

# Blandford 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	
<b>School Name</b>	Blandford Elementary School
<b>Street</b>	2601 Blandford Drive
<b>City, State, Zip</b>	Rowland Heights, CA 91748
<b>Phone Number</b>	(626) 965-3410
<b>Principal</b>	Mercedes Lovie
<b>E-mail Address</b>	mlovie@rowland.k12.ca.us
<b>CDS Code</b>	19-73452-6022222

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.

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#### Vision:

Blandford Elementary School expects and promotes the growth of all members of our school community. We work at building community and learning together in order to create the best school for all students, families, and staff.

#### Mission:

Every child at Blandford has the opportunity to learn in an environment that respects differences and values each student's culture. At Blandford, the community vision is to inspire and nurture the journey of life long learning for all.

This vision for learning supports the goals articulated through the state standards and promotes high expectations about what students should know, understand, and be able to do upon leaving Blandford. The vision exists at the core of Blandford School life and was adopted through shared leadership among the entire Blandford School community.

#### School Description:

Blandford School is situated in Rowland Heights California in a suburban neighborhood. We serve 670 students from kindergarten through sixth grade.

What all our students and their families share is a love for learning and a desire for an excellent education. Blandford students have high test scores on state exams. In 2008, we broke the 900 mark on the Academic Performance Index (API) and in 2013 Blandford's API was 927. All identified significant subgroups achieved at least an 800 API score in both ELA and Math in both 2012 and 2013.

Due to our high test scores, reputation for excellent teaching and our focus on nurturing all children, we are a school of choice. Over one third of the students who attend Blandford are from outside our attendance area and attend Blandford via the permit and school choice process.

Blandford, like all schools in California, has experienced an increase in difficult economic times. In the 2011 school year we have over 39% of our students on the Federal Free and Reduced Lunch Program. However, unlike most other schools in our district, Blandford does not receive Federal Title I funds. This limits our ability help our under-served students with additional learning opportunities and materials. We strive to serve our students effectively by providing our teachers with the professional development support and opportunities needed to continue to create outstanding learning outcomes during the instructional day.

Blandford has a tradition of putting their limited resources into supporting Professional Learning Communities. For many years, a majority of the site funds at the school were budgeted for release time for teachers to collaborate. Additionally, the Cotsen Art of Teaching Program has provided the opportunity to make our program centered on professional dialogue and collaboration. In both cases, using all resources for creating a professional learning community in reality as well as in name has been the goal for our staff. This commitment to professional development has been the cornerstone to our school culture and our students success

As a direct outcome of our values and focus, visitors to Blandford will find an instructional program which is student centered and focused on lighting the fire in students rather than on filling an empty vessel. Students are engaged in Readers and Writers Workshop. They use proficient reader strategies such as questioning, inference, prediction, connections-Text to text, text to self, text to the world, to gain greater understanding of what they read. Academic vocabulary is extensively used and taught to students in all core subjects.

Evidence of students' engagement in the writing process will be evident in the classroom displays and student notebooks. We believe that students need numerous opportunities to write in order to gain the skills needed to write well. Therefore, students are given multiple opportunities to write each day. In kindergarten and first grade drawing is an important part of students learning to tell a story with setting and character. Inventive spelling is used in writing so as to not discourage students from expressing complex ideas. Spelling and grammar is taught and modeled during the lessons on those subjects. As students become more skillful the standard spelling and grammar transfers to their everyday writing. Graphic organizers as described in Thinking Maps are used in all classrooms.

Math is taught using problem solving skills as well as practice in basic computation. Students are encouraged to draw and create models of math problems so that they can solve real life problems. Science and Social Studies are taught to enhance students understanding of their world and to improve their literacy in reading and writing. Parent and community volunteers actively participate in every aspect of Blandford School life from serving on the site council, to organizing fundraisers. The partnership with the Day Star Institute, the community and after school Chinese enrichment program, on campus enhances and supports cultural understanding and mutual goals. After school programs such as musical productions, student council, and the GATE enrichment program enhance daily learning.

The school is beautified through campus clean-up teams, and planters tended to by students. Visitors to Blandford often remark on the friendly and inviting climate that supports the Children First motto depicted at the entrance to the school.

### **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.

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Contact person and phone number, Mercedes Lovie, Principal: 626-965-3410

As their children's first and most important teachers, parents are involved in and supported as partners in their children's education. Parents are involved 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. Parents are active participants in the development of the Single Plan for Student Achievement (SPSA) as members of the School Site Council. 100% of families participate in our Fall parent conferences with the classroom teachers. This communication establishes a mutual respect and partnership between the school and families to enhance the students' education.

Programs and opportunities for parent involvement include: GATE Annual Parent Meeting, School Site Council, English Learner Advisory Council, Parent Conferences, Back to School Night, Parent Volunteer Program, Open House, Morning Break Club, Star Viewing Night, Family Math Night, Family Literature Night, Asian Cultural Night, Latino Cultural Night, PTA meetings, Parent Forum, Parent Involvement Policy meeting, and grade level parent education events.

Communication is enhanced through the use of technology. 4-6 grade teachers post their assignments and grades on line for parents to review at anytime. An automated phone dialing system called Parentlink helps remind parents about school events as does our school website. Teachers use email, teacher made websites, phone calls, and text messaging to communicate with families about student's academic and social development.

