



Rocklin High School

5301 Victory Ln. • Rocklin, CA 95765-4988 • 916.632.1600 • Grades 9-12

Davis Stewart, Principal, Principal

dstewart@rocklinusd.org

<http://rhs.rocklinusd.org/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Rocklin Unified School District

2615 Sierra Meadows Drive
Rocklin, CA 95677
(916) 624-2428
www.rocklinusd.org

District Governing Board

Todd Lowell

Camille Maben

Wendy Lang

Susan Halldin

Eric Stevens

District Administration

Roger Stock

Superintendent

Kathleen Pon, Ed. D.

**Deputy Superintendent,
Educational Services**

School Description

Rocklin Community – The suburban city of Rocklin lies twenty miles northeast of Sacramento. It has a population of 63,000. Rocklin has an estimated civilian work force of 30,100 with an unemployment rate of 4.4%, and a median household income of \$82,805. Approximately 40% of Rocklin citizens over age 25 hold a bachelor’s degree or higher.

Rocklin High School is one of two four-year comprehensive high schools within the Rocklin Unified School District. The current enrollment is 2049 students. The academic year is based on two semesters, each approximately 18 weeks in length. Rocklin High School is on an eight period rotating block schedule with a 30-minute student support period.

Grading and Graduation Requirements – Rocklin High School uses both a weighted (5.0) and unweighted (4.0) grading scale. Our educational philosophy rests on the belief that all students will master the learning associated with the common set of standards in each course. Because of this, we do not issue letter grades of “D” or “F.” Any student earning below a 70% in a course or who has not demonstrated mastery will not receive credit “NC” and will need to retake the course if it is required for graduation. Our course requirements for graduation are as follows:

Language Arts	4 years	Foreign Language	1 year
Science	3 years	Technology	1 year
Social Science	3.5 years	Visual/Perf. Arts	1 year
Math	3 years	Health	1 semester
Physical Education	3 years	Elective	5 years

In addition to these course requirements, students must complete a minimum of 25 hours of documented community service. The average student completed 86 hours and 24% of the students in the class of 2017 completed 150+ hours and were recognized for their distinguished service. Together, the class of 2017 performed 39,470 hours of community service work.

Matriculation - On average, 91% of our graduates seek post-secondary education immediately after graduation. 55% matriculate to 4-year, degree-granting institutions, 35% to community college, and 1% attend tech or trade schools.

Rocklin High School offers advanced, honors and Advanced Placement (AP) level courses. AP courses are typically not offered to freshmen and only a few are available to sophomores. Our transcripts reflect a weighted grade for honors and AP courses, but not for advanced courses even though they are considerably more rigorous than the standard version of the same course. Approximately 65% of students take AP classes while at Rocklin High School and those who do average 4-5 AP classes. Based on GPA, our students find the following courses to be the most difficult offered on our campus: AP Biology, AP Calculus AB, AP Calculus BC, and AP Chemistry.

Mission Statement

Rocklin High School is an established, exceptional educational institution. Our mission is to empower each student to become a dynamic, life-long learner, positioned to succeed in a global community. Our collaborative and innovative system is distinguished by a creative learning environment that supports the physical, intellectual and emotional needs of each individual.

About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	582
Grade 10	518
Grade 11	472
Grade 12	474
Ungraded Secondary	22
Total Enrollment	2,068

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.4
Asian	6.3
Filipino	2.8
Hispanic or Latino	14.8
Native Hawaiian or Pacific Islander	0.5
White	67.6
Two or More Races	5.9
Socioeconomically Disadvantaged	12.3
English Learners	2.1
Students with Disabilities	11.2
Foster Youth	0

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			
Rocklin High School	15-16	16-17	17-18
With Full Credential	86	91	92
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	94
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rocklin High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* "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 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: 6-1-2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our campus facilities and grounds are designed to provide for the safety of our students. Permanent buildings and relocatables were built in three phases from 1992 – 1998. The custodial, maintenance, and grounds crews operate together to keep the campus clean and well maintained. In the summer of 2010 the District Office and RUSD Board of Trustees added synthetic turf to our stadium; reconstructed our tennis courts and improved our blacktop area. In the summer of 2012 staff re-roofed and replaced 6 HVAC units above the locker/team/offices at the gym building.

On a daily basis, the campus is supervised by the discipline staff (discipline technicians, and administrators). They monitor the single public access route into the campus, the parking lot, and the school grounds during ingress and egress. During the school day, our discipline staff, support staff, and teachers supervise the campus and address issues, which include introducing ourselves to unrecognized adults and directing them to the office to gain access. Four days a week a school resource officer from the Rocklin Police Department is on campus. When students' behaviors violate the safety of the campus, they are referred to administration. Consequences are assigned according to California State Education Code and RUSD Discipline Guidelines. In 2010-11, handicapped parking accessibility throughout all parking lots on the RHS campus were updated to meet current code. In the summer of 2011 the soccer field and all parking areas were upgraded.

