

# John A. Rowland High 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>	John A. Rowland High School
<b>Street</b>	2000 South Otterbein Street
<b>City, State, Zip</b>	Rowland Heights, CA 91748
<b>Phone Number</b>	(626) 965-3448
<b>Principal</b>	Mitch Brunyer
<b>E-mail Address</b>	mbrunyer@rowlandschools.org
<b>Web Site</b>	<a href="http://www.rowlandhs.org">http://www.rowlandhs.org</a>
<b>CDS Code</b>	19-73452-1937564

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)

#### ROWLAND HIGH SCHOOL MISSION STATEMENT

We are committed to the development of all students as Thinkers, Communicators and Contributors, which will be accomplished through instructional practices and curriculum marked by rigor, relevance and relationships. Our students will be supported as they engage in the high school experience, graduate and become responsible members of society.

#### ROWLAND HIGH SCHOOL VISION STATEMENT

We envision the high school setting as a place of learning for all stakeholders, which is closely tied to the values of caring, respect, responsibility, trust, and family. We support a student-centered, collaborative approach to school improvement. We believe in providing academic and extracurricular opportunities for students to realize their unique interests and potential, which is provided in a safe and secure learning environment. We support all students in their high school journey to become successful thinkers, communicators, and contributors.

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

Grade Level	Number of Students
Grade 9	519
Grade 10	509
Grade 11	525
Grade 12	569
<b>Total Enrollment</b>	<b>2,122</b>

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

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.1
Asian	41.3
Filipino	10.6
Hispanic or Latino	40.9
Native Hawaiian or Pacific Islander	0.5
White	3.5
Socioeconomically Disadvantaged	63.4
English Learners	10.7
Students with Disabilities	7.7
Foster Youth	0.2

## 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	80.8	83	83	83
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 and conforms to all the textbook and instructional materials requirements of the Williams Act. Textbooks/Instructional Materials are reviewed by teachers, school staff, administration and public and adopted by the board of education.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Strategic Reading-English 3D Issues (Scholastic, 2011) ELD EDGE (National Geographic Learning, 2014) My Perspectives Grade 9 Vol. 1 & 2 (Pearson 2017) My Perspectives Grade 10 Vol 1 & 2 (Pearson 217) My Perspectives Grade 11 Vol. 1 & 2 (Pearson 2017) My Perspectives Grade 12 Vol. 1 & 2 (Pearson 2017)	Yes	0.0
Mathematics	Big Ideas Math Algebra 1 (Big Ideas Learning 2015) Big Ideas Math Geometry (Big Ideas Learning 2015) Big Ideas Algebra 2 (Big Ideas Learning 2015) Statistics (W.H. Freeman & Company, 2008) Pre-Calculus /Trigonometry (Houghton Mifflin Company, 2007) Calculus AB (Houghton Mifflin Company, 2006) Calculus BC (Thompson Brooks/Cole, 2007) College Algebra (Pearson Addison Wesley, 2009)	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>	Earth Science (Holt, Rinehart and Winston, 2007) Biology (McDougal Littell, 2008) Chemistry (Holt, Rinehart, & Winston, 2007) Human Anatomy and Physiology (McGraw Hill, 2007) Physics (Holt, Rinehart and Winston, 2007)	Yes	0.0
<b>History-Social Science</b>	World History - Modern World History (McDougal Littell, 2006) U.S. History - The Americans (McDougal Littell, 2006) Government - American Government (Prentice Hall, 2006) Economics - Economics: Principles in Action (Prentice Hall, 2007) Psychology/Sociology - Understanding Psychology (McGraw-Hill Glencoe, 2001)	Yes	0.0
<b>Foreign Language</b>	Sendas 1 Literarias (Prentice Hall, 2001) Realidades I, 2 and 3 (Prentice Hall, 2004) Discover French 1, 2 and 3 (McDougal Littell, 2004) Pilino Conversational Tagalog (Honolulu:University of Hawaii Press, 1985) Korea Language Plus 2009 Foundation for Korean Language & Culture in USA 2011 - 2014 Chinese 1-2-3, 2002 Oh, China, 1997 Far East Everyday Chinese Book II Part A & B, 2012 Far East Everyday Chinese Book III, 2011	Yes	0.0
<b>Health</b>	Lifetime Health (Holt, 2004)	Yes	0.0
<b>Visual and Performing Arts</b>	Music Scores - various	Yes	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	Per lab equipment adequate to meet expected student outcomes on state standards	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 first two bond programs is complete. 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

Rowland High School is now undergoing construction with the 2012 bond Measure R. The scope of work include a two-story classroom building, performing art center, library, administration office, food services, multipurpose room, ASB store and classroom, and more.

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>		
<b>Year and month of the most recent FIT report: November 1, 2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<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	On-going new building construction
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	New camera security system installed

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

<b>Year and month of the most recent FIT report: November 1, 2018</b>	
<b>Overall Rating</b>	<b>Exemplary</b>
<b>Exemplary</b>	

## 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)	74.0	74.0	49.0	50.0	48.0	50.0
Mathematics (grades 3-8 and 11)	49.0	48.0	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	506	501	99.01	74.45
Male	261	260	99.62	70.38
Female	245	241	98.37	78.84
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	224	219	97.77	84.93
Filipino	63	63	100.00	93.65
Hispanic or Latino	190	190	100.00	55.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100.00	76.92
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	317	314	99.05	68.79
English Learners	69	66	95.65	42.42
Students with Disabilities	28	28	100.00	10.71

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	504	503	99.8	48.31
Male	259	259	100	50.58
Female	245	244	99.59	45.9
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	224	223	99.55	76.68
Filipino	63	63	100	46.03
Hispanic or Latino	188	188	100	16.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100	38.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	316	316	100	41.14
English Learners	68	68	100	38.24
Students with Disabilities	28	28	100	0

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.

