

# Santana High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Santana High School
<b>Street</b>	341 S. La Seda Rd.
<b>City, State, Zip</b>	La Puente, Ca 91744
<b>Phone Number</b>	(626) 965-3496
<b>Principal</b>	Gregory Perez
<b>E-mail Address</b>	gperez@rowlandschools.org
<b>Web Site</b>	<a href="http://www.santanahs.org/">http://www.santanahs.org/</a>
<b>CDS Code</b>	19-73452-1930106

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

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

As the District's continuation high school, Santana High School is dedicated to achieving excellence. The staff at Santana strives to provide an effective, challenging, and realistic educational environment characterized by flexibility, creativity, and concern for all students. We identify and create instructional strategies that respond to students' needs and individualized styles of learning. We provide all students with an accessible comprehensive curriculum and quality instructional program. We recognize the cultural diversity of the communities we serve and as such provide a learning environment that embraces the various cultures and abilities of our students. The major principles of our shared vision include a commitment to the following:

- To promote resiliency and success by individualizing the rigorous standards-based curriculum of instruction for each student academically, vocationally, and personally
- To present and cultivate traditional values which include responsibility, trust, respect, family and caring
- To foster a safe and secure learning environment through intercultural understanding, appreciation, high expectations, and cooperation
- To focus on school-to-college/career preparation

Students, teachers and staff are committed to the principle's of SOAR as means to positively reflect our common shared commitments:

- S to show you care about yourself, others and our community
- O openly trust others and yourself.
- A to act responsibly and to take responsibility for our actions
- R respect others and self

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 10</b>	3
<b>Grade 11</b>	56
<b>Grade 12</b>	114
<b>Ungraded Secondary</b>	1
<b>Total Enrollment</b>	174

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

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.6
Asian	3.4
Filipino	2.3
Hispanic or Latino	88.5
Native Hawaiian or Pacific Islander	0.0
White	3.4
Socioeconomically Disadvantaged	91.4
English Learners	25.9
Students with Disabilities	12.6
Foster Youth	1.1

## 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	12.6	14	16	16
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 classroom resources are purchased from the state-approved textbook lists that meet California grade-level content standards and conforms to all the textbook and instructional materials requirements of the Williams Act. Textbooks/Instructional Materials are reviewed by teachers, school staff, administration and public and adopted by the board of education.

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The district's core values of safety and excellence are manifested in our commitment to provide the best maintained and cleanest facilities possible.

School site inspections are conducted on a regular basis to assess cleanliness and safety at all district sites.

Work associated with the district's measure R 2006 bond program is near completion. During the 2014-2015 school year, extensive renovations took place at many of our district schools. These renovations included:

- New casework in classrooms
- Replacement of underground infrastructure
- Upgrades to landscaping
- Removal of unsafe concrete walks and installation of new ones
- Electrical upgrades
- New intercom systems
- New door hardware for enhanced security

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 the the ALP classrooms so that they can share resources.

Accommodations made for new testing assessment centers for common core.

**School Facility Good Repair Status (Most Recent Year)**

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

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

<b>School Facility Good Repair Status (Most Recent Year)</b>		
<b>Year and month of the most recent FIT report: December 10, 2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	one light out in classroom- corrected
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: December 10, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	new lawn completed between 30 and 40 wing; new fencing for adult education; new camera security system installed

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

Year and month of the most recent FIT report: December 10, 2018	
Overall Rating	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)	9.0	10.0	49.0	50.0	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	0.0	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	98	94	95.92	9.89
Male	64	62	96.88	13.56
Female	34	32	94.12	3.13
Black or African American	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	87	85	97.70	9.64
White	--	--	--	--
Socioeconomically Disadvantaged	87	83	95.40	7.41
English Learners	39	37	94.87	0.00
Students with Disabilities	14	12	85.71	0.00
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	100	93	93	0
Male	66	62	93.94	0
Female	34	31	91.18	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	89	84	94.38	0
White	--	--	--	--
Socioeconomically Disadvantaged	88	82	93.18	0
English Learners	40	37	92.5	0
Students with Disabilities	14	12	85.71	0
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
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

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

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	131
<b>% of pupils completing a CTE program and earning a high school diploma</b>	9%
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	0%

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

UC/CSU Course Measure	Percent
<b>2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	98.9
<b>2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	1.8

**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.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

**Opportunities for Parental Involvement (School Year 2018-19)**

Contact person name: Gregory Perez, Principal

Contact phone number: 626-965-3496



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 their students' classroom learning.

Programs and opportunities for parent involvement include:

**FOR US Foundation:**

The FOR US Foundation is a non-profit educational organization that raises funds for RUSD schools. Each year, funds are provided for teacher grants for innovative classroom projects, field trips and academic enrichment activities.

**Site-based Decision-making:**

All RUSD schools use site-based decision-making to determine the best allocation of resources. To volunteer for service on the School Site Council, please contact Santana High School.

**As a member of Santana High School:**

Parents are encouraged to be active members of the School Site Council and/or English Language Advisory Committee to providing input into programs for English Learners, budgetary decisions and the creation of the School Plan for Student Achievement.

Parents are provided with an orientation to the school with the school administration upon their child's enrollment into Santana High School which outlines parent involvement opportunities, expectations and commitments.

Parents are invited to and expected to attend meetings that are designed to assist their child, including but not limited to parent conferences, IEP meetings, and the School Attendance Review Team meetings.

Parents are provided with a list of available resources promoting their participation and access to community opportunities.

Parents are invited to and encouraged to attend school events such as Open House and Back-to-School Night to dialogue with teachers about their child's progress.

Parents of ACCEPT students are invited to the program to acquire strategies to effectively support the development of their grandchildren in the home environment.

