

Nogales High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

| School Contact Information | |
|-----------------------------------|----------------------------|
| School Name | Nogales High School |
| Street | 401 South Nogales Street |
| City, State, Zip | La Puente, CA 91744 |
| Phone Number | (626) 965-3437 |
| Principal | Mr. Yousef Nasouf |
| E-mail Address | ynasouf@rowlandschools.org |
| Web Site | Nogaleshs.org |
| CDS Code | 19-73452-1936228 |

| District Contact Information | |
|-------------------------------------|---------------------------------|
| District Name | Rowland Unified School District |
| Phone Number | (626) 965-2541 |
| Superintendent | Julie Mitchell, Ed.D. |
| E-mail Address | jmittchell@rowlandschools.org |
| Web Site | www.rowlandschools.org |

School Description and Mission Statement (School Year 2018-19)

Nogales High School prepares our students for a successful future through a first-class educational experience.

Nogales High School is one of 19 Rowland Unified School District sites. Built in 1962, Nogales serves students in grades 9-12. The staff and community at Nogales work collaboratively to ensure the implementation of policies and practices that demonstrate a respect for all individuals within the culturally diverse school community.

Core Values

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

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

Foster respect for democratic principles and citizenship;

Promote respect for our environment by developing responsibility for its preservation.

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

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

Promote student involvement;

Provide equal learning opportunities;

Ensure a strong academic foundation and balance among basic skills;

Problem-solving, and critical thinking;

Encourage life-long learning.

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

Well-defined expectations within a supportive environment;

Rigorous instructional programs;

Commitment to succeed.

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

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

NOGALES HIGH SCHOOL

SCHOOLWIDE LEARNER OUTCOMES

(SLO's)

EFFECTIVE COMMUNICATORS: Who

1. Express significant information and ideas through verbal and non-verbal means.

2. Demonstrate the use of a variety of information-gathering techniques and information resources.

3. Demonstrate the ability to receive and interpret the messages of others, verbal and non-verbal, and respond appropriately.

4. Are responsible citizens that develop collaborative skills to work effectively within their family, the school, the community and society.

CRITICAL THINKERS: Who

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

PERFORMANCE ACHIEVERS: Who

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

RESPONSIBLE CITIZENS: Who

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

Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 9 | 486 |
| Grade 10 | 492 |
| Grade 11 | 480 |
| Grade 12 | 472 |
| Total Enrollment | 1,930 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|--|------------------------------------|
| Black or African American | 1.7 |
| American Indian or Alaska Native | 0.2 |
| Asian | 2.7 |
| Filipino | 7.8 |
| Hispanic or Latino | 85.2 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 1.5 |
| Socioeconomically Disadvantaged | 88.2 |
| English Learners | 13.5 |
| Students with Disabilities | 10.1 |
| Foster Youth | 0.7 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 81 | 82 | 84 | 84 |
| Without Full Credential | 1 | 0 | 1 | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August, 2018

