

Telesis Academy of Science & Math

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	Telesis Academy of Science & Math
Street	2800 E. Hollingworth Street
City, State, Zip	West Covina, CA 91792
Phone Number	626-965-1696
Principal	Johan Schmitz
E-mail Address	jschmitz@rowlandschools.org
Web Site	http://www.telesisacademy.net/
CDS Code	0125005

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)

Telesis Academy of Science and Math is a California Gold Ribbon School and has been recognized as a Title 1 Academic Achievement Award School. Our vision is to create a nurturing environment where all students can develop their potential toward becoming ethical, responsible, and contributing citizens in society.

As the first No Excuses University Academy, we believe every student has the right to be educated in a manner that informs them about and prepares them for college. At Telesis, we provide students with an exemplary educational program in a collaborative setting, with emphasis on mastery of academics, critical thinking, effective communication skills, and character development. As a science and math academy, our partnership with the California Science Center is just one facet of our STEM focus. Engineering and real life science and technological skills are experienced at all grade levels. Students are provided with opportunities to engage in science and math enrichment through Science Olympiad, Botball, math competitions, and other after school and summer programs.

We at Telesis Academy are committed to empowering students so that they can embrace rigorous academics to advance college readiness and develop character traits that promote ethical values.

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

Grade Level	Number of Students
Kindergarten	66
Grade 1	65
Grade 2	66
Grade 3	64
Grade 4	69
Grade 5	70
Grade 6	70
Grade 7	163
Grade 8	180
Total Enrollment	813

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.1
Asian	5.7
Filipino	6.8
Hispanic or Latino	80.8
Native Hawaiian or Pacific Islander	0.2
White	2.3
Two or More Races	1.1
Socioeconomically Disadvantaged	70.4
English Learners	19.7
Students with Disabilities	8.7
Foster Youth	1

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	35	35	32	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
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 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, 2015

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: Houghton Mifflin Reading: A Legacy, Copyright 2003 Grades 6-8: Holt, Rinehart and Winston Literature and Language Arts, Copyright 2003	Yes	0
Mathematics	Grades K-5: Holt, Rinehart and Winston, Houghton Mifflin, California Math, Hill, Larson, Leiva, Stiff, et al, Copyright 2009 Grades K-2: HOLT McDougal: Explorations in CORE Math for Common Core Copyright 2010 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
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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Grades K-5: HarcourtHarcourt Reflections, Copyright 2007 Grade 6: McDougal Littel World History: Ancient Civilizations, Copyright 2006 Grade 7: McDougal Littel Medievel Early Mod Txt, Copyright 2006 Grade 8: McDougal Littel Cr. Amer. Beg. St. Txt., Copyright 2006	Yes	0
Foreign Language	None		
Health	None		
Visual and Performing Arts	None		
Science Laboratory Equipment (grades 9-12)	None		

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:

- Replacement of underground infrastructure
- Upgrades to landscaping
- Removal of unsafe concrete walks and installation of new ones
- Electrical upgrades
- 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 2, 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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		few lights out and lens covers- minor repair
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			2 new safety gates with intercom installed; new playground completed; new fire access road

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2, 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	41	47	46	51	44	48
Mathematics	28	30	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	64	62	96.9	51.6
	4	69	66	95.7	42.4
	5	71	70	98.6	58.6
	6	72	71	98.6	49.3
	7	164	160	97.6	41.9
	8	179	178	99.4	46.1
Male	3	28	26	92.9	50.0
	4	30	30	100.0	46.7
	5	34	33	97.1	51.5
	6	43	43	100.0	46.5
	7	88	87	98.9	37.9
	8	99	98	99.0	46.9
Female	3	36	36	100.0	52.8
	4	39	36	92.3	38.9
	5	37	37	100.0	64.9
	6	29	28	96.5	53.6
	7	76	73	96.0	46.6
	8	80	80	100.0	45.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	7	14	13	92.9	53.9
	8	12	12	100.0	66.7
Hispanic or Latino	3	56	54	96.4	48.1
	4	51	49	96.1	28.6
	5	50	50	100.0	56.0
	6	56	55	98.2	41.8
	7	133	130	97.7	34.6
	8	150	149	99.3	43.0
Socioeconomically Disadvantaged	3	41	40	97.6	40.0
	4	46	44	95.7	31.8
	5	39	39	100.0	46.1
	6	45	45	100.0	48.9
	7	125	122	97.6	39.3
	8	124	123	99.2	38.2
English Learners	3	18	17	94.4	11.8
	7	19	17	89.5	
	8	11	11	100.0	
Students with Disabilities	7	14	13	92.9	23.1
	8	19	19	100.0	5.3

