

EL MONTE UNION HIGH SCHOOL DISTRICT

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Rosemead High School

School Accountability Report Card

Reported for 2009-10 School Year
Published in 2010-11



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Introduction

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page 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.

Data and Access

Data

DataQuest is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

Expected Schoolwide Learning Results

Rosemead High School first developed its six ESLRs during the 1995/96 school year as part of its Focus on Learning process. Since then, the ESLRs have been discussed and revised by staff, students, parents and community members on a yearly basis. The following ESLRs represent the most recent update and reflect an ongoing determination to create measurable outcomes for student learning.

Graduates of **Rosemead High School** are:

Academic Achievers who:

- Complete state mandated tests that demonstrate mastery of core subject content
- Demonstrate the ability to function independently and responsibly to achieve personal and academic goals
- Demonstrate achievement in reading, writing and mathematics
- Complete subject and skill specific tests and/or projects which are a part of the EMUHSD

graduation requirements to demonstrate mastery of skills in all subject matter

- Achieve an understanding of the value of life-long learning

Responsible Citizens who:

- Demonstrate an awareness and comprehension of their roles as citizens in school community, nation and world
- Demonstrate, while working collaboratively, a respect for the rights of others who hold opposing views
- Demonstrate respect for and tolerance of cultural, sexual, physical, and religious diversity through classroom and co-curricular activities
- Understand the importance of the arts in society
- Participate in community service

Effective Communicators who:

- Read, listen, speak and respond actively and critically
- Exhibit the ability to clearly transfer ideas, information, needs and processes into verbal and/or written form

Complex Thinkers who:

- Use higher order thinking skills to access, analyze and interpret information and solve problems
- Use creative thinking to solve new problems
- Use information learned in new situation
- Evaluate processes, products and performances

Proficient Technology Users who:

- Utilize technology to enhance learning
- Demonstrate competency in the use of computers and applications

Healthy Individuals who:

- Establish, practice and support appropriate hygiene, proper nutrition and physical fitness
- Avoid high-risk activities that affect their health

Vision Statement

The vision of Rosemead High School is to enable all students to acquire skills needed to live productively and creatively in a diverse society. We will empower students to develop self-esteem and take positive control of their own lives. We will foster an appreciation of individuals of all cultures and beliefs. We will encourage life-long intellectual curiosity and sensitivity to the arts. We will promote physical well-being and self-discipline in a safe environment. We intend to produce educated, responsible citizens who will become contributing members of our democratic society.

Parent Involvement

Contact Person: Larry Cecil
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Stronger parent and community participation on campus is an ongoing goal for Rosemead High School. The school has addressed this goal by offering these important groups more opportunities to visit the campus and become involved in our programs. To supplement our traditional and well attended Back-to-School Nights and Open House, we have instituted twice-yearly "Coffee With the Principal" mornings, an annual Parent Information Institute, and an active PTSA.

Allowing interested parents to meet informally with the principal, the Parent Coffees are held once each semester. During this time, parents enter into informal discussions about school programs and activities, and have the opportunity to have their questions answered about the school.

School Description

Rosemead High School celebrated its 50th anniversary in October 1999. The school is located near the center of the sprawling, picturesque San Gabriel Valley and is one of five comprehensive high schools in the El Monte Union High School District. Rosemead High seeks to establish itself as a school that emphasizes student-centered learning in a technology-rich environment. The campus has 80 classrooms and a full-time certificated staff of 97 who provide support for approximately 2,000 students. Most teachers either hold advanced degrees or are in the process of obtaining graduate degrees, reflecting a continuous commitment to professional improvement.

Rosemead High School, located 12 miles northeast of Los Angeles in the San Gabriel Valley, is situated in a culturally diverse, bedroom community and serves students from low to middle-class socioeconomic families with a median income of \$35,000 according to the 2000 census. The census also showed that in 10 years time, the Asian population had risen to 41 percent of Rosemead city's 53,505 residents while the Hispanic population fell to 39 percent, and the white population declined from 35 percent to 20 percent.