All textbooks and other classroom resources are purchased from the state-approved textbook lists that meet California grade-level content standards and conforms to all the textbook and instructional materials requirements of the Williams Act. Textbooks/Instructional Materials are reviewed by teachers, school staff, administration and public and adopted by the board of education.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------------|---|----------------------------------|---|
| Reading/Language Arts | ELD EDGE (National Geographic Learning, 2014) Grades 9-12 My Perspectives, Pearson 2017 - English Language Arts | Yes | 0.0 |
| Mathematics | Big Ideas Math Algebra 1: A Common Core Curriculum by Houghton Mifflin Harcourt 2015 Big Ideas Math Geometry: A Common Core Curriculum by Houghton Mifflin Harcourt 2015 Big Ideas Math Algebra 2: A Common Core Curriculum by Houghton Mifflin Harcourt 2015 Statistics (W.H. Freeman & Company, 2008) Pre-Calculus /Trigonometry (Houghton Mifflin Company, 2007) Calculus AB (Houghton Mifflin Company, 2006) Calculus BC (Thompson Brooks/Cole, 2007) College Algebra (Pearson Addison Wesley, 2009) | Yes | 0.0 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|----------------------------------|---|
| Science | Earth Science (Holt, Renhart and Winston, 2007) Biology (McDougal Littell, 2008) Chemistry (Holt, Renhart, & Winston, 2007) Human Anatomy and Physiology (McGraw Hill, 2007) Physics (Holt, Renhart and Winston, 2007) | Yes | 0.0 |
| History-Social Science | World History - Modern World History (McDougal Littell, 2006) U.S. History - The Americans (McDougal Littell, 2006) Government - American Government (Prentice Hall, 2006) Economics - Economics: Principles in Action (Prentice Hall, 2007) Psychology/Sociology - Understanding Psychology (McGraw-Hill Glencoe, 2001) | Yes | 0.0 |
| Foreign Language | Sendas 1 Literarias (Prentice Hall, 2001) Realidades I, 2 and 3 (Prentice Hall, 2004) Discover French 1, 2 and 3 (McDougal Littell, 2004) Pilino Conversational Tagalog (Honolulu:University of Hawaii Press, 1985) Korea Language Plus 2009 Foundation for Korean Language & Culture in USA 2011 - 2014 Chinese 1-2-3, 2002 Oh, China, 1997 Far East Everyday Chinese Book II Part A & B, 2012 Far East Everyday Chinese Book III, 2011 | Yes | 0.0 |
| Health | Lifetime Health (Holt, 2004) | Yes | 0.0 |
| Visual and Performing Arts | Music Scores - various | Yes | 0.0 |
| Science Laboratory Equipment (grades 9-12) | Per lab equipment adequate to meet expected student outcomes on state standards | Yes | 0.0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

The district's core values of safety and excellence are manifested in our commitment to provide the best maintained and cleanest facilities possible.

School site inspections are conducted on a regular basis to assess cleanliness and safety at all district sites.

Work associated with the district's measure R 2006 bond program is near completion. During the 2015-2016 school year, extensive renovations took place at many of our district schools. These renovations included:

- New casework in classrooms
- Replacement of underground infrastructure
- Upgrades to landscaping
- Removal of unsafe concrete walks and installation of new ones
- Electrical upgrades
- New intercom systems
- New door hardware for enhanced security

Regular pest control operations including pesticide applications are ongoing. All such work is performed in strict accordance with applicable regulations.

Ongoing assessment of site cleanliness is performed by the district's facilities and custodial manager. This process includes evaluation of new cleaning products, equipment, and procedures.

Maintenance work is timely, with health, life, and safety issues taking the highest priority.

Accommodations made for new testing centers for common core.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) | | |
|---|----------------------|---|
| Year and month of the most recent FIT report: September 25, 2018 | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | New large fan installed in gym |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | new JV softball field; new fencing along stadium and PE buildings; new camera security system installed |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: September 25, 2018 | |
|---|-------------|
| Overall Rating | Good |
| | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 62.0 | 54.0 | 49.0 | 50.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 22.0 | 18.0 | 39.0 | 39.0 | 37.0 | 38.0 |

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 444 | 432 | 97.30 | 53.83 |
| Male | 206 | 199 | 96.60 | 49.75 |
| Female | 238 | 233 | 97.90 | 57.33 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 37 | 37 | 100.00 | 83.78 |
| Hispanic or Latino | 375 | 363 | 96.80 | 50.83 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 406 | 395 | 97.29 | 52.03 |
| English Learners | 108 | 105 | 97.22 | 19.05 |
| Students with Disabilities | 37 | 34 | 91.89 | 11.76 |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 444 | 433 | 97.52 | 17.55 |
| Male | 206 | 200 | 97.09 | 19 |
| Female | 238 | 233 | 97.9 | 16.31 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 37 | 37 | 100 | 27.03 |
| Hispanic or Latino | 375 | 364 | 97.07 | 15.38 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 406 | 396 | 97.54 | 16.67 |
| English Learners | 108 | 105 | 97.22 | 2.86 |
| Students with Disabilities | 37 | 34 | 91.89 | 0 |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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