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	64	62	96.9	46.8
	4	69	66	95.7	39.4
	5	71	70	98.6	35.7
	6	72	71	98.6	32.4
	7	163	160	98.2	19.4
	8	163	160	98.2	19.4
Male	3	28	26	92.9	53.9
	4	30	30	100.0	50.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	34	33	97.1	42.4
	6	43	43	100.0	37.2
	7	88	87	98.9	23.0
	8	88	87	98.9	23.0
Female	3	36	36	100.0	41.7
	4	39	36	92.3	30.6
	5	37	37	100.0	29.7
	6	29	28	96.5	25.0
	7	75	73	97.3	15.1
	8	75	73	97.3	15.1
Filipino	7	14	13	92.9	23.1
	8	14	13	92.9	23.1
Hispanic or Latino	3	56	54	96.4	46.3
	4	51	49	96.1	28.6
	5	50	50	100.0	30.0
	6	56	55	98.2	27.3
	7	132	130	98.5	14.6
	8	132	130	98.5	14.6
Socioeconomically Disadvantaged	3	41	40	97.6	37.5
	4	46	44	95.7	29.6
	5	39	39	100.0	28.2
	6	45	45	100.0	35.6
	7	124	122	98.4	18.9
	8	124	122	98.4	18.9
English Learners	3	18	17	94.4	5.9
	7	19	18	94.7	5.6
	8	19	18	94.7	5.6
Students with Disabilities	7	14	13	92.9	23.1
	8	14	13	92.9	23.1

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)	68	61	57	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	250	248	99.2	57.3
Male	133	131	98.5	66.4
Female	117	117	100.0	47.0
Filipino	22	21	95.5	66.7
Hispanic or Latino	200	199	99.5	55.3
Socioeconomically Disadvantaged	163	162	99.4	53.7
English Learners	18	18	100.0	
Students with Disabilities	24	24	100.0	12.5

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	28.6	21.4	20
7	20.4	24.2	15.3

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 - Johan Schmitz, Principal, and contact number (626)965-1696

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. Telesis parents have been and continue to be extremely helpful in volunteering whenever assistance is required. They can be seen throughout the school year helping in the classroom, library, cafeteria, on traffic patrol, at school events, and on field trips.

Programs and opportunities for parent involvement/education include:

- School Site Council/English Learner Advisory Committee: these committees play an important role in decision-making, budget expenditures, providing input on goals and Single Plan for Student Achievement, and monitoring and evaluating these goals.
- FOR US Foundation: this is a non-profit educational foundation that raises funds for RUSD schools. Each year, funds are provided for teacher grants for innovative classroom projects, field trips, and academic enrichment activities.
- Morning Break Club: led by our community liaison, this group of parents meet each week to discuss important and effective parenting issues, English Learner program actions, school program issues.
- Parent/Teacher Communication: along with before and after school Parent/Teacher conferences, Telesis implements Schoolloop, Parent Link, principal schoolwide phone calls, positive calls to parents, home visits, and guidance counseling.
- Parent Teacher Organization for fund raising.
- Booster clubs to support band/chorus and color guard activities.
- Throughout the year, we invite parents to the following events: Kindergarten Orientation, Parent University Night, Math Night, Science Night, Movie Night, and Spring Carnival.
- Special Meetings for: GATE, Reclassified Fluent English Proficient students, and Title 1.

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	4.6	1.5	1.9	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)

Telesis' Safety Plan was created and discussed with school faculty in the beginning months of the school year, 2015-16. It was reviewed and updated before and after the October statewide California Great Shakeout Earthquake drill. It is reviewed by parent councils throughout the year. The plan was approved by the District Board in February 2016.

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 communication 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.
- 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.
- New 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.
- Uniforms, standardized dress and strictly enforced dress code policies keep students focused on the business of learning.
- 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. Modernization efforts include the removal of asbestos, addition of exterior safety lighting, replacement of fencing, installation of new communications systems, and 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2009-2010
Year in Program Improvement*	Year 2	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	15	3	2		18	2	3		18	2	3	
1	17	4	1		12	4	2		12	4	2	
2	13	6			18	2	3		18	2	3	
3	21	1	2		17	2	3		17	2	3	
4	24	1	2		19	2		2	19	2		2
5	18	2	1	1	20	2		2	20	2		2
6	14	4		2	19	2		2	19	2		2
Other	8	1										

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	29	1	8	6	26	4	6	5	26	4	6	5
Mathematics	25	3	12	3	25	3	11	2	25	3	11	2
Science	27	2	7	5	27	2	5	6	27	2	5	6
Social Science	27	2	6	6	27	2	5	6	27	2	5	6

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	.6	344
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	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	2	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	\$5,763	\$854	\$4,909	\$74,932.00
District	N/A	N/A	\$5,157	\$77,333
Percent Difference: School Site and District	N/A	N/A	-4.8	4.5
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	-8.2	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.