

Ybarra Academy of the Arts and Technology

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Ybarra Academy of the Arts and Technology
Street	1300 Brea Canyon Cut-Off Road
City, State, Zip	Walnut, CA 91789
Phone Number	(909) 598-3744
Principal	Annette Ramirez
E-mail Address	annettel@rowland.k12.ca.us
Web Site	http://www.ybarraacademy.org/
Grades Served	K-8
CDS Code	19-73452-6022404

District Contact Information	
District Name	Rowland Unified School District
Phone Number	(626) 965-2541
Superintendent	Julie Mitchell, Ed.D.
E-mail Address	jmittchell@rowland.k12.ca.us
Web Site	www.rowlandschools.org

School Description and Mission Statement (Most Recent Year)

The mission of Ybarra Academy is to work in partnership for excellence to educate and inspire self-confident, inquiring, caring students who contribute to a global society. A student-centered focus, with integrity, respect, responsibility with accountability, excellence and safety, are what we believe to be the common core values which foster life-long learning with equity for all students. Through this partnership of family, staff, and richly diverse community, within a safe, nurturing environment, students are prepared to realize their dreams and meet the challenges of today and tomorrow.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	58
Grade 1	64
Grade 2	72
Grade 3	66
Grade 4	77
Grade 5	80
Grade 6	85
Grade 7	63
Grade 8	70
Total Enrollment	635

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.2
Asian	32.8
Filipino	6.8
Hispanic or Latino	48
Native Hawaiian or Pacific Islander	0.3
White	7.4
Two or More Races	2.7
Socioeconomically Disadvantaged	49.3
English Learners	16.2
Students with Disabilities	3.3
Foster Youth	0.3

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	29	29		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2014-15)

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	99.8	0.2
High-Poverty Schools in District	99.9	0.1
Low-Poverty Schools in District	98.6	1.4

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 2015-16)

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5: Houghton Mifflin Reading: A Legacy, Copyright 2003 Grades 6-8: Holt, Rinehart and Winston Literature and Language Arts, Copyright 2003	Yes	0.0
Mathematics	Grades K-5: Holt, Rinehart and Winston, Houghton Mifflin, California Math, Hill, Larson, Leiva, Stiff, et al, Copyright 2009 Grades 6-8: Holt, Rinehart and Winston, California Mathematics, Burger and Others, Holt California Mathematics, Course 1: Numbers to Algebra, Student Edition, Copyright 2008	Yes	0.0
Science	Grades K-5: Houghton Mifflin Company, Houghton Mifflin California Science, William Badders and Others, Copyright 2007 Grades 6-8: CPO Science CPO Focus on Earth, CPO Writing Team Student Book Set Student Textbook - Volume 1 Investigative Manual - Volume II, Copyright 2007	Yes	0.0
History-Social Science	Grades K-5: Harcourt Harcourt Reflections, Copyright 2007 Grade 6 : McDougal Littel World History: Ancient Civilizations, Copyright 2006 Grade 7: McDougal Littel Medieval Early Mod Txt, Copyright 2006 Grade 8: Mc Dougal Littel Cr. Amer. Beg. St. Txt., Copyright 2006	Yes	0.0
Foreign Language	Realidades Standard base Spanish(Prentice-Hall)	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 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 in which data were collected: October 31, 2015				
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			
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			Playground improvement

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: October 31, 2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	61	46	44
Mathematics	56	37	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	67	65	97.0	8	28	26	38
	4	76	75	98.7	28	24	20	28
	5	79	79	100.0	9	22	32	37
	6	86	83	96.5	10	20	40	30
	7	63	62	98.4	21	23	32	24
	8	73	70	95.9	11	34	44	10
Male	3	67	32	47.8	9	25	34	31
	4	76	37	48.7	24	24	19	32
	5	79	37	46.8	14	22	32	32
	6	86	43	50.0	7	26	40	28
	7	63	23	36.5	35	17	9	39
	8	73	37	50.7	11	30	43	16
Female	3	67	33	49.3	6	30	18	45
	4	76	38	50.0	32	24	21	24
	5	79	42	53.2	5	21	31	40
	6	86	40	46.5	13	15	40	33
	7	63	39	61.9	13	26	46	15
	8	73	33	45.2	12	39	45	3
Black or African American	4	76	1	1.3	--	--	--	--
	5	79	3	3.8	--	--	--	--
	6	86	2	2.3	--	--	--	--
	8	73	2	2.7	--	--	--	--
Asian	3	67	24	35.8	4	21	38	38

