

Stanley G. Oswalt Academy

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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

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

School Description and Mission Statement (School Year 2016-17)

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	130
Grade 1	106
Grade 2	110
Grade 3	110
Grade 4	125
Grade 5	137
Grade 6	131
Grade 7	124
Grade 8	119
Total Enrollment	1,092

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.1
Asian	21.9
Filipino	24.6
Hispanic or Latino	41.6
Native Hawaiian or Pacific Islander	0.5
White	4.4
Two or More Races	1.3
Socioeconomically Disadvantaged	36.6
English Learners	11.7
Students with Disabilities	6.9
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	43	44	43.5	663.3
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.9	1.1
High-Poverty Schools in District	98.8	1.2
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August, 2016

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	Grades K-5: Reading Medallions (Houghton Mifflin Harcourt, 2011) Grades 6-8: Literature and Language Arts: Introductory Course (Holt, 2003) Literature and Language Arts: First Course (Holt, 2003) Literature and Language Arts: Second Course (Holt, 2003)	Yes	0.0
Mathematics	Grades K-5: Math Expressions Common Core (Houghton Mifflin Harcourt, 2013) Grades 6-8: Big Ideas Math Course 1 (Houghton Mifflin Harcourt, 2015) Big Ideas Math Course 2 (Houghton Mifflin Harcourt, 2015) Big Ideas Math Course 3 (Houghton Mifflin Harcourt, 2015) Algebra I (Holt, 2008) Algebra II (Holt, 2008) Geometry (McDougal Littell, 2007)	Yes	0.0
Science	Grades K-5: California Science (Houghton Mifflin, 2007) Grades 6-8: CPO Science: Focus on Earth (CPO, 2007) CPO Science: Focus on Life (CPO, 2007) CPO Science: Focus on Physics (CPO, 2007)	Yes	0.0
History-Social Science	Grades K-5: Reflections (Harcourt, 2006) Grade 6-8: World History: Ancient Civilizations (McDougal Littell, 2006) World History: Medieval and Early Modern Times (McDougal Littell, 2006) Creating America: A History of the United States (McDougal Littell, 2006)	Yes	0.0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

Work associated with the district's measure R 2006 bond program is near completion. During the 2013-2014 school year, extensive renovations took place at many of our district schools. These renovations included:

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

Regular pest control operations including pesticide applications are ongoing. All such work is performed in strict accordance with applicable regulations.

Ongoing assessment of site cleanliness is performed by the district's facilities and custodial manager. This process includes evaluation of new cleaning products, equipment, and procedures.

Maintenance work is timely, with health, life, and safety issues taking the highest priority.

Accommodations made for new testing assessment centers for common core.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 3, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		New VCT installed MP room
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Few lights out - routine replacement in progress
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 3, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New Marquee ~ Landscape upgrade (hillside)

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 3, 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	66	69	46	51	44	48
Mathematics	57	60	36	39	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	109	107	98.2	72.0
	4	132	131	99.2	55.7
	5	135	133	98.5	60.9
	6	131	127	97.0	77.2
	7	125	124	99.2	71.8
	8	120	118	98.3	79.7
Male	3	60	60	100.0	73.3
	4	67	67	100.0	52.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	79	79	100.0	54.4
	6	62	61	98.4	70.5
	7	65	64	98.5	65.6
	8	60	59	98.3	74.6
Female	3	49	47	95.9	70.2
	4	65	64	98.5	59.4
	5	56	54	96.4	70.4
	6	69	66	95.7	83.3
	7	60	60	100.0	78.3
	8	60	59	98.3	84.8
Asian	3	24	23	95.8	82.6
	4	28	27	96.4	63.0
	5	29	29	100.0	65.5
	6	34	33	97.1	84.8
	7	30	29	96.7	89.7
	8	25	25	100.0	80.0
Filipino	3	18	18	100.0	88.9
	4	30	30	100.0	60.0
	5	28	28	100.0	89.3
	6	29	29	100.0	82.8
	7	39	39	100.0	76.9
	8	40	39	97.5	84.6
Hispanic or Latino	3	45	44	97.8	61.4
	4	64	64	100.0	53.1
	5	61	59	96.7	44.1
	6	58	56	96.5	73.2
	7	46	46	100.0	58.7
	8	44	43	97.7	74.4
Socioeconomically Disadvantaged	3	44	43	97.7	53.5
	4	51	51	100.0	47.1
	5	47	45	95.7	55.6
	6	47	45	95.7	71.1
	7	48	48	100.0	47.9
	8	37	37	100.0	70.3
English Learners	3	11	10	90.9	20.0
	4	18	18	100.0	27.8
	5	11	10	90.9	10.0
	6	11	10	90.9	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	4	18	18	100.0	27.8
	5	12	11	91.7	9.1

