Rowland Community Day 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	Rowland Community Day School
Street	1928 S. Nogales Street
City, State, Zip	Rowland Heights, CA 91748
Phone Number	(626) 935-8202
Principal	Dr. Melissa Neal
E-mail Address	mneal@rowland.k12.ca.us
CDS Code	19-73452-1995943

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.

The Rowland Community Day School is one of 20 schools in the Rowland Unified School District. It serves as an Alternative school providing a positive educational experience for expelled and transferred students from grades 7-12 with individual learning goals set to earn readmission to their regular secondary school program. The school is comprised of two multi-grade classrooms, each instructed by a multi-subject credentialed, highly qualified teacher. The classroom environment promotes students' success in improving attendance, behavior, and academic performance. The curriculum and instruction aligns with that of the District's comprehensive secondary schools following all state, federal, and district guidelines. Students receive additional support by a staff consisting of two administrators, Principal and Vice Principal, an office secretary, classroom instructional aides, part time counselor, nurse, psychologist and Special Education teacher. Upon enrollment, the student along with their parent(s)/guardian meet with administration for an orientation which details all applicable school rules and policies as well as the requirements that must be met for a student to return to his/her home school. As appropriate to meet the students' needs, community resources are provided through Anger Management and Drug Education classes, the School Attendance Review Board, Social workers, health clinics, and probation officers.

Community Day School is unique in regards to consistency of enrollment. Students are assigned continuously throughout the year. The fluid student population results in continually changing data and demographics. Teachers continually monitor checkpoint data to meet the needs of their current students.

Rowland Community Day School recognizes and respects the individual needs of students fostering a caring and creative environment which emphasizes the intellectual, social, emotional, and physical development of each student. The school's role is to help each student become confident of his/her innate abilities, develop and improve those 21st century skills, including academic and technological skills, needed to be successful in secondary school environments and establish values that will result in students returning to their home school with humanity, motivation, and thoughtful behaviors.

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: Dr. Melissa Neal, Principal
Contact phone number: 626-935-8202

As their childrens' first and most important models, parents are involved and supported as participants in home learning activities including supervising assigned homework, daily reading, and family discussions that reinforce or enrich childrens' classroom learning.

Programs and opportunities for parent involvement include:

FOR US Foundation: The FOR US Foundation is a non-profit educational organization that raises funds 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: All RUSD schools use site-based decision-making to determine the best allocation of resources. To volunteer for service on the School Site Council, please contact CDS.

Community-Based English Tutoring (CBET): In June 1998, California voters passed Proposition 227. A portion of this proposition requires the legislature to provide free or subsidized English language instruction to parents or other community members who pledge to provide English tutoring to their children at home and at school.

CBET parents are encouraged and supported to continue their education and in their efforts to provide safe and positive home environment, thereby fostering self-confidence and high expectations for their children.

As a member of Community Day School:
Parents are encouraged to be active members of the School Site Council providing input into budgetary decisions and the creation of the School Plan for Student Achievement.

Parents are provided with an orientation to the school with the school administration upon their child's enrollment into Community Day School.

Parents take part in parent education classes.

Parents are invited to and expected to attend meetings that are designed to assist their child, including but not limited to parent conferences, IEP meetings, and the School Attendance Review Team meetings.

Parents are provided with a list of available resources promoting their participation and access to community opportunities.

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	27	45		53	57	56	54	56	55
Mathematics		36		50	51	53	49	50	50
Science				63	62	62	57	60	59
History-Social Science				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	53
All Student at the School				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts				61	56	60	59	56	57
Mathematics				61	64	64	56	58	60

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	40	20	41	36	33	32
All Students at the School	0		0	0	0	
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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			
Similar Schools			

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			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
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			11,043	807	4,655,989	790
Black or African American			194	787	296,463	708
American Indian or Alaska Native			10		30,394	743
Asian			2,312	926	406,527	906
Filipino			964	883	121,054	867
Hispanic or Latino			7,035	754	2,438,951	744
Native Hawaiian/Pacific Islander			28	869	25,351	774
White			351	842	1,200,127	853
Two or More Races			131	891	125,025	824
Socioeconomically Disadvantaged			7,820	771	2,774,640	743
English Learners			4,669	742	1,482,316	721
Students with Disabilities			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	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	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	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	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
Grade 8	1
Grade 9	3
Grade 10	3
Grade 11	3
Total Enrollment	10

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	**White**	0.0
American Indian or Alaska Native	0.0	**Two or More Races**	20.0
Asian	0.0	**Socioeconomically Disadvantaged**	80.0
Filipino	0.0	**English Learners**	10.0
Hispanic or Latino	80.0	**Students with Disabilities**	0.0
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.5	2	0	0	6	1	0	0	3	3		
Mathematics	0	0	0	0	8	1	0	0	3	3		
Science	14.5	2	0	0	8	1	0	0	4	2		
Social Science	14.5	2	0	0	7	2	0	0	4	2		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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.

