

Hollingworth Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Hollingworth Elementary School
Street	3003 East Hollingworth Street
City, State, Zip	West Covina, CA 91792
Phone Number	(909) 598-3661
Principal	Dr. Hoon
E-mail Address	mhoon@rowland.k12.ca.us
CDS Code	19-73452-6022271

District Contact Information	
District Name	Rowland Unified School District
Phone Number	(626) 965-2541
Web Site	www.rowlandschools.org
Superintendent	Ruben Frutos
E-mail Address	rfrutos@rowland.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Hollingworth School is one of 20 Rowland Unified School District sites. Built in 1964, Hollingworth serves students in Transitional Kindergarten through Sixth grades. Hollingworth staff has high expectations for its students and staff.

Hollingworth School has received recognition as a California Title I Achieving School (2001 and 2003), California Distinguished School, No Child Left Behind Model School (2003), California Top Ranking Public School (2007) and continues to make upward gains in AYP and API. Hollingworth was also the first school in the entire East San Gabriel Valley to be accepted into the "No Excuses University" program (2009). We were also notified that we have been recognized as a California Business for Education Excellence Honor Roll. Only 395 schools out of 8,400 were given this Star School Award distinction. Hollingworth was also chosen as a Cotsen Foundation School and has been receiving financial and professional development support for the past two years. In addition, Hollingworth has been chosen to continue as a Cotsen Foundation School for an additional two years. This foundation only works with schools who have outstanding teachers who desire to improve their craft.

Hollingworth has a student population of 460 with a diversity of languages. Every student has access to textbooks in the core subjects. Supplemental materials and instructional programs are provided as needed to enhance instruction for our diverse population. Categorical funding has enabled Hollingworth to provide a wide variety of services to our student population including Accelerated Reader, tutoring in reading and math, GATE activities, fieldtrips, assemblies, incentives for attendance, character development, honor roll and student of the month awards.

Hollingworth School offers a rigorous and rich core curriculum that focuses on Common Core State Standards. Our priorities are meeting the needs of our diverse student population. Hollingworth has a school culture that focuses on achievement for all students. The teachers work in collegial teams focusing on grade level content standards, best teaching practices and instructional strategies to ensure that all students reach expected outcomes. The staff works collaboratively to create a positive learning climate. Through Hollingworth's "No Excuses University" program, students K-6 are encouraged to prepare and work towards a college education.

Hollingworth School is proud of the accomplishments and efforts of our students and staff. Parents and staff work together to maintain an academic focus and a positive learning environment for all. Hollingworth has an active and supportive parent community with participation in School Site Council, English Learner Advisory Council, Hollingworth Parent Teacher Organization, Watch DOGS program and Parent Education Partnership (or PEP Talk).

High expectations and collaboration between school and home (with a professional and dedicated staff) are a winning combination for student success.

The Community of Caring values of Respect, Responsibility, Trust, Caring and Family are evident at the Hollingworth campus with the support of the staff, parents and students. Our school also uses the Character Counts program where we focus on students being positive citizens who are caring, fair, responsible, respectful, and trustworthy. Students are aware of and practice the "Big R" values of Respect, Responsibility, and Ready to Learn.

The mission of the Rowland Unified School District, the progressive international community united in learning, is to empower students so that each actualizes his or her unique potential and responsibly contributes to a global society, through a system distinguished by rigorous academics, innovative use of technology, creative exploration, and nurturing learning experiences.

Hollingworth Elementary, a No Excuses University, has as our mission to prepare every child for their collegiate future and, ultimately, for their successful, rewarding adult life. Our aim is to create responsible and productive citizens with strong critical thinking and academic skills by engaging students through inquiry-based learning, by stimulating students' vivid imaginations, and by providing individualized-learning support for each child. Our mission will be fulfilled through the commitment of our highly-qualified staff, with the support of our learning community, to ensure the success of every student.