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	109	109	100.0	68.8
	4	132	131	99.2	50.4
	5	135	134	99.3	47.0
	6	131	128	97.7	59.4
	7	125	125	100.0	65.6
	8	125	125	100.0	65.6
Male	3	60	60	100.0	78.3
	4	67	66	98.5	54.5
	5	79	79	100.0	43.0
	6	62	61	98.4	63.9
	7	65	65	100.0	64.6
	8	65	65	100.0	64.6
Female	3	49	49	100.0	57.1
	4	65	65	100.0	46.1
	5	56	55	98.2	52.7
	6	69	67	97.1	55.2
	7	60	60	100.0	66.7
	8	60	60	100.0	66.7
Asian	3	24	24	100.0	91.7
	4	28	28	100.0	64.3
	5	29	29	100.0	65.5
	6	34	34	100.0	82.3
	7	30	30	100.0	86.7
	8	30	30	100.0	86.7
Filipino	3	18	18	100.0	72.2
	4	30	29	96.7	69.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	28	28	100.0	64.3
	6	29	29	100.0	65.5
	7	39	39	100.0	69.2
	8	39	39	100.0	69.2
Hispanic or Latino	3	45	45	100.0	62.2
	4	64	64	100.0	42.2
	5	61	60	98.4	25.0
	6	58	56	96.5	44.6
	7	46	46	100.0	50.0
	8	46	46	100.0	50.0
Socioeconomically Disadvantaged	3	44	44	100.0	45.5
	4	51	50	98.0	42.0
	5	47	46	97.9	34.8
	6	47	45	95.7	40.0
	7	48	48	100.0	45.8
	8	48	48	100.0	45.8
English Learners	3	11	11	100.0	36.4
	4	18	17	94.4	29.4
	5	11	11	100.0	18.2
	6	11	11	100.0	
Students with Disabilities	4	18	18	100.0	27.8
	5	12	12	100.0	8.3

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	91	91	84	64	59	53	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	255	253	99.2	83.8
Male	139	139	100.0	82.0
Female	116	114	98.3	86.0
Asian	54	54	100.0	90.7
Filipino	68	68	100.0	92.7
Hispanic or Latino	105	103	98.1	73.8
White	13	13	100.0	84.6
Socioeconomically Disadvantaged	84	83	98.8	78.3
English Learners	15	15	100.0	33.3
Students with Disabilities	13	13	100.0	38.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	34.3	20.1	22.4
7	17.6	25.6	44

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

Contact person: Kevin Despard
Contact phone number: (626) 810-4109

As their children's first and most important teachers, parents are involved and supported as participants in home-learning activities, including supervising assigned homework, daily reading, and family discussions that reinforce or enrich children's classroom learning. Parents are invited to support their children by attending parent conferences and workshops, student performances, parent meetings or events, assemblies, and sports events. Programs and opportunities for parent involvement include:

- Oswalt PTSA: Our Parent Teacher Student Association is dedicated to promoting our students' well-being and personal success through strong parent, family, and community involvement, sponsored activities and fundraising. Our PTSA brings into closer

relation the home and the school as Oswalt parents and teachers cooperate to ensure a goal of a quality education and a nurturing environment for every Oswalt child.

- School Site Council, English Learner Advisory Committee: The school site council and advisory committees play an important role in decision-making, providing input on goals of the school and evaluating the school's progress toward those goals.
- FOR US Foundation: The FOR US Foundation is a non-profit educational foundation that raises fund for RUSD schools. Each year, funds are provided for teacher grants for innovative classroom projects, field trips and academic enrichment activities.
- Site-based Decision-making: Many schools use site-based decision-making to determine the best allocation of resources. To volunteer, contact your local school.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.0	1.3	1.3	3.8	2.6	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Once again, the California Department of Education's Safe Schools Assessment Program has designated Rowland Unified as among the safest school districts in the East San Gabriel Valley. As one of the district's core values, student and staff safety is kept in the forefront of all decision-making.

