

Stanley G. Oswalt Academy

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	Stanley G. Oswalt Academy
Street	19501 Shadow Oak Drive
City, State, Zip	Walnut, CA 91789
Phone Number	(626) 810-4109
Principal	Jason Garcia
E-mail Address	jasongarcia@rowlandschools.org
Web Site	www.oswaltacademy.org
CDS Code	19-73452-6103352

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)

Description:

Stanley G. Oswalt Academy is a TK through 8th grade school with approximately 1,060 students and located 20 miles east of metropolitan Los Angeles in the suburban community of Walnut. Oswalt, built in 1983, is one of 20 Rowland Unified School District sites. There are 41 general education classes and one 4-6 grade SDC. Oswalt Academy is a California Gold Ribbon School and an International Baccalaureate Primary Years Program School. It is known for its rigorous curriculum, high standards of excellence and the development of responsible students. Traditionally, the school's achievement scores have been one of the highest in the district. Each year, the school has a waiting list of students who have applied to attend under a transfer request.

Oswalt Academy consists of various diverse groups. The population of students identified as English Learners based on speaking a language other than English is 7%. Students in Special Education population is 7%. The population of diverse backgrounds is as follows: Hispanics 44%; Filipino 21%; Asian 23%; White 4%; Other 8%. The Socio-economically Disadvantaged student population is 48%.

All students in TK through 6th grade participate in the International Baccalaureate Primary Years Program. Students are provided instruction in Spanish for fifty minutes each week in grades 1 through 6 as an additional support to the IB PYP program.

Oswalt Academy also incorporates technology into the classrooms. Along with being an IB PYP school, the teachers and students have access to technology provided by the Rowland Unified School District. All classrooms from TK through 4th grade are supplied with iPod Touches and iPads in the classroom to supplement and enhance student learning. Grades TK through 2 classes are equipped with iPad carts (1 cart per grade level). Grades 3 through 6 are equipped with Chromebooks (2 carts per grade level). Grades 5 and 6 families are provided the opportunity to bring their own devices to school. Grades 7 through 8 are equipped with Apple laptops to supplement and enhance student learning (1 per student). These laptops are approved and paid for by the parents of Oswalt Academy.

Oswalt Academy further incorporates music and physical education into the classroom. General music is offered for Grades 1 through 6. Band and strings classes are also offered for grades 4 through 6, along with electives for choir, band or orchestra in grades 7 and 8. The district also provides physical education for Grades 1 through 6. Grades 7 and 8 have physical education as a required course.

The school currently has several support staff to aid in intervention and support for our students in need. These staff members include an on-site nurse or health clerk, Resource Specialist Teacher, instructional aides in Special Education class and Resource Specialist Program, speech therapist, school psychologist, guidance counselor, guidance assistant, academic counselor, and an intervention specialist. Off-site, the district provides a community liaison to the Family Resource Center, where Oswalt community members can seek out resources if needed. The Family Resource Center provides information about services such as therapists, medical help, insurance coverage, and more. They can also aid in helping McKinney-Vento families and Foster Youth students.

Mission:

Stanley G. Oswalt Academy promotes lifelong learning which empowers our students to be academically successful, global thinkers and contributing members of a world wide society. Our rigorous inquiry-based instruction is guided by the teachings of the International Baccalaureate Program with importance placed on integrating technology, foreign language and the arts to enhance student learning. We also focus our efforts to ensure that our students are communicators, respectful of others, and productive citizens. The school community works diligently to provide our students with the optimum learning environment so that we can support the whole child. We work hard to meet this expectation for our students, our parents, and ourselves.

