

Hurley 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	Hurley Elementary School
Street	535 South Dora Guzman Avenue
City, State, Zip	La Puente, CA 91744
Phone Number	(626) 965-2429
Principal	Yesenia Alvarez
E-mail Address	yalvarez@rowlandschools.org
Web Site	www.hurleyelemschool.org
CDS Code	19-73452-6022289

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

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

Hurley Elementary School was built in 1962, and it serves approximately 510 students in grades TK-6 in the city of La Puente, California. Beautiful landscaping, modernized classrooms, and the gorgeous San Gabriel mountains set the scene at Hurley Elementary School. Hurley Elementary school serves a demographic that is 95% Hispanic/Latino, 96% socioeconomically disadvantaged and 60% are English Learners. We believe in providing a high-quality education through the use of effective teaching and learning techniques and the integration of educational technology to meet the needs of all learners. By fostering a collaborative culture that allows for diverse ideas and a lasting partnership with parents, both parents and the school community strive to inspire students to become lifelong learners who make positive contributions to society. Our mission is that Hurley students and staff are respectful, responsible, and build positive and caring relationships that create a vibrant and quality learning environment where high levels of academic and behavior success can flourish.

We are home to an expanding Dual Immersion program that currently services grades TK-4. The Dual Immersion program has three goals (1) bilingualism which is high levels of speaking proficiency in English and Spanish (2) bi-literacy which is high levels of academic proficiency in English and Spanish and (3) multicultural competence which is an understanding of and appreciation of different cultures. In addition to a Dual Immersion program, Hurley Elementary offers three lessons in digital citizenship, opportunities for coding and robotics, a 50 minute per week music block and a 50 minute per week block with a Physical Education specialist. Hurley offers an elementary sports program for students in grades 4-6 in the area of softball, soccer, and basketball. Additionally, Hurley offers students in grades 4-6 an opportunity to develop leadership capacities through Student Council. Our GATE program offers after-school experiences in Robotics and Science and Engineering for all interested scholars.

Hurley offers all students ST Math, iStation, Accelerated Reader, and the Hybridge-Edgenuity Acceleration program to support their learning. ST Math is "Spacial Temporal Math" which allows students to develop the critical thinking necessary to persevere in problem-solving. iStation supports our students in Spanish and English literacy by providing differentiated literacy instruction for students of all abilities in all grades. The Hurley staff continues to develop their craft and skills in the area of educational technology and Cognitively Guided Instruction (CGI) by attending professional development opportunities offered by the District and accessing our highly competent instructional coach to support the integration of technology and CGI at Hurley. Finally, Hurley continues to build a comprehensive system of multiple supports to engage and support our learners. In the area of literacy, instructional aides, an Impact Teacher and the RSP team provides school-wide interventions for the first three hours of the school day. Each student at grades 1-6, received literacy support at their level for 25-30 minutes per day four times per week. In the area of behavior supports, identified students receive support via Check In and Check Out interventions and our psychologist supports classroom teachers with a PTR (prevent, teach, reinforce) process for behavior supports for our tier III students. As a silver medal school for Positive Behavior Intervention Support (PBIS), Hurley continues to develop and design services for all of our learners. Hurley is an amazing school with a plethora of services for a variety of learners. The Hurley staff is very committed to the academic and social-emotional success of all students.

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

Grade Level	Number of Students
Kindergarten	93
Grade 1	78
Grade 2	66
Grade 3	78
Grade 4	79
Grade 5	62
Grade 6	64
Total Enrollment	520

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.4
Filipino	1.0
Hispanic or Latino	96.0
Native Hawaiian or Pacific Islander	0.0
White	0.6
Socioeconomically Disadvantaged	97.7
English Learners	56.0
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	23	22	20	20
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/Adelante Reading: 2017 Grades 6 Pearson 2017 My Perspectives English Language Arts	Yes	0.0
Mathematics	Grades K-5: Houghton Mifflin Harcourt Publishing 2015 TK-5 Math Expressions 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 Houghton Mifflin California Science, Copyright 2007 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

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: Harcourt 2006 Harcourt Reflections Grade 6: McDougal Littel 2006 World History: Ancient Civilizations	Yes	0.0
Foreign Language	All textbooks and other classroom resources are purchased from the state-approved textbook lists that meet California grade-level content standards.	Yes	0.0
Health	All textbooks and other classroom resources are purchased from the state-approved textbook lists that meet California grade-level content standards.	Yes	0.0
Science Laboratory Equipment (grades 9-12)	All textbooks and other classroom resources are purchased from the state-approved textbook lists that meet California grade-level content standards.		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 monthly basis to assess cleanliness and safety at all district sites.

