

Rowland Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

| School Contact Information | |
|-----------------------------------|--|
| School Name | Rowland Elementary School |
| Street | 2036 S. Fullerton Road |
| City, State, Zip | Rowland Heights, CA 91748 |
| Phone Number | (626) 964-3441 |
| Principal | John Martinez |
| E-mail Address | jmartinez@rowlandschools.org |
| Web Site | www.rowlandelemschool.org |
| CDS Code | 19-73452-6022354 |

| 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)

Our Mission: We are committed to see and act upon the invaluable relationships necessary among all staff, parents and community, to ensure that we work together to provide a positive and effective learning environment for our students to support becoming "the most awesome school around".

Our Vision: To provide an educational environment that maximizes learning for students and staff. We have a collective commitment to provide all students with a high-quality education.

Our PBIS Statement of Purpose: Staff, students and parents will create and maintain a learning environment that ensures the social, emotional, and academic success of all students.

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

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 87 |
| Grade 1 | 68 |
| Grade 2 | 64 |
| Grade 3 | 68 |
| Grade 4 | 84 |
| Grade 5 | 59 |
| Grade 6 | 83 |
| Total Enrollment | 513 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|------------------------------------|
| Black or African American | 2.1 |
| American Indian or Alaska Native | 0.0 |
| Asian | 18.7 |
| Filipino | 5.7 |
| Hispanic or Latino | 68.6 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 1.8 |
| Socioeconomically Disadvantaged | 93.6 |
| English Learners | 48.7 |
| Students with Disabilities | 4.7 |
| Foster Youth | 1.0 |

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 | 21 | 23 | 21 | 21 |
| 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 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 McGraw Hill World of Wonders 2017 Grades K-5: Benchmark Reading: 2017 Grades 6 Pearson 2017 My Perspectives English Language Arts | Yes | 0.0 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------------|---|
| Mathematics | Grades K-5: Holt, Rinehart and Winston 2009 Houghton Mifflin, California Math, Copyright Hill, Larson, Leiva, Stiff, et al Grades 6-8: Holt, Rinehart and Winston 2009 Holt California Mathematics Burger and Others Holt California Mathematics, Course 1: Numbers to Algebra, Student Edition | Yes | 0.0 |
| Science | Grades K-5: Houghton Mifflin Company 2007 Houghton Mifflin California Science William Badders and Others Grades 6-8: CPO Science 2007 CPO Focus on Earth CPO Writing Team Student Book Set Student Textbook - Volume 1 Investigative Manual - Volume II | Yes | 0.0 |
| History-Social Science | Grades K-5: Harcourt 2006 Harcourt Reflections Grade 6: McDougal Littell 2006 World History: Ancient Civilizations | 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.

LACOE conducted a Williams Facility Inspection on October 10, 2017. Rowland Elementary received a 99.04% on the inspection. The report has been included in the school safety binder.

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: October 2, 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 | |
| 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 | Planted new trees; new camera security system installed |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: October 2, 2018 | |
|--|------------------|
| Overall Rating | Exemplary |
| Exemplary | |

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) | 29.0 | 30.0 | 49.0 | 50.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 35.0 | 29.0 | 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 | 302 | 290 | 96.03 | 30.00 |
| Male | 151 | 146 | 96.69 | 28.77 |
| Female | 151 | 144 | 95.36 | 31.25 |
| Black or African American | -- | -- | -- | -- |
| Asian | 47 | 42 | 89.36 | 45.24 |
| Filipino | 19 | 18 | 94.74 | 72.22 |
| Hispanic or Latino | 212 | 207 | 97.64 | 24.64 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 286 | 275 | 96.15 | 29.09 |
| English Learners | 200 | 190 | 95.00 | 24.21 |
| Students with Disabilities | 18 | 17 | 94.44 | 5.88 |
| 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 | 302 | 296 | 98.01 | 28.72 |
| Male | 151 | 148 | 98.01 | 35.14 |
| Female | 151 | 148 | 98.01 | 22.3 |
| Black or African American | -- | -- | -- | -- |
| Asian | 48 | 45 | 93.75 | 60 |
| Filipino | 19 | 19 | 100 | 63.16 |
| Hispanic or Latino | 211 | 210 | 99.53 | 20 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 286 | 281 | 98.25 | 27.05 |
| English Learners | 201 | 198 | 98.51 | 24.75 |
| Students with Disabilities | 18 | 17 | 94.44 | 17.65 |
| Foster Youth | -- | -- | -- | -- |

