Ruben Salazar High School

9115 Balfour Street • Pico Rivera, CA 90660 • (562) 801-5128 • Grades 9-12
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2013-14 School Accountability Report Card
Published During the 2014-15 School Year

El Rancho Unified School District

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PRINCIPAL'S MESSAGE:

We envision our school as a place where students have room to grow and mature, both emotionally and intellectually. Working together, we will create a school climate that encourages learning, provides alternatives for earning high school credits, and prepares our students with a foundation on which to build the rest of their lives.

Using effective instructional strategies, our students will learn problem-solving techniques and become proficient in using technology to assess information, to strengthen basic skills, to develop a variety of communication techniques, and to acquire the competencies that will lead to post-secondary education and entry-level job skills. This will be accomplished by monitoring a small student body, small class size, a caring staff, flexible scheduling, career counseling, individualized instruction, and a strong emphasis on productivity in class. We will do our best to provide a warm and caring atmosphere where students feel that they matter. Stop by and visit us anytime. We would be happy to show you around and let you see for yourself.

SCHOOL VISION:
Supporting students in finding their path to success

MISSION STATEMENT:
Ruben Salazar High School (RSHS) strives to create a culture of learning and collaboration where students are recognized as individuals with specific needs. Students are empowered to learn and encouraged to take academic risks while becoming life-long learners. RSHS is also dedicated to providing students with a rigorous and relevant standards-based curriculum that fosters each student's unique talents and strengths. RSHS teachers and staff motivate students to be independent thinkers who can problem solve. RSHS, in partnership with the community, is committed to supporting each student's path to becoming productive and technologically literate citizens in the global community. Ruben Salazar was awarded a six-year accreditation through 2015. Goals for the upcoming school year included upgrades on all classroom computers, purchase of document cameras, and Eno interactive boards for engaged instruction. Ruben Salazar is now designated as a Model Continuation High School.

SCHOOL SAFETY VISION:
Ruben Salazar High School supports a school safety vision that provides staff and students with safest and least disruptive learning environment. This vision is supported by the following key components:
1. A positive, caring relationship between staff and students
2. A secure physical environment
3. Strong leadership and academic instruction supported by consistent adherence to policies and discipline procedures
4. Recognition of student individuality through support and validation of student effort and success

District Mission Statement
The mission of the El Rancho Unified School District, in partnership with the community, is to provide an innovative and challenging learning environment that promotes excellence. We will prepare students as lifelong learners to succeed academically, intellectually, socially, emotionally and culturally.

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at (562) 801-5128.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 11	73
Gr. 12	126
Total	199

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.0
Asian	0.5
Filipino	0.0
Hispanic or Latino	97.0
Native Hawaiian/Pacific Islander	0.0
White	2.0
Two or More Races	0.0
Socioeconomically Disadvantaged	81.9
English Learners	19.6
Students with Disabilities	8.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Ruben Salazar High School	12-13	13-14	14-15
Fully Credentialed	11	11	10
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
El Rancho Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	365
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Ruben Salazar High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	67.92	32.08
Districtwide		
All Schools	94.94	5.06
High-Poverty Schools	94.94	5.06
Low-Poverty Schools	0.00	0.00

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

Textbooks and Instructional Materials Year and month in which data were collected: October 2014	
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	Holt, Reinhart and Winston 2002
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	College Preparatory Mathematics, 2nd Edition 2001
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	BSCS Blue Version: A Molecular Approach 2002 Chemistry, Merrill Glencoe 2001
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Prentice Hall 2000

School Facility Conditions and Planned Improvements (Most Recent Year)

Ruben Salazar High School's current campus was established in 1955 and consists of 18 classrooms, one main office, and a school cafeteria. The campus has volleyball and basketball courts. There are softball, football, and soccer fields available as well.

The condition and cleanliness of Ruben Salazar High School's campus is good. The classrooms are in good condition, and two custodians keep the restrooms and office area clean and presentable. Custodial hours are from 7:00 a.m. to 8:00 p.m. Monday through Friday.

School safety is maintained by using the front office entrance and the gate west of the office. All guests and visitors to the campus must check-in with the office staff first, and be allowed onto the campus by a staff member, allowing them access through the gate. To maintain a safe atmosphere, two school security officers have been hired to maintain safety.

