

# Hollingworth 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Hollingworth Elementary School
<b>Street</b>	3003 East Hollingworth Street
<b>City, State, Zip</b>	West Covina, CA 91792
<b>Phone Number</b>	(909) 598-3661
<b>Principal</b>	Dr. Michael Hoon
<b>E-mail Address</b>	mhoon@rowlandschools.org
<b>Web Site</b>	<a href="http://www.hollingworthschool.org">www.hollingworthschool.org</a>
<b>CDS Code</b>	19-73452-6022271

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

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

Hollingworth School is one of 20 Rowland Unified School District schools. Built in 1964, Hollingworth serves students in Transitional Kindergarten through Sixth grades. Hollingworth staff has high expectations for its students and staff. We are the first and only AVID(R) Elementary School in the Rowland Unified School District and are proud of the college-going culture we have at our school! As we say at Hollingworth, "After high school comes....College!"

Students learn Common Core State Standards during their learning experiences at Hollingworth. Students learn to decode words and eventually become well-versed at analyzing stories. Students learn to count and eventually apply complex math equations to real life situations. Students learn to scribble and eventually learn how to compose written arguments referencing text they have read. Students learn to explore, inquire, collaborate, create, explain and learn to ask challenging questions as they learn more and more about our world. We develop students with excellent thinking and communication skills as we build lifelong learners at Hollingworth School.

We have four key areas where we have developed goals to ensure student success: Instruction, Culture, Leadership and Systems. Our instruction goals are: Teachers will utilize WICOR (Writing Inquiry Collaboration Organization and Reading) lesson plan template so all lessons contain WICOR strategies. Students will learn how to take notes to use as study guides and for reflection. Teachers will use essential questions for both ELA and Math that promote rigorous thinking and conversations in classrooms. Our Culture goals are: We will create and promote a college-going culture in every classroom and throughout our campus. Our AVID Elementary team will lead three or more home/school (parent) AVID workshops this year. Our Leadership goal is: Our AVID Elementary team will demonstrate actions that are aligned with the shared mission, vision, values and goals for sustainable AVID Elementary implementation. Our Systems goal is: Our AVID Elementary team will meet quarterly to review and refine our AVID Elementary grade-level priorities and related SMART Goals.

We use extensive data, both formal and informal, to make appropriate academic and behavioral decisions for student learning. Students are formally assessed in reading and math three times a year during Universal Screenings so we can identify strengths and areas of deficit. This data is used by teachers and in school programming to create learning that is appropriate for students. When we identify students as having needs, we provide interventions for our children. We put interventions in place for about a month and then we reexamine the student for growth. Knowing our students abilities and areas of need well are the keys to unlocking the true potential of each child.

We teach students the importance of good character as we teach them the pillars of Character Counts (R). We begin the year with teaching students expected behavior and procedures for the way we do things at school. These procedures are continuously taught and reinforced throughout the year and become routines for our students. Each month we highlight a pillar of character so throughout the year students learn ways to be trustworthy, respectful, responsible, fair, caring and be excellent citizens. Using Character Counts (R) helps students build stronger self-esteem and with strategies for working as a community of learners.

Parent relationships are extremely important to our school. We invite parents to be involved in our school as volunteers, in our various committees and as learners during parent educational events. The stronger we can build home-school relationships the better a team we have supporting each student.

Hollingworth Elementary, an AVID® Elementary School, has as our mission to prepare every child for their collegiate future and, ultimately, for their successful, rewarding adult lives.

We are Hollingworth Elementary School, an AVID (R) Elementary, where college, careers and citizenship begin!

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

Grade Level	Number of Students
Kindergarten	75
Grade 1	57
Grade 2	50
Grade 3	36
Grade 4	61
Grade 5	62
Grade 6	54
<b>Total Enrollment</b>	<b>395</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0
Asian	5.3
Filipino	7.8
Hispanic or Latino	76.2
Native Hawaiian or Pacific Islander	0.3
White	2.3
Two or More Races	0
Socioeconomically Disadvantaged	80.5
English Learners	26.3
Students with Disabilities	16.5
Foster Youth	0.5

## 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	21	19	18	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
<b>Reading/Language Arts</b>	Grades K-5: Houghton Mifflin 2003 Reading: A Legacy  Grades 6-8: Holt, Rinehart and Winston 2003 Literature and Language Arts	Yes	0.0
<b>Mathematics</b>	Grades K-5: Math Expressions 2015  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
<b>Science</b>	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
<b>History-Social Science</b>	Grades K-5: Harcourt 2006 Harcourt Reflections  Grade 6: McDougal Little 2006 World History: Ancient Civilizations	Yes	0.0
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		

### School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

Work associated with the district's measure R 2006 bond program is near completion. During the 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
- New exterior painting

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

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

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

Accommodations made for new testing assessment centers for common core.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 10, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			New air conditioning installed portable 22
<b>Interior:</b> Interior Surfaces		X		some cabinets to be secured
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		routine light out- replacement ongoing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X		Some chemicals under sink need to be removed - in progress
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Painted exterior of all portables; removed trees damaging blacktop

