

Hurley Elementary 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	Hurley Elementary School
Street	535 South Dora Guzman Avenue
City, State, Zip	La Puente, CA 91744
Phone Number	(626) 965-2429
Principal	Yesenia Alvarez
E-mail Address	yalvarez@rowlandschools.org
Web Site	www.hurleyelemschool.org
CDS Code	19-73452-6022289

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 (School Year 2016-17)

Hurley Elementary School was built in 1962, and it serves approximately 545 students in grades TK-6 in the city of La Puente, California. Beautiful landscaping, modernized classrooms, and the gorgeous San Gabriel mountains set the scene at Hurley Elementary School. The Hurley student population includes a 95% Hispanic/Latino ethnic demographic. 94% of students are classified as socioeconomically disadvantaged and 73% are English Learners. Our mission is to actively engage students in their own learning. We are certain that by valuing every student and providing them with a culturally proficient curriculum, we can motivate them to realize their full potential. We believe in providing a high quality education through the use of effective teaching techniques and technology to meet the needs of all learners. By fostering a collaborative culture that allows for diverse ideas and a lasting partnership with parents, both parents and the school community strive to inspire students to become lifelong learners who make positive contributions to society. The vision of Hurley Elementary School is to produce highly collaborative, culturally proficient, responsible citizens who are intellectually and technology competent in a global society.

We are home to an expanding Dual Immersion program that currently services grades TK-2. The Dual Immersion program has three goals (1) bilingualism which is high levels of speaking proficiency in English and Spanish (2) bi-literacy which is high levels of academic proficiency in English and Spanish and (3) multicultural competence which is an understanding of and appreciation of different cultures. In addition to a Dual Immersion program, Hurley Elementary offers a 60 minute per week computer literacy course for our students, a 50 minute per week music block and a 50 minute per week block with a Physical Education specialist. Hurley offers an elementary sports program for students in grades 4-6 in the area of softball, soccer and basketball. Additionally, Hurley offers students in grades 4-6 an opportunity to develop leadership capacities through Student Council. Our GATE program offers after school experiences in Robotics and Science and Engineering for all interested scholars.

Hurley offers all students ST Math, LEXIA, Accelerated Reader, and Compass Learning access to support their learning. ST Math is Spatial Temporal Math which allows for students to develop the critical thinking necessary to persevere in problem solving. Lexia Reading Core5 supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. The Hurley staff continues to develop their craft and skills in the area of educational technology by attending professional development opportunities offered by the District and accessing our highly competent instructional coaches to support the integration of technology at Hurley. Finally, Hurley continues to build a comprehensive system of multiple supports to engage and support our learners. Hurley continues to build a comprehensive system of academic Response to Intervention for our struggling learners in grades K-3 and grade 5 this academic school year. These grades have additional support staff that provides additional and more strategic reading support for our learners. In addition to academics, Hurley is also developing a comprehensive Tier II support system for our learners who are challenged with decision making and the expected school behaviors. As a bronze medal school for Positive Behavior Intervention Support (PBIS), Hurley continues to develop and design services for our strategic and intensive learners. Hurley is an amazing school with a plethora of services for a variety of learners. The Hurley staff is very committed to the academic and social-emotional success of all 545 students.

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

Grade Level	Number of Students
Kindergarten	94
Grade 1	89
Grade 2	92
Grade 3	64
Grade 4	74
Grade 5	77
Grade 6	80
Total Enrollment	570

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0
Asian	0.5
Filipino	1.1
Hispanic or Latino	94.6
Native Hawaiian or Pacific Islander	0
White	1.2
Two or More Races	0.2
Socioeconomically Disadvantaged	94
English Learners	73.2
Students with Disabilities	5.8
Foster Youth	1.4

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	27	25	23	663.3
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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

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

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

Year and month in which data were collected: August, 2015

All textbooks and other classrooms resources are purchased from the state-approved textbook lists that meet California grade-level content standards.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Houghton Mifflin Reading: A Legacy 2003 Grade 6 used at Hurley as approved by the Board of Education Grades 6-8: Holt, Rinehart and Winston 2003 Literature and Language Arts Used by all other sites	Yes	0.0
Mathematics	Grades K-5: Houghton Mifflin Harcourt Publishing 2015 TK-5 Math Expressions Grades 6-8: Holt, Rinehart and Winston 2009 Holt California Mathematics Burger and Others Holt California Mathematics, Course 1: Numbers to Algebra, Student Edition	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Grades K-5: Houghton Mifflin Company Houghton Mifflin California Science, Copyright 2007 William Badders and Others Grades 6-8: CPO Science 2007 CPO Focus on Earth CPO Writing Team Student Book Set Student Textbook - Volume 1 Investigative Manual - Volume II	Yes	0.0
History-Social Science	Grades K-5: Harcourt 2006 Harcourt Reflections Grade 6: McDougal Littel 2006 World History: Ancient Civilizations	Yes	0.0
Foreign Language	All textbooks and other classroom resources are purchased from the state-approved textbook lists that meet California grade-level content standards.	Yes	0.0
Health	All textbooks and other classroom resources are purchased from the state-approved textbook lists that meet California grade-level content standards.	Yes	0.0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	All textbooks and other classroom resources are purchased from the state-approved textbook lists that meet California grade-level content standards.		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 complete. 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.

