

# 2017-18 Single Plan for Student Achievement

## Rocklin High School

School Name

31750853130150

CDS Code

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Davis Stewart  
Position: Principal  
Telephone Number: 916.632.1600  
Address: 5301 Victory Ln.  
Rocklin, CA 95765-4988  
E-mail Address: dstewart@rocklin.k12.ca.us

## Rocklin Unified School District

School District

Superintendent: Roger Stock  
Telephone Number: (916) 624-2428  
Address: 2615 Sierra Meadows Drive  
Rocklin, CA 95677  
E-mail Address: rstock@rocklin.k12.ca.us

**The District Governing Board approved this School Plan on 1/18/2017.**

## II. School Vision and Mission

### Mission

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

### RHS Pillars of Success

#### Character

Responsible Citizens

Honor

Integrity

Honesty

Responsibility

Healthy Behaviors

Positive Choices

Respect for Diversity

#### Challenge

Constructive Thinkers

Mastery Learning

Question, analyze, synthesize, evaluate

Build meaning and understanding

Enriched by art, athletics and activities

Solve problems

#### Community

Collaborative workers

Supportive learning environment

Celebrate success/excellence

Cooperative group member

Collaborative culture

Demonstrate tolerance

Promote safety and security

Contribute time and energy

Care for physical environment

#### Communication

Effective communicators

Express ideas clearly

Convey messages through a variety of media

Listen actively

Respond to others

Mutual Respect

#### Curriculum

Self directed Learners

Intellectual Development

Varied and Challenging

Engaging design and instruction

Enthusiastic learners

Set and reach goals

Appreciate diversity

Transfer knowledge

#### Commitment

Quality producers and performers  
Committed to the success of every student  
All students and adults will learn  
Unconditional positive regard  
Maintain high standards  
Works both independently and collaboratively

### III. School Profile

#### School Profile

Rocklin Community --The city of Rocklin lies 20 miles northeast of Sacramento. With a population of 58,295, Rocklin boasts the best of both a rural community and a thriving suburban city. Most of Rocklin is newly developed in the past sixteen years, yet it is rich in history and community purpose. While Rocklin is a rapidly growing city, it maintains the small town atmosphere of a closely-knit community dedicated to the best in education, recreation, and family life. Sierra Community College is located in Rocklin, which provides many opportunities for high school students to get a glimpse of college life and enrich their learning experiences while attending Rocklin High School.

Rocklin High School – A California Distinguished School, Rocklin High School is a four-year comprehensive public high school with an enrollment of 2,068. Rocklin High School was the first high school in the Rocklin Unified School District, opening its doors in 1993. Over a period of 23 years, Rocklin High School has established itself as an exceptional academic institution, ranking #1 in Placer County for 9 years in a row. The academic year is based on two semesters, each approximately 18 weeks in length. Rocklin High School is on an 8 period rotating-block schedule with class periods of 80 minutes and a 30 minute student support session (Plus Period).

School Staff -- Credentialed staff includes 78 full-time teachers, 10 part-time teachers, 4 administrators, 4 counselors, 1 activity director, 1 part-time athletic director and 1.7 psychologists. 45% of the professional staff has earned a master's degree or higher. Through ongoing staff development and curriculum leadership, we have continued to improve our programs, student relations, and parent communications.

Philosophy – Rocklin High School prides itself on staying up to date and on the cutting edge of education. The system of education at Rocklin High School is driven by performance-based standards as mandated by the California Department of Education and the RUSD Board of Trustees. The core of our educational philosophy rests on the belief that all students will master the learning associated with the common set of standards. The curriculum, instruction, assessment, and parental reporting system are designed accordingly. The community is proud that Rocklin High School is a school where all students learn and grow academically, socially, and emotionally within a positive, nurturing learning environment.

