

John A. Rowland High School

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	John A. Rowland High School
Street	2000 South Otterbein Street
City, State, Zip	Rowland Heights, CA 91748
Phone Number	(626) 965-3448
Principal	Mitch Brunyer
E-mail Address	mbrunyer@rowlandschools.org
Web Site	http://www.rowlandhs.org
CDS Code	19-73452-1937564

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)

Located in the East San Gabriel Valley, John A. Rowland High School is one of two comprehensive high schools in the Rowland Unified School District. The district serves students residing in West Covina, Walnut, La Puente, and the unincorporated areas of Rowland Heights and Valinda. In addition, many students come to Rowland on permit from other communities. The district includes: thirteen elementary feeder schools, two middle schools, three K-8 schools and one continuation high school.

Rowland is close to many colleges and universities. There are four nearby community colleges: Mt. San Antonio, Rio Hondo, Fullerton and Citrus. We are also commuter-close to the following universities: California State University Fullerton, California Polytechnic University Pomona, Whittier College, the University of La Verne, and the Claremont Colleges. Our counseling team articulates with the four community colleges, as well as working closely with both the state colleges. In addition, the district has teacher-training agreements with the universities mentioned, except for the Claremont Colleges.

Rowland H.S. opened its doors in 1964, and now currently serves 2,179 students and employs 179 people. There are 5 administrators, 88 teachers, 12 other certificated staff, 27 full-time classified employees, 47 part-time classified, and 35 walk-on coaches. Rowland High School's ethnic breakdown is 2% African-American, 43% Asian, 10% Filipino, 40% Hispanic, 4% White, and 1% Other. Of the 2,220 students at Rowland High School, 10% are English Learners, and over 50% are on free and/or reduced lunch.

Rowland functions on the 180-day traditional school calendar, which begins in August, and ends in June. Classes are in session for fifty-six minutes, Tuesday-Friday. In the last few years, we have added a 10-minute nutrition break based on the requests of staff and students. Another staff request, collaboration time, has been filled by the addition of weekly late start days. The late start Monday schedule gives teachers the opportunity to meet in departments, in focus groups, and as a whole faculty to collaborate. The regular schedule offers students a staggered start time, with first period beginning at 7:10 a.m. and seventh period ending at 3:03 p.m. This scheduling allows students to take extra classes and participate in programs such as International Baccalaureate (IB), Advanced Placement (AP), a Career Pathway, Advancement Via Individual Determination (AVID), student government, athletics, ROP, performing arts and supports English Learners.

RHS has had tremendous success throughout its history, being recognized by the state for its CTE programs and as a distinguished school, nationally as a Blue Ribbon school, as "One of America's Best High Schools" through Newsweek magazine, and by outside entities such as being selected for the Successful Practices Network by the Gates Foundation. RHS continues its commitment towards academic excellence schoolwide and to provide the best education possible for our students, enabling them to maximize their full potentials. For example, we continue to see growth in our enrollment in AVID, honors, IB, and AP programs. We have added additional courses to meet the needs of all of our student populations.

ROWLAND HIGH SCHOOL AREAS OF FOCUS - 2015-2016

- Rowland High School staff and administration will be fiscal-minded as we continue to work with the new funding system through the Local Control Accountability Plan (LCAP) that links directly to our Single Plan for Student Achievement (SPSA). Staff and administration will also work to prepare for the upcoming modernization of the facility with strong communication and a focus on safety. (Alignment to RUSD Direction 2, 3, 4 & 5)
- Rowland High School staff and administration will continue to work on the implementation of the Common Core State Standards. This will encompass school wide attention on reading and writing, staff development, and assessments reflecting those standards. This will involve the support of the Smarter Balanced Assessment Consortium (SBAC) testing system, to include the implementation of interim assessments. (Alignment to RUSD Direction 1)
- Rowland High School staff and administration will strengthen teaching and learning through the use of data, goal setting, technology, staff development, collaboration, peer observation, instructional coaches and adherence to the three R's of rigor, relevance, and relationships. (Alignment to RUSD Direction 1, 2, & 6)
- Rowland High School staff and administration will continue to provide and develop interventions and support for our underrepresented and struggling populations through the use of resources and program development. This will include a school wide effort to support English Learners. (Alignment to RUSD Direction 1 & 4)

ROWLAND HIGH SCHOOL MISSION STATEMENT

We are committed to the development of all students as thinkers, communicators, and contributors, which will be accomplished through instructional practices and curriculum marked by rigor, relevance and relationships. Our students will be supported as they engage in the high school experience, graduate, and become responsible members of society.