Currently, Rosemead High School has five elementary and two middle feeder schools. As one of five comprehensive high schools in the El Monte Union High School District, it serves students from the cities of Rosemead, Temple City, San Gabriel, El Monte and South El Monte. The stakeholders of Rosemead High School are committed to providing the best possible educational and leadership opportunities for both students and staff. The staff includes eighty-five classroom teachers, six counselors, one Welfare and Attendance Coordinator, one Career Center Counselor, sixty-eight classified staff members and four administrators.

Originally designed to house less than the current population of 2,057, there is now an overcrowding situation. Additional teachers have been hired necessitating several roving teachers. Overall, class sizes fall within district guidelines, which are established by the school board.

Approximately twenty percent (360) of the student population in 2009-10 had limited or no English proficiency. Twenty-three percent (456) of currently enrolled students list English as their primary language while

twenty-eight percent (509) are considered FEP. EIA/LEP services are received by 14.6% of the qualifying student body. Currently, there are twenty languages spoken on campus. The school has approximately 75% of its students receiving Free/Reduced Price lunches. As a Schoolwide Title I school, all students qualify for Title I services. The average parent education level is 1.92 (where "1" represents "not a high school graduate" and "5" represents graduate school.). Data analysis shows yearly increases in student population over the last four years. Approximately 10% of the student population is receiving Special Education services and almost 78% of all students come from backgrounds where the language spoken at home is other than English.

Rosemead provides a wide range of support programs to meet the academic needs of its students. The following programs are made available: English and math lab classes, an elective available to students having difficulty in English and Math skills; Reading Advancement, which uses Scholastic's Read180 curriculum, is a two-hour block of intensive literacy training for low readers in the ninth-grade; AVID; CAHSEE prep classes and Adalante in both English and Math, intervention classes designed to help students pass the CAHSEE Exam. An after-school Study Hall and a Title I Computer lab are also available for use by students. Instructional services are provided to all Limited English Proficient (LEP) students in accordance with the California Education Code and Title V of the California Administrative Code. Special Education and Gifted and Talented Education (GATE) students have their needs met through Individualized Educational Programs (IEPs) and special enrichment programs. A wide range of college preparatory, honors and AP courses are also offered to students.

Demographic Information

This table displays the percent of students enrolled at the school who are identified as being in a particular group:

Racial/Ethnic Category	% of Total Enrollment
Black or African American	0.5%
Asian	45.6%
Filipino	0.7%
Pacific Islander	0.1%
Hispanic or Latino	49.7%
American Indian or Alaska Native	0.1%
White	2.9%
Two or More Races	0.3%
Economically Disadvantaged	77%
English Learners	20%
Students with Disabilities	8%

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	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+
English	24.9	49	15	31	29.7	12	39	38	31.0	3	26	32
Mathematics	30.2	14	13	28	32.1	6	19	35	31.0	4	15	36
Science	29.5	11	12	23	30.9	8	10	30	29.0	7	22	24
Social Science	25.9	11	15	10	31.3	6	4	22	29.0	6	15	17

School Enrollment by Grade Level

This table displays the number of students enrolled in each grade level as reported by the California Basic Educational Data Systems (CBEDS) in 2009-10:

Grade Level	Enrollment
Grade 9	490
Grade 10	534
Grade 11	463
Grade 12	563
Total Enrollment	2,050

School Climate:

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period:

Rate	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	8.5	8.4	4.7	16.3	11.1	8.1
Expulsions	0.0	0.1	0.2	0.0	0.1	0.1

School Safety

SB187 Safety Plan

Date the plan was last updated: January, 2010

Date the plan was last reviewed with staff: March, 2010

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code

Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

In keeping with district policy, Rosemead High School believes that the safety of students, employees and guests is of the highest priority. Regular reviews of and improvements to the Safe School Plan insure a safe and orderly environment and support the school's strong commitment to safety. Fire drills are conducted once a month and earthquake/evacuation drills are held once each semester to ensure that all students and staff know the procedures to follow in the event an emergency or disaster should occur. The school has a strong connection to and relationship with the Temple City Sheriff's Station and the deputies on the Rosemead Team. A School Resource Officer (SRO) is on campus during school hours to assist with law enforcement issues, and is a welcome presence at co-curricular activities, athletic events and dances. The SRO also interacts with school staff and students in a wide range of situations. The officer is accessible to students, parents, and staff during the school day.

