

# Angelo Rodriguez High School 2012-13 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

## Angelo Rodriguez High Contact Information (School Year 2013-14)



5000 Red Top Rd.

Fairfield, CA 94534

(707) 863-7950

Principal:

Ms. Marie Williams, Principal

Contact E-mail Address:

mariew@fsusd.org

County-District-School (CDS) Code: 48705404830170

## Fairfield-Suisun Unified

## Contact Information (School Year 2013-14)

(707) 399-5000

www.fsusd.org

Superintendent:

Kris Corey

Contact E-mail Address:

krisc@fsusd.org



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• For more information about SARC requirements, see the California Department of Education (CDE) SARC 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.

## I. Data and Access

### DataQuest

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

### Internet Access

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

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### District Contact Information (School Year 2013-14)

Name	Fairfield-Suisun Unified
Phone Number	(707) 399-5000
Web Site	<a href="http://www.fsusd.org">www.fsusd.org</a>
Superintendent	Kris Corey
E-mail Address	<a href="mailto:krisc@fsusd.org">krisc@fsusd.org</a>
CDS Code	48705404830170

### School Contact Information (School Year 2013-14)

Name	Angelo Rodriguez High
Street	5000 Red Top Rd.
City, State, Zip	Fairfield, CA 94534
Phone Number	(707) 863-7950
Principal	Ms. Marie Williams, Principal
E-mail Address	<a href="mailto:mariew@fsusd.org">mariew@fsusd.org</a>

### School Description and Mission Statement (School Year 2012-13)

The vision of Rodriguez High School is to challenge students to be good citizens, critical thinkers and lifelong learners.

The mission of Rodriguez High School is:

Students, staff and administration collaboratively treat each other according to the the values of the RHS Way: Responsible, Honorable, and Safe.

Student success is built on RHS staff and parents working together to create learning environments promoting critical thinking and active participation in the community which allows for a seamless transition to post-secondary opportunities.

The administration and staff supported by the students, parents and community, will create a learning environment that is equitable and free from fear, violence, drugs, harassment, and alcohol.

Rodriguez High School has adopted the following school-wide learning results (ESLRs)

Upon graduation, Rodriguez High School Students C.A.R.E.:

They are Compassionate Citizens who:

Participate in community service

Entertain diverse viewpoints

Treat others equitably

They are Academic Learners who:

Read and write for comprehension across the curriculum

As freshmen, successfully pass all classes

Successfully pass all math classes

Use academic language in written and oral forms in all subject areas

They are Responsible Decision Makers who:

Solve problems and apply results to real-world situations in all subject areas

Think critically and globally

Make healthy life style choices

They are Effective Communicators who

Read, write and speak clearly

Are technologically skilled

### Opportunities for Parental Involvement (School Year 2012-13)

Parents are encouraged to become involved through participation in School Site Council, School Advisory Committee and the various booster groups operated in support of RHS: athletics, wrestling, football, band and PTSO. Parents are also invited to school events throughout the school year including Back to School Night, Academic Awards Night and various athletic contests and visual or performing art performances.

## III. 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 assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>English-Language Arts</b>	54%	56%	60%	53%	56%	56%	54%	56%	55%
<b>Mathematics</b>	18%	19%	25%	48%	50%	51%	49%	50%	50%
<b>Science</b>	58%	54%	64%	52%	55%	56%	57%	60%	59%
<b>History-Social Science</b>	54%	53%	58%	46%	45%	47%	48%	49%	49%

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

### Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	56%	51%	56%	47%
All Students at the School	60%	25%	64%	58%
Male	55%	26%	63%	63%
Female	66%	24%	66%	55%
Black or African American	47%	14%	48%	46%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	64%	46%	75%	63%
Filipino	72%	30%	79%	67%
Hispanic or Latino	49%	19%	49%	48%
Native Hawaiian or Pacific Islander	77%	23%	N/A	N/A
White	73%	30%	80%	71%
Two or More Races	63%	27%	65%	61%
Socioeconomically Disadvantaged	45%	20%	51%	46%
English Learners	9%	4%	N/A	4%
Students with Disabilities	34%	18%	36%	18%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

### California High School Exit Examination

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

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

### California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	66%	58%	64%	54%	51%	52%	59%	56%	57%
Mathematics	58%	56%	60%	48%	48%	51%	56%	58%	60%