The California Department of Education's Safe School Assessment Program has designated Rowland Unified School District as among the safest school districts in the East San Gabriel Valley. Student and staff safety is one of the District's core values and is always involved in decision making. Community Day School, as do all District schools, maintains a closed campus policy, requiring all visitors to enter through the Main Office to register upon arrival. The CDS campus is monitored by a video surveillance/digital recording system. Up-to-date phone, fire alarm, and intercom systems are in-place. Teachers and administrators carry hand-held radios; a base radio station is manned by classified personnel. CDS' commitment to safety is further evidenced by:Strong partnerships with law enforcement and probation officers through Operation Safe Community and emergency drills throughout the school year. Emergency supplies for students and staff are stored on campus. Specially trained canine units, capable of detecting minute traces of drugs, gunpowder and other illegal substances, periodically make unannounced campus visits. CDS, as well as all RUSD schools, has a Comprehensive School Safety Plan which thoroughly addresses policies and procedures for the following areas: Child Abuse Reporting Procedures; Disaster Procedures; Suspension and Expulsion policies; Procedures to notify teachers of dangerous students; Sexual Harassment; Dress Code; Safe ingress and egress to and from school; Safe and orderly learning environment; School discipline including threat assessment and zero tolerance bullying. USD Board action regarding this update occurs each December with school updates and meeting being turned into Pupil Services by February 1st of each year. Last update 2/1/12.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	77.14	18	15.39	11.94	8.49	.64
Expulsions	8.57	0	5.13	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**	
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]	[ ]	[ ]	

Overall Facility Rate

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

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	**2011-12**	**2012-13**	**2012-13**
With Full Credential	3	5	1	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)	0	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0	---
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

CDS maintains an inventory of state and District approved textbooks in all academic disciplines in sufficient quantities to comply with the Williams Act.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	6-8 Literature and Language Arts (Holt, Rinehart, Winston) 7-8 ELD Sopris West Language (Glencoe McGraw-Hill) 7-12 ELD High Point: Reading Intervention for English Learners (Hampton Brown) 9-12 Holt Literature and Language Arts (Holt, Rinehart, Winston)	Yes	0.0
Mathematics	6-7 Concepts and Skills (McDougal Littell, Inc.) Algebra Prentice Hall Algebra, CA Edition (Prentice Hall) Geometry (McDougal Littell, Ing) Algebra II (Prentice Hall)Calculus (McDougal Littell, Inc)College Algebra (Glencoe McGraw-Hill)	Yes	0.0
Science	6 Science Voyages (Glencoe)6-8 Science and Technology (Holt)Earth Science (Glencoe McGraw-Hill)Biology (Holt, Rinehart, Winston)Chemistry (Glencoe McGraw-Hill)Physics (Holt, Rinehart and Winston) Supplementary Physics Materials: Physics, Principles with applications (Prentice Hall Higher Learning)	Yes	0.0
History-Social Science	6 World History: Ancient Civilizations (McDougal Littel)7 World History: Medieval and Early Modern Times (McDougal Littell)8 Creating America: beginnings through WWI (McDougal Littell)World History Modern World History (McDougal Littell)U.S. History The Americans (McDougal Littell)Government American Government (Prentice Hall)Economics Economics: Principles in Action(Prentice Hall)	Yes	0.0
Health	Lifetime Health (Holt 2004)	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	$83,871	$53,817	$54	$70,091
District	---	---	$4,155	$70,536
Percent Difference: School Site and District	---	---	-98.7	-0.6
State	---	---	$5,537	$68,841
Percent Difference: School Site and State	---	---	-99.0	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.

CDS, committed to a student-centered focus and wanting each youngster to reach his/her full potential, provides 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.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.Technology - Access to technology is woven into the curriculum and into the graduation requirements. All classrooms have computer stations, as well as other technology that supports classroom learning.Small class sizes enable teachers at RUSD's three Community Day School classrooms to provide personalized instruction to students, 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. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

• Specific high school courses
• Grades in specified courses and test scores
• Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at http://www.calstate.edu/admission/admission.shtml.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	9.20	7.10		9.20	7.10		16.60	14.70	13.10
Graduation Rate	90.34			90.34	85.19	83.79	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

N/A

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	51.0
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

* Where there are student course enrollments.

XII. 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