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. District maintenance ensures that the repairs necessary to keep the school sites 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Replace water stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July, 2017

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

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	84	86	71	70	48	48
Math	63	65	61	62	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	85	82	83	82	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	8.8	20.3	64.4

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	490	456	93.1	82.2
Male	258	235	91.1	83.8
Female	232	221	95.3	80.5
Asian	28	26	92.9	84.6
Filipino	17	17	100.0	94.1
Hispanic or Latino	56	50	89.3	62.0
White	352	330	93.8	84.9
Two or More Races	24	20	83.3	80.0
Socioeconomically Disadvantaged	72	61	84.7	57.4
English Learners	14	13	92.9	30.8
Students with Disabilities	48	45	93.8	51.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	463	454	98.06	85.68
Male	244	239	97.95	83.68
Female	219	215	98.17	87.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	27	96.43	85.19
Filipino	14	14	100	100
Hispanic or Latino	54	52	96.3	67.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	330	327	99.09	88.07
Two or More Races	26	23	88.46	82.61
Socioeconomically Disadvantaged	53	51	96.23	64.71
English Learners	16	15	93.75	33.33
Students with Disabilities	40	38	95	39.47

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	463	453	97.84	64.68
Male	244	240	98.36	62.08
Female	219	213	97.26	67.61
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100	85.71
Filipino	14	14	100	78.57
Hispanic or Latino	54	52	96.3	44.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	330	325	98.48	66.77
Two or More Races	26	23	88.46	56.52
Socioeconomically Disadvantaged	53	52	98.11	53.85
English Learners	16	16	100	25
Students with Disabilities	38	36	94.74	11.11

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parental involvement is available through our school's Parent Club and School Site Council, which have regular meetings, and offer many opportunities to assist students and staff. Parents also chaperone dances, field trips and other school activities. Several programs such as choir, band, drama/theatre/dance, and athletics have parent support for their special activities. Parents are also encouraged to volunteer on campus especially in the library and College and Career Center. For further information contact Lori Stormar 632-1600 ext. 6101.

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.

School Safety Plan

Rocklin High School has developed a comprehensive plan that addresses a variety of crisis situations. The school fosters awareness, preparedness, and school safety through regularly scheduled safety drills, as well as training for students and staff. Our school site employs a full time School Resource Officer (SRO) who works closely with the site and the district to ensure our campus remains a safe environment. The RHS Crisis Response team reviews safety related issues and reports, then plans prevention, intervention, and post-intervention activities with students, parents and teachers in a comprehensive school safety plan. The school safety plan is reviewed every spring and approved by our school site council and board.

All students at Rocklin High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. All students should be provided the opportunity to experience positive and worthwhile learning experiences on the school campus. The goal of the Rocklin High School discipline program is to help educate and support our students by providing clear boundaries and expectations for personal behavior in social, academic and professional settings. Students and parents are informed of the discipline policies via the school website, student planners, class meetings and discipline talks from administration at the beginning of each school year. In addition, daily announcements, the school website, computerized voice messages, e-mails and social media provide both students and parents with regular communication. RHS utilizes a progressive discipline process in order to produce a desired change in student behavior, attitude and/or performance. Consequences for violations of the disciplinary policy may include warnings, detention, class suspension, on-campus suspension, off-campus suspension, parent conference, Saturday School, behavior contract, transfer to an alternative program or expulsion. Our school attendance office calls parents daily to report student class absences and our parents receive quarter and semester grade reports by mail. Parents can also access student grades online through Ed-line.

The Suspensions and Expulsions table illustrates total cases for the last three years. Suspensions are shown in terms of total infractions, not number of students suspended. As often as possible, administration utilizes our On-Campus Suspension room in order to keep students at school and current with their studies. Expulsions occur when required by law or when all other alternatives are exhausted.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.57	3.78	5.21
Expulsions Rate	0.16	0.05	0.33
District	2014-15	2015-16	2016-17
Suspensions Rate	2.4	2.49	2.2
Expulsions Rate	0.08	0.06	0.07
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		57.1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.98
Psychologist	.8
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	1.7
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	509

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	27	27	28	12	14	13	47	40	37	14	17	23
Mathematics	31	27	29	2	10	4	29	28	19	22	12	19
Science	29	30	31	12	7	8	18	22	11	29	33	35
Social Science	27	13	28	17	4	12	19	28	22	38	32	39

* 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.

