Rocklin High School

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2012-13 School Accountability Report Card
Published During the 2013-14 School Year

Rocklin Unified School District

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About the SARC
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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 916.632.1600.

School Description
Rocklin High School is a four-year comprehensive high school with a current enrollment of 1865. In spring of 2007, RHS was awarded designation as a California Distinguished School. Our continual quest for improved ways to help students succeed has earned RHS the distinction of being the highest-ranking school in all of Placer County for the ninth year in a row. In our 20 year history, RHS has established and maintained its reputation as an exceptional academic institution, boasting annually improved API scores: 830 for 2006; 832 for 2007; 841 for 2008; 859 for 2009; 865 for 2010; 881 for 2011; 888 for 2012; and 894 for 2013. RHS has also been recognized by US NEWS AND WORLD REPORT as a 'Silver School' in their "Best Schools in the Nation" issue.

All of RHS's core departments have established 'Essential Skills and Concepts' for their courses. ESCs establish critical curricular elements which students must indeed master before they can be considered as passing that course. Our system of education is driven by performance-based standards as mandated by the California Department of Education and the Rocklin Unified School District Board of Trustees. Our strong curricular framework is thoroughly aligned with California Department of Education's Content Standards K-12 and our core departments collaborate to maintain common formative assessments within their courses. The core of our educational philosophy rests on the belief that all students will master the learning associated with a common set of standards.

On our path to continuous school improvement and realizing that students possess a wide variety of learning styles, RHS has a systemic, directive intervention program which encourages students to take ownership of their own learning - giving them 30 minutes daily to concentrate only on identified concepts which they have not yet completely mastered (PLUS Period). The academic year is based on two semesters, each approximately 18 weeks in length. RHS is on an 8 period rotating-block schedule with class periods of 80 minutes. Our intervention session is extended through lunch period for those students identified as severely academically at risk in a program called (MASH) More Academic Support and Help.

RHS provides students with a wide variety of opportunities to excel in areas of special interest. All students must complete a minimum 250 credits for graduation. These credit requirements include 40 credits in Language Arts, 30 in Science, 30 in Mathematics (students must pass both Algebra 1 and Geometry), 35 in Social Sciences, 5 in Health, 30 in Physical Education, 10 in Foreign Language, 10 in Technology, and 10 in Visual and Performing Arts. Additionally students are required to perform a minimum 25 hours of documented community service as a graduation requirement. 156 students from the class of 2013 performed 150+ hours and were recognized for their distinguished community service. 50 students earned an advanced diploma by excelling in the areas of academics, arts, activities, athletics and community service. 132 students were recognized as 2012 Golden State Seal Merit Diploma recipients.

Advanced and Honors courses are offered at all grade levels in Language Arts, Mathematics, Foreign language (French 3, 4, & Spanish 3), and Art (Advanced Art and Advanced Digital Art). AP courses offered are: Studio Art, 2D Design, Calculus AB, Calculus BC, Statistics, English Literature, Biology, Chemistry, Environmental Science, Music Theory, Physics, Psychology, Spanish, Microeconomics, Government, World History, and US History. In 2011-2012, 917 AP exams were administered with 80% receiving a 3 or higher.

Mission Statement

The Rocklin High School Community inspires continuous intellectual, personal and social development. To that end, we build for success on the pillars of character, communication, commitment, curriculum, challenge and community.

Opportunities for Parental Involvement

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. Recently, parents were an integral component of our recent WASC accreditation. For further information contact Linda Follis 632-1600 ext. 0.

Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	465
Gr. 10	489
Gr. 11	453
Gr. 12	447
Total	1,877

Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.5
Asian	4.8
Filipino	2.9
Hispanic or Latino	14.1
Native Hawaiian/Pacific Islander	0.3
White	70.3
Two or More Races	5.9
Socioeconomically Disadvantaged	15.2
English Learners	5.0
Students with Disabilities	9.9

Average Class Size and Class Size Distribution

| | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
Year	11	12	13	11	12	13	11	12	13	11	12	13
Other			23						1			
English	27.2	28.1	27	15	7	18	31	18	35	24	17	22
Math	29.1	28.9	23	10	7	25	25	28	38	25	20	22
Science	33.3	32.1	30	0	1	8	13	7	16	27	16	35
SS	30.8	31.2	31	4	4	5	19	11	21	25	20	37

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions

School	10-11	11-12	12-13
Suspensions Rate	5.31	3.62	3.09
Expulsions Rate	0.28	.21	0.16
District	10-11	11-12	12-13
Suspensions Rate	3.89	4.19	3.17
Expulsions Rate	0.09	0.02	0.09

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 planned 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 mid-quarter, quarter and semester grape 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 some students may have been suspended on multiple occasions. 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 only when required by law or when all other alternatives are exhausted.

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

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:
- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: November 2013

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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
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]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
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]	[ ]	[ ]

Teacher Credentials			
School	**10-11**	**11-12**	**12-13**
Fully Credentialed	78	78	83
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	♦	♦	513
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	**11-12**	**12-13**	**13-14**
Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Board's Strategic Priorities. The focus of our Professional Development is the following: A continuous development and commitment to Professional Learning Communities, a commitment to systematic research based effective teaching strategies and intervention strategies, to ensure that all students are provided the necessary skills and prerequisites to meet post-secondary goals and to prepare all students with 21st Century and California Common Core Standards. At Rocklin High there has been a dual focus on the development of academic intervention programs and Professional Learning Communities.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.0
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.55
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	611

* 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 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,344	$892	$4,452	$66,322
District	♦	♦	$5,146	$64,627
State	♦	♦	$5,537	$68,841
Percent Difference: School Site/District			-13.5	2.6
Percent Difference: School Site/ State			-19.6	-3.7

* **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 webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at 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: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$34,997	$40,933
Mid-Range Teacher Salary	$61,828	$65,087
Highest Teacher Salary	$80,856	$84,436
Average Principal Salary (ES)	$104,193	$106,715
Average Principal Salary (MS)	$107,060	$111,205
Average Principal Salary (HS)	$118,158	$120,506
Superintendent Salary	$193,807	$207,812
Percent of District Budget		
Teacher Salaries	44.8%	39.8%
Administrative Salaries	5.6%	5.1%

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

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Services funded at the school include: Special Education, English Language Learners, School and Library Improvement Program, Advanced Placement, AVID, transportation, instructional materials, staff development, intervention classes, CORE K-12 classes, and Gifted and Talented Education (GATE).