Ruben Salazar is located at 9115 Balfour St. (the old Meller Elementary site). The library is located in Room 30 and is being used for research. It is equipped with eight computers and grade-appropriate books. More computers will be added by the end of 2014.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/28/2014				
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]	[ ]	[ ]	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/28/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	[X]	[ ]	[ ]	[ ]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; and

• The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	11-12	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**
Science				51	53	51	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	10-11	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**
ELA	4	6	9	45	50	50	54	56	55
Math	2	5	7	40	44	46	49	50	50
HSS	3	8	8	45	49	46	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2010-11**	**2011-12**	**2012-13**
Statewide	B	B	B
Similar Schools	B	B	B

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	**2013-14 Percent of Students Meeting Fitness Standards**		
	4 of 6	**5 of 6**	**6 of 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.

2013-14 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	51
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	10-11	**11-12**	**12-13**
All Students at the School	-40	62	37
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

We encourage parents to be knowledgeable about, and participate in, their student's educational program. Ruben Salazar values parent and community involvement. Beginning on the first day students enroll, a parent-teacher conference is required in English or Spanish. Together, we coordinate a plan of academic success. Parents are welcome to visit the school at any time, as well as at Open House and parent conferences.

Parent and community representatives are active on our School Site Council (SSC). They meet with the principal and certificated employees to determine program needs and expenditures for the school improvement plan. The English Learner Advisory Committee (ELAC) meets to assure the needs of the English Learner (EL) students and their families are being addressed. This committee partners with the SSC to direct the programs at Salazar and serves as an advocate for EL students and families.

The Optomist Club of Pico Rivera is also active at Ruben Salazar, adopting students and staff, and meeting every month to assist with program needs and expenditures. Ruben Salazar High School also encourages community awareness and student involvement. Salazar partnered with Presbyterian Intercommunity Hospital in Whittier to sponsor a blood drive. Whittier/Rio Hondo Aids Project, students, staff, and community members all donated blood and plasma.

With the support of the Pico Rivera Rotary Club, Salazar has enacted an Interact club that meets on Wednesday's during 5th period. The focus is for developing leadership skills and advancing community and international understanding and goodwill. For more information on how to become involved at the school, please contact SSC President Lusano Covarrubias at 562-674-6087

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

Ruben Salazar High School's School Safety Plan (SSP) was most recently reviewed, updated, and discussed with school faculty September 2014. Parents can access the SSP in each of the classrooms, or in the office.

The purpose of the Safety Plan, first and foremost, is student and staff safety. The Safety Plan addresses where students are to go in the event of an emergency, how students may be released to an appropriate adult, and which staff members will lead first aid and search-and-rescue teams. In the event of an emergency, the campus will be locked down until appropriate authorities have deemed it safe for students to be released to an appropriate adult.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	13.8	16.0	10.0
Expulsions Rate	0.6	0.3	0.4
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	6.6	5.7	4.4
Expulsions Rate	0.2	0.0	0.2
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

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.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	N/A	
Met Participation Rate: Mathematics	N/A	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	16.6	15	17	15	19	15	5	1	5	0		
Math	16.1	12	17	10	11	8	2	1	4	0		
Science	16.7	15	21	4	6	3	2		2	0		
SS	21.6	20	19	5	7	6	7	4	5	0		

* 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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	1.0

Average Number of Students per Staff Member

Academic Counselor	192.1

* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,431	$41,243
Mid-Range Teacher Salary	$62,802	$64,893
Highest Teacher Salary	$79,885	$83,507
Average Principal Salary (ES)	$96,384	$103,404
Average Principal Salary (MS)	$100,080	$109,964
Average Principal Salary (HS)	$129,684	$120,078
Superintendent Salary	$41,000	$183,557
Percent of District Budget		
Teacher Salaries	38	40
Administrative Salaries	4	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$7,545	$233	$7,312	$70,018
District	♦	♦	$2,619	$67,975
State	♦	♦	$4,690	$67,762
Percent Difference: School Site/District			179.2	3.0
Percent Difference: School Site/ State			55.9	3.3

Types of Services Funded at Ruben Salazar High School

The following programs and services are available in the district to support and assist students:

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Supplemental Educational Services (PI Years 2-5 only)
- Advancement Via Individual Determination (AVID)
- Language Arts and Mathematics Curriculum Councils
- Technology
- Advanced Placement Classes

Professional Development provided for Teachers at Ruben Salazar High School

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages:

- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies
- Certificated and Staff Training
- Site Administrator Training
- Common Core Professional Development Teams

We dedicate three full days and approximately 18 half days toward professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, and district and school-wide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and special population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.