**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 Blandford.

### 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	78	78	77	53	57	56	54	56	55
Mathematics	83	86	87	50	51	53	49	50	50
Science	88	87	86	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	77	87	86	N/A
Male	72	87	88	N/A
Female	82	86	84	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian	87	96	90	N/A
Filipino	81	75		N/A
Hispanic or Latino	53	68	81	N/A
Native Hawaiian/Pacific Islander				N/A
White	67	86		N/A
Two or More Races	75	75		N/A
Socioeconomically Disadvantaged	65	77	73	N/A
English Learners	54	76		N/A
Students with Disabilities	55	64		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	19.8	23.8	13.9

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	10	9	10
Similar Schools	6	4	6

### 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	-6	8	4
Black or African American			
American Indian or Alaska Native			
Asian	-6	6	3
Filipino			
Hispanic or Latino	26	17	8
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-17	16	-3
English Learners	-14	15	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	451	927	11,043	807	4,655,989	790
Black or African American	1		194	787	296,463	708
American Indian or Alaska Native	0		10		30,394	743
Asian	286	964	2,312	926	406,527	906
Filipino	16	913	964	883	121,054	867
Hispanic or Latino	117	840	7,035	754	2,438,951	744
Native Hawaiian/Pacific Islander	0		28	869	25,351	774
White	20	933	351	842	1,200,127	853
Two or More Races	11	876	131	891	125,025	824
Socioeconomically Disadvantaged	204	884	7,820	771	2,774,640	743
English Learners	177	914	4,669	742	1,482,316	721
Students with Disabilities	28	849	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	No	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
First Year of Program Improvement		2009-2010
Year in Program Improvement		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	111
Grade 1	96
Grade 2	100
Grade 3	85
Grade 4	88
Grade 5	99
Grade 6	91
Total Enrollment	670

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.3	White	4.6
American Indian or Alaska Native	0.0	Two or More Races	2.7
Asian	62.7	Socioeconomically Disadvantaged	41.2
Filipino	3.4	English Learners	39.7
Hispanic or Latino	26.1	Students with Disabilities	3.6
Native Hawaiian/Pacific Islander	0.1		



### 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	21.6	5	0	0	22.3	3	1	0	16	6	5	
1	20.6	5	0	0	19.2	5	0	0	14	6	4	
2	22.2	4	1	0	23	0	5	0	14	6	4	
3	20.2	5	0	0	22	3	1	0	13	5	3	
4	39.5	1	0	9	31.1	2	0	11	28	1	13	
5	30.4	2	10	2	29.9	1	4	7	31	1	4	7
6	39.9	0	2	7	25.2	5	12	0	26	2	5	8
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.

Blandford's school safety plan is a comprehensive plan which seeks to address the both the physical and psychological safety of our students, staff, and community members. It is reviewed each year at our opening staff meeting on August 14, 2013 for needed revisions, then again before October 17, 2013 prior to the statewide disaster drill. Parents are given the opportunity to review our plan at our School Site Council meetings and at our Back to School Night. Our School Site Council approved our plan on November 20, 2013.

Our plan outlines the procedures for evacuating the school buildings in case of fire or natural disaster. It includes monthly drills of the evacuation process and the drop hold system. Teachers are assigned to specific duties in case of emergencies and students are advised of the proper way to handle a dangerous situation. The whole school practices the extensive post disaster procedure in detail once a year.

The plan also outlines the steps to take when a student has been bullied, harassed, or made to feel uncomfortable at school. Our school teaches our students to be good citizens and to use the Community of Caring Values when interacting with others. The campus has a single access point through the main office. Upon entering the school all visitors must sign in and wear a badge identifying them as visitors. We also have security cameras which enhance our security both during the day and after hours.

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	4.01	2.81	1.64	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

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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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	Electrical vandalized~ Repaired PA Bell
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<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]	[ ]	[ ]	Constructed new trash enclosure

### 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
<b>With Full Credential</b>	30	30	27	562.60
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	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/](http://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	0.2	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.6	---
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
<b>Reading/Language Arts</b>	Grades K-5: Houghton Mifflin Reading: A Legacy, Copyright 2003  Grades 6-8: Holt, Rinehart and Winston Literature and Language Arts, Copyright 2003	Yes	0.0
<b>Mathematics</b>	Grades K-5: Holt, Rinehart and Winston, Houghton Mifflin, California Math, Hill, Larson, Leiva, Stiff, et al, Copyright 2009  Grades 6-8: Holt, Rinehart and Winston, California Mathematics, Burger and Others, Holt California Mathematics, Course 1: Numbers to Algebra, Student Edition, Copyright 2008	Yes	0.0
<b>Science</b>	Grades K-5: Houghton Mifflin Company, Houghton Mifflin California Science, William Badders and Others, Copyright 2007  Grades 6-8: CPO Science CPO Focus on Earth, CPO Writing Team Student Book Set Student Textbook - Volume 1 Investigative Manual - Volume II, Copyright 2007	Yes	0.0
<b>History-Social Science</b>	Grades K-5: Harcourt Harcourt Reflections, Copyright 2007  Grade 6 : McDougal LittleWorld History: Ancient Civilizations, Copyright 2006	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	\$4,908	\$517	\$4,391	\$70,091
District	---	---	\$4,155	\$70,536
Percent Difference: School Site and District	---	---	5.7	-0.6
State	---	---	\$5,537	\$68,841
Percent Difference: School Site and State	---	---	-20.7	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 student 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
- Reading and Writing Workshop
- Common Core Introduction
- Earobics Reach Reading Intervention
- Star Early Literacy and Star Reading as a Universal Screening and Progress Monitoring Tool

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