

# Rocklin High School

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

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Rocklin Unified School District

2615 Sierra Meadows Drive  
Rocklin, CA 95677  
(916) 624-2428  
[www.rocklinusd.org](http://www.rocklinusd.org)

#### District Governing Board

Eric Stevens  
Camille Maben  
Susan Halldin  
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 98 hours and 27% of the students in the class of 2018 completed 150+ hours and were recognized for their distinguished service. Together, the class of 2018 performed 42,566 hours of community service work.

Matriculation - On average, 92% of our graduates seek post-secondary education immediately after graduation. 54% matriculate to 4-year, degree-granting institutions, 37% 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	518
Grade 10	581
Grade 11	492
Grade 12	464
Ungraded Secondary	17
<b>Total Enrollment</b>	<b>2,072</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.5
Asian	7.6
Filipino	2.8
Hispanic or Latino	13.9
Native Hawaiian or Pacific Islander	0.4
White	67.4
Socioeconomically Disadvantaged	15.0
English Learners	2.1
Students with Disabilities	10.9
Foster Youth	0.0

## 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	16-17	17-18	18-19
With Full Credential	91	92	95
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	590
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rocklin High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

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

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

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

Textbooks and Instructional Materials Year and month in which data were collected: 6-1-2018	
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, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Replace water stained ceiling tiles

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: July, 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

**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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>ELA</b>	86.0	76.0	70.0	71.0	48.0	50.0
<b>Math</b>	65.0	68.0	62.0	63.0	37.0	38.0

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>Science</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

**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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>9</b>	13.4	20.1	58.6

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	469	462	98.51	75.97
<b>Male</b>	241	236	97.93	66.10
<b>Female</b>	228	226	99.12	86.28
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	40	40	100.00	82.50
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	72	70	97.22	64.29
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	303	298	98.35	75.84
<b>Two or More Races</b>	34	34	100.00	94.12
<b>Socioeconomically Disadvantaged</b>	61	61	100.00	57.38
<b>English Learners</b>	17	17	100.00	23.53
<b>Students with Disabilities</b>	35	35	100.00	22.86

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 2017-18 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	469	461	98.29	67.68
Male	241	236	97.93	62.71
Female	228	225	98.68	72.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	40	40	100	85
Filipino	--	--	--	--
Hispanic or Latino	72	70	97.22	60
Native Hawaiian or Pacific Islander	--	--	--	--
White	303	297	98.02	65.99
Two or More Races	34	34	100	79.41
Socioeconomically Disadvantaged	61	60	98.36	53.33
English Learners	17	17	100	35.29
Students with Disabilities	35	35	100	14.29

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 2018-19)

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 12, 2019 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			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.8	5.2	7.0
Expulsions Rate	0.1	0.3	0.2
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	2.2	3.3
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

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	1.2
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	1.7
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	505.5

\* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	28.0	27.0	27.0	13	14	19	37	49	38	23	17	24
Mathematics	29.0	27.0	29.0	4	4	7	19	24	50	19	5	22
Science	31.0	30.0	30.0	8	8	9	11	14	15	35	31	33
Social Science	28.0	28.0	31.0	12	15	4	22	31	31	39	33	34

\* 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.

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

- 2016/17 - 3
- 2017/18 - 3
- 2018/19 - 3

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,371	\$49,512
Mid-Range Teacher Salary	\$69,555	\$77,880
Highest Teacher Salary	\$94,145	\$96,387
Average Principal Salary (ES)	\$126,065	\$123,139
Average Principal Salary (MS)	\$125,855	\$129,919
Average Principal Salary (HS)	\$128,974	\$140,111
Superintendent Salary	\$236,103	\$238,324
Percent of District Budget		
Teacher Salaries	42.0	36.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6621	1103	5519	78309
District	◆	◆	6986	\$75,254
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-23.5	5.5
Percent Difference: School Site/ State			-17.4	0.6

\* Cells with ◆ 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)			
Rocklin High School	2014-15	2015-16	2016-17
Dropout Rate	2.8	2.1	0.6
Graduation Rate	94.6	96.3	95.7
Rocklin Unified School District	2014-15	2015-16	2016-17
Dropout Rate	3.1	2.9	2.5
Graduation Rate	94.4	95.8	94.8
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.3
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	71.8

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	3	♦
English	8	♦
Fine and Performing Arts	2	♦
Foreign Language	0	♦
Mathematics	7	♦
Science	15	♦
Social Science	15	♦
All courses	50	31.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	94.3	96.0	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	100.0	72.7	82.8
Asian	92.9	96.2	94.9
Filipino	92.9	100.0	93.5
Hispanic or Latino	94.7	93.2	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	93.7	96.5	92.1
Two or More Races	100.0	96.0	91.2
Socioeconomically Disadvantaged	85.7	95.6	88.6
English Learners	50.0	81.8	56.7
Students with Disabilities	58.2	74.8	67.1
Foster Youth	100.0	80.0	74.1

### 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
- Architect. Drafting & Design
- Basic Technical Drawing
- Broadcasting I, II, III
- CAD/CAM I, II, Adv.
- Digital Art I, Adv., AP
- Web Master
- Graphic Comm. I, II, AP
- Journalism I, II, III/IV
- ROP Dental Careers
- ROP Fire Science
- ROP Medical Assisting
- ROP Health Careers
- ROP EMT Preparedness
- ROP Medical Terminology
- ROP Law Enforcement
- ROP Automotive Tech
- 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.