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: September 15, 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			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Minor fixture repair
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Installed new sod for kindergartens

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 15, 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	24	34	46	51	44	48
Mathematics	14	21	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	63	61	96.8	41.0
	4	74	72	97.3	16.7
	5	75	73	97.3	39.7
	6	81	81	100.0	38.3
Male	3	33	32	97.0	40.6
	4	41	40	97.6	15.0
	5	36	35	97.2	28.6
	6	46	46	100.0	30.4
Female	3	30	29	96.7	41.4
	4	33	32	97.0	18.8
	5	39	38	97.4	50.0
	6	35	35	100.0	48.6
Hispanic or Latino	3	60	58	96.7	37.9
	4	71	69	97.2	15.9
	5	72	70	97.2	38.6
	6	76	76	100.0	38.2
Socioeconomically Disadvantaged	3	60	58	96.7	41.4
	4	71	69	97.2	17.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	71	69	97.2	40.6
	6	72	72	100.0	33.3
English Learners	3	43	42	97.7	30.9
	4	41	41	100.0	
	5	35	34	97.1	8.8
	6	29	29	100.0	6.9

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	63	63	100.0	46.0
	4	74	72	97.3	6.9
	5	75	75	100.0	17.3
	6	81	81	100.0	17.3
Male	3	33	33	100.0	48.5
	4	41	40	97.6	10.0
	5	36	36	100.0	11.1
	6	46	46	100.0	19.6
Female	3	30	30	100.0	43.3
	4	33	32	97.0	3.1
	5	39	39	100.0	23.1
	6	35	35	100.0	14.3
Hispanic or Latino	3	60	60	100.0	43.3
	4	71	69	97.2	7.3
	5	72	72	100.0	15.3
	6	76	76	100.0	15.8
Socioeconomically Disadvantaged	3	60	60	100.0	46.7
	4	71	69	97.2	7.3
	5	71	71	100.0	18.3
	6	72	72	100.0	11.1
English Learners	3	43	43	100.0	39.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	41	41	100.0	
	5	35	35	100.0	8.6
	6	29	29	100.0	3.5

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)	38	44	43	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	75	75	100.0	42.7
Male	36	36	100.0	47.2
Female	39	39	100.0	38.5
Hispanic or Latino	72	72	100.0	40.3
Socioeconomically Disadvantaged	71	71	100.0	42.3
English Learners	35	35	100.0	17.1

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	28	10.7

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)

Parent involvement is an essential cornerstone of Hurley Elementary school. 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 and enrich their child's classroom learning. Parents are invited to support their children by attending parent conferences and workshops, student performances, parent meetings/events, assemblies and sporting events. Programs and opportunities for engagement include:

1. Hurley Elementary School's PTA. The PTA is dedicated to promoting our students' well-being and personal success through strong parent, family and community involvement. Our PTA promotes a strong home and school connection by creating opportunities for parents and teachers to collaborate to accomplish the goal of providing students with a quality education in a nurturing environment. Our PTA supports Hurley with field trips and student rewards and incentives.
2. School Site Council, English Learner Advisory Committee, GATE Parent Advisory Committee are important decision-making bodies that provide input on school goals and evaluating the progress of the school as it relates to these goals.
3. Monthly Coffee with the Principal meetings are held to provide families with updated information about the school and/or district. The Family Resource Center also provides families with information regarding workshops and services related to the emotional and social well being of their children. This informal setting allows for Hurley parents to provide the principal with recommendations, feedback and guidance in regards to Hurley's goals and school programs.

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	5.1	2.4	3.4	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.

Hurley's Safety Plan was reviewed, updated and discussed with school faculty in October 2015 prior to the state wide earthquake drill in October 2015 and again in December of 2015 and school advisory boards and councils 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 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 that provides weekly character education classes to 5th and 6th grade students through the STAR (Success Through Awareness and Resistance) Program.
- Ongoing training and practice drills keep staff attuned to crisis warning signs on a monthly basis.
- 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.
- A strictly enforced dress code policy keep students focused on the business of learning.

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	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		6		21	3	3		21	3	3	
1	18	1	1		21	1	4		21	1	4	
2	18	3	4		21	1	2		21	1	2	
3	22		4		21		4		21		4	
4	29		3		28		3		28		3	
5	27		3		29		3		29		3	
6	26		3		25		3		25		3	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	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	0.7	N/A
Resource Specialist	1	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	\$6,136	\$537	\$5,599	\$74,932.00
District	N/A	N/A	\$5,157	\$77,333
Percent Difference: School Site and District	N/A	N/A	8.6	4.5
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	4.7	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.