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	76	19	25.0	16	32	16	37
	5	79	32	40.5	3	25	28	41
	6	86	28	32.6	7	7	46	39
	7	63	20	31.7	15	5	40	40
	8	73	17	23.3	0	6	65	29
Filipino	3	67	5	7.5	--	--	--	--
	4	76	4	5.3	--	--	--	--
	5	79	4	5.1	--	--	--	--
	6	86	6	7.0	--	--	--	--
	7	63	5	7.9	--	--	--	--
	8	73	9	12.3	--	--	--	--
Hispanic or Latino	3	67	32	47.8	13	38	22	28
	4	76	38	50.0	32	26	24	18
	5	79	32	40.5	19	19	41	22
	6	86	38	44.2	11	29	37	24
	7	63	33	52.4	30	33	24	12
	8	73	35	47.9	17	51	29	3
Native Hawaiian or Pacific Islander	7	63	1	1.6	--	--	--	--
White	3	67	3	4.5	--	--	--	--
	4	76	12	15.8	42	17	17	25
	5	79	4	5.1	--	--	--	--
	6	86	8	9.3	--	--	--	--
	7	63	1	1.6	--	--	--	--
	8	73	5	6.8	--	--	--	--
Two or More Races	4	76	1	1.3	--	--	--	--
	5	79	4	5.1	--	--	--	--
	6	86	1	1.2	--	--	--	--
	7	63	2	3.2	--	--	--	--
	8	73	2	2.7	--	--	--	--
Socioeconomically Disadvantaged	3	67	38	56.7	13	32	18	37
	4	76	41	53.9	34	29	10	27
	5	79	35	44.3	11	29	34	26
	6	86	36	41.9	8	25	50	17
	7	63	35	55.6	31	26	29	14
	8	73	38	52.1	13	42	34	11
Students with Disabilities	3	67	1	1.5	--	--	--	--
	4	76	2	2.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5	79	4	5.1	--	--	--	--
	6	86	3	3.5	--	--	--	--
	7	63	3	4.8	--	--	--	--
	8	73	2	2.7	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	67	65	97.0	5	15	45	35
	4	76	76	100.0	12	45	28	16
	5	79	78	98.7	14	32	27	27
	6	86	86	100.0	19	28	26	27
	7	63	63	100.0	22	22	19	37
	8	73	70	95.9	20	27	26	27
Male	3	67	32	47.8	6	9	47	38
	4	76	38	50.0	8	42	34	16
	5	79	37	46.8	16	27	30	27
	6	86	46	53.5	17	24	28	28
	7	63	23	36.5	26	13	9	52
	8	73	37	50.7	19	16	27	38
Female	3	67	33	49.3	3	21	42	33
	4	76	38	50.0	16	47	21	16
	5	79	41	51.9	12	37	24	27
	6	86	40	46.5	20	33	23	25
	7	63	40	63.5	20	28	25	28
	8	73	33	45.2	21	39	24	15
Black or African American	4	76	1	1.3	--	--	--	--
	5	79	3	3.8	--	--	--	--
	6	86	3	3.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	73	2	2.7	--	--	--	--
Asian	3	67	24	35.8	0	4	58	38
	4	76	20	26.3	0	25	55	20
	5	79	31	39.2	6	26	23	45
	6	86	30	34.9	3	30	20	47
	7	63	21	33.3	0	10	19	71
	8	73	18	24.7	6	17	17	61
Filipino	3	67	5	7.5	--	--	--	--
	4	76	4	5.3	--	--	--	--
	5	79	4	5.1	--	--	--	--
	6	86	6	7.0	--	--	--	--
	7	63	5	7.9	--	--	--	--
	8	73	9	12.3	--	--	--	--
Hispanic or Latino	3	67	32	47.8	9	25	31	34
	4	76	38	50.0	18	50	21	11
	5	79	32	40.5	19	47	28	6
	6	86	38	44.2	37	24	29	11
	7	63	33	52.4	39	30	15	15
	8	73	34	46.6	26	41	26	6
Native Hawaiian or Pacific Islander	7	63	1	1.6	--	--	--	--
White	3	67	3	4.5	--	--	--	--
	4	76	12	15.8	17	67	8	8
	5	79	4	5.1	--	--	--	--
	6	86	8	9.3	--	--	--	--
	7	63	1	1.6	--	--	--	--
	8	73	5	6.8	--	--	--	--
Two or More Races	4	76	1	1.3	--	--	--	--
	5	79	4	5.1	--	--	--	--
	6	86	1	1.2	--	--	--	--
	7	63	2	3.2	--	--	--	--
	8	73	2	2.7	--	--	--	--
Socioeconomically Disadvantaged	3	67	38	56.7	8	21	37	34
	4	76	41	53.9	12	56	22	10
	5	79	35	44.3	14	37	37	11
	6	86	38	44.2	29	32	18	18
	7	63	35	55.6	31	29	23	17
	8	73	37	50.7	19	32	24	24

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3	67	1	1.5	--	--	--	--
	4	76	2	2.6	--	--	--	--
	5	79	4	5.1	--	--	--	--
	6	86	3	3.5	--	--	--	--
	7	63	3	4.8	--	--	--	--
	8	73	2	2.7	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	84	84	83	62	64	59	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	59
All Students at the School	83
Male	82
Female	84
Black or African American	--
Asian	89
Filipino	--
Hispanic or Latino	75
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	82
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.40	23.10	42.30
7	23.00	6.60	62.30

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 (Most Recent Year)

Contact person name, Annette Ramirez, Principal, and contact phone number: 909-598-3744

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:

