

Nogales High School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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. 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.

II. About This School

Contact Information (School Year 2012-13)

School Contact Information	
School Name	Nogales High School
Street	401 South Nogales Street
City, State, Zip	La Puente, CA 91744
Phone Number	(626) 965-3437
Principal	Dr. Nancy Padilla
E-mail Address	npadilla@rowland.k12.ca.us
CDS Code	19-73452-1936228

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

School Description and Mission Statement (School Year 2011-12)

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

Nogales High School is one of 20 Rowland Unified School District sites. Built in 1962, Nogales serves students in grades 9-12. The staff and community at Nogales work collaboratively to ensure the implementation of policies and practices that demonstrate a respect for all individuals within the culturally diverse school community.

Mission

The mission of Nogales High School, a diverse educational community, is to provide our students with the foundation to become caring, responsible, productive and effective members of society through a nurturing system distinguished by engaging, rigorous, and differentiated instruction.

Core Values

INTEGRITY: We believe in principles that support ethical decision-making, positive role modeling, and a commitment to professionalism.

RESPECT: We believe in the appreciation and celebration of both commonalities and diversities of individuals and groups. In addition, we will:

- Foster respect for democratic principles and citizenship;
- Promote respect for our environment by developing responsibility for its preservation.

SAFETY: We believe in and are committed to providing safe schools and a secure environment for all students and staff.

STUDENT-CENTERED FOCUS: We believe in keeping the student at the center of all decisions. Providing meaningful, challenging curriculum, programs, and practices will:

- Promote student involvement;
- Provide equal learning opportunities;
- Ensure a strong academic foundation and balance among basic skills
- Problem-solving, and critical thinking;
- Encourage life-long learning.

EXCELLENCE: We believe in high standards for personal performance in pursuit of an ideal in all of our endeavors, as demonstrated by:

- Well-defined expectations within a supportive environment;
- Rigorous instructional programs;
- Commitment to succeed.

RESPONSIBILITY WITH ACCOUNTABILITY: We believe each individual can and should be responsible and accountable for his/her decisions and actions. In support of this value, we will:

- Promote the development and empowerment of individuals and groups; develop appropriate goals and measures of success.

NOGALES HIGH SCHOOL
EXPECTED SCHOOLWIDE LEARNING RESULTS
(ESLRs)

EFFECTIVE COMMUNICATORS: Who

1. Express significant information and ideas through verbal and non-verbal means.
2. Demonstrate the use of a variety of information-gathering techniques and information resources.
3. Demonstrate the ability to receive and interpret the messages of others, verbal and non-verbal, and respond appropriately.
4. Are responsible citizens that develop collaborative skills to work effectively within their family, the school, the community and society.

CRITICAL THINKERS: Who

1. Analyze, interpret, evaluate, and assess appropriate knowledge and information.
2. Demonstrate ability to recognize and analyze problems then apply problem solving strategies to real-life situations.
3. Set achievable short and long range goals and assess their own progress.
4. Process, integrate, and synthesize information through reading, writing, listening and speaking strategies.
5. Demonstrate a knowledge, understanding and respect of cultural and social differences, perspectives and common experiences among people.

PERFORMANCE ACHIEVERS: Who

1. Perform and/or create at or above district / state benchmarks levels (i.e. CAHSEE, STAR, district benchmark assessment).
2. Are able to express themselves analytically and creatively.
3. Are able to demonstrate inductive and deductive reasoning.
4. Explore, develop and utilize strategies for life-long educational and career options.

RESPONSIBLE CITIZENS: Who

1. Commit to the highest ethical standards.
2. Contribute positively to their community.
3. Demonstrate knowledge, understanding and respect for cultural and social differences.
4. Explore develop and employ strategies for life-long educational and career options.

Opportunities for Parental Involvement (School Year 2011-12)

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, Dr. Nancy Padilla, Principal: 626-965-3437

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: 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. School Site Council and English Learner Advisory Council are two examples of this type of opportunity. To volunteer, contact your local school.

PIQE- Parent Institute for Quality Education is a well known community organization that educates parents on how to be more involved in their children's education. NHS not only provides a place for them to meet, but also sponsors the fees for parents to be able to participate in his multi week program. Parents who complete the program are given a diploma to show that they have satisfactory finished the whole course.