Professional Development provided for Teachers

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Rocklin Unified Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Multi-Tiered System of Support; a commitment to research-based effective instructional practices and intervention strategies; also ensuring that all students are provided the necessary skills and prerequisites to meet post-secondary goals; and to ensure all students meet College and Career Readiness Standards.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,599	\$48,522
Mid-Range Teacher Salary	\$68,191	\$75,065
Highest Teacher Salary	\$92,299	\$94,688
Average Principal Salary (ES)	\$124,400	\$119,876
Average Principal Salary (MS)	\$120,002	\$126,749
Average Principal Salary (HS)	\$136,515	\$135,830
Superintendent Salary	\$228,718	\$232,390
Percent of District Budget		
Teacher Salaries	42%	37%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6576	1139	5436	77561
District	♦	♦	6893	\$74,097
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			-21.1	9.0
Percent Difference: School Site/ State			-4.2	4.5

* Cells with ♦ do not require data.

Types of Services Funded

Special Education, LCAP Supplemental, Title I, transportation, instructional materials, staff development, intervention classes, core K-12 classes, Gifted and Talented Education (GATE) & Career Technical Education (CTE).

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Rocklin High School	2013-14	2014-15	2015-16
Dropout Rate	0.2	2.8	2.1
Graduation Rate	95.55	94.61	96.32
Rocklin Unified School District	2013-14	2014-15	2015-16
Dropout Rate	2.1	3.1	2.9
Graduation Rate	94.98	94.4	95.84
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	229
% of pupils completing a CTE program and earning a high school diploma	96.3%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	97.51
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	74.82

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	◆
English	2	◆
Fine and Performing Arts	3	◆
Foreign Language		◆
Mathematics	3	◆
Science	6	◆
Social Science	5	◆
All courses	20	30.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	94.56	97.1	87.11
Black or African American	85.71	94.74	79.19
American Indian or Alaska Native	100	100	80.17
Asian	100	97.1	94.42
Filipino	89.47	95.74	93.76
Hispanic or Latino	90.77	95.8	84.58
Native Hawaiian/Pacific Islander	100	75	86.57
White	94.97	97.47	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	75	78.49	63.9
English Learners	75	72.73	55.44
Students with Disabilities	90	96	85.45
Foster Youth	0	50	68.19

Career Technical Education Programs

All courses in the Academic Planning Guide are designed to meet graduation standards. Students and counselors work together to prepare for graduation. Approximately 90% of the core classes and 75% of the elective classes meet UC/CSU entrance requirements. Effectiveness of these programs is based on assessment and demonstrations in the classroom. RHS evaluates its program effectiveness on student placement in schools and programs after graduation (e.g.: 2 + 2 articulations with our local community college and student performances at universities and colleges). The counseling staff and the middle school counselors, developed a comprehensive six year plan for our students. We believe it is important for secondary students (beginning in 7th grade) to plan for their high school graduation. With guidance from the counselors, we assure that each student is aware of and has equitable access to all programs.

We work hard to provide students with an understanding and practice for “real world” experiences ranging from ROP to incorporating SCANS in the classroom. RHS provides programs in:

*Meets UC/CSU requirements – all other courses meet graduation requirements.

Accounting Principles	Ceramics I, II, III*	ROP Dental Careers
Architect. Drafting & Design*	Dance I, II, III, IV*	ROP Fire Science
Basic Technical Drawing	Band*	ROP Architecture, Construction, and Engineering
Broadcasting I, II, III*	Vocal Music*	ROP Health Careers
CAD/CAM I, II, Adv.	Child Development*	ROP Medical Assisting
Digital Art I, Adv., AP*	Leadership	ROP Sports Medicine
Peer Counseling	Living on Your Own/Foods	ROP Business
Graphic Comm. I, II, AP*	Peer Teaching	ROP Construction Tech
Journalism I, II, III/IV*	Work Experience	ROP EMT Preparedness
Journalism Prod. Mgt	ROP Computer Studies	ROP Medical Terminology
Photo I, II, III, AP*	ROP Animal & Vet Careers	ROP Game Development
Photojournalism I, II*	ROP Automotive Services	ROP Art & Animation
Publication I, II, III/IV	ROP Automotive Tech	ROP Graphic Comm. Arts
Technical Theatre*	ROP Baking Careers	ROP Video Production
Web Master	ROP Child Development & Education*	ROP Engineering for Manufacturing
Statistics*	ROP Culinary Arts	ROP Law Enforcement
AP Statistics*	ROP Digital Communications	ROP Computer Technology
Art I, II, III, IV, AP*	ROP Sports & Entertainment Marketing	

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.