We proudly join the parents and community in preparing our students daily for college, careers, and positive citizenship.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Contact person name and phone number, Ray Saenz, Vice Principal 909-598-3661.

As their children's first and most important teachers, parents are involved and supported as participants in home-learning activities, including supervising assigned homework, daily reading, and family discussions that reinforce or enrich children's classroom learning. Parents are invited to support their children by attending parent conferences and workshops, student performances, parent meetings or events, assemblies, and sports events. Programs and opportunities for parent involvement include:

- 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 PTO brings into closer relation the home and the school as Hollingworth's parents and teachers
- 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.
- Site-based Decision-making: Many schools use site-based decision-making to determine the best allocation of resources. To volunteer, contact your local school.
- Watch DOGS (Dads Of Great Students)- Bringing male role models to our campus to promote learning and safety.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	56	53	47	53	57	56	54	56	55
Mathematics	58	55	60	50	51	53	49	50	50
Science	62	51	60	63	62	62	57	60	59
History-Social Science	N/A	N/A	N/A	54	52	53	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	56	53	62	N/A
All Student at the School	47	60	60	N/A
Male	40	59	62	N/A
Female	53	60	59	N/A
Black or African American	58	62		N/A
American Indian or Alaska Native				N/A
Asian	71	81		N/A
Filipino	53	73	71	N/A
Hispanic or Latino	42	55	49	N/A
Native Hawaiian/Pacific Islander				N/A
White	38	50		N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	42	55	49	N/A
English Learners	29	46		N/A
Students with Disabilities	52	60		N/A
Students Receiving Migrant Education Services				N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.7	28.2	25.4

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	7	5	4
Similar Schools	8	5	1

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-28	-17	3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino	-34		
Hispanic or Latino	-22	-17	6
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-30	-14	11
English Learners	-19	-13	1
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	343	787	11,043	807	4,655,989	790
Black or African American	23	821	194	787	296,463	708
American Indian or Alaska Native	1		10		30,394	743
Asian	20	923	2,312	926	406,527	906
Filipino	47	836	964	883	121,054	867
Hispanic or Latino	231	764	7,035	754	2,438,951	744
Native Hawaiian/Pacific Islander	1		28	869	25,351	774
White	15	733	351	842	1,200,127	853
Two or More Races	4		131	891	125,025	824
Socioeconomically Disadvantaged	281	772	7,820	771	2,774,640	743
English Learners	95	788	4,669	742	1,482,316	721
Students with Disabilities	46	726	1,122	633	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	11
Percent of Schools Currently in Program Improvement	---	73.3

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	69
Grade 1	85
Grade 2	84
Grade 3	76
Grade 4	70
Grade 5	72
Grade 6	73
Total Enrollment	529

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	7.2	White	3.8
American Indian or Alaska Native	0.0	Two or More Races	1.1
Asian	6.0	Socioeconomically Disadvantaged	77.9
Filipino	12.7	English Learners	27.8
Hispanic or Latino	68.1	Students with Disabilities	11.3
Native Hawaiian/Pacific Islander	0.6		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	5	0	0	21.8	3	1	0	17	1	3	
1	14.1	10	0	0	19.4	7	0	0	17	4	1	
2	17.1	7	0	0	21.7	3	0	0	16	2	4	
3	13.1	10	0	0	21.3	4	0	0	14	5	1	
4	18.3	3	3	0	32.7	0	1	2	18	2	1	1
5	17.9	4	3	1	26	1	0	2	24	1		2
6	16.3	5	2	1	35.7	0	0	3	24	1		2
Other												

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

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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 2012 and school advisory boards and councils in January of 2013.