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

Grade Level	Number of Students
Kindergarten	124
Grade 1	108
Grade 2	115
Grade 3	120
Grade 4	120
Grade 5	116
Grade 6	131
Grade 7	135
Grade 8	125
Total Enrollment	1,094

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.0
Asian	23.7
Filipino	22.8
Hispanic or Latino	42.8
Native Hawaiian or Pacific Islander	0.2
White	3.8
Socioeconomically Disadvantaged	46.7
English Learners	8.4
Students with Disabilities	6.9
Foster Youth	0.5

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	43.5	47	45	45
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, 2017

All textbooks and other classrooms 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: Wonders (McGraw-Hill, 2017) Grades K-5: Benchmark Advance (Benchmark, 2017) Grades 6-8: MyPerspectives (Pearson, 2017)	Yes	0.0
Mathematics	Grades K-5: Math Expressions Common Core (Houghton Mifflin Harcourt, 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 Algebra I (Houghton Mifflin Harcourt, 2015) Big Ideas Algebra II (Houghton Mifflin Harcourt, 2015) Big Ideas Geometry (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 Physics (CPO, 2007)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Grades K-5: Reflections (Harcourt, 2006) Grade 6-8: World History: Ancient Civilizations (McDougal Littel, 2006) World History: Medieval and Early Modern Times (McDougal Littel, 2006) Creating America: A History of the United States (McDougal Littel, 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 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.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 7, 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	Fair	Few lights out - routine replacement in progress
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Hillside abatement completed, removal of trees and trimming; new camera security system installed

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 7, 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)	65.0	64.0	49.0	50.0	48.0	50.0
Mathematics (grades 3-8 and 11)	58.0	57.0	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	744	740	99.46	64.32
Male	399	396	99.25	62.37
Female	345	344	99.71	66.57
Black or African American	36	36	100.00	44.44
Asian	180	178	98.89	76.97
Filipino	158	156	98.73	77.56
Hispanic or Latino	315	315	100.00	53.33
White	26	26	100.00	61.54
Two or More Races	12	12	100.00	66.67
Socioeconomically Disadvantaged	367	365	99.46	54.79
English Learners	140	138	98.57	55.07
Students with Disabilities	64	64	100.00	28.13
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	744	742	99.73	56.87
Male	399	398	99.75	59.55
Female	345	344	99.71	53.78
Black or African American	36	36	100	38.89
Asian	180	180	100	78.89
Filipino	158	156	98.73	65.38
Hispanic or Latino	315	315	100	42.22
White	26	26	100	53.85
Two or More Races	12	12	100	83.33
Socioeconomically Disadvantaged	367	366	99.73	46.72
English Learners	140	140	100	47.86
Students with Disabilities	64	64	100	28.13
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	22.2	31.6	18.8
7	20.1	30.6	23.1

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: Jason Garcia

Contact phone number: (626) 810-4109

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:

- Oswalt 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. Our PTSA brings into closer relation the home and the school as Oswalt parents and teachers cooperate to ensure a goal of a quality education and a nurturing environment for every Oswalt child.
- School Site Council, English Learner 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. Meetings are held on the first Tuesday of every month at 5pm. Parents are welcome to attend.
- To volunteer, please 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
Suspensions	1.3	1.1	1.5	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.

Oswalt's Safety Plan was reviewed, updated, and discussed with school faculty in August and October of 2018 prior to the statewide California Great Shakeout Earthquake drill. School Site Council and advisory boards approved the plan. Since then, Current plans are distributed and reviewed with the entire staff. Any changes are updated at staff meetings. The Plan is approved annually by the Board of Education in 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. A 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 and Rowland Police.
- 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.
- 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 \$158 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. This Measure will also include building of new facilities at Oswalt Academy, as well as Nogales and Rowland High School.

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	22		6		24		5		25		5	
1	21		5		14	4	5		22		5	
2	22		5		14	4	4		23		5	
3	22		5		12	5	5		23		5	
4	31		4		15	4	4		30		4	
5	32		4		17	4	2	2	28		4	
6	29	1	4		15	6	4		28	1	3	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	0.5	1060
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.35	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	2.0	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	\$11,840	\$6,060	\$5,780	\$88,161
District	N/A	N/A	\$5,127	\$85,939
Percent Difference: School Site and District	N/A	N/A	12.0	3.1
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-66.6	10.1

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)

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.