## Career Technical Education Programs (School Year 2017-18)

Career technical education courses are offered at the two comprehensive high schools and the continuation high school. At the high schools, students choose to follow a career pathway, as defined by graduation requirements. The various career pathways include; Arts and Communication, Health and Medical Services, Business, Public and Human Services, Family and Consumer Science and Technology. To complete the pathway, students must take at least 20 units in that pathway composed of courses from school course offerings comprised of District funded CTE programs or from ROP (Regional Occupational Program) courses that are taught on the high school campus.

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	1072
% of pupils completing a CTE program and earning a high school diploma	30.4%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	58%

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.1
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	50.1

## 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
9	21.2	24.0	35.6

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, Mitch Brunyer, Principal, contact phone number: (626) 965-3448 EX. 3200

Rowland High School welcomes parent involvement and participation in their child's education, such as in-home learning activities, including supervising assigned homework, daily reading, and family discussions that reinforce or enrich children's classroom learning.

Rowland High School offers parents many opportunities to communicate and receive information from the school. Homelink allows parents to monitor academic progress of their students on a daily basis by providing access to student grades and attendance in real time. Parentlink allows teachers to contact parents on attendance, academic and behavior issues. The school also uses Parentlink to communicate important events and concerns. The website for RHS has strong, current information posted and allows for parents and students to view the homework assignments posted on each of their teachers webpage. Parents are invited to support their children by attending parent conferences and workshops, student performances, parent meetings or events, assemblies, and sporting events.

Specific programs and opportunities for parent involvement at the site level are:

- Becoming a parent representative on School Site Council, Parent Teacher Student Association, Band, Choir, Theater and Athletic Parent Booster clubs, English Learners Advisory Council
- Attendance at Parent Academy meetings, Pueblo de Rowland (Hispanic parent group) meetings, 9th Grade and New Student Parent Orientation in August, two Parent Conference Nights, and Back to School Night
- Rowland High School offers site-based decision making to determine the best allocation of resources. To volunteer please contact the school site.
- Rowland High School also has an educational foundation called the Rowland High School Raider Educational Foundation.

Programs at the district level:

- Booster Groups: Most of the intermediate and high school music groups and athletic teams have parent booster organizations that raise funds and assist students on the day of competition. Contact the school for more information.
- 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.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	6.2	3.9	5.7	8.4	6.1	6.5	10.7	9.7	9.1
<b>Graduation Rate</b>	91.1	94.0	91.6	86.0	89.8	86.4	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	94.5	89.4	88.7
Black or African American	100.0	90.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	94.2	93.1	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	91.8	85.8	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	100.0	100.0	92.1
Two or More Races	100.0	88.9	91.2
Socioeconomically Disadvantaged	94.1	89.9	88.6
English Learners	62.3	58.0	56.7
Students with Disabilities	76.5	75.7	67.1
Foster Youth	100.0	83.3	74.1

**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	3.7	2.9	1.9	3.2	2.6	1.9	3.7	3.7	3.5
Expulsions	0.0	0.1	0.1	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. In addition to maintaining closed campuses that are secured with fencing, schools are carefully monitored by campus police officers and campus aides - 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, monitor the visitation on campus. A visitor sign-in and sign-out procedure assures student safety. Our School Safety Plan is shared with staff each year and approved by the School Site Council. The Plan is approved annually by the Board of Education in March. Our commitment to safety is further evidenced by:

- Strong partnerships with law enforcement agencies through Operation Safe Community.
- School site safety plans safeguard the well being of students and staff.
- Ongoing training and practice drills keep staff attuned to crisis warning signs.
- Specially trained canine units, that can detect even minuscule traces of drugs, gunpowder, and other illegal substances, as well as regularly inspect classrooms, desks and lockers to deter students from negative activity.
- District Safety and District Patrol officers monitor and support 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.
- All schools maintain safety plans and conduct routine safety drills and maintain emergency supplies for students and staff.
- Phone, fire alarm, intercom and other communications systems have been installed at all schools. The phones allow teachers to call outside numbers - including 911 - in the event of an emergency.
- A strictly enforced dress code policy keep students focused on the business of learning.
- Former Rowland High School Psychology teacher and parent and family therapist, Mr. Chip Phillips conducts a teen forum where students are free to discuss issues of drugs, domestic abuse, premarital sex, etc.
- Student Resource Officer has been instituted through a contract with the Walnut Sheriffs Department and are authorized to issue Criminal Citations for truancy, vandalism, drug possession, and other violations of Penal Code.

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.

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

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	30.0	17	14	52	28.0	19	24	40	29.0	13	21	45
<b>Mathematics</b>	30.0	7	14	39	28.0	13	10	40	30.0	8	12	37
<b>Science</b>	31.0	6	19	34	29.0	8	20	29	29.0	6	22	26
<b>Social Science</b>	32.0	5	15	36	28.0	10	21	34	31.0	4	15	39

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**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	5.50	365
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	1.5	N/A
Social Worker	0	N/A
Nurse	.35	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	6	N/A
Other	1	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	\$6,797	\$3,794	\$3,004	\$88,461
District	N/A	N/A	\$5,127	\$85,939
Percent Difference: School Site and District	N/A	N/A	-52.2	3.5
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-117.4	10.5

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/>.

#### Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	4	N/A
Fine and Performing Arts	3	N/A
Foreign Language	3	N/A
Mathematics	7	N/A
Science	4	N/A
Social Science	14	N/A
All courses	37	28.7

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

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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.