each year, funds are provided for teacher grants for innovative classroom projects, field trips and academic enrichment activities.
- Site-based Decision-making: Many schools use site-based decision-making to determine the best allocation of resources. To volunteer, contact the school office.

## 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.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	2.0	1.3	1.7	3.2	2.6	1.9	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Once again, the California Department of Education's Safe Schools Assessment Program has designated Rowland Unified as among the safest school districts in the East San Gabriel Valley. As one of the district's core values, student and staff safety is kept in the forefront of all decision-making.

Yorbita's Safety Plan was reviewed, updated and discussed with school faculty, and school advisory boards and councils in the fall of 2018 and approved by the district governing board each March.

In addition to maintaining closed campuses that are secured with fencing, schools are carefully monitored by campus police officers - before, during and after school. An up-to-date phone system, fire alarm, intercom and other communications systems have been installed at all schools.

The phone system gives teachers the ability to make outside calls to parents, and emergency support services when needed.

Check-in procedures, combined with one-way access through the school office, limit the number of visitors on campus. A parent sign-in and sign-out procedure assures student safety.

Our commitment to safety is further evidenced by:

- Strong partnerships with law enforcement agencies through Operation Safe Community.
- Ongoing training and practice drills keep staff attuned to crisis warning signs.
- Specially trained canine units, that can detect even the minutest traces of drugs, gunpowder, and other illegal substances as well as regularly inspect classrooms, desks and lockers to deter students from negative activity.
- Campus peace officers patrol schools and District facilities before, during and after school at all school and/or District-sponsored events.
- All campuses are closed; security fencing ensures students are safe and secure on school grounds. Check-in procedures, combined with one-way access through the school office, limit the number of visitors on campus.
- School site safety plans safeguard the well being of students and staff. All schools maintain safety plans and conduct routine safety drills and maintain emergency supplies for students and staff. In October of every school year, we conduct a mock disaster drill at the site level, as well as a mock disaster drill at the district level. Concurrent with this October drill is the update and discussion of safety plan with all staff, students, and stake-holders. A disaster preparedness guide is provided for each teacher and includes information on fire drills, earthquakes, and other emergencies, including school evacuations.
- New phone, fire alarm, intercom and other communications systems have been installed at all schools. The new phones allow teachers to call outside numbers - including 911 - in the event of an emergency.
- Strictly enforced dress code policies keep students focused on the business of learning.
- Thanks to the passage of Measure R, a \$70 million general obligation bond, the district will continue to invest in safety improvements on all campuses. Modernization efforts include the removal of asbestos, the addition of exterior safety lighting, the replacement of fencing, the installation of new communications systems, and the installation of security cameras.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	2	5		18	7	2		21	4	4	
1	14	3	2		21	1	4		24		4	
2	19	6			14	6			21	1	3	
3	17	5			22	1	4		18	2	3	
4	22	2	2		21	1	3		23	1	1	2
5	20	2	2		20	2	2		27	1	1	1
6	20	3		2	16	4	2		25	3		6
Other	9	1							11	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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.375	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.35	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	2	N/A

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

\*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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,823	\$8,091	\$6,733	\$85,534
District	N/A	N/A	\$5,127	\$85,939
Percent Difference: School Site and District	N/A	N/A	27.1	0.1
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-52.7	7.1

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 (Fiscal Year 2017-18)

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The Rowland Unified School District promotes, expects, and accepts nothing short of excellence. We have a collective commitment to be the best school district in California and provide comprehensive, well-rounded, and rigorous educational experiences to all students, which are supported by engaging teaching strategies.

These include but are not limited to the following:

Gifted and Talented Education - Students who are identified as gifted and talented are provided with academic enrichment activities and classroom work as well as differentiated instruction and leadership development. In addition, the district hosts special GATE parent education sessions and educational field trips.

Advanced Placement classes - a variety of arts-related activities, honor societies, after school clubs, academic competitions, and Certificate Programs are among the offerings available for high school students. International Baccalaureate - Rowland Unified School District now has over 500 students enrolled in the IB program.

Last year many students from Rowland and Nogales High Schools completed the requirements and had the honor of being RUSD IB diploma graduates.

Family Resource Center (FRC) - The FRC provides an array of social services such as parent education, provider education, and parent and child interactive programs, along with health and support services.

6th Grade Algebra - This program, which earned a California School Board Golden Bell Award, readies students for advanced math in intermediate and high school. Algebra is a graduation requirement. Students who take Algebra early have the flexibility in their schedule to take more Advanced Placement (AP) and/or International Baccalaureate (IB) courses when in high school.

Transitional Kindergarten - Transitional kindergarten allows for pre-kindergarten age students to receive instruction in a classroom that is commensurate with their age and ability level.

Technology - Access to technology is woven into the curriculum, and the graduation requirements. All classrooms integrate technology into the curriculum. In addition, structured computer lab time ensures that students are well-versed and practiced in using today's technology for homework, classroom projects, and research.

M.I.N.D. Institute - A research-based K-4 math literacy program that integrates music (electronic keyboard instruction) and math video games to teach complex, abstract math concepts.

Advancement Via Individual Determination (AVID) - a college preparatory program that holds students accountable to the highest standards and provides academic and social support. AVID brings research-based curriculum and strategies to students each day that develop critical thinking, literacy, and math skills across all content areas.

Alternative Learning Program (ALP) - The Alternative Learning Program is designed for today's 21st Century learner. Its unique learning environment aims to serve students seeking or requiring opportunities outside of the traditional classroom setting. These variations include multiple learning modalities and flexible schedules, as well as independent, online and accelerated learning opportunities. The ALP also seeks to provide families with community agency support as well as family outreach and education opportunities

Summer School Programs for students at the Elementary and Secondary levels.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,383	\$49,512
Mid-Range Teacher Salary	\$81,079	\$77,880
Highest Teacher Salary	\$104,130	\$96,387
Average Principal Salary (Elementary)	\$130,524	\$123,139
Average Principal Salary (Middle)	\$140,624	\$129,919
Average Principal Salary (High)	\$148,777	\$140,111
Superintendent Salary	\$277,055	\$238,324
Percent of Budget for Teacher Salaries	39.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

The Rowland Unified School District’s major areas of focus for professional development are the District’s Essential Priorities for Teaching and Learning: Strengthen Best First Instruction and RTI 2, Implement Districtwide Agreements about First Best Instruction, Build Cultural Proficiency Across the System to Foster and Sustain Literacy Improvement for Whole Systems Change. The major professional development initiatives include focusing on 21st-century skills as the overarching premise while developing the following:

- Defining First Best Instruction through the RUSD Framework for Teaching and Learning
- Focus on Clarity of Instructional Purpose, Successful Learning for All Students, and understanding effective lesson design
- Unpacking standards and deeper understanding of content area frameworks
- Integrating Technology into Instruction
- Reflecting on and Improving Practice through Learning Walks
- Providing New Teacher Support
- Implementing Literacy Interventions
- Expanding Advancement Via Individual Determination program training

Incorporation of four focus areas: CGI-Cognitive Guided Instruction, Reader's Workshop, Writer's Workshop, and Inquiry based learning.

The professional learning described includes processes and structures to promote organizational learning and connectedness. Instructional coaches support TK-12 teachers, site teams, and site leadership with modeling of lessons, supporting through the coaching cycle, planning lessons, reflecting on lessons after delivery, lesson design, and incorporating best practices and research-based effective learning strategies.