Curriculum --The Rocklin High School curriculum was developed by the original curriculum committee and adopted by the Board of Trustees in March 1993. This curriculum is based on a Mastery Learning system that incorporates information taken from the California State Frameworks, UC and CSU admission requirements, and California State Department of Education's document Second to None. As our school has evolved the curriculum has continued to develop meeting the challenges of No Child Left Behind. Using this system ESLR's were embedded throughout the school's curriculum in the form of Essential Skills Assignments. Students must master these standards. Curriculum is continually evaluated to ensure it is aligned with State Standards.

Graduation Requirements -- All students at Rocklin High School must complete 250 credits for graduation. These credit requirements include 40 credits in Language Arts, 30 in Science, 30 in Math (students must pass Algebra I and Geometry), 35 in Social Science, 5 in Health, 30 in Physical Education, 10 in Foreign Language, 10 in Technology, 10 in Visual and Performing Arts, and 50 in Elective.

- Rocklin High School students must also demonstrate competency in all Expected School Wide Learning Results (ESLR's).
- Rocklin High School requires students to perform a minimum of 25 hours of documented community service as a graduation requirement. 31% of the students from the Class of 2015 completed 150+ hours for a total of 46,000+ hours and were recognized for their distinguished community service.

Academic Honors Courses – Advanced and Honors courses are offered at all grade levels in Language Arts, Math, Foreign Language, Science, and Digital Art.

AP Courses – Rocklin High School currently offers 23 AP courses on campus. These courses include: Studio Art Drawing, Studio Art 2 D Design, Studio Art 3 D Design, Calculus AB, Calculus BC, Statistics, English Literature, Biology, Chemistry, Environmental Science, Physics I, Physics II, Physics CM, Physics CE-M, Music Theory, Psychology, World History, US History, Microeconomics, Government, Computer Science Principles and Computer Science A. In 2015/16 out of the 1289 AP exams administered, 72% earned a passing score of 3 or better. The breakdown of the passing scores was as follows:

28% scored a 3  
scored a 5

26% scored a 4

18%

Grading System -- Rocklin High School uses both weighted (5.0) and un-weighted (4.0) grade point averages. Our grade range is: A = distinguished; B = commendable; C = mastery; and NC = the student has not met the minimum standard for the course. W = Withdrawal from the course.

Rocklin High School earned a 6 from our Western Association of Schools and Colleges accreditation in spring of 2012.

Academic Achievement -- 90% of the Rocklin High School Class of 2016 entered college the year following graduation. Approximately 50% entered a four-year college or university. The average weighted academic GPA of the valedictorians from the class of 2016 was 4.57.

SAT and ACT results for the Class of 2015

SAT I – 271 tested

SAT II – 45 tested

Math Mean Score 559

Critical Reading Mean Score 537

Writing Mean Score 527

ACT – 182 tested

English 24.5

Math 25.2

Reading 25.1

Science 24.4

Composite 25.

Scholarships – The class of 2016 was offered \$9,102,823 in scholarships.

See ATTACHMENT A -- School Goal #1

See ATTACHMENT B -- School Goal #2

See ATTACHMENT C -- School Goal #3

#### IV. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p><b>DISTRICT GOAL</b>  <b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b>          To align our Single plan for Student Achievement to the LCAP Priorities, including the following District Strategic Priority Objective and Strategies;</p> <ul style="list-style-type: none"> <li>Engage in authentic learning experiences</li> <li>Demonstrate continuous progress toward increasingly challenging academic goals</li> <li>Find his or her passion as a learner</li> <li>Acquire skills to conquer challenges and build healthy relationships</li> <li>Learn the value of contributing to community through active participation</li> </ul> <p>We will create student academic growth through dynamic, relevant and increasingly challenging learning experiences.          We will provide a variety of opportunities for all students to become healthy, self-aware, resilient and high-functioning adults</p> <p>Each school site will focus on their LCAP subgroups based on current CAASPP data: Low-Income, Foster Youths, and English Learners.</p>	
<p><b>SCHOOL GOAL #1</b>  <b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b>          See Attachment "A" - A schoolwide focus to improve the overall academic success rate of all students.</p>	
<p><b>What data did you use to form this goal (findings from data analysis)?</b>          .</p>	<p><b>How does this goal align to your Local Educational Agency Plan goals?</b>          Match Strategic Priority #1 &amp; #2</p>
<p><b>What did the analysis of the data reveal that led you to this goal?</b></p>	<p><b>Which stakeholders were involved in analyzing data and developing this goal?</b></p>
<p><b>Who are the focus students and what is the expected growth?</b></p>	<p><b>What data will be collected to measure student achievement?</b></p>
<p><b>What process will you use to monitor and evaluate the data?</b></p>	<p><b>Actions to improve achievement to exit program improvement (if applicable).</b></p>