Career Technical Education Participation (School Year 2017-18)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 878 |
| % of pupils completing a CTE program and earning a high school diploma | 26.9% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 58% |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.8 |
| 2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission | 44.7 |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 21.3 | 22.8 | 23.4 |

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Contact person name and phone number, Joseph Archival, Assistant Principal: 626-965-3437 ext. 3521 Community Liaison Nora Placencia 626-965-3437 ext 3646

Parents are involved and supported as participants in home learning activities, including supervising assigned homework, daily reading, and family discussions that reinforce or enrich their student's classroom learning. Parents are invited to support their children by attending parent conferences and workshops, student performances, parent meetings or events, assemblies, and sporting events.

Programs and opportunities for parent involvement include: PIQE: Parent Involvement in Quality Education program. PTSA Parent Teacher Student Association, which helps to create student leaders and empowers families and advocates for their children. Disciplina Positiva is a six week parent workshop designed to guide parents of teenage students. It promotes the positive development of social, emotional and life skills and creates long term effects for families, schools and communities. Parents also have the opportunity to attend coffee with the principal where they can engage in meaningful conversations with the administrative staff. Parents are always welcome and invited to Nogales.

NHS Community Liaison works directly with parent involvement. She continually contacts and works with parents to ensure student success and has opened a new parent center to help support NHS parents.

School Site Council and English Learner Advisory Council are two groups that are used to inform/make site based decisions. The School Site Council is a decision-making group that determines the best allocation of resources, with input from the English Learner Advisory Council.

Booster Groups: High school music groups (choral and instrumental) and athletic teams have parent booster organizations that raise funds and assist students for competitions.

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 7.2 | 7.0 | 2.8 | 8.4 | 6.1 | 6.5 | 10.7 | 9.7 | 9.1 |
| Graduation Rate | 88.5 | 89.7 | 94.8 | 86.0 | 89.8 | 86.4 | 82.3 | 83.8 | 82.7 |

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Group | Graduating Class of 2017 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 95.8 | 89.4 | 88.7 |
| Black or African American | 87.5 | 90.0 | 82.2 |
| American Indian or Alaska Native | 100.0 | 100.0 | 82.8 |
| Asian | 75.0 | 93.1 | 94.9 |
| Filipino | 98.2 | 100.0 | 93.5 |
| Hispanic or Latino | 96.4 | 85.8 | 86.5 |
| Native Hawaiian/Pacific Islander | 0.0 | 100.0 | 88.6 |
| White | 87.5 | 100.0 | 92.1 |
| Two or More Races | 100.0 | 88.9 | 91.2 |
| Socioeconomically Disadvantaged | 99.7 | 89.9 | 88.6 |
| English Learners | 58.5 | 58.0 | 56.7 |
| Students with Disabilities | 81.8 | 75.7 | 67.1 |
| Foster Youth | 100.0 | 83.3 | 74.1 |

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 8.2 | 4.1 | 2.9 | 3.2 | 2.6 | 1.9 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.2 | 0.5 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

The California Department of Education's Safe Schools Assessment Program has designated Rowland Unified as among the safest school districts in the East San Gabriel Valley. As one of the district's core values, student and staff safety is kept in the forefront of all decision-making. In addition to maintaining closed campuses that are secured with fencing, schools are carefully monitored by campus police officers - before, during and after school. An up-to-date phone system, fire alarm, intercom and other communications systems is being installed at the school as part of modernization. The interim phone system during modernization and relocation to temporary housing on campus gives teachers the ability to make outside calls to parents, and emergency support services when needed. Check-in procedures, combined with one-way access through the school office, limit the number of visitors on campus. A parent sign-in and sign-out procedure assures student safety. Our commitment to safety is further evidenced by :

The school safety plan is reviewed each year at the beginning of the school year by the administration and staff. School safety and school rules are discussed with staff and students at the beginning of each year as well. Nogales' Safety Plan was reviewed, updated and discussed with school faculty in August 2018 prior to the statewide California Great Shakeout and approved by school advisory boards and councils. The Plan is approved annually by the Board of Education in March.