**State Priority: Pupil Engagement**

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	30.7	14.4	16.3	8.4	6.1	6.5	10.7	9.7	9.1
<b>Graduation Rate</b>	40.9	66.7	41.3	86.0	89.8	86.4	82.3	83.8	82.7

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

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

Group	Graduating Class of 2017		
	School	District	State
All Students	46.3	89.4	88.7
Black or African American	100.0	90.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	93.1	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	45.3	85.8	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	0.0	100.0	92.1
Two or More Races	0.0	88.9	91.2
Socioeconomically Disadvantaged	47.7	89.9	88.6
English Learners	51.4	58.0	56.7
Students with Disabilities	56.3	75.7	67.1
Foster Youth	0.0	83.3	74.1

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.6	10.9	9.3	3.2	2.6	1.9	3.7	3.7	3.5
Expulsions	0.0	0.6	0.0	0.0	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

The California Department of Education's Safe School Assessment Program has designated Rowland Unified School District as among the safest school districts in the East San Gabriel Valley. Student and staff safety is one of the District's core values and is always involved in decision making. Santana High School, as do all District schools, maintains a closed campus policy, requiring all visitors to enter through the Main Office to register upon arrival. The Santana campus is monitored by a video surveillance/digital recording system. Up-to-date phone, fire alarm, and intercom systems are in-place. Teachers and administrators carry hand-held radios while a base radio station is manned by classified personnel. The District has assigned a full time district patrol to the site. Santana's commitment to safety is further evidenced by strong partnerships with law enforcement and probation officers through Operation Safe Community and emergency drills conducted throughout the school year. Emergency supplies for students and staff are stored on campus. Specially trained canine units, capable of detecting minute traces of drugs, gunpowder and other illegal substances, periodically make unannounced campus visits. Santana, as well as all RUSD schools, has a Comprehensive School Safety Plan which thoroughly addresses policies and procedures for the following areas:

- Child Abuse Reporting Procedures
- Disaster Procedures
- Suspension and Expulsion policies
- Procedures to notify teachers of dangerous students
- Sexual Harassment
- Dress Code
- Safe ingress and egress to and from school
- Safe and orderly learning environment
- School discipline including threat assessment and zero tolerance bullying.

RUSD Board action regarding this update occurs each March with school updates and meeting being turned into Pupil Services by February 1st of each year. The Plan is approved annually by the Board of Education in March.

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

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12.0	20	2		10.0	14	2		10.0	17	3	
Mathematics	11.0	12			11.0	7			11.0	9	2	
Science	10.0	9			14.0	5			9.0	9	2	
Social Science	12.0	20			13.0	13	1		13.0	14	3	

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	148
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.0	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	0.0	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	\$12,283	\$6,709	\$5,574	\$88,230
District	N/A	N/A	\$5,127	\$85,939
Percent Difference: School Site and District	N/A	N/A	8.4	3.2
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-69.8	10.2

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)

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The Rowland Unified School District promotes, expects, and accepts nothing short of excellence. We have a collective commitment to be the best school district in California and provide comprehensive, well-rounded, and rigorous educational experiences to all students, which are supported by engaging teaching strategies.

These include but are not limited to the following:

**Gifted and Talented Education** - Students who are identified as gifted and talented are provided with academic enrichment activities and classroom work as well as differentiated instruction and leadership development. In addition, the district hosts special GATE parent education sessions and educational field trips.

**Advanced Placement classes** - a variety of arts-related activities, honor societies, after school clubs, academic competitions, and Certificate Programs are among the offerings available for high school students. International Baccalaureate - Rowland Unified School District now has over 500 students enrolled in the IB program.

Last year many students from Rowland and Nogales High Schools completed the requirements and had the honor of being RUSD IB diploma graduates.

**Family Resource Center (FRC)** - The FRC provides an array of social services such as parent education, provider education, and parent and child interactive programs, along with health and support services.

**6th Grade Algebra** - This program, which earned a California School Board Golden Bell Award, readies students for advanced math in intermediate and high school. Algebra is a graduation requirement. Students who take Algebra early have the flexibility in their schedule to take more Advanced Placement (AP) and/or International Baccalaureate (IB) courses when in high school.

**Transitional Kindergarten** - Transitional kindergarten allows for pre-kindergarten age students to receive instruction in a classroom that is commensurate with their age and ability level.

**Technology** - Access to technology is woven into the curriculum, and the graduation requirements. All classrooms integrate technology into the curriculum. In addition, structured computer lab time ensures that students are well-versed and practiced in using today's technology for homework, classroom projects, and research.

**M.I.N.D. Institute** - A research-based K-4 math literacy program that integrates music (electronic keyboard instruction) and math video games to teach complex, abstract math concepts.

**Advancement Via Individual Determination (AVID)** - a college preparatory program that holds students accountable to the highest standards and provides academic and social support. AVID brings research-based curriculum and strategies to students each day that develop critical thinking, literacy, and math skills across all content areas.

**Alternative Learning Program (ALP)** - The Alternative Learning Program is designed for today's 21st Century learner. Its unique learning environment aims to serve students seeking or requiring opportunities outside of the traditional classroom setting. These variations include multiple learning modalities and flexible schedules, as well as independent, online and accelerated learning opportunities. The ALP also seeks to provide families with community agency support as well as family outreach and education opportunities

**Summer School Programs** for students at the Elementary and Secondary levels.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,383	\$49,512
Mid-Range Teacher Salary	\$81,079	\$77,880
Highest Teacher Salary	\$104,130	\$96,387
Average Principal Salary (Elementary)	\$130,524	\$123,139
Average Principal Salary (Middle)	\$140,624	\$129,919
Average Principal Salary (High)	\$148,777	\$140,111
Superintendent Salary	\$277,055	\$238,324
Percent of Budget for Teacher Salaries	39.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

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.