



SCHOOL ACCOUNTABILITY REPORT CARD

Reported for 2010-11 School Year - Published in 2011-12



ROSEMEAD HIGH SCHOOL

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Introduction

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st 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 Web page at <http://www.cde.ca.gov/ta/ac/sa>.
- ◆ For additional information about the school, parents, and community members you should contact the school principal or the district office.

Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management 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 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], Adequate Yearly Progress [AYP], test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

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.

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 79 classrooms and a full-time certificated staff of 90 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 household income of \$45,902 according to the 2010 census. The census also showed that in 10 years time, the Asian population had risen to 60 percent of Rosemead city's 53,764 residents while the Hispanic population fell to 33.8 percent, and the white population declined from 35 percent to 21 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 seventy-nine classroom teachers, six counselors, one Welfare and Attendance Coordinator, librarian, resource teacher, one Career Center Counselor, sixty-eight classified staff members and four administrators.

With the completion of new construction, there is now plenty of classroom space for all students. Additional teachers have been hired necessitating the construction of the new classrooms. Overall, class sizes fall within district guidelines, which are established by the school board.

Approximately seventeen percent (322) of the student population in 2011 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 17% of the qualifying student body. Currently, there are multiple 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 12% 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 Language Arts support 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 a CAHSEE mentoring program in both English and Math, CAHSEE intervention classes designed to help students pass the CAHSEE Exam. An after-school PREP program is also available for use by students, providing tutoring in all core subject areas. 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.

Opportunities for 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 numerous opportunities for parents to receive information regarding college information provided by our counseling staff during regularly planed evening seminars, parent walkthroughs, 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.

**Student Enrollment by Subgroup
(School Year 2010-11)**

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

Group	Percent of Total Enrollment
Black or African American	0.5%
American Indian or Alaska Native	0.2%
Asian	45.0%
Filipino	0.0%
Hispanic or Latino	50.6%
Native Hawaiian or Pacific Islander	0.1%
White	2.5%
Two or More Races	1.3%
Socioeconomically Disadvantaged	82.2%
English Learners	37.3%
Students with Disabilities	10.6%

Average Class Size and Class Size Distribution

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	29.7	12	39	38	31.0	3	26	32	29.2	17	25	33
Mathematics	32.1	6	19	35	31.0	4	15	36	32.3	4	13	37
Science	30.9	8	10	30	29.0	7	22	24	29.1	12	15	25
Social Science	31.3	6	4	22	29.0	6	15	17	30.6	7	10	26

* 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.

**Student Enrollment by Grade Level
(School Year 2010-11)**

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

Grade Level	Enrollment
Grade 9	498
Grade 10	482
Grade 11	526
Grade 12	437
Ungraded Secondary	52
Total Enrollment	1,995

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total

Rate	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	8.4%	4.7%	6.7%	11.1%	8.1%	7.5%
Expulsions	0.1%	0.2%	0.0%	0.1%	0.1%	0.0%

number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period:

School Facilities:

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. Seventy-nine classrooms provide space for the school's comprehensive college preparatory and vocational curriculum, including ten science labs, two industrial technology classrooms, one family/consumer science state of the art culinary facility, 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 room 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.

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.

During the 2009-2011 school years, Rosemead High School underwent a bond funded renovation and modernization. With the help of the bond a new two-story building comprising of eighteen new classrooms, new parking lot, new track, new air conditioning system in the auditorium, and the construction of a new weight room have all been completed. All landscaping and hardscape on campus is also new. The library, culinary arts kitchen, graphic arts classroom, all science labs, and administration building, were all modernized.

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 on campus.

Deferred Maintenance Program

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,

School Climate:

School Safety Plan

SB187 Safety Plan

Date last updated: January 6, 2011

Date last reviewed with staff: March 17, 2011

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 system at the switchboard 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 five 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 Facility Good Repair Status (2011-12)

This table displays the results of completed school site inspection to determine the school facility's good repair status. When deficiencies are found, the district takes the appropriate action to make all repairs. **Note:** Shaded cells do not require data. (At the time of this report the site had not been inspected. Once the inspection is complete this section will be updated as required.)