The school has taken further steps to increase safety by locking gates and instituting a sign-in desk where non-students/staff check in and out during school hours. This has made the campus less accessible to outsiders. In order to provide a school climate that is safe, supportive and orderly, the school employs one full-time and three part-time campus supervisors who are directed by the Assistant Principal for Activities and the Assistant Principal for Student Services. These staff members patrol the hallways and grounds during class time, and are highly visible at times when large groups of students are out on campus.

School Facilities:

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Deferred Maintenance Fund

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior

School Facility Good Repair Status (2010-11)

This table displays the results of completed school site inspection on September 16, 2010, to determine the school facility's good repair status. When deficiencies are found the district will take the appropriate action.

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical /HVAC, Sewer		X			Woodshop needs HVAC; new water heaters needed in auditorium
Interior: Interior Surfaces		X			Painting needed in three rooms; stained ceiling tile in one room; one cabinet needs repair; tile needed in one room; one room needs new floor; auditorium walls need painting
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			Coaches office needs to be cleaned; one door graffiti
Electrical: Electrical		X			Lights INOP in six rooms; replace one cover plate
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			No water in sink in one RR and mirrors needed in one RR
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			Sixteen rooms under construction
External: Playground/School/Grounds, Windows/Doors/Gates/Fences		X			One handrail needs to be replaced; ten windows need to be replaced
Overall Rating		X			

painting, and floor systems. The total budgeted in the deferred maintenance fund for 2010-11 fiscal year is \$945,700 which equates to 0.9% of general fund expenditures.

School Facility Conditions and Improvements

Rosemead High School opened its doors to students in the fall of 1949, as the second comprehensive high school in the El Monte Union High School District. Built to house approximately 1,800 students, it has been in continuous operation ever since. Over eighty classrooms provide space for the school’s comprehensive college preparatory and vocational curriculum, including seven science labs, three industrial technology labs, two family/consumer science labs, two art classrooms, four performing arts (instrumental and vocal music, piano and drama) classrooms, three business computer labs, two Internet-connected computer labs, a full-sized gymnasium, dance lab and weight room, a library and an up-to-date cafeteria. In 1970, a 900-seat state-of-the-art auditorium was added to the campus.

During the 1993–95 school years, Rosemead High School underwent state-funded renovation and modernization construction. With the help of the Coca-Cola Company, the central quad—Panther Square—was completely renovated and replanted with grass and 17 trees in 1998. An electronic message board on the corner of Mission Dr. and Rosemead Blvd. was also added at that time, just in time for the school to celebrate its 50th anniversary during the 1999 Homecoming Game and Dance.

With the passage of Measure Y in 2003, the school and district began an extensive construction program to upgrade facilities. Rosemead has received new bleachers for its football stadium, upgrades and renovation of all student and adult restrooms on campus, improved paving, grading and drainage throughout the campus—including the renovation of Panther Square, and a complete rewiring of the bell, fire and public address systems. Future projects include a new two-story classroom building and the doubling in size of the current library/media center.

Rosemead High School is justifiably proud of its campus. Visitors from the community and from other public high schools often comment on its attractive buildings, well-kept grounds and efficient facilities and classrooms. The school has also been a favorite site for Hollywood production companies. A full-length feature film, several episodes of the TV show “The Wonder Years,” and several commercials have been shot there.

Rosemead High School is in the middle of construction with a 22 classroom building, remodeling the library, landscaping and hardscaping, new parking lots, new athletic turf, new refurbished track in the stadium, and new weight room. We just started construction of new heating and air conditioning system in the auditorium, to be completed in February 2011.

Cleaning Process and Schedule

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Teachers:

Professional Development

Through staff in-service days and participation in on and off-site conferences and workshops, Rosemead High School staff members keep up to date on the latest educational trends and teaching methodologies. Teachers, support staff and administrators participate in over 1000 hours of professional staff development each year, most of which is aimed at directly improving instructional delivery to students. Other professional development time is spent improving school safety, attendance and

accounting procedures, and the administration and data analysis of state tests such as the Standardized Testing and Reporting (STAR) and California High School Exit Exam (CAHSEE).