Booster Groups: High school music groups (choral and instrumental) and athletic teams have parent booster organizations that raise funds and assist students on the day of competition.

Parent Information Nights: Nogales High parents are encouraged to support their students in achieving academic success. It offers assistance through the Parent meetings with specific topics such as; study skills, homework help, graduation and college entrance requirements, how to prepare for final exams, what to do if a student is failing, and exploring various ways parents may assist their students with the many challenges of young adulthood.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 9	545
Grade 10	631
Grade 11	581
Grade 12	502
Total Enrollment	2,264

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2	White	2.3
American Indian or Alaska Native	0.3	Two or More Races	0.2
Asian	3	Socioeconomically Disadvantaged	78.4
Filipino	10.4	English Learners	41.5
Hispanic or Latino	81.5	Students with Disabilities	10.6
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10				2010-11				2011-12			
	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	29.45	9	25	28	29.4	17	20	39	28	13	38	28
Mathematics	30.97	6	23	30	34.1	1	10	38	32.3	0	28	30
Science	31.43	5	20	33	32.4	6	10	40	32.1	2	21	33
Social Science	27.52	9	23	22	33.3	2	10	31	33.5	3	3	35

* 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.

III. School Climate

School Safety Plan (School Year 2011-12)

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. In addition to maintaining closed campuses that are secured with fencing, schools are carefully monitored by campus police officers - before, during and after school. An up-to-date phone system, fire alarm, intercom and other communications systems have been installed at all schools. The phone system gives teachers the ability to make outside calls to parents, and emergency support services when needed. Check-in procedures, combined with one-way access through the school office, limit the number of visitors on campus. A parent sign-in and sign-out procedure assures student safety. Our commitment to safety is further evidenced by:

The school safety plan is reviewed each year at the beginning of the school year by the administration and school safety and school rules are discussed with staff and students at the beginning of each year as well. Nogales' Safety Plan was reviewed, updated and discussed with school faculty in August, 2010 and school advisory boards and councils in February, 2011.

In addition to maintaining closed campuses that are secured with fencing, schools are carefully monitored by campus police officers - before, during and after school. An up-to-date phone system, fire alarm, intercom and other communications systems have been installed at all schools.

The phone system gives teachers the ability to make outside calls to parents, and emergency support services when needed.

Check-in procedures, combined with one-way access through the school office, limit the number of visitors on campus. A parent sign-in and sign-out procedure assures student safety.

Our commitment to safety is further evidenced by:

- Strong partnerships with law enforcement agencies through Operation Safe Community.
- 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.
- 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.
- A strictly enforced dress code policies keep students focused on the business of learning.
- Thanks to the passage of Measure R in 2006, 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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	36.1	31.37	20.86	12.82	11.94	8.49
Expulsions	1.64	1.8	.46	0.64	0.64	.16

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

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
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2012

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 bond program continues. During the 2010-2011 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.

Nearly \$100 million in local and state school construction funds is being used to upgrade school and District facilities. A wide range of improvements have been made or are under construction.

- New modular classrooms (2011-2012)
- New science wings (beginning in 2012)
- Library renovation (beginning 2012)
- Family and Consumer Science and Fashion Design rooms modernized (2011-2012)
- New stadium lights.
- Cafeteria building renovation. (beginning 2012)
- Ongoing pesticide abatement takes place schoolwide. Notification of scheduled sprayings is sent to parents upon request through the U.S. mail.
-

School Facility Good Repair Status (School Year 2012-13)

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 Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	Heater for weightlifting room is non-functional. It is slated to be replaced by Maintenance in 2011-2012. Sewer system has some deteriorated piping. This is slated for replacement in 2011-2012.
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	92	95	91	100%
Without Full Credential	1	1	0	0%
Teaching Outside Subject Area of Competence	14	0	12	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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* webpage at: <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	97.57	2.43
All Schools in District	99.17	0.83
High-Poverty Schools in District	99.06	0.94
Low-Poverty Schools in District	100	0

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	550
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	2	---
Psychologist	2.0	---
Social Worker	0	---
Nurse	0.4	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist	0	---
Other	0	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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 2012