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical /HVAC, Sewer					
Interior: Interior Surfaces					
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation					
Electrical: Electrical					
Restrooms/Fountains: Restrooms, Sinks/Fountains					
Safety: Fire Safety Hazardous Materials					
Structural: Structural Damage, Roofs					
External: Playground/School Grounds, Windows/Doors/Gates/Fences					
Overall Rating					

interior or exterior painting, and floor systems. The District's complete deferred maintenance plan is available at the District Office.

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.

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. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

Teachers:

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
	2008-09	2009-10	2010-11	2010-11
With Full Credential	87	88	75	382
Without Full Credential	3	0	0	0
Teaching Outside Subject Area of Competence	0	0	5	

Core Academic Courses Taught by Highly Qualified Teachers

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 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	84.84%	15.16%
All Schools in District	78.53%	21.47%
High-Poverty Schools in the District	78.53%	21.47%
Low-Poverty Schools in the District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Teacher Misassignments and Vacant 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).

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of EL	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Support Staff:

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



**Academic Counselors and Other Support Staff
(School Year 2010-11)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	399.0
Library Media Teacher	1.0	
Library Media Services (paraprofessional)	1.0	
Psychologist	1.0	
Nurse	0.28	
Other (Teacher on Assignment & Bilingual Resource Teacher)	1.0	

Note: Shaded cells do not require data.

*One Full-Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Curriculum and Instructional Materials:

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 English department is especially pleased with its choice of a new textbook and supporting materials. With that purchase, students can experience a fully aligned curriculum from 9 through 12 grade. Vertical teams of teachers in Mathematics, English, Science and Social Science are currently looking for additional ways to improve instruction.

The school has also made great strides in updating existing instructional equipment and providing new technological equipment over the last several years. Through E-Rate funding, every classroom has been interconnected as well as connected to the Internet, is fully operational. State of the art wiring and cabling has been provided by the grant, as well as instructional delivery hardware (servers). Rosemead continues to update technology and software (power point, Internet downloadable presentations, etc.) in all classrooms. 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.

Quality, Currency, and Availability of Textbooks and Instructional Materials (2011-12)

Our high schools offer 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.

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 and supplemental instructional materials for fiscal year 2011-2012 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on 10/5/11. All students, including English Learners have been provided a textbook or instructional materials to use in class and take home.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent List of Standards-Based Materials Adopted by the SBE or Local Governing Board (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
English/Language Arts	California Literature	2011	Yes	0%
	Literature and Language Arts	2004	Yes	0%
	UC Approved ERWC Student Course Materials	2009	Yes	0%
Mathematics	Algebra 1 &2	1999	Yes	0%
	Geometry	1999	Yes	0%
	Pre-Calculus – Graphics & Data Analysis	2001	Yes	0%
	Calculus: A Complete Course	2001	Yes	0%
	Calculus of a Single Variable	2001	Yes	0%
Science	Science Spectrum: A Physical Approach	2002	Yes	0%
	Science Spectrum: A Balanced Approach	2000	Yes	0%
	Conceptual Physical Science Exploration	2003	Yes	0%
	Concepts & Challenges: Earth Science	1997	Yes	0%
	Concepts & Challenges: Physical Science	1997	Yes	0%
	Biology, California Edition	2011	Yes	0%
	Chemistry	1992	Yes	0%
	Modern Chemistry	1972	Yes	0%
	Physics: Principals & Problems	1978	Yes	0%
	Understanding Human Anatomy & Physiology	2001	Yes	0%
	Intro to the Human Body	1992	Yes	0%
Earth Science: California Edition	2006	Yes	0%	
Social Science	Modern World History	1999	Yes	0%
	The Americans	1999	Yes	0%
	America: Pathways to Present	1999	Yes	0%
	The American Pageant	1983	Yes	0%
	Economics: Principles in Action	2002	Yes	0%
	Economics	2002	Yes	0%
	Psychology – Themes and Variations	2000	Yes	0%
	Psychology and You	1995	Yes	0%
				Yes
English Language & Development	Edge Fundamentals	2011	Yes	0%
	Edge, Level A & B	2011	Yes	0%
Health	Health	2007	Yes	0%
Foreign Language	Spanish 1 P			
	Voices y Vistas	2006	Yes	0%
	Ven Conmigo I	2000	Yes	0%
	Paso a Paso I	1999	Yes	0%
	Avancemos! I	2008	Yes	0%
	Spanish 1X P			
	Buen Viaje Level 2	2000	Yes	0%
	Sendas Literarias I Album	1995	Yes	0%
	Nuevas Vistas, Curso de Introducción	2003	Yes	0%
	Nuevas Vistas, Curso Uno	2003	Yes	0%
	El Español Para Nosotros	2008	Yes	0%