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

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

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 13.1 | 34.4 | 21.3 |

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)

Rowland Elementary believes in the partnership of our parents and community to support our students' education. We provide many opportunities for our parents to have involvement in our learning community and leadership activities for parents. Involvement and leadership activities for parents include:

- Back to School Night
- English Learner Advisory Committee (ELAC)
- School Site Council
- Coffee with Principal Meetings
- Friday Flag Salute Assemblies
- Fall Family Learning Night
- Title I Parent Meeting
- Trimester Awards Assemblies
- Classroom visits for ELD (English classes), Writing, and Math
- 6th Grade Science Camp Parent Meeting
- GATE Parent Meeting
- Read Across America Day
- Founder's Day
- Spring Family Learning Night
- Mind Growers Parent University
- Open House
- 6th Grade Send Off
- Parent Teacher Association (PTA)
- Reclassification Meetings
- Parent Teacher Conferences Fall/Spring
- Parent Involvement Academy
- School-wide Parent and Community Celebrations
- Read Across America
- Student Recognition Assemblies

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 | 0.7 | 0.4 | 0.7 | 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)

Rowland Elementary's Safety Plan was reviewed, updated and discussed with school staff/Safety Committee and School Site Council in October 2018 . The Plan is approved annually by the Board of Education in March.

We are a closed/secured campus and we have school-wide practice drills for fire, earthquake, shelter in place, lockdown, and disaster. Rowland Elementary receives support from the Rowland Unified School Police as needed. 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. The phone system gives teachers the ability to make outside calls to parents, and emergency support services when needed. Rowland Elementary enforces visitor sign-in and sign-out procedures. One-way access to the campus is maintained by allowing entry only through the school office.

Rowland Elementary has implemented a PBIS Program that we call PRIDE. The goal for this system of school-wide behavior expectations is to establish and maintain a learning environment that promotes the social, emotional and academic success of all. PRIDE is taught explicitly to students by classroom teachers and is reinforced through weekly school wide flag salute assemblies, signage, social media message, and automated phone calls to parents. Our school provides Bully Prevention classes in all grades at the beginning of each trimester. In 2018, we introduced professional development on Restorative Practices and grade levels adopted practices to be used in classrooms with students. Our school promotes personal and civic responsibility with events including Bully Prevention Month, Red Ribbon Week, Great American Smoke Out, Pennies for Patients Leukemia Foundation, and Community Food Drives. In addition, Rowland Elementary has a student leadership council whose primary purpose is to develop personal leadership qualities by providing servant leadership projects to our school community.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 18 | 4 | 4 | | 24 | | 4 | | 17 | 5 | 3 | |
| 1 | 18 | 4 | 2 | | 17 | 3 | 3 | | 22 | 1 | 4 | |
| 2 | 20 | 2 | 5 | | 21 | 3 | 3 | | 19 | 2 | 3 | |
| 3 | 21 | 1 | 4 | | 25 | | 4 | | 16 | 3 | 3 | |
| 4 | 26 | 2 | | 2 | 22 | 2 | 2 | 1 | 25 | 2 | 1 | 1 |
| 5 | 23 | 2 | 3 | | 24 | 2 | | 2 | 23 | 2 | 2 | |
| 6 | 20 | 2 | 2 | | 22 | 2 | 3 | | 21 | 3 | 1 | 2 |
| Other | 8 | 1 | | | 12 | 1 | | | 7 | 1 | | |

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

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

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

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

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

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

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

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$12,035 | \$6,386 | \$5,648 | \$81,238 |
| District | N/A | N/A | \$5,127 | \$85,939 |
| Percent Difference: School Site and District | N/A | N/A | 9.7 | -5.1 |
| State | N/A | N/A | \$7,125 | \$79,665 |
| Percent Difference: School Site and State | N/A | N/A | -68.6 | 2.0 |

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.