ROWLAND HIGH SCHOOL VISION STATEMENT

We envision the high school setting as a place of learning for all stakeholders, which is closely tied to the values of caring, respect, responsibility, trust, and family. We support a student-centered, collaborative approach to school improvement. We believe in providing academic and extracurricular opportunities for students to realize their unique interests and potential, which is provided in a safe and secure learning environment. We support all students in their high school journey to become successful thinkers, communicators, and contributors.

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

Grade Level	Number of Students
Grade 9	554
Grade 10	593
Grade 11	551
Grade 12	523
Total Enrollment	2,221

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0
Asian	41.8
Filipino	10.2
Hispanic or Latino	40.2
Native Hawaiian or Pacific Islander	0.5
White	4.4
Two or More Races	1.2
Socioeconomically Disadvantaged	55.6
English Learners	11.3
Students with Disabilities	7.1
Foster Youth	0.2

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	89.4	81	80.8	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	98.3	1.7
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, 2013

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
Reading/Language Arts	Strategic Reading-English 3D Issues (Scholastic, 2011) ELD EDGE (National Geographic Learning, 2014) Holt Literature and Language Arts (Holt, Rinehart, Winston, 2003)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Algebra 1 (Holt, Rinehart & Winston, 2008) Algebra 2 (Holt, Rinehart & Winston, 2008) Geometry (McDougal Littell, 2007) 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
Science	Earth Science (Holt, Rinehart and Winston, 2007) Biology (McDougal Littell, 2008) Chemistry (Holt, Rinehart, & Winston, 2007) Human Anatomy and Physiology (McGraw Hill, 2007) Physics (Holt, Rinehart and Winston, 2007)	Yes	0.0
History-Social Science	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
Foreign Language	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
Health	Lifetime Health (Holt, 2004)	Yes	0.0
Visual and Performing Arts	Music Scores - various	Yes	0.0
Science Laboratory Equipment (grades 9-12)	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 first two bond programs is complete. 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

Rowland High School is now undergoing construction with the 2012 bond Measure R. The scope of work will include a two-story classroom building, performing art center, library, administration office, food services, multipurpose room, ASB store and classroom, and more.

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: October 11, 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		minor ceiling tile repair - in progress
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New building construction begun; new varsity softball field completed

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 11, 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	73	76	46	51	44	48
Mathematics	55	51	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	11	548	528	96.3	75.7
Male	11	276	267	96.7	72.7
Female	11	272	261	96.0	78.8
Asian	11	241	228	94.6	82.5
Filipino	11	51	51	100.0	96.1
Hispanic or Latino	11	216	211	97.7	63.0
White	11	22	21	95.5	85.0
Socioeconomically Disadvantaged	11	311	297	95.5	68.3
English Learners	11	50	41	82.0	14.6
Students with Disabilities	11	47	46	97.9	17.4

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	11	548	536	97.8	51.4
Male	11	276	271	98.2	51.3
Female	11	272	265	97.4	51.5
Asian	11	241	233	96.7	74.7
Filipino	11	51	51	100.0	62.8
Hispanic or Latino	11	216	213	98.6	25.4
White	11	22	22	100.0	47.6
Socioeconomically Disadvantaged	11	311	303	97.4	42.9
English Learners	11	50	46	92.0	37.0
Students with Disabilities	11	47	46	97.9	4.3

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)	66	67	59	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	596	581	97.5	59.0
Male	298	292	98.0	57.9
Female	298	289	97.0	60.2
Black or African American	11	11	100.0	45.5
Asian	254	247	97.2	70.9
Filipino	66	65	98.5	73.9
Hispanic or Latino	226	220	97.4	40.9
White	23	22	95.7	68.2
Socioeconomically Disadvantaged	313	305	97.4	51.2
English Learners	83	77	92.8	11.7
Students with Disabilities	34	34	100.0	35.3

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.

Career Technical Education Programs (School Year 2015-16)

CAREER CERTIFICATION PROGRAM

The Rowland Unified School District Career Certification Program provides students the opportunity to earn a Certificate of Completion in a career pathway in addition to earning their high school diploma at graduation. Students develop professional and personal skills preparing them for employment and higher education. Students commit to completing the following program requirements:

- Complete the pathway sequence of courses
- Earn a "B" average (80%) in the core courses
- Earn a "B" or better grades in advanced courses.
- Earn a "B" or better in Senior Seminar.
- Earn proficient evaluations from professionals.