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

### California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year (if applicable)

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48%	23%	28%	50%	36%	14%
All Students at the School	36%	26%	38%	40%	39%	20%
Male	41%	28%	31%	40%	37%	23%
Female	33%	24%	43%	40%	41%	18%
Black or African American	58%	21%	20%	65%	27%	7%
American Indian or Alaska Native	27%	27%	45%	36%	36%	27%
Asian	25%	21%	54%	21%	29%	50%
Filipino	19%	30%	51%	22%	52%	26%
Hispanic or Latino	50%	27%	22%	55%	33%	12%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	21%	26%	53%	25%	39%	35%
Two or More Races	35%	23%	42%	38%	46%	16%
Socioeconomically Disadvantaged	54%	25%	20%	60%	26%	13%
English Learners	100%	N/A	N/A	91%	9%	N/A
Students with Disabilities	82%	14%	5%	88%	10%	2%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	21.1%	19.9%	7.9%

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

## IV. Accountability

### Academic Performance Index

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

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

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

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

API Rank	2010	2011	2012
Statewide	6	6	6
Similar Schools	4	5	1

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	14	-1	35
Black or African American	23	-38	62
American Indian or Alaska Native			
Asian			
Filipino	3	-1	17
Hispanic or Latino	19	8	42
Native Hawaiian or Pacific Islander			
White	54	-50	31
Two or More Races		39	18
Socioeconomically Disadvantaged	24	-7	51
English Learners			-1
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	1,451	801	15,643	790	4,655,989	790
Black or African American	230	737	2,746	728	296,463	708
American Indian or Alaska Native	25	833	165	803	30,394	743
Asian	82	844	793	861	406,527	906
Filipino	200	843	1,425	877	121,054	867
Hispanic or Latino	361	761	5,846	754	2,438,951	744
Native Hawaiian or Pacific Islander	16	854	187	796	25,351	774
White	302	840	3,028	845	1,200,127	853
Two or More Races	235	819	1,453	811	125,025	824
Socioeconomically Disadvantaged	420	744	9,086	743	2,774,640	743
English Learners	159	694	3,792	714	1,482,316	721
Students with Disabilities	103	571	1,782	606	527,476	615

### Adequate Yearly Progress

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

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

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
<b>Overall</b>	No	No
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	No	No
<b>Percent Proficient - Mathematics</b>	No	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	Yes	Yes

### Federal Intervention Program (School Year 2013-14)

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

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2007-2008
<b>Year in Program Improvement</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	6
<b>Percent of Schools Currently in Program Improvement</b>	N/A	85.7%

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
<b>Grade 9</b>	532
<b>Grade 10</b>	539
<b>Grade 11</b>	503
<b>Grade 12</b>	508
<b>Total Enrollment</b>	2082

### Student Enrollment by Student Group (School Year 2012-13)



Group	Percent of Total Enrollment
Black or African American	16.7
American Indian or Alaska Native	1.5
Asian	5.4
Filipino	12.8
Hispanic or Latino	23.8
Native Hawaiian/Pacific Islander	1.2
White	21.2
Two or More Races	17.3
Socioeconomically Disadvantaged	28
English Learners	10.5
Students with Disabilities	6.5

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.9	12	19	43	31.5	7	16	42	28	22	25	36
Mathematics	30.3	9	25	37	32.4	3	27	34	30	12	21	46
Science	31.9	1	28	33	32.8	4	14	35	29	8	19	31
Social Science	32	3	14	34	33.5	0	15	27	29	8	24	28

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

### School Safety Plan (School Year 2012-13)

The school safety plan is reviewed annually, and regular emergency drills are conducted throughout the school year to ensure all faculty, staff and students are aware of safety protocols. During the 2012-2013 school year all site administrators received "active shooter" training.

### Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	20.03	17.2	13.6	15.53	19.7	20.6
Expulsions	0.36	0.4	0.2	0.6	0.4	0.2

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

Angelo Rodriguez High School is located on Red top Road in the Cordelia area of Fairfield.

General

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 on this site. Below is more specific information on the condition of the school and the efforts made to ensure the students are provided with a clean, safe, and functional learning environment.