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.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 1, 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	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: November 1, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	Parking lot re-paved; new camera security system installed

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 1, 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)	37.0	43.0	49.0	50.0	48.0	50.0
Mathematics (grades 3-8 and 11)	33.0	37.0	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	282	276	97.87	42.75
Male	138	136	98.55	35.29
Female	144	140	97.22	50.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	270	264	97.78	42.42
White	--	--	--	--
Socioeconomically Disadvantaged	279	274	98.21	42.70
English Learners	241	236	97.93	43.64
Students with Disabilities	24	24	100.00	4.17
Students Receiving Migrant Education Services	--	--	--	--

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	282	279	98.94	37.41
Male	138	137	99.28	37.96
Female	144	142	98.61	36.88
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	270	267	98.89	36.84
White	--	--	--	--
Socioeconomically Disadvantaged	279	276	98.92	37.09
English Learners	241	238	98.76	37.97
Students with Disabilities	24	24	100	8.33
Students Receiving Migrant Education Services	--	--	--	--

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	28.8	23.7	18.6

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)

Parent involvement is an essential cornerstone of Hurley Elementary school. 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 and enrich their child's classroom learning. Parents are invited to support their children by attending parent conferences and workshops, student performances, parent meetings/events, assemblies and sporting events. Programs and opportunities for engagement include:

1. Hurley Elementary School's PTA. The PTA is dedicated to promoting our students' well-being and personal success through strong parent, family and community involvement. Our PTA promotes a strong home and school connection by creating opportunities for parents and teachers to collaborate to accomplish the goal of providing students with a quality education in a nurturing environment. Our PTA supports Hurley with field trips and student rewards and incentives.
2. School Site Council, English Learner Advisory Committee, GATE Parent Advisory Committee are important decision-making bodies that provide input on school goals and evaluating the progress of the school as it relates to these goals.
3. Monthly Coffee with the Principal meetings are held to provide families with learning opportunities in the area of Common Core Standards, Next Generation Science Standards, English Learners and updated information about the school and/or district. The Family Resource Center also provides families with information regarding workshops and services related to the emotional and social well being of their children. This informal setting allows for Hurley parents to provide the principal with recommendations, feedback and guidance in regards to Hurley's goals and school programs.

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	3.4	1.5	1.3	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.

Hurley's Safety Plan was reviewed, updated and discussed with school faculty in October 2018 prior to the state wide earthquake drill in October 2018 and again in December of 2018 and school advisory boards and councils in February 2019. 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 patrol services - before, during and after school. An up-to-date phone system, fire alarm, intercom and other communications systems have been installed at all schools. The phone system gives teachers the ability to make outside calls to parents, and emergency support services when needed. Check-in procedures, combined with one-way access through the school office, limit the number of visitors on campus. A parent sign-in and sign-out procedure assures student safety.

Our commitment to safety is further evidenced by:

- Strong partnerships with law enforcement agencies through Operation Safe Community that provides weekly character education classes to 5th and 6th grade students through the STAR (Success Through Awareness and Resistance) Program.
- Ongoing training and practice drills keep staff attuned to crisis warning signs on a monthly basis.
- District safety staff service the schools and District facilities before, during and after school at all school and/or District-sponsored events.
- School site safety plans safeguard the well being of students and staff. All schools maintain safety plans and conduct routine safety drills and maintain emergency supplies for students and staff.
- A strictly enforced dress code policy keep students focused on the business of learning.

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	20	5	5		21	3	7		23		4	
1	20	3	2		22	1	5		20	8		
2	20	5	4		25		6		22	3	3	
3	19	4	2	1	24		8		21	2	5	
4	27		4		31		3	1	31		2	3
5	28		5	1	22	1	5		30		4	
6	26		6		36			4	32		4	
Other	17	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)	0.0	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	.5	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	\$15,131	\$7,971	\$7,160	\$91,202
District	N/A	N/A	\$5,127	\$85,939
Percent Difference: School Site and District	N/A	N/A	33.1	6.5
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-46.9	13.5

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/>.

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.