What is Senior Seminar? Senior Seminar brings together the knowledge and skills students have learned throughout the Career Certification Program. Students focus on the following areas:

- Internship - Students are placed at local business where they work after school in a non-paid position for 36 hours over a 7-week period to gain practical experience in their career interest area.
- Research Project - Students design and complete a project that demonstrates advanced knowledge related to their area of specialization.
- Presentation - Students prepare an oral presentation of their project to present to an audience of professionals for reviews.
- Portfolio - Students assemble a portfolio containing the collection of work representing their four years of study. The portfolio is presented in a exit interview to a panel of professionals for evaluation.
- Career Pathway - Graduation Requirement

Arts and Communications - Business - Family and Consumer Sciences - Health and Medical Services - Public and Human Services - Technology

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	972
% of pupils completing a CTE program and earning a high school diploma	100.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	39%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.11
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	54.1

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
9	16.3	23.9	49.7

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 name, Mitch Brunyer, Principal, contact phone number: (626) 965-3448 EX. 3200

Rowland High School welcomes parent involvement and participation in their child's education. In home-learning activities, including supervising assigned homework, daily reading, and family discussions that reinforce or enrich children's classroom learning.

Rowland High School offers parents many opportunities to communicate and receive information from the school. Homelink allows parents to monitor academic progress of their students on a daily basis by providing access to student grades and attendance in real time. Parentlink allows teachers to contact parents on attendance, academic and behavior issues. The school also uses Parentlink to communicate important events and concerns. The website for RHS has strong, current information posted and allows for parents and students to view the homework assignments posted on each of their teachers webpage. Parents are invited to support their children by attending parent conferences and workshops, student performances, parent meetings or events, assemblies, and sporting events.

Specific programs and opportunities for parent involvement at the site level are:

- Becoming a parent representative on School Site Council, Parent Teacher Student Association, Band, Choir, Theater and Athletic Parent Booster clubs, English Learners Advisory Council
- Attendance at Parent Academy Meetings six times a year, 9th Grade and New Student Parent Orientation in August, two Parent Conference Nights, and Back to School Night
- Rowland High School offers site-based decision making to determine the best allocation of resources. To volunteer please contact the school site.

Programs at the district level:

- **Booster Groups:** Most of the intermediate and high school music groups and athletic teams have parent booster organizations that raise funds and assist students on the day of competition. Contact your local school for more information.
- **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.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	2.70	5.00	6.20	9.30	6.90	8.40	11.40	11.50	10.70
Graduation Rate	93.88	92.57	91.14	83.92	87.59	86.02	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	93	84	86
Black or African American	86	65	78
American Indian or Alaska Native	100	27	78
Asian	92	92	93
Filipino	92	95	93
Hispanic or Latino	94	80	83
Native Hawaiian/Pacific Islander	100	75	85
White	95	77	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	80	60	66
English Learners	53	39	54
Students with Disabilities	96	85	78

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	3.3	3.0	3.7	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. In addition to maintaining closed campuses that are secured with fencing, schools are carefully monitored by campus police officers and campus aides - 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, monitor the visitation on campus. A visitor 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.
- School site safety plans safeguard the well being of students and staff.
- Ongoing training and practice drills keep staff attuned to crisis warning signs.
- Specially trained canine units - that can detect even minuscule 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.
- 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 phones allow teachers to call outside numbers - including 911 - in the event of an emergency.
- A strictly enforced dress code policy keep students focused on the business of learning.
- Former Rowland High School Psychology teacher and parent and family therapist, Mr. Chip Phillips conducts a teen forum where students are free to discuss issues of drugs, domestic abuse, premarital sex, etc.
- Campus Peace Officers have been authorized to issue Criminal Citations for truancy, vandalism, drug possession, and other violations of Penal Code.

Thanks to the passage of Measure R, a \$70 million general obligation bond, the district will continue to invest in safety improvements on all campuses.

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 (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	29	17	24	46	29	15	28	46	29	15	28	46
Mathematics	31	6	12	45	32	7	8	46	32	7	8	46
Science	33	3	11	43	33	2	10	43	33	2	10	43
Social Science	31	6	13	44	33	3	10	44	33	3	10	44

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	5.5	500
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1.6	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	5	N/A
Other	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,687	\$632	\$5,055	\$74,932.00
District	N/A	N/A	\$5,157	\$77,333
Percent Difference: School Site and District	N/A	N/A	-2.0	4.5
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	-5.5	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/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	8	N/A
Science	4	N/A
Social Science	13	N/A
All courses	30	.7

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 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.