#### Age of School Buildings

The Angelo Rodriguez High School was completed and occupied in the fall of 2001. This highly innovative high school is located on 50 acres in the western portion of the Fairfield-Suisun Unified School District. It includes 69 classrooms with science labs, technology labs as well as computer classrooms. All classrooms are wired with data drops to incorporate alternative methods of teaching. This campus hosts a 9,273 square feet library space consisting of career center, media production room classroom, and audio visual room as well as a home skills lab. The band/choral room has designed with a raised stage and modern acoustics for performances. The campus is built around a quad for central circulation and safety/supervision of the students. The campus also includes a large gymnasium with locker/shower rooms, volleyball courts as well as indoor basketball and bad mitten. The expansive field areas support competition sports including football, baseball and softball. Recent enhancements to the campus include upgraded football and soccer turf, a new all-weather athletic track, bleachers, scoreboard and other improvements. In 2005 eight relocatable classrooms have been added to the campus for interim housing. The campus also provides student, visitor and teacher parking within a close proximity of the administrative building. A new stadium for Rodriguez High was recently completed for the start of school in 2007/2008. The stadium includes both Home and Visitor bleachers as well as synthetic turf for football and soccer fields; stadium lighting; restrooms, and a concession stand. Also completed for the 2007/2008 school year is the creation of a video production classroom on the campus. This will allow the instruction of specialized skills for the students in a sophisticated setting. The newest addition to the school is a 25 yard by 30 meter High School Regulation swimming pool. It includes 12 lanes and also includes lighting for evening use. The pool's depth allows regulation water polo to be played as well. This project was completed in September of 2008.

#### Maintenance and Repair

District maintenance staff ensures that 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.

#### Cleaning Process and Schedule

The District governing board has adopted Strategic Goals, which include cleaning standards for all schools in the District. (Strategic Goal #4). These standards are available at any school site and the District Office. The District's Operations Department works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school, along with the supervision of the site principal

#### Deferred Maintenance Budget

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/replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

#### Deferred Maintenance Projects

There are no Deferred Maintenance projects planned at this site during the 2013-14 school year.

#### Modernization Projects

There are no modernization projects planned at this site during the 2013-14 school year.

#### New Construction Projects

There are no new construction projects planned at this site during the 2013-14 school year.

### School Facility Good Repair Status (School Year 2013-14)

Using the most recent 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

Angelo Rodriguez High 2012-13  
 School Accountability Report Card

System Inspected	Repair Needed and Action Taken or Planned		
	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 Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

## VII. Teachers

### Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	87	73	77	835
Teachers without Full Credential	4	0	5	34
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	-1
Total Teacher Misassignments	0	0	-1
Vacant Teacher Positions	3	0	-1

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	94	6
All Schools in District	96	4
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	96.49	3.51

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	600
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	2	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)		N/A
Other	1	N/A

Note: Cells shaded in black or 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="http://www.fsusd.org//Domain/837">http://www.fsusd.org//Domain/837</a> Textbooks in all core subjects are current and in good condition.	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="http://www.fsusd.org//Domain/837">http://www.fsusd.org//Domain/837</a> .	0%

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Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>Mathematics</b>	<p>All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="http://www.fsusd.org//Domain/837">http://www.fsusd.org//Domain/837</a></p> <p>Textbooks in all core subjects are current and in good condition.</p>	<p>All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="http://www.fsusd.org//Domain/837..">http://www.fsusd.org//Domain/837..</a></p>	0%
<b>Science</b>	<p>All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="http://www.fsusd.org//Domain/837">http://www.fsusd.org//Domain/837</a></p> <p>Textbooks in all core subjects are current and in good condition.</p>	<p>All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="http://www.fsusd.org//Domain/837">http://www.fsusd.org//Domain/837</a>.</p>	0%

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>History-Social Science</b>	<p>All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="http://www.fsusd.org//Domain/837">http://www.fsusd.org//Domain/837</a></p> <p>Textbooks in all core subjects are current and in good condition.</p>	<p>All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="http://www.fsusd.org//Domain/837">http://www.fsusd.org//Domain/837</a>.</p>	0%
<b>Foreign Language</b>	<p>All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="http://www.fsusd.org//Domain/837">http://www.fsusd.org//Domain/837</a></p> <p>Textbooks in all core subjects are current and in good condition.</p>	<p>All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="http://www.fsusd.org//Domain/837">http://www.fsusd.org//Domain/837</a>.</p>	0%

Angelo Rodriguez High 2012-13  
School Accountability Report Card

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Health	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="http://www.fsusd.org//Domain/837">http://www.fsusd.org//Domain/837</a> Textbooks in all core subjects are current and in good condition.	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="http://www.fsusd.org//Domain/837">http://www.fsusd.org//Domain/837</a> .	0%
Science Laboratory Equipment (grades 9-12)	Lab equipment is sufficiently available for use in all laboratory courses.	Lab equipment is sufficiently available for use in all laboratory courses.	0%
Visual and Performing Arts	All pupils have sufficient instructional materials to meet the standards. Programs are performance based. Art books for Art History classes are listed on the above-mentioned site.	All pupils have sufficient instructional materials to meet the standards. Programs are performance based. Art books for Art History classes are listed on the above-mentioned site.	0%



## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$4,768	\$1,888	\$2,880	\$62,395
District	N/A	N/A	\$4,073	\$64,449
Percent Difference - School Site and District	N/A	N/A	-29.29	-3.19
State	N/A	N/A	\$5,537	\$69,704
Percent Difference - School Site and State	N/A	N/A	-47.99	-10.49

Note: Cells shaded in black or with N/A values 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.

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

### Types of Services Funded (Fiscal Year 2012-13)

The School Site Council is responsible for developing and monitoring the Single Plan for Student Achievement. As part of the plan, School Site Council oversee the following categorical funding sources: Economic Impact Aid (EIA); School Library Improvement Block Grant (SLIB); and State Compensatory Education (SCE).

During the 2012-2013 school year, to support increased student achievement in English Language Arts, Mathematics, English Learner Development and a Safe and Supportive School Climate, the following expenditures were made using categorical funds:

Intervention and Enrichment: Credit Recovery.

Supplemental materials and technology.

Professional development: Professional Learning Communities; implementation of Common Core State Standards; Advanced Placement.

Supplemental books and materials for the library.

Supplemental guidance services.

Student incentives

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,281	\$41,461
Mid-Range Teacher Salary	\$63,014	\$66,132
Highest Teacher Salary	\$79,009	\$85,734
Average Principal Salary (Elementary)	\$103,907	\$107,205
Average Principal Salary (Middle)	\$110,377	\$111,640
Average Principal Salary (High)	\$121,763	\$122,627
Superintendent Salary	\$259,658	\$225,175
Percent of Budget for Teacher Salaries	0.41%	0.38%
Percent of Budget for Administrative Salaries	0.07%	0.05%

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

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

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

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

#### California State University

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

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

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

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	8	7	3.4	17	13.6	8.6	16.6	14.7	13.1
Graduation Rate	90.72	92.07	95.33	78.83	83.51	87.58	74.77	77.14	78.73

## Completion of High School Graduation Requirements

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

### Graduating Class of 2012

Group	School	District	State
All Students	471	1,316	418,598
Black or African American	76	238	28,078
American Indian or Alaska Native	4	15	3,123
Asian	30	80	41,700
Filipino	77	145	12,745
Hispanic or Latino	93	368	193,516
Native Hawaiian/Pacific Islander	5	17	2,585
White	104	246	127,801
Two or More Races	82	207	6,790
Socioeconomically Disadvantaged	121	544	217,915
English Learners	40	197	93,297
Students with Disabilities	21	98	31,683

### Career Technical Education Programs (School Year 2012-13)

The Career Technical Education programs offered at Rodriguez High School prepare students for successful employment, continuing education and entrepreneurial, independent contractor opportunities.

CTE courses offered at Rodriguez High School include:

- Biotechnology/Industrial Biotechnology
- Desktop Publishing
- Mullti-media
- Photography
- Theater
- Video Production

### Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	668
Percent of pupils completing a CTE program and earning a high school diploma	100
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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	76.03
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	45.44

### Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		NA
English	3	NA
Fine and Performing Arts		NA
Foreign Language	4	NA
Mathematics	4	NA
Science	3	NA
Social Science	3	NA
All courses	17	7.2

\* Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All teachers are required to complete a minimum 6.5 hours (one day) of professional development. All teachers are evaluated using the California Standards for the Teaching Profession (CSTPs) and all teachers are evaluated on CSTP Six that addresses developing as a professional educator. As a component of the evaluation cycle, all teachers receive 120 minutes training on the teacher evaluation process.

During the 2012-2013 school year, teachers participated in the following professional development offerings:

Teach for Success and Coach for Success(West Ed).

Professional Learning Communities provided (Solution Tree).

Balanced Mathematics professional development and coaching (Leadership and Learning Center).

All teachers participated in a variety of Common Core State Standards professional development facilitated by teachers and site administrators.

Several novice and experienced Advanced Placement teachers participated in AP Institutes: English Literature and Composition, English Language and Composition, Art History, French Language and Culture, European History, and Economics.

The English Learner Coordinator attended the annual California Association for Bilingual Education (CABE) conference.