<b>SCHOOL GOAL #1</b>				
<b>Strategies/Actions to Implement this Goal</b>	<b>Start Date Completion Date</b>	<b>Object Type</b>	<b>Each Funding Source and Amount</b>	<b>Process for Evaluation</b>

#### IV. Planned Improvements in Student Performance (continued)

**DISTRICT GOAL**  
**(Goals should be prioritized, measurable, and focused on identified student learning needs)**  
 To align our Single plan for Student Achievement to the LCAP Priorities, including the following District Strategic Priority Objective and Strategies;

- Engage in authentic learning experiences
- Demonstrate continuous progress toward increasingly challenging academic goals
- Find his or her passion as a learner
- Acquire skills to conquer challenges and build healthy relationships
- Learn the value of contributing to community through active participation

We will create student academic growth through dynamic, relevant and increasingly challenging learning experiences.  
 We will provide a variety of opportunities for all students to become healthy, self-aware, resilient and high-functioning adults

Each school site will focus on their LCAP subgroups based on current CAASPP data: Low-Income, Foster Youths, and English Learners.

**SCHOOL GOAL #2**  
**(Goals should be prioritized, measurable, and focused on identified student learning needs)**  
 See ATTACHMENT B --Implementation of California Common Core Reading, Writing, Listening and Speaking strategies for instruction to increase the literacy rates of all students.

<b>What data did you use to form this goal (findings from data analysis)?</b>	<b>How does this goal align to your Local Educational Agency Plan goals?</b> Match Strategic Priority #1 & #2
<b>What did the analysis of the data reveal that led you to this goal?</b>	<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
<b>Who are the focus students and what is the expected growth?</b>	<b>What data will be collected to measure student achievement?</b>
<b>What process will you use to monitor and evaluate the data?</b>	<b>Actions to improve achievement to exit program improvement (if applicable).</b>

<b>SCHOOL GOAL #2</b>				
<b>Strategies/Actions to Implement this Goal</b>	<b>Start Date Completion Date</b>	<b>Object Type</b>	<b>Each Funding Source and Amount</b>	<b>Process for Evaluation</b>

**IV. Planned Improvements in Student Performance (continued)**

<b>SCHOOL GOAL #3</b> (Goals should be prioritized, measurable, and focused on identified student learning needs) See ATTACHMENT C - Support the social-emotional needs of students while ensuring a positive, safe and healthy environment.	
<b>What data did you use to form this goal (findings from data analysis)?</b>	<b>How does this goal align to your Local Educational Agency Plan goals?</b> Match Strategic Priority #1 & #2
<b>What did the analysis of the data reveal that led you to this goal?</b>	<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
<b>Who are the focus students and what is the expected growth?</b>	<b>What data will be collected to measure student achievement?</b>
<b>What process will you use to monitor and evaluate the data?</b>	<b>Actions to improve achievement to exit program improvement (if applicable).</b>

<b>SCHOOL GOAL #3</b>				
<b>Strategies/Actions to Implement this Goal</b>	<b>Start Date Completion Date</b>	<b>Object Type</b>	<b>Each Funding Source and Amount</b>	<b>Process for Evaluation</b>



