

Rocklin High School

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Rocklin Unified School District

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District Governing Board

Eric Stevens

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Rachelle Price

Dereck Counter

Rick Miller

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 80 hours and 20% of the students in the class of 2018 completed 150+ hours and were recognized for their distinguished service. Together, the class of 2019 performed 36,410 hours of community service work.

Matriculation - On average, 92% of our graduates seek post-secondary education immediately after graduation. 51% matriculate to 4-year, degree-granting institutions, 40% 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 68% of students take AP classes while at Rocklin High School and those who do average 4-5 AP classes. Our counseling department recommends that students take no more than 3 advanced, honors or AP courses in a given school year.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	612
Grade 10	517
Grade 11	549
Grade 12	499
Total Enrollment	2,177

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.5
Asian	8.1
Filipino	2.7
Hispanic or Latino	14.7
Native Hawaiian or Pacific Islander	0.3
White	65.2
Two or More Races	5.9
Socioeconomically Disadvantaged	13.9
English Learners	1.7
Students with Disabilities	11.5
Homeless	0.6

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 for Rocklin High School	17-18	18-19	19-20
With Full Credential	92	95	98
Without Full Credential	1	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Rocklin Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	605
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Rocklin High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: 6-1-2019

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
Science Laboratory Equipment	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, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Replace water stained ceiling tiles, room F2 floor tiles, room 17 concrete tripping hazard,
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	76	76	71	72	50	50
Math	68	66	63	63	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	15.2	23.5	49.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	529	487	92.06	76.18
Male	255	244	95.69	70.08
Female	274	243	88.69	82.30
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	35	97.22	77.14
Filipino	11	11	100.00	100.00
Hispanic or Latino	80	74	92.50	51.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	349	322	92.26	80.12
Two or More Races	32	29	90.63	93.10
Socioeconomically Disadvantaged	84	82	97.62	54.88
English Learners	22	22	100.00	27.27
Students with Disabilities	46	41	89.13	19.51
Homeless	--	--	--	--

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 2018-19 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	529	497	93.95	66.40
Male	255	247	96.86	70.04
Female	274	250	91.24	62.80
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	35	97.22	80.00
Filipino	11	11	100.00	100.00
Hispanic or Latino	80	75	93.75	38.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	349	330	94.56	71.21
Two or More Races	32	30	93.75	66.67
Socioeconomically Disadvantaged	84	82	97.62	46.34
English Learners	22	22	100.00	36.36
Students with Disabilities	46	42	91.30	14.29
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

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 will be reviewed at the February 11, 2020 Site Council Meeting and approved by the 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 Schoology.

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.2	6.9	6.4
Expulsions Rate	0.3	0.2	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.2	3.3	3.3
Expulsions Rate	0.1	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	544.3

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	
Other	.2

* 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	27	14	49	17	27	19	38	24	27	15	52	20
Mathematics	27	4	24	5	29	7	50	22	29	6	51	25
Science	30	8	14	31	30	9	15	33	31	5	30	20
Social Science	28	15	31	33	31	4	31	34	32	6	18	42

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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.

Rocklin Unified School District provides 3 days of staff development annually to staff and have done this for the past three years.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,371	\$51,374
Mid-Range Teacher Salary	\$69,555	\$80,151
Highest Teacher Salary	\$94,145	\$100,143
Average Principal Salary (ES)	\$127,546	\$126,896
Average Principal Salary (MS)	\$124,566	\$133,668
Average Principal Salary (HS)	\$133,108	\$143,746
Superintendent Salary	\$242,561	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	35%
Administrative Salaries	5%	5%

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

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).

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7326	1399	5927	79592
District	N/A	N/A	7265	\$75,676.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-20.3	5.5
School Site/ State	-17.4	0.6

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

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

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

Rate for Rocklin High School	2015-16	2016-17	2017-18
Dropout Rate	2.1	0.6	0.2
Graduation Rate	96.3	95.7	97.5

Rate for Rocklin Unified School District	2015-16	2016-17	2017-18
Dropout Rate	2.9	2.5	0.9
Graduation Rate	95.8	94.8	96

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	307
% of pupils completing a CTE program and earning a high school diploma	95.7%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	71%

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:

- Accounting Principles
- ROP Dental Careers
- Architect. Drafting & Design
- ROP Fire Science
- Basic Technical Drawing
- ROP Medical Assisting
- Broadcasting I, II, III
- ROP Health Careers
- CAD/CAM I, II, Adv.
- ROP EMT Preparedness
- Digital Art I, Adv., AP
- ROP Medical Terminology
- Web Master

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.97
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	69.75

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	4	N/A
English	6	N/A
Fine and Performing Arts	4	N/A
Foreign Language		N/A
Mathematics	7	N/A
Science	11	N/A
Social Science	14	N/A
All courses	46	28.7

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

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

- ROP Law Enforcement
- Graphic Comm. I, II, AP
- ROP Automotive Tech
- Journalism I, II, III/IV
- ROP Animal & Vet Careers
- Journalism Prod. Mgt
- Photo I, II, III, AP
- Publication I, II, III/IV
- Child Development & Education
- Baking Careers
- Culinary Arts
- Peer Teaching
- Work Experience

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.