

Ybarra Academy of the Arts and Technology

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)

School Contact Information	
School Name	Ybarra Academy of the Arts and Technology
Street	1300 Brea Canyon Cut-Off Road
City, State, Zip	Walnut, CA 91789
Phone Number	(909) 598-3744
Principal	Annette Ramirez
E-mail Address	annettel@rowlandschools.org
Web Site	http://www.ybarraacademy.org/
CDS Code	19-73452-6022404

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

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

Ybarra Academy of the Arts and Technology is one of three TK-8 schools in Rowland Unified School District. It is located in the eastern part of the school district in the city of Walnut, CA. The school opened in 1965 and has completed several modernization projects to accommodate the growing community and to improve the learning environment. In 2010 fifteen classrooms were modernized to include a new science lab with state-of-the-art technology capabilities and a new Wonder of Reading Library.

Built in 1965, Ybarra Academy of the Arts and Technology is a TK-8 School nestled in Walnut, California. Ybarra Academy serves a diverse community of children and families. As of 2018, 709 students attend Ybarra Academy including 23 Transitional Kindergarteners, 75 kindergarteners, 65 first graders, 59 second graders, 63 third graders, 79 fourth graders, 97 fifth graders, 72 sixth graders, 89 seventh graders, and 87 eighth graders. The ethnic composition of Ybarra Academy is 49% Hispanic, 31% Asian, 6% white, 5% Filipino, and 9% others. Eighteen percent of Ybarra Academy's student population are English Language Learners.

Ybarra Academy is an International Baccalaureate Primary Years Programme School. The IB Primary Years Programme, for students aged 4 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The most significant and distinctive feature of the IB Primary Years Programme is the six transdisciplinary themes. The six transdisciplinary themes are: Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves, and Sharing the planet. These themes are about issues that have meaning for, and are important to, all of us. The programme offers a balance between learning about or through the subject areas, and learning beyond them. The six themes of global significance create a transdisciplinary framework that allows students to "step up" beyond the confines of learning within subject areas. The six transdisciplinary themes help teachers to develop a programme of inquiries-in-depth investigations into important ideas, identified by the teachers, and help enhance the quality of learning for all Ybarra students.

Ybarra Academy strives to empower students to be global thinkers, inquirers, and life-long learners.

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

Grade Level	Number of Students
Kindergarten	82
Grade 1	59
Grade 2	63
Grade 3	77
Grade 4	87
Grade 5	76
Grade 6	70
Grade 7	88
Grade 8	76
Total Enrollment	678

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.1
Asian	32.2
Filipino	4.9
Hispanic or Latino	49.3
Native Hawaiian or Pacific Islander	0.1
White	6.3
Socioeconomically Disadvantaged	61.4
English Learners	21.1
Students with Disabilities	6.0
Foster Youth	0.7

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	30	32	31	31
Without Full Credential	0	0	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: Math Expressions (Houghton Mifflin 2013) Grades 6-8: Big Ideas Math Course 1 (Houghton Mifflin Harcourt 2015) Big Ideas Math Course 2 (Houghton Mifflin Harcourt 2015) Big Ideas Math Course 3 (Houghton Mifflin Harcourt 2015) Big Ideas Math Algebra 1: A Common Core Curriculum by Houghton Mifflin Harcourt 2015 Big Ideas Math Geometry: A Common Core Curriculum by Houghton Mifflin Harcourt 2015	Yes	0.0
Science	Grades K-5: California Science (Houghton Mifflin 2007) Grades 6-8: CPO Science: Focus on Earth (CPO 2007) CPO Science: Focus on Life (CPO 2007) CPO Science: Focus on Physical Science (CPO 2007)	Yes	0.0
History-Social Science	Grades K-5: Reflections (Harcourt 2007) Grade 6: World History: Ancient Civilizations (McDougal Littel 2006) Grade 7: Medieval Early Modern Times (McDougal Littel 2006) Grade 8: Creating America: A History of The United States (McDougal Littel 2006)	Yes	0.0
Foreign Language	Realidades (Prentice-Hall 2008)	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 2013-2014 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.

Our Custodians conduct monthly assessments of our site and report areas of needed maintenance or repair.