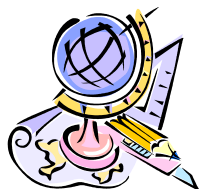
Quality, Currency, and Availability of Textbooks and Instructional Materials (2011-12) Continued

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent List of Standards-Based Materials Adopted by the SBE or Local Governing Board (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Foreign Language	Spanish 2 P			
	Pasos y Puentes	2006	Yes	0%
	Ven Conmigo 2	2000	Yes	0%
	Paso a Paso 2	1999	Yes	0%
	Avancemos! 2	2008	Yes	0%
	Spanish 2X P			
	Abriendo Paso-Gramática	1998	Yes	0%
	Nuevas Vistas, Curso Uno	2003	Yes	0%
	Ven Conmigo! Nuevas Vistas	2003	Yes	0%
	Nuevas Vistas, Curso Dos	1999	Yes	0%
	Spanish 3 P			
	Spanish for Mastery	1984	Yes	0%
	Ven Conmigo 3	2000	Yes	0%
	Paso a Paso 3	1999	Yes	0%
	Arcos y Alamedos	2006	Yes	0%
	Abriendo Paso-Gramática	1998	Yes	0%
	Abriendo Paso-Lectura	1998	Yes	0%
	Avancemos! 3	2008	Yes	0%
	Spanish 4 AP P			
	Abriendo Puertas, Tomo II	2006	Yes	0%
	French 1 P			
	Discovering French, Bleu	1997	Yes	0%
	Allez Viens I	2000	Yes	0%
	French 3 P			
	Discovering French, Blanc	1997	Yes	0%
	Allez Viens 3	2000	Yes	0%
Discovering French, Rouge	1997	Yes	0%	
French 4 P				
Discovering French, Rouge	1997	Yes	0%	
Chinese 1 P & 2 P & 3 P				
Chinese Made Easy, Volume I, 2, & 3	2007	Yes	0%	
Chinese Language & Culture AP P				
Chinese Made Easy L1P1	2007	Yes	0%	

School Finances:

**Teacher & Administrative Salaries
(Fiscal Year 2009-10)**

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 Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Category	District Amount	State Average for Districts in
Beginning Teacher Salary	\$45,394	\$42,954
Mid-Range Teacher Salary	\$69,540	\$69,905
Highest Teacher Salary	\$89,648	\$89,464
Average Principal Salary (HS)	\$128,656	\$128,348
Superintendent Salary	\$175,000	\$205,119
% of Budget for Teacher Salaries	33.0%	37.0%
% of Budget for Administrative	5.0%	5.0%

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,993	\$1,589	\$5,403	\$68,615
District			\$5,366	\$68,615
Percent Difference-School Site and District			1%	0.0%
State			\$5,455	\$70,570
Percent Difference-School Site and State			(1%)	(3%)

Note: Shaded cells do not require data.

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.

Other Funding (Fiscal Year 2010-11)

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	No. of Students Served	Amount
Title I	1,549	\$355,494
Title II Part A	2,035	\$103,751
Title III	381	\$38,960
School Safety and Violence Prevention	1,997	\$34,690
EIA-LEP—State Program for EL	381	\$189,649
Gifted and Talented Education GATE	356	\$24,635
Instructional Materials	1,997	\$114,999
Total		\$862,178

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>.

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

Student Performance:

Standardized Testing and Reporting Program

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

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		
	09	10	11	09	10	11	09	10	11
ELA	49	53	55	38	40	42	49	52	54
Math	34	35	34	25	27	31	46	48	50
Science	48	51	57	35	40	44	50	54	57
History-Social Science	37	52	63	30	37	43	41	44	48

Standardized Testing and Reporting Results by Student Group (2010-11)

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	42	31	44	43
All Students at the School	55	34	57	63
Male	53	34	5	66
Female	57	34	57	59
Asian	72	56	73	80
Filipino	60	13	0	53
Hispanic or Latino	40	13	0	58
White	44	28	0	42
Socioeconomically Disadvantaged	53	32	55	63
English Learners	16	24	13	23
Students with Disabilities	28	23	7	14
Students Receiving Migrant Education Services	45	10	45	55

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/>.