* The primary area of focus for staff development is Math and English with an emphasis on CAHSEE success. Student's CAHSEE scores were used to determine this focus.
* Methods by which professional development is delivered are on Wednesdays early start and modified days, SIP days, and District designated days .
* Staff members who participate in the off site professional development use their knowledge and information gained to share with colleagues in on site staff meetings as well as in-class coaching if needed.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	49	31	21	43	37	20
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced

Ruben Salazar High School	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
El Rancho Unified School District	2011-12	2012-13	2013-14
English-Language Arts	46	53	32
Mathematics	52	53	34
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	70.15	88.09	84.56
Black or African American	0.00	100.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	0.00	133.33	92.94
Filipino	100.00	83.33	92.20
Hispanic or Latino	69.47	87.80	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	100.00	91.67	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	62.50	84.85	82.58
English Learners	30.00	37.61	53.68
Students with Disabilities	50.00	60.61	60.31

Dropout Rate and Graduation Rate			
Ruben Salazar High School	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	7.1	6.7	8.6
Graduation Rate	88.13	87.72	87.53
El Rancho Unified School District	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	7.1	6.7	8.6
Graduation Rate	88.13	87.72	87.53
California	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

*   Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2013-14 Enrollment in Courses Required for UC/CSU Admission	70.90
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	1.06

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	107
% of pupils completing a CTE program and earning a high school diploma	75%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Career Technical Education Programs
The following classes and programs offered at Ruben Salazar High School are focused specifically on technology and preparing students for college and careers.

1. Keyboarding and Computer Application
* This course is designed to help students become more familiar with the creative writing process. Throughout the trimester, students will be introduced to specific conventions and strategies for improvement of their writing skills. They will also have the opportunity to practice with different approaches to story telling in order to discover new ways in which their personal writing and speaking styles can be expressed.   This class can easily transition to the Communications and Languages department at a community college.   The Communications and Languages seeks to provide students with quality instruction in basic skills, critical thinking, and language, both written and oral.

2. Digital Imaging
* This course focuses on California High School Arts content Standards - Visual Arts.   Not only are students meeting the requirements for visual arts but can transfer concepts learned in class to college or vocational settings. Artistic Perceptions: Students are involved in the processing, analyzing, and responding to sensory information through the use of the language and skills unique to visual arts. Creative Expression: As students are creating and participating in the arts disciplines, they apply processes and skills in composing, arranging and performing a work and use a variety of means to communicate meaning and intent in their own original works. Students gain an understanding of the historical contributions and cultural dimensions of arts discipline. They also assess and derive meaning from the work of a discipline and original works based on the elements and principles of art, aesthetic qualities and human responses.   Finally, students develop competencies and creativity skills in problem solving, communication, and time management that contribute to lifelong learning. Rio Hondo offers a program in the Arts and Cultural Division for students to earn an Associate of Arts or Associate of Science degree and to prepare students for upper division study at a four-year college, university, or art institution.

3. Rio Hondo College (Administration of Justice and Vice and Narcotics Control)
* The Administration of Justice Department is part of the College's Public Safety Division, one of the state's largest fully comprehensive public safety training programs. The division provides educational and training programs in various state certified programs through its Regional Training Centers for Law Enforcement, Fire Technology and homeland security. The academic programs provide certificate programs, associate of science degrees and transfer degrees. The Administration of Justice program prepare students with the basic knowledge to know about the various law enforcement and correctional career fields. The academy programs also prepare students with the basic state certifications to become a P.O.S.T. certified police officer, dispatcher or laws of Arrest (PC 832). For those career professionals advanced courses are taught in a variety of subjects, some of which are perishable skills, force options, driving simulators, firearms and homeland security classes.

4. New Technology Class
* This class is designed to help students who are interested in furthering their electronic skills at a higher academic level. This class transitions to community colleges "Electronics Technology Program: preparing students for employment in various electronic related areas and/or for the pursuit of advanced degrees in electronics by educating them in the fundamental concepts, knowledge, and laboratory techniques and skills. The skills and knowledge gained from this program provides the basis for student and career success by delivering the resources that lead to industry-based certificates, college-based certificates of achievement, associate degrees, transfer degrees, and life long learning.

5. Vocational Exploration
* Food and Hospitality Class: Students choosing a program of study that can lead to a career in the Hospitality Industry. The curriculum covers the areas of safety and sanitation principles, small wares, culinary nutrition, recipes, cooking techniques, baking and pastry. Students are required to keep a recipe file of foods prepared in class, participate in a sanitation test, restaurant review, portfolio, food experience, and famous Chef Project.