Nogales High School conforms to all the textbook and instructional materials requirements of 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	7-12 ELD High Point: Reading Intervention for English Learners (Hampton Brown, 2001) 9-12 Holt Literature and Language Arts (Holt, Rinehart, Winston, 2003)	Yes	0.0
Mathematics	Algebra Prentice Hall Algebra, CA Edition (Prentice Hall) Geometry (McDougal Littell, Ing, 2007) Algebra II (Prentice Hall) Calculus (McDougal Littell, Inc) College Algebra (Glencoe McGraw-Hill)	Yes	0.0
Science	Earth Science (Holt, Rinehart and Winston, 2007) Biology (McDougal - Littell, 2008) AP Biology (Pearson, 2006) Human Anatomy and Physiology (McGraw Hill, 2007) Chemistry (Holt, Rinehart and Winston, 2007) Physics (Holt, Rinehart and Winston, 2007) Supplementary Physics Materials: Physics, Principles with Applications (Prentice Hall Higher Learning)	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	World History Modern World History (McDougal Littell, 2006) U.S. History The Americans (McDougal Littell, 2006) Government American Government (Prentice Hall, 2006) Economics: Principles in Action (Prentice Hall, 2006)	Yes	0.0
Foreign Language	9-12 Sendas 1 Literarias (Prentice Hall) 2001 9-12 Realidades I, 2 and 3 (Prentice Hall) 2004 9-12 Discover French 1, 2 and 3 (McDougal Littell) 2004 9-12 Conversational Tagalog (Honolulu:University of Hawaii Press) 1985	Yes	0.0
Health	Lifetime Health (Holt, 2004)	Yes	0.0
Visual and Performing Arts	Dido And Aeneas- Music Score	Yes	0.0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,474	\$1,300	\$4,175	\$70,091
District	---	---	\$4,155	\$70,091
Percent Difference: School Site and District	---	---	0.5	0.0
State	---	---	\$4,155	\$70,091
Percent Difference: School Site and State	---	---	0.5	0.0

* **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 webpage 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 webpage 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 2011-12)

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 - Nogales High School now has over 200 students enrolled in the IB program. This year twenty two students from Nogales High Schools are completing the requirements to be IB diploma graduates.

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 the graduation requirements. All classrooms have computer stations, as well as other technology that supports classroom learning. In addition, the school has four computer labs for student use. The Laptops for Learning program offers students the opportunity to buy or use a laptop to use in completing their work at school. Structured computer lab time ensures that students are well versed and practiced in using today's technology for homework, classroom projects, and research.

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.

ARC (Academic Recovery Class)- Monday - Friday from 3:00-4:00pm. This academic recovery class is offered to students in Algebra and Applied Algebra/Geometry that did not complete homework. They are provided with the help of mathematics teachers for that hour to help them complete past and present homework assignments that may not have been completed due to a lack of understanding.

Supplemental educational services (SES) were provided under a school's federal accountability PI status. Additional academic instruction was provided outside of the regular school day and designed to increase the academic achievement of students attending these schools.

Saturday Academies- Saturdays 8-12pm 4 week sessions

1. 4-week session for a CAHSEE Intervention class. This class is offered to Seniors (90 students were eligible) that have not passed the math or ELA portion of the CAHSEE. As part of the academy, they are exposed to curriculum and strategies that will assist them in passing the CAHSEE.
2. 4-week session for Algebra 1 Intervention. This class is offered to all students (489 students were eligible) who received a D or an F in the first 6 weeks of school. The students are being exposed to materials being taught in the first 6 weeks of the curriculum that they struggled with. Materials are beginning presented in a different format than how they are presented in class.
3. 4- Week session for EL Writing support. This class will be offered to all English Language Development students.
4. 4 week session for preparation for CST tests. Sections are offered in English and Math.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,562	\$40,932
Mid-Range Teacher Salary	\$66,596	\$65,424
Highest Teacher Salary	\$85,531	\$84,596
Average Principal Salary (Elementary)	\$114,725	\$106,806
Average Principal Salary (Middle)	\$119,968	\$111,776
Average Principal Salary (High)	\$124,930	\$120,858
Superintendent Salary	\$220,441	\$204,089
Percent of Budget for Teacher Salaries	33%	39%
Percent of Budget for Administrative Salaries	3%	5%

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

IX. 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								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	43	39	43	54	53	57	52	54	56
Mathematics	20	16	17	51	50	51	48	50	51
Science	40	41	41	58	63	62	54	57	60
History-Social Science	38	40	36	48	54	52	44	48	49