CAHSEE Results for All Grade Ten Students Three-Year Comparison (if applicable)

	School			District			State		
	09	10	11	09	10	11	09	10	11
ELA	56	61	69	45	48	56	52	54	59
Math	58	64	68	50	52	59	53	54	56

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

CAHSEE Grade Ten Results by Student Group Most Recent Year (if applicable)

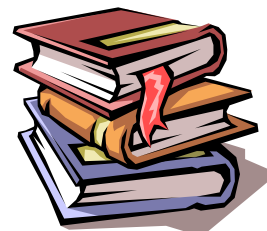
Group	English-Language Arts			Mathematics		
	Not Prof.	Prof.	Adv.	Not Prof.	Prof.	Adv.
All Students-LEA	44	26	30	41	36	23
All Student-School	31	27	42	32	39	29
Male	33	31	36	30	40	30
Female	28	22	50	34	37	29
Asian	19	22	59	12	37	51
Hispanic or Latino	42	31	27	50	40	11
Socioeconomically Disadvantaged	33	26	40	33	39	28
English Learners	82	14	4	58	31	10
Students with Disabilities	90	6	3	94	6	0
Students Receiving Migrant Education Services	36	0	64	27	55	18

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

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/>.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.0%	37.8%	43.8%



Accountability:

Academic Performance Index

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

**Academic Performance Index Ranks
Three-Year Comparison**

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

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

API Rank	2008	2009	2010
Statewide	5	6	7
Similar Schools	5	6	9



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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students	23	35	7
Asian	13	31	2
Hispanic or Latino	21	41	11
Socioeconomically Disadvantage	21	40	4
English Learners	7	42	19
Students with Disabilities	19	12	-43

Adequate Yearly Progress

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

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

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

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	1,430	778	7,178	739	4,683,676	778
Black or African American	4	n/a	20	673	317,856	696
American Indian or Alaskan Native	2	n/a	3	n/a	33,774	733
Asian	659	863	1,451	874	398,869	898
Filipino	15	795	36	824	123,245	859
Hispanic or Latino	708	699	5,496	701	2,046,749	729
Native Hawaiian or Pacific Islander	1	n/a	8	n/a	26,953	764
White	35	738	153	759	1,258,831	845
Two or More Races	5	n/a	5	n/a	76,766	836
Socioeconomically Disadvantaged	1,163	769	6,369	739	2,731,843	726
English Learners	652	721	3,813	677	1,521,844	707
Students with Disabilities	117	485	596	478	521,815	595

**Adequate Yearly Progress Overall and by Criteria
(School Year 2010-11)**

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

Federal Intervention Program (2011-12)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of PI Implementation	2009-2010	2008-2009
Year in PI	Year 2	Year 3
Number of Schools Currently in PI		4
Percent of Schools Currently in PI		80%

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 course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the *UC Admissions Information Web* site 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 Web* page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

**Dropout Rate and Graduation Rate
(Fiscal Year 2009-10)**

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		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Dropout Rate (1-Year)	1.6	2.8	2.3	2.4	2.9	3.8	4.9	5.7	4.6
Graduation Rate	92.5	88.6	94.7	87.0	85.5	88.2	80.2	78.6	80.4

Career Technical Education Programs (2010-11)

Some Rosemead students participate in certain CTE courses including:

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

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of Pupils	1,087
Percent of pupils completing a CTE program and earning a high school diploma	12%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

**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. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	81.1%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	41.4%

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 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 the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011	
	School	District
All Students	92.0%	79.5%
Black or African American	100%	76.9%
Asian	95.3%	94.0%
Hispanic or Latino	88.3%	76.2%
White	88.8%	76.2%
Two or More Races	100%	92.3%
Socioeconomically Disadvantaged	91.1%	82.1%
English Learners	71.0%	55.9%
Students with Disabilities	72.2%	71.4%

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	4	
Mathematics	3	
Science	3	
Social Science	3	
All Courses	15	

**Instructional Planning and Scheduling:
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.