Oswalt's Safety Plan was reviewed, updated, and discussed with school faculty in August and October of 2015 prior to the statewide California Great Shakeout Earthquake drill. School Site Council and advisory boards approved the plan and it was approved by the district board in January 2016. Since then, Current plans are distributed and reviewed with the entire staff. Any changes are updated at staff meetings.

In addition to maintaining closed campuses that are secured with fencing, schools are carefully monitored by campus police officers - before, during and after school. A phone system, fire alarm, intercom and other communications systems have been installed at all schools. The phone system gives teachers the ability to make outside calls to parents, and emergency support services when needed. Check-in procedures, combined with one-way access through the school office, limit the number of visitors on campus. A parent sign-in and sign-out procedure assures student safety.

Our commitment to safety is further evidenced by:

- Strong partnerships with law enforcement agencies and Rowland Police.
- Ongoing training and practice drills keep staff attuned to crisis warning signs.
- Specially trained canine units - that can detect even the minutest traces of drugs, gunpowder, and other illegal substances - regularly inspect classrooms, desks and lockers to deter students from negative activity.

- Campus peace officers patrol schools and District facilities before, during and after school at all school and/or District-sponsored events.
- All campuses are closed; security fencing ensures students are safe and secure on school grounds. Check-in procedures, combined with one-way access through the school office, limit the number of visitors on campus.
- School site safety plans safeguard the well being of students and staff. All schools maintain safety plans and conduct routine safety drills and maintain emergency supplies for students and staff.
- Phone, fire alarm, intercom and other communications systems have been installed at all schools. The new phones allow teachers to call outside numbers - including 911 - in the event of an emergency.
- Strictly enforced dress code policies keep students focused on the business of learning.
- Thanks to the passage of Measure R, a \$158 million general obligation bond, the district will continue to invest in safety improvements on all campuses. Modernization efforts include the removal of asbestos, the addition of exterior safety lighting, the replacement of fencing, the installation of new communications systems, and the installation of security cameras. This Measure will also include building of new facilities at Oswalt Academy, as well as Nogales and Rowland High School.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	1	4		21	2	3		21	2	3	
1	14	3	4		20	5			20	5		
2	20	3	2		19	5			19	5		
3	22		5		20	4	1		20	4	1	
4	17	3	4		29		4		29		4	
5	14	4	4		28		4		28		4	
6	16	4	4		25	1	4		25	1	4	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	30		6	2	30		7	1	30		7	1
Mathematics	24	3	6	1	24	3	7		24	3	7	
Science	30		6	2	30		8		30		8	
Social Science	30		7	1	30		8		30		8	

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	240
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.9	N/A
Resource Specialist	1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,444	\$254	\$5,191	\$74,932.00
District	N/A	N/A	\$5,157	\$77,333
Percent Difference: School Site and District	N/A	N/A	0.7	4.5
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	-2.9	4.8

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

Types of Services Funded (Fiscal Year 2015-16)

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. Most classrooms have computer stations, as well as other technology that supports classroom learning. 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.

Community Day School - Small class sizes enable teachers in RUSD's three Community Day School classrooms to provide personalized instruction to students, in grades 7 through 12, who have discipline/attendance problems. This class format enables students to improve their grades, make up credits, and improve their school attendance and return to their home school.

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

Supplemental educational services (SES) were provided under a school's federal accountability PI status. Additional academic instruction was provided outside of the regular school day and designed to increase the academic achievement of students attending these schools.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,796	\$44,958
Mid-Range Teacher Salary	\$73,548	\$70,581
Highest Teacher Salary	\$94,458	\$91,469
Average Principal Salary (Elementary)	\$128,552	\$113,994
Average Principal Salary (Middle)	\$119,900	\$120,075
Average Principal Salary (High)	\$142,623	\$130,249
Superintendent Salary	\$230,000	\$218,315
Percent of Budget for Teacher Salaries	37%	38%
Percent of Budget for Administrative Salaries	5%	5%

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 Efficacious 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:

- Unpacking the Next Generation Science Standards
- Defining First Best Instruction through the RUSD Framework for Efficacious Instruction and training on skills-based and inquiry-based models
- Integrating Technology into Instruction Reflecting on and Improving Practice through Instructional Rounds
- Providing New Teacher Support
- Implementing Literacy Interventions of iRead and System 44 Expanding Advancement Via Individual Determination Program training

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.