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

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

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

Our commitment to safety is further evidenced by:

- Strong partnerships with law enforcement agencies through Operation Safe Community.
- Ongoing training and practice drills keep staff attuned to crisis warning signs.
- Specially trained canine units, that can detect even the minutest traces of drugs, gunpowder, and other illegal substances as well as regularly inspect classrooms, desks and lockers to deter students from negative activity.
- Campus peace officers patrol schools and District facilities before, during and after school at all school and/or District-sponsored events.
- All campuses are closed; security fencing ensures students are safe and secure on school grounds. Check-in procedures, combined with one-way access through the school office, limit the number of visitors on campus.
- School site safety plans safeguard the well being of students and staff. All schools maintain safety plans and conduct routine safety drills and maintain emergency supplies for students and staff. Plans are updated to reflect changes in the campus as a result of each phase of modernization and the gaining/loss of access to parts of the campus.
- Phone, fire alarm, intercom and other communications systems have been installed at all schools. The new phones allow teachers to call outside numbers - including 911 - in the event of an emergency.
- A strictly enforced dress code policies keep students focused on the business of learning.
- Thanks to the passage of Measure R in 2006, a \$70 million general obligation bond, the district will continue to invest in safety improvements on all campuses. Modernization efforts include the removal of asbestos, the addition of exterior safety lighting, the replacement of fencing, the installation of new communications systems, and the installation of security cameras.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
|-----------------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 27.0 | 15 | 17 | 33 | 24.0 | 26 | 24 | 26 | 25.0 | 24 | 20 | 32 |
| Mathematics | 30.0 | 9 | 18 | 32 | 29.0 | 13 | 17 | 32 | 28.0 | 7 | 28 | 26 |
| Science | 34.0 | 1 | 10 | 38 | 30.0 | 4 | 26 | 23 | 28.0 | 7 | 33 | 13 |
| Social Science | 30.0 | 8 | 11 | 34 | 26.0 | 13 | 24 | 23 | 27.0 | 11 | 19 | 27 |

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

Academic Counselors and Other Support Staff (School Year 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 6 | 314.5 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (Librarian) | 1 | N/A |
| Library Media Services Staff (Paraprofessional) | 2.0 | N/A |
| Psychologist | 1.83 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .35 | N/A |
| Speech/Language/Hearing Specialist | .5 | N/A |
| Resource Specialist (non-teaching) | 5.0 | N/A |
| Other | 2 | N/A |

Note: Cells with N/A values 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 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$7,046 | \$4,116 | \$2,930 | \$82,058 |
| District | N/A | N/A | \$5,127 | \$85,939 |
| Percent Difference: School Site and District | N/A | N/A | -54.5 | -4.1 |
| State | N/A | N/A | \$7,125 | \$79,665 |
| Percent Difference: School Site and State | N/A | N/A | -119.0 | 3.0 |

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

The Rowland Unified School District promotes, expects, and accepts nothing short of excellence. We have a collective commitment to be the best school district in California and provide comprehensive, well-rounded, and rigorous educational experiences to all students, which are supported by engaging teaching strategies.

These include but are not limited to the following:

Gifted and Talented Education - Students who are identified as gifted and talented are provided with academic enrichment activities and classroom work as well as differentiated instruction and leadership development. In addition, the district hosts special GATE parent education sessions and educational field trips.

Advanced Placement classes - a variety of arts-related activities, honor societies, after school clubs, academic competitions, and Certificate Programs are among the offerings available for high school students. International Baccalaureate - Rowland Unified School District now has over 500 students enrolled in the IB program.

Last year many students from Rowland and Nogales High Schools completed the requirements and had the honor of being RUSD IB diploma graduates.