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: November 30, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	routine light replacement
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Campus buildings re-painted
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Extended student drop-off area; new camera security system installed

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 30, 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)	60.0	61.0	49.0	50.0	48.0	50.0
Mathematics (grades 3-8 and 11)	52.0	50.0	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	471	466	98.94	61.16
Male	220	220	100.00	57.27
Female	251	246	98.01	64.63
Black or African American	--	--	--	--
Asian	151	151	100.00	72.19
Filipino	23	23	100.00	86.96
Hispanic or Latino	236	235	99.58	48.94
White	30	27	90.00	70.37
Two or More Races	16	15	93.75	73.33
Socioeconomically Disadvantaged	285	281	98.60	51.96
English Learners	144	143	99.31	49.65
Students with Disabilities	34	34	100.00	23.53
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	471	466	98.94	49.57
Male	220	220	100	53.64
Female	251	246	98.01	45.93
Black or African American	--	--	--	--
Asian	151	151	100	74.17
Filipino	23	23	100	78.26
Hispanic or Latino	236	235	99.58	31.91
White	30	27	90	51.85
Two or More Races	16	15	93.75	60
Socioeconomically Disadvantaged	285	281	98.6	41.99
English Learners	144	143	99.31	44.76
Students with Disabilities	34	34	100	14.71
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	12.2	36.5	28.4
7	10.3	37.9	11.5

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)

Contact person name, Annette Ramirez, Principal, and contact phone number: 909-598-3744

At Ybarra, parents are invited to support their children in their learning by attending parent conferences and workshops, student performances, parent meetings or events, assemblies, and sports events.

Programs and opportunities for parent involvement include:

- Ybarra Academy PTSA: Our Parent Teacher Student Association is dedicated to promoting our students' well-being and personal success through strong parent, family, and community involvement, sponsored activities and fundraising. Ybarra parents and teachers work collaboratively together to ensure a quality education and a nurturing environment for every Ybarra child.
- School Site Council, English Learner Advisory Committee, GATE Parent Advisory Committee: The school site council and advisory committees play an important roles in decision-making, providing input on goals of the school, and evaluating the school's progress toward meeting these goals.
- Coffee with the Principal: This is a meeting with the principal, Assistant Principal and other parent leaders from the School Site Council and Parent Teacher Student Association. We allow parents the opportunity to give us feedback on issues related to the academic success of our students. We also provide our parent group with training related to curriculum, assessment, technology, and best educational practices.
- Volunteers: Our volunteers assist us in coordinating school activities such as Annual BBQ, Picture Days, Visual and Performing Arts Fair, and Move-A-Thons.
- Career Day/"Who We Are"/ International Day: Parents and community members come to school and share their stories. They bring in artifacts and give students time for questions. Each classroom visits with about 5 speakers. The school alternates between the two events on a yearly basis.
- Family Math Night, Family Literacy Night, and movie night- Parents and students are invited to participate and learn from fun math or literacy activities. Some of our own Ybarra teachers are presenters. We also have movie nights twice a year to help build relationships between our school and the families we serve.

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
Suspensions	0.4	0.1	0.0	3.2	2.6	1.9	3.7	3.7	3.5
Expulsions	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.

Ybarra's Safety Plan was reviewed, updated and discussed with school faculty in October of 2018 before and after the statewide California Great Shakeout earthquake drill. It was also reviewed and approved by our School Site Council and ELAC advisory groups in October of 2018 and approved by the 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.
- Campus peace officers patrol schools and District facilities before, during and after school at all school and/or District-sponsored events.
- 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.
- Strictly enforced dress code policies keep students focused on the business of learning.
- Lock-down procedures reviewed yearly and updated with the support of police personnel and latest research.

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	21	1	3		19	3	1		21	5	3	
1	22		3		23		3		13	6		
2	19	4			24		3		21	3	3	
3	19	4			20	4			25	2	3	1
4	35			2	25		3		29		5	1
5	26		3		34			2	25		6	
6	25		3		28		3		35			4

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	0.5	714
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.4375	N/A
Psychologist	.3	N/A
Social Worker	0	N/A
Nurse	.35	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.0	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	\$13,372	\$6,802	\$6,570	\$87,898
District	N/A	N/A	\$5,127	\$85,939
Percent Difference: School Site and District	N/A	N/A	24.7	2.8
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-55.0	9.8

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)

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.