Through its pro-active Staff Development Committee, Rosemead High School has procedures in place to evaluate and disseminate information learned at off-site conferences and workshops. Individuals who attend these events must request funding in advance through a justification statement related to the school’s ESLRs—Expected Schoolwide Learning Results. Upon returning to the school, they are expected to communicate what they have learned verbally to colleagues and in writing through the Site Leadership Teams newsletter.

Several years ago, the El Monte Union High School District undertook a major project to insure that courses at its high schools meet and teach the California Content Standards. To that end, four teachers, one for each of the core academic areas of English, Mathematics, Science and Social Science, plus one for ELD, are released one period a day to work on the alignment of curriculum to standards, and meet on a monthly basis with District colleagues.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	82	87	88	427
Without Full Credential	4	3	0	0
Teaching Outside Subject Area of Comp.	0	0	0	

Core Academic Courses Taught by Highly Qualified Teachers

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page 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	100.0	0.0
All Schools in District	99.6	0.4
High-Poverty Schools	99.6	0.4
Low-Poverty Schools	0.0	0.0



Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of EL	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

Instructional Materials:

Adopted Textbooks (2010-11)

Rosemead High School offers students updated textbooks which are aligned to the California State content standards. In core areas, (English, math, social science, science) the teachers have classroom sets of the textbooks, and students receive a copy of the text to use at home for the semester. The following is a list of some of the most current adopted textbooks:

Grade Level	Subject	Title	Publisher	Year Adopted
9-12	English	Highpoint— Basic Level, Levels A-C	Hampton Brown	2002
9-12	English	Literature & Language Arts	Holt	2005
9-10	English	Literature & It's Writers (4 th Edition)	Bedford / St. Martins	2003
11	English	Norton Sample (6 th Edition)	Norton	2003
12	English	Introduction to Literature (7 th Edition)	Bedford / St. Martins	2005
9-11	Math	California Algebra Readiness	Prentice Hall	2009
9-12	Math	Algebra 1	McDougal-Littell	2001

Grade Level	Subject	Title	Publisher	Year Adopted
10-12	Math	Geometry	McDougal-Littell	2001
10-12	Math	Algebra 2	McDougal-Littell	2002
10-12	Math	Pre-Calculus	Houghton Mifflin	2001
10-12	Math	Calculus	McDougal-Littell	1999
9-12	Science	Conceptual Physical Science Exploration	Addison Wesley	2003
9-12	Science	Biology	Holt	2006
9-12	Science	Biology: Miller Levine	Prentice Hall	2006
9-12	Science	Biology: The Dynamic of Life	Glencoe / McGraw-Hill	2005
9-12	Science	Biology	Benjamin Cummings	2002
10-12	Science	Modern Chemistry	Holt	2006
10-12	Science	Zumdahl Chemistry	Houghton Mifflin	2005
11-12	Science	Holt Physics	Holt	1999
11-12	Science	Physics – Gioncloi	Prentice Hall	2002
11-12	Science	Intro to the Human Body	Wiley	2007
10	Social Science	Modern World History	McDougal-Littell	2006
11	Social Science	The Americans	McDougal-Littell	1999
11	Social Science	America Pageant	Houghton Mifflin	2002
12	Social Science	Magruder's American Government	Prentice Hall	2002
12	Social Science	Economics	South Western	1997

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional materials for fiscal year 2010-2011 pursuant to education code 60119 was done on 10/6/10.

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Meets State Requirements	0%	Yes
Mathematics	Meets State Requirements	0%	Yes
Science	Meets State Requirements	0%	Yes
History-Social Science	Meets State Requirements	0%	Yes
Foreign Language	Meets State Requirements	0%	Yes
Health	Meets State Requirements	0%	Yes
Visual and Performing Arts	Meets State Requirements	0%	Yes
Science Laboratory Equipment (grades 9-12)	Meets State Requirements	0%	Yes

Other Instructional Materials

Over the last several years, Rosemead High School has progressively updated textbooks and instructional materials. New textbooks have been purchased for the majority of classes in the English, Mathematics, Science, Social Science and Foreign Language departments within the last three years, and plans are ongoing to complete the cycle for all classes within a five year period. The Mathematics department is especially pleased that its choice of a new textbook coincides with that of Muscatel Middle School, its primary feeder school. With that purchase, students can experience a fully aligned curriculum from 7 through 10 grade, despite the fact that we are separate districts. Vertical teams of teachers in Mathematics, English, Science and Social Science are currently looking for additional ways to improve instruction across districts.