Family Resource Center (FRC) - The FRC provides an array of social services such as parent education, provider education, and parent and child interactive programs, along with health and support services.

6th Grade Algebra - This program, which earned a California School Board Golden Bell Award, readies students for advanced math in intermediate and high school. Algebra is a graduation requirement. Students who take Algebra early have the flexibility in their schedule to take more Advanced Placement (AP) and/or International Baccalaureate (IB) courses when in high school.

Transitional Kindergarten - Transitional kindergarten allows for pre-kindergarten age students to receive instruction in a classroom that is commensurate with their age and ability level.

Technology - Access to technology is woven into the curriculum, and the graduation requirements. All classrooms integrate technology into the curriculum. In addition, structured computer lab time ensures that students are well-versed and practiced in using today's technology for homework, classroom projects, and research.

M.I.N.D. Institute - A research-based K-4 math literacy program that integrates music (electronic keyboard instruction) and math video games to teach complex, abstract math concepts.

Advancement Via Individual Determination (AVID) - a college preparatory program that holds students accountable to the highest standards and provides academic and social support. AVID brings research-based curriculum and strategies to students each day that develop critical thinking, literacy, and math skills across all content areas.

Alternative Learning Program (ALP) - The Alternative Learning Program is designed for today's 21st Century learner. Its unique learning environment aims to serve students seeking or requiring opportunities outside of the traditional classroom setting. These variations include multiple learning modalities and flexible schedules, as well as independent, online and accelerated learning opportunities. The ALP also seeks to provide families with community agency support as well as family outreach and education opportunities

Summer School Programs for students at the Elementary and Secondary levels.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$49,383 | \$49,512 |
| Mid-Range Teacher Salary | \$81,079 | \$77,880 |
| Highest Teacher Salary | \$104,130 | \$96,387 |
| Average Principal Salary (Elementary) | \$130,524 | \$123,139 |
| Average Principal Salary (Middle) | \$140,624 | \$129,919 |
| Average Principal Salary (High) | \$148,777 | \$140,111 |
| Superintendent Salary | \$277,055 | \$238,324 |
| Percent of Budget for Teacher Salaries | 39.0 | 36.0 |
| Percent of Budget for Administrative Salaries | 5.0 | 5.0 |

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

Advanced Placement (AP) Courses (School Year 2017-18)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 1 | N/A |
| English | 7 | N/A |
| Fine and Performing Arts | 2 | N/A |
| Foreign Language | 8 | N/A |
| Mathematics | 6 | N/A |
| Science | 2 | N/A |
| Social Science | 13 | N/A |
| All courses | 39 | 30.5 |

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The Rowland Unified School District's major areas of focus for professional development are the District's Essential Priorities for Teaching and Learning: Strengthen Best First Instruction and RTI 2, Implement Districtwide Agreements about First Best Instruction, Build Cultural Proficiency Across the System to Foster and Sustain Literacy Improvement for Whole Systems Change. The major professional development initiatives include focusing on 21st-century skills as the overarching premise while developing the following:

- Defining First Best Instruction through the RUSD Framework for Teaching and Learning
- Focus on Clarity of Instructional Purpose, Successful Learning for All Students, and understanding effective lesson design
- Unpacking standards and deeper understanding of content area frameworks
- Integrating Technology into Instruction
- Reflecting on and Improving Practice through Learning Walks
- Providing New Teacher Support
- Implementing Literacy Interventions
- Expanding Advancement Via Individual Determination program training

Incorporation of four focus areas: CGI-Cognitive Guided Instruction, Reader's Workshop, Writer's Workshop, and Inquiry based learning.

The professional learning described includes processes and structures to promote organizational learning and connectedness. Instructional coaches support TK-12 teachers, site teams, and site leadership with modeling of lessons, supporting through the coaching cycle, planning lessons, reflecting on lessons after delivery, lesson design, and incorporating best practices and research-based effective learning strategies.