- Ybarra Academy 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 Ybarra parents and teachers cooperate to ensure a goal of a quality education and a nurturing environment for every Ybarra child.
- School Site Council, English Learner Advisory Committee, GATE Parent 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.
- Coffee with the Principal: Bimonthly round table type meetings with the principal, vice-principal and other parent leaders from the School Site Council and Parent Teacher Student Association.
- Classroom tutors and volunteers: Coordination and assisting with school activities such as Annual BBQ, Picture Days, Visual and Performing Arts Fair, and Move-A-Thons.
- Career Day/"Who We Are"/ International Immigration Day: Parents and community members come to school and share their stories. They bring in artifacts and give students time for questions. Each classroom visits with about 5 speakers. The school alternates between the two events on a yearly basis.
- Family Math Night and Family Literacy Night- Parents and students are invited to participate and learn from fun math or literacy activities. Some of our own Ybarra teachers are presenters. Every year, we coordinate a Family Math Night and Family Literacy Night.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.14	1.94	0.58	4.32	3.80	2.56	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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.

Ybarra's Safety Plan was reviewed, updated and discussed with school faculty in October 2014 before and after the statewide California Great Shakeout earthquake drill. and school advisory boards and councils in October 2014 and approved by the governing board in January 2015.

In addition to maintaining closed campuses that are secured with fencing, schools are carefully monitored by campus police officers - before, during and after school. An up-to-date phone system, fire alarm, intercom and other communications systems have been installed at all schools.

The phone system gives teachers the ability to make outside calls to parents, and emergency support services when needed.

Check-in procedures, combined with one-way access through the school office, limit the number of visitors on campus. A parent sign-in and sign-out procedure assures student safety.

Our commitment to safety is further evidenced by:

- Strong partnerships with law enforcement agencies through Operation Safe Community.
- Ongoing training and practice drills keep staff attuned to crisis warning signs.
- Campus peace officers patrol schools and District facilities before, during and after school at all school and/or District-sponsored events.
- School site safety plans safeguard the well being of students and staff. All schools maintain safety plans and conduct routine safety drills and maintain emergency supplies for students and staff.
- Strictly enforced dress code policies keep students focused on the business of learning.
- Lockdown procedures reviewed yearly and updated with the support of police personnel and latest research.
- Thanks to the passage of Measure R, a \$147 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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	68.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	2	3		16	3			16	5		
1	14	7			19	4			13	4	2	
2	15	6			22		3		12	8		
3	18	3	2		19	3	1		13	3	3	
4	17	2	3		26		3		18	2	3	
5	17	2	1	1	27		3		16	2	3	
6	18	2		2	30		2		15	3	3	

Note: 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	2012-13				2013-14				2014-15			
	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	28		4	1	28	2	1	2	27	2	2	1
Mathematics	21	3	3		20	4	3		20	2	3	
Science	28		4	1	28	1	3	1	27	2	1	2
Social Science	28	1	3	1	28	1	3	1	27	1	3	1

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist	1	N/A
Other	1	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,193	\$327	\$4,866	\$71,672
District	N/A	N/A	\$4,382	\$71,696
Percent Difference: School Site and District	N/A	N/A	11.0	0.0
State	N/A	N/A	\$5,348	\$71,529
Percent Difference: School Site and State	N/A	N/A	3.8	3.3

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

Types of Services Funded (Fiscal Year 2014-15)

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.

Extended Day Kindergarten and Transitional Kindergarten - Extended day kindergarten allows for more time for instruction in the core subjects, including reading, math, technology and the arts.

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) is a college preparatory program that holds students accountable to the highest standards, provide 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 at RUSD's three Community Day School classrooms to provide personalized instruction to students, in grades 7 through 12, who have discipline/attendance problems. The class format enables students to improve their grades, make up credits, and improve their school attendance and return to their home school.

Summer School Program for students at the Elementary and Secondary level.

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,562	\$43,062
Mid-Range Teacher Salary	\$67,999	\$67,927
Highest Teacher Salary	\$87,332	\$87,811
Average Principal Salary (Elementary)	\$117,284	\$110,136
Average Principal Salary (Middle)	\$107,441	\$115,946
Average Principal Salary (High)	\$128,897	\$124,865
Superintendent Salary	\$195,000	\$211,869
Percent of Budget for Teacher Salaries	40%	39%
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 Common Core State Standards
- English Language Development Standards
- Specially Designed Academic Instruction in English
- Unpacking the Next Generation Science Standards
- Balanced Literacy
- Exploration of the Framework for Efficacious Instruction
- Using Data & Collaborative Inquiry
- Interim Assessment and Digital Library
- Response to Instruction and Intervention RTI2
- OARS and SBAC Training
- Instructional Rounds
- Thinking Maps-Path to Proficiency
- New Teacher Support
- Writing Workshop
- READ and MATH 180 Interventions
- Edge & Inside Curriculum Training
- Advancement Via Individual Determination Program training

The professional learning described includes processes and structures to promote organizational learning and connectedness. School Instructional Leadership teams that include administrators and teachers from each school site TK-12, meet throughout the school year in all day meetings to lead the learning of the district priorities and design opportunities for learning at each school site to implement the goals of each initiative. 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.