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: October 10, 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	31	40	46	51	44	48
Mathematics	26	25	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	36	32	88.9	59.4
	4	55	54	98.2	37.0
	5	66	64	97.0	37.5
	6	55	53	96.4	34.0
Male	3	19	18	94.7	66.7
	4	30	29	96.7	37.9
	5	35	34	97.1	32.4
	6	30	28	93.3	32.1
Female	3	17	14	82.3	50.0
	4	25	25	100.0	36.0
	5	31	30	96.8	43.3
	6	25	25	100.0	36.0
Hispanic or Latino	3	23	21	91.3	42.9
	4	39	39	100.0	28.2
	5	53	52	98.1	32.7
	6	36	34	94.4	23.5
Socioeconomically Disadvantaged	3	31	28	90.3	57.1
	4	42	42	100.0	40.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	55	54	98.2	33.3
	6	42	40	95.2	27.5
English Learners	4	11	11	100.0	18.2
	5	14	12	85.7	8.3
	6	11	10	90.9	10.0
Students with Disabilities	5	11	11	100.0	9.1
	6	13	12	92.3	

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	36	34	94.4	41.2
	4	55	54	98.2	29.6
	5	66	65	98.5	13.8
	6	55	54	98.2	22.2
Male	3	19	18	94.7	55.6
	4	30	29	96.7	31.0
	5	35	35	100.0	14.3
	6	30	29	96.7	24.1
Female	3	17	16	94.1	25.0
	4	25	25	100.0	28.0
	5	31	30	96.8	13.3
	6	25	25	100.0	20.0
Hispanic or Latino	3	23	21	91.3	33.3
	4	39	39	100.0	20.5
	5	53	52	98.1	11.5
	6	36	35	97.2	14.3
Socioeconomically Disadvantaged	3	31	30	96.8	40.0
	4	42	42	100.0	33.3
	5	55	55	100.0	9.1
	6	42	41	97.6	19.5



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	4	11	11	100.0	9.1
	5	14	13	92.9	7.7
	6	11	11	100.0	
Students with Disabilities	5	11	11	100.0	18.2
	6	13	12	92.3	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	55	50	44	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	66	64	97.0	43.8
Male	35	35	100.0	48.6
Female	31	29	93.6	37.9
Hispanic or Latino	53	51	96.2	43.1
Socioeconomically Disadvantaged	55	54	98.2	40.7
English Learners	14	13	92.9	7.7
Students with Disabilities	11	11	100.0	36.4

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	20	23.1	10.8

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)

We truly believe in strong home and school collaboration and commitments. We encourage all parents/guardians to become active members of our school community and provide many opportunities for parents/guardians to be involved.

As a child's first and most important teachers, parents/guardians are encouraged to play a vital role at our school. Parents/guardians 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/guardians are invited to support their children by attending parent conferences, learning workshops, student performances, parent meetings or events, assemblies and sports events. We communicate parental involvement opportunities through parent volunteer opportunity meetings, flyers home to parents/guardians, phone calls encouraging participation to school events and by making personal contact daily with parents/guardians on campus.

Programs and opportunities for parent involvement include:

- Hollingworth PTO (Parent Teacher Organization) is dedicated to promoting our students' well-being and personal success through strong parent, family, and community involvement, sponsored activities and fundraising. Our HPTO is made up of Hollingworth's parents, teachers, staff and students who work together on behalf of all our students.
- 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.
- Watch DOGS (Dads Of Great Students)- Bringing male role models to our campus to promote learning and safety.
- Recess and Lunch Volunteers- Parents can sign up to help out during recess or lunch. Oftentimes, this gives parents a good perspective about the school, child's friends and the daily life students lead while at Hollingworth.
- Classroom volunteers- We encourage parents to come into classrooms to learn about classroom instruction and to assist with activities in the classrooms.
- Library volunteers- Parents help support our library by shelving books, helping students find books at their reading level and by working with our school librarian to make our library an outstanding place that supports literacy.

Parents are an invaluable resource to the success of our students and we encourage every parent/guardian to be involved at our school.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	1.0	1.9	1.4	3.8	2.6	3.1	4.4	3.8	3.7
<b>Expulsions</b>	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.

Hollingworth's Safety Plan was reviewed, updated and discussed with school faculty in October of 2015 prior to the annual state wide earthquake drill and school advisory boards and councils in January of 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, security cameras, 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.
- 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.
- 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, 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	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	21	1	4		18	4	2		18	4	2	
1	22		1		20	2			20	2		
2	19	4			22		1		22		1	
3	18	1	3		21	2	2		21	2	2	
4	29		2		32		2		32		2	
5	30		2		26		2		26		2	
6	24	1	1	1	22	1	2		22	1	2	

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	0.60	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.2	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,176	\$1,683	\$5,494	\$74,932.00
District	N/A	N/A	\$5,157	\$77,333
Percent Difference: School Site and District	N/A	N/A	6.5	4.5
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	2.7	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
<b>Beginning Teacher Salary</b>	\$44,796	\$44,958
<b>Mid-Range Teacher Salary</b>	\$73,548	\$70,581
<b>Highest Teacher Salary</b>	\$94,458	\$91,469
<b>Average Principal Salary (Elementary)</b>	\$128,552	\$113,994
<b>Average Principal Salary (Middle)</b>	\$119,900	\$120,075
<b>Average Principal Salary (High)</b>	\$142,623	\$130,249
<b>Superintendent Salary</b>	\$230,000	\$218,315
<b>Percent of Budget for Teacher Salaries</b>	37%	38%
<b>Percent of Budget for Administrative Salaries</b>	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.