* 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	57	51	62	52
All Student at the School	43	17	41	36
Male	40	17	41	39
Female	45	18	41	34
Black or African American	46	7		37
American Indian or Alaska Native				
Asian	66	43	61	57
Filipino	68	25	67	60
Hispanic or Latino	38	15	37	32
Native Hawaiian/Pacific Islander				
White	53	20		47
Two or More Races				
Socioeconomically Disadvantaged	38	16	37	32
English Learners	6	6	9	6
Students with Disabilities	25	13		10
Students Receiving Migrant Education Services				

* 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 ESEA, also known as 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 Students - Three-Year Comparison

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	48	52	44	57	61	56	54	59	56
Mathematics	49	53	54	60	61	64	54	56	58

* 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	44	23	33	36	35	28
All Students at the School	56	26	18	46	38	15
Male	64	22	14	46	41	13
Female	48	30	22	46	36	18
Black or African American						
American Indian or Alaska Native						
Asian	28	34	38	30	33	37
Filipino	31	33	36	19	54	28
Hispanic or Latino	60	25	15	50	37	13
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	61	24	15	49	38	13
English Learners	94	6	0	83	16	1
Students with Disabilities	92	8	0	85	15	0
Students Receiving Migrant Education Services						

* 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 2011-12)

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 webpage 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
9	23.1	21.3	38.2

* 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.

X. 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 webpage 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	2009	2010	2011
Statewide	4	5	3
Similar Schools	7	8	4

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	34	-20	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino	15	3	-18
Hispanic or Latino	38	-17	7
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	39	-17	4
English Learners	33	-1	1
Students with Disabilities	45	-57	68

* "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 - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,644	712	11,326	800	4,664,264	788
Black or African American	26	666	185	768	313,201	710
American Indian or Alaska Native	4		10		31,606	742
Asian	54	815	2,348	925	404,670	905
Filipino	170	806	995	877	124,824	869
Hispanic or Latino	1,350	697	7,198	745	2,425,230	740
Native Hawaiian/Pacific Islander	5		35	823	26,563	775
White	32	674	420	830	1,221,860	853
Two or More Races	2		127	881	88,428	849
Socioeconomically Disadvantaged	1,305	695	7,708	758	2,779,680	737
English Learners	685	623	4,748	736	1,530,297	716
Students with Disabilities	175	509	1,176	640	530,935	607

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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

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)	Yes	No

Federal Intervention Program (School Year 2012-13)

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 webpage: <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	2006-2007	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Currently in Program Improvement	---	45.5

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 webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

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 webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	3.1	10.5	10.3	2.6	9.2	7.2	5.7	16.6	14.4
Graduation Rate	87.11	89.66	84.44	90.27	90.34	84.28	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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	438	1033	---
Black or African American	2.5%	3.2%	---
American Indian or Alaska Native	0.0%	0.0%	---
Asian	3.2%	27.8%	---
Filipino	12.3%	9.0%	---
Hispanic or Latino	79.0%	54.7%	---
Native Hawaiian/Pacific Islander	0.2%	0.2%	---
White	2.7%	5.0%	---
Two or More Races	0.0%	0.0%	---
Socioeconomically Disadvantaged	80.1%	61.0%	---
English Learners	19.2%	17.4%	---
Students with Disabilities	10.3%	8.6%	---

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011-12)

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

Career technical education is offered through the Career Pathways Program that is coordinated by the District Office. At the high schools students opt to follow a career pathway, as defined by graduation requirements at both schools. The various pathways include, Arts and Communication, Health and Medical Services, Business, Public and Human Services, Family and Consumer Science and Technology. To complete the pathway students must take at least 20 units in that pathway composed of courses from the NHS curriculum and from the ROP and (Regional Occupational Program) courses that are taught on the NHS campus. To complete a pathway certificate the student must maintain a B average in the pathway courses and they must complete the Senior Seminar course in that pathway.

Career Technical Education Participation (School Year 2011-12)

Measure	CTE Program Participation
Number of pupils participating in CTE	750
% of pupils completing a CTE program and earning a high school diploma	100.0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	57.0

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	72.1
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	46

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	3	---
Fine and Performing Arts	0	---
Foreign Language	7	---
Mathematics	5	---
Science	3	---
Social Science	12	---
All courses	30	6.7

* 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