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.

Year and month in which data were collected: 5-18-2012

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

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.

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 (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) 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 star.cde.ca.gov.

2013 STAR Results by Student Group				
Group	**Percent of Students Scoring at Proficient or Advanced**			
	ELA	**Math**	**Science**	**H-SS**
All Students in the LEA	77	71	84	72
All Student at the School	82	59	86	77
Male	78	59	83	79
Female	86	58	89	74
Black or African American	69	53		
American Indian or Alaska Native				
Asian	75	83	83	86
Filipino	85	73	100	88
Hispanic or Latino	71	46	79	65
Native Hawaiian/Pacific Islander				
White	84	59	87	78
Two or More Races	86	68	90	78
Socioeconomically Disadvantaged	67	44	79	61
English Learners	17	34	33	17
Students with Disabilities	38	34	46	19
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

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 webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	12.9	23.0	58.9

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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.

STAR Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced**								
	School			**District**			**State**		
	10-11	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**
ELA	77	80	82	76	78	77	54	56	55
Math	50	51	59	68	69	71	49	50	50
Science	87	85	86	85	85	84	57	60	59
H-SS	76	78	77	75	75	72	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

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 webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	10-11	**11-12**	**12-13**
All Students at the School	16	9	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-4	19	12
Native Hawaiian/Pacific Islander			
White	21	9	2
Two or More Races			
Socioeconomically Disadvantaged	26	17	26
English Learners			
Students with Disabilities	34	-25	1

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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2010**	**2011**	**2012**
Statewide	10	10	10
Similar Schools	8	8	8

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 webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		75.0

API 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 (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	**Students**	1,334	8,541	4,655,989
	API-G	889	891	790
Black or African American	**Students**	15	122	296,463
	API-G	840	836	708
American Indian or Alaska Native	**Students**	4	34	30,394
	API-G		806	743
Asian	**Students**	60	498	406,527
	API-G	915	932	906
Filipino	**Students**	42	251	121,054
	API-G	929	916	867
Hispanic or Latino	**Students**	184	1,166	2,438,951
	API-G	853	857	744
Native Hawaiian/Pacific Islander	**Students**	5	37	25,351
	API-G		850	774
White	**Students**	948	5,909	1,200,127
	API-G	900	895	853
Two or More Races	**Students**	76	501	125,025
	API-G	897	902	824
Socioeconomically Disadvantaged	**Students**	219	1,832	2,774,640
	API-G	839	830	743
English Learners	**Students**	62	513	1,482,316
	API-G	743	805	721
Students with Disabilities	**Students**	115	984	527,476
	API-G	634	725	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)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	No

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 course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

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

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

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

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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	364	852	418,598
Black or African American	3	18	28,078
American Indian or Alaska Native	3	8	3,123
Asian	29	62	41,700
Filipino	6	22	12,745
Hispanic or Latino	51	129	193,516
Native Hawaiian/Pacific Islander		4	2,585
White	251	560	127,801
Two or More Races	20	48	6,790
Socioeconomically Disadvantaged	54	167	217,915
English Learners	16	26	93,297
Students with Disabilities	21	57	31,683

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Dropout Rate (1-year)	3.20	4.50	2.60
Graduation Rate	98.69	94.33	93.81
District			
Dropout Rate (1-year)	4.70	4.90	4.00
Graduation Rate	94.95	93.36	92.70
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination
The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
English-Language Arts	84	81	83
Mathematics	88	84	88
District			
English-Language Arts	81	79	77
Mathematics	82	81	81
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011–12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	5	---
Mathematics	4	---
Science	6	---
Social Science	4	---
All courses	21	7.1

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	23	27	50	19	44	37
All Students at the School	17	25	58	12	46	42
Male	22	24	54	15	41	44
Female	12	26	61	9	52	39
Black or African American						
American Indian or Alaska Native						
Asian	17	8	75	15		85
Filipino	7	13	80		14	86
Hispanic or Latino	23	27	51	24	55	21
Native Hawaiian/Pacific Islander						
White	16	27	57	9	50	41
Two or More Races	14	17	69	7	32	61
Socioeconomically Disadvantaged	28	28	44	23	52	25
English Learners	55	45				
Students with Disabilities	83	7	10	55	36	9
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1538
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	33%

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	68.3
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	71.4

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

• Programs and classes offered that are specifically focused on career preparation and or preparation for work
• How these programs and classes are integrated with academic courses and how they support academic achievement
• How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
• The measurable outcomes of these programs and classes, and how they are evaluated
• State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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 Forestry
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 Fashion Merchandising
Journalism Prod. Mgt	ROP Computer Studies	ROP Fin. Service Careers
Photo I, II, III, AP*	ROP Animal & Vet Careers	ROP Marketing Careers
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 Cosmetology	ROP Child Development & Education*
Statistics*	ROP Culinary Arts	ROP Law Enforcement
AP Statistics*	ROP Digital Communications	ROP Computer Technology
Art I, II, III, IV, AP*	ROP Forensics	ROP Sports & Entertainment Marketing