The school has also made great strides in updating existing instructional equipment and providing new technological equipment over the last several years. The school's Digital High School Grant, in which every classroom has been interconnected as well as connected to the Internet, is now fully operational. State of the art wiring and cabling has been provided by the grant, as well as instructional delivery hardware (digital projectors) and software (power point, Internet downloadable presentations, etc.). Because of improved API scores, the school was able to upgrade a number of existing technologies—food lab equipment, auditorium media and lighting equipment, musical instruments—through block grant funding.

Support Staff:

Academic Counselors and Other Support Staff

This table below displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	341.66
Library Media Teacher (librarian)	1.0	
Library Media Services Staff (Paraprofessional)	1.0	
Psychologist	1.0	
Nurse	0.33	
Teacher on Assignment & Bilingual Resource Teacher	1.0	

Student Progress Monitoring and Reporting

Student progress is monitored primarily through periodic grade reporting. Students are issued grades—based on their academic, skill and social performance in the classroom—by each teacher each six weeks. Grades issued at six and twelve weeks are considered progress reports only and reflect the likelihood of a student's eventual grade at the end of the semester. End of semester grades are final and count towards a student's GPA and completion of requirements for graduation. Progress and Grade Reports are mailed home to parents and copies are sent to the students' counselors who keep track of each student's success or failure in school as well as his/her progress towards graduation. Student and parent contacts are made when students are not making sufficient progress. Conferences are held to determine why the student is not succeeding, and to propose interventions and alternatives.

The community is informed of student achievement through the reporting of student test results and the school's annual API and AYP in the public media, which publish each school's annual STAR results, CAHSEE pass rates, API (Academic Performance Index) base and growth reports, and AYP (Adequate Yearly Progress) under NCLB (No Child Left Behind) guidelines. The data is also used by the staff to determine interventions for at-risk students and modifications to instruction and materials. The data is also shared with various stakeholder groups—School Site Council, Parent/Student/Teacher Association, Parent Information Day and Summer Parent Institute—at their regular meetings.

School Finances:

Other Funding

To help ensure a quality education for all students, state and federal funding is provided to Rosemead High School for the following special programs to supplement the core instructional program provided by the District:

Program	Amount
Title I	\$427,217
Title II Part A	\$107,101
Title III	\$35,563
School Safety and Violence Prevention	\$104,459
EIA-LEP—State Program for English Learners	\$193,884
Instructional Materials	\$143,926
Total	\$1,012,150

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,997	\$1,469	\$5,528	\$70,277
District			\$5,546	\$69,221
Percent Difference-School Site and District			(0.3%)	2%
State			\$5,681	\$69,595
Percent Difference-School Site and State			(3%)	1%

Teacher & Administrative Salaries (Fiscal Year 2008-09)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certified Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,394	\$43,096
Mid-Range Teacher Salary	\$69,540	\$70,018
Highest Teacher Salary	\$89,648	\$89,675
Average Principal Salary (HS)	\$129,820	\$128,615
Superintendent Salary	\$178,536	\$204,469
% of Budget for Teacher Salaries	38.3%	37.5%
% of Budget for Administrative Salaries	5.3%	5.1%

Student Performance:

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the Physical Fitness Testing Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Data not available at the time of posting.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs 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. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	08	09	10	08	09	10	08	09	10
ELA	42	49	53	34	38	40	46	50	52
Math	29	34	35	24	25	27	43	46	48
Science	40	48	51	32	35	40	46	50	54
History/ Social Science	32	37	52	26	30	37	36	41	44

Standardized Testing and Reporting Results by Student Group (2009-10)