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.
- 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, the addition of exterior safety lighting, the replacement of fencing, the installation of new communications systems, and the installation of security cameras

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	2.82	2.38	3.15	11.94	8.49	.64
Expulsions	0	0	0	0.64	.16	.17

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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 2012-2013 school year, extensive renovations took place at many of our district schools. These renovations included:

- New casework in classrooms
- Replacement of underground infrastructure
- Upgrades to landscaping
- Removal of unsafe concrete walks and installation of new ones
- Electrical upgrades
- New intercom systems
- New door hardware for enhanced security

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

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

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

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: September 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	New landscaping in front of the school. New fencing and block walls for safety.

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	34	28	20	562.60
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

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	100.0	0.0
High-Poverty Schools in District	100.0	0.0
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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0.60	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	1.2	---
Resource Specialist	0	---
Other	0	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August, 2013

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5: Houghton Mifflin 2003 Reading: A Legacy Grades 6-8: Holt, Rinehart and Winston 2003 Literature and Language Arts	Yes	0.0
Mathematics	Grades K-5: Holt, Rinehart and Winston Houghton Mifflin, California Math, Copyright 2009 Hill, Larson, Leiva, Stiff, et al 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
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 Little 2006 World History: Ancient Civilizations	Yes	0.0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4,885	\$1,317	\$3,568	\$70,091
District	---	---	\$4,155	\$70,536
Percent Difference: School Site and District	---	---	-14.1	-0.6
State	---	---	\$5,537	\$68,841
Percent Difference: School Site and State	---	---	-35.6	1.8

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Because we are committed to having a student-centered focus and want each youngster to reach his/her full potential in our schools, we provide extensive student support services. These include:

- 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.
- Even Start and First 5 LA - The Even Start and First 5 Los Angeles Enhancement grants are a model family literacy program that provides educational opportunities and outcomes for both parents and children. The educational components include: Early Childhood Education, Parent Education, Vocational training, Technology, and Parent and Child Interactive Literacy Activities together.
- Family Resource Center (FRC) - The FRC provides an array of social services. In addition, a new School Readiness grant, funded by First 5 Los Angeles, has enabled the FRC to provide skills to build strong families with healthy children, ages 0-5, who are learning pre-kindergarten readiness skills. These children will be prepared for school. The goals are accomplished through parent education, provider education, and parent and child interactive programs along with health and support services.
- 6th Grade Algebra - This program, which earned a California School Board Golden Bell Award, readies students for advanced math in intermediate and high school. Algebra is a graduation requirement. Students who take Algebra early have the flexibility in their schedule to take more Advanced Placement (AP) and/or International Baccalaureate (IB) courses when in high school.
- Extended Day Kindergarten - Extended day kindergarten allows for more time for instruction in the core subjects, including reading, math, technology and the arts. As of 2005-06 all elementary campuses provide extended educational environment.
- 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 keyboarding instruction) and math video games to teach complex, abstract math concepts.

- Community Day School - Small class sizes enable teachers at RUSD's three Community Day School classrooms to provide personalized instruction to students, in grades 7 through 12, who have discipline/attendance problems. The class format enables students to improve their grades, make up credits, and improve their school attendance and return to their home school.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,562	\$40,933
Mid-Range Teacher Salary	\$67,324	\$65,087
Highest Teacher Salary	\$86,466	\$84,436
Average Principal Salary (Elementary)	\$117,086	\$106,715
Average Principal Salary (Middle)	\$120,623	\$111,205
Average Principal Salary (High)	\$127,348	\$120,506
Superintendent Salary	\$221,491	\$207,812
Percent of Budget for Teacher Salaries	40.0%	39.8%
Percent of Budget for Administrative Salaries	4.0%	5.1%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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 district-wide 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 the following:

- Exploration of the Framework for Efficacious Instruction
- Using Data & Collaborative Inquiry
- Launching Checkpoints/Benchmarks
- Response to Instruction and Intervention RTI2
- OARS Training
- Learning Walks
- Thinking Maps-Path to Proficiency
- New Teacher Support
- Community Mapping
- Writing Workshop
- Common Core Introduction
- Earobics Reach Reading Intervention
- Star Early Literacy Universal Screening and Progress Monitoring

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