This table displays the percent of students by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced Level			
	ELA	Math	Science	History/ Social Science
All Students in the LEA	40	27	40	37
All Students at the School	53	35	51	52
Male	51	36	56	56
Female	55	34	46	47
Asian	70	54	73	72
Filipino	62	19	*	46
Hispanic or Latino	38	17	30	34
White	44	43	52	44
Economically Disadvantaged	51	34	50	50
English Learners	17	22	11	12
Students with Disabilities	23	20	*	6
Students Receiving Migrant Education Services	37	18	*	17

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results for All Students Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	08	09	10	08	09	10	08	09	10
ELA	53.8	57.5	62.1	45.2	46.0	49.4	52.9	52.0	54.0
Math	60.9	59.5	64.6	48.0	50.6	52.8	51.3	53.3	53.4

CAHSEE Results by Student Group Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Prof.	Prof.	Adv.	Not Prof.	Prof.	Adv.
All Students	37.9	23.6	38.5	35.4	34.6	30.0
Male	39.8	25.2	35.0	34.5	34.8	30.6
Female	36.0	21.9	42.1	36.3	34.3	29.4
Asian	23.3	22.4	54.3	14.2	32.0	53.9
Hispanic or Latino	52.0	24.2	23.8	54.8	36.0	9.2
White	30.8	26.9	42.3	26.9	46.2	26.9
English Learners	60.2	29.0	10.8	52.4	36.4	11.2
Economically Disadvantaged	38.8	23.5	37.6	36.2	34.8	29.0
Students with Disabilities	96.7	0	3.3	93.3	6.7	0.0

Accountability:

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator

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

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate—ELA	Yes	No
Participation Rate—Mathematics	Yes	Yes
Percent Proficient—ELA	No	No
Percent Proficient—Mathematics	No	No
API	Yes	Yes
Graduation	Yes	Yes

Academic Performance Index

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

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2007	2008	2009
Statewide	5	5	6
Similar Schools	4	5	6

API Changes by Student Group Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	Actual API Change			API Score
	07-08	08-09	09-10	2010
All Students	20	23	35	769
Asian	20	13	31	860
Hispanic or Latino	18	21	41	685
Economically Disadvantage	25	21	40	763
English Learners	-3	7	42	699
Students with Disabilities	72	19	12	502

Academic Performance Index Growth by Student Group—2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students	769	716	767
Asian	860	863	889
Hispanic or Latino	685	676	715
Economically Disadvantaged	763	707	712
English Learners	699	650	691
Students with Disabilities	502		

Federal Intervention Program (2010-11)

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. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-10	2008-09
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in PI		5
Percent of Schools Currently in PI		71.4

School Completion:

Admission Requirements for California 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 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 University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate (Fiscal Year 2008-09)

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Dropout Rate (1-Year)	1.0	1.6	2.8	1.8	2.4	2.9	4.4	3.9	5.7
Graduation Rate	94.7	92.5	88.6	88.3	87.0	85.5	79.5	80.2	80.5

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	96.7%
Graduates Who Completed All Courses Required for UC/CSU Admission	35.5%



Career Technical Education Participation

The following table displays information about participation in the school's CTE programs:

Measure	CTE Program Participation
Number of Pupils	621
Percent of pupils completing a CTE program and earning a high school diploma	11%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Career Technical Education Programs (2009-10)

Some Rosemead students participate in certain CTE courses including:

- Building Trades and Construction
- Consumer and Family Studies
- Engineering and Design
- Finance and Business
- Food and Beverage Production and Preparation

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2009-10 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tq/hs/>.

Group	Graduating Class of 2010	
	School	District
All Students	89.6%	83.5%
Black or African American	100%	100%
Asian	92.4%	93.9%
Filipino	100%	100%
Hispanic or Latino	86.2%	80.3%
Pacific Islander	100%	100%
White	100%	85.2%
Economically Disadvantaged	86.9%	79%
English Learners	67.5%	63.3%
Students with Disabilities	74.9%	72%

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
English	2	
Fine and Performing Arts	2	
Foreign Language	3	
Mathematics	3	
Science	3	
Social Science	3	
All Courses	16	