#### IV. Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #4</b> (Goals should be prioritized, measurable, and focused on identified student learning needs) See ATTACHMENT D - Dual Enrollment course in conjunction with Sierra College	
<b>What data did you use to form this goal (findings from data analysis)?</b>	<b>How does this goal align to your Local Educational Agency Plan goals?</b>
<b>What did the analysis of the data reveal that led you to this goal?</b>	<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
<b>Who are the focus students and what is the expected growth?</b>	<b>What data will be collected to measure student achievement?</b>
<b>What process will you use to monitor and evaluate the data?</b>	<b>Actions to improve achievement to exit program improvement (if applicable).</b>

<b>SCHOOL GOAL #4</b>				
<b>Strategies/Actions to Implement this Goal</b>	<b>Start Date Completion Date</b>	<b>Object Type</b>	<b>Each Funding Source and Amount</b>	<b>Process for Evaluation</b>

#### IV. Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #5</b> (Goals should be prioritized, measurable, and focused on identified student learning needs)	
What data did you use to form this goal (findings from data analysis)?	How does this goal align to your Local Educational Agency Plan goals?
What did the analysis of the data reveal that led you to this goal?	Which stakeholders were involved in analyzing data and developing this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

<b>SCHOOL GOAL #5</b>				
Strategies/Actions to Implement this Goal	Start Date Completion Date	Object Type	Each Funding Source and Amount	Process for Evaluation

#### IV. Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #6</b> (Goals should be prioritized, measurable, and focused on identified student learning needs)	
What data did you use to form this goal (findings from data analysis)?	How does this goal align to your Local Educational Agency Plan goals?
What did the analysis of the data reveal that led you to this goal?	Which stakeholders were involved in analyzing data and developing this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

<b>SCHOOL GOAL #6</b>				
Strategies/Actions to Implement this Goal	Start Date Completion Date	Object Type	Each Funding Source and Amount	Process for Evaluation

## Part VI. Centralized Services Goals

### Centralized Support for Planned Improvements in Student Performance for LCAP Subgroup

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p><b>Program Support Goal #1</b>  <b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b>            Ensure all students of need, including English Learners, Foster Youth and students of poverty have access to meaningful core academics and achieve California Common Core State Standards (CCSS) to close the achievement gap as rapidly as possible.</p>	
<p><b>Groups participating in this goal (e.g., students, parents, teachers, administrators):</b>            English Learners            Students of Poverty (Free and Reduced Lunch)            Foster Youth</p>	<p><b>Anticipated annual growth for each group:</b>            Grade level benchmarks</p>
<p><b>Means of evaluating progress toward this goal:</b>            Annual review of district benchmark data            Annual review of CAASPP assessments            Progress monitoring measures            Eadms/MAP/Ren Place progress reports</p>	<p><b>Group data to be collected to measure gains:</b>            MAP Assessments or STAR Reading and Math, SBAC Interim Assessments, or SBAC Summative Assessments</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet the needs of our targeted three subgroups	Review every fall	District Level Administration Site Level Administration Teachers Instructional Aides	Ensure all EL students are placed with certified and qualified teachers	None Specified	None Specified	0
			Provide Professional Development, ongoing coaching and continual lesson preparation and design to focus on differentiated instruction.	5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	80,000
			Provide additional support materials for ELD and SDAIE as needed to supplement core curriculum.	4000-4999: Books And Supplies	LCFF-EL	20,000
			Assess and monitor growth in ELD and ELA.	5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	2,000
			Providing support for families and students before, after, during school calendar days.	1000-1999: Certificated Personnel Salaries	LCFF-EL	20,000
			SAME	2000-2999: Classified Personnel Salaries	LCFF-EL	10,000
			SAME	3000-3999: Employee Benefits	LCFF-EL	5,000
			SAME	4000-4999: Books And Supplies	LCFF-EL	15,000
			SAME	5700-5799: Transfers Of Direct Costs	LCFF-EL	20,000
			Provide Afterschool	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			tutoring for Foster Youths. Provide Free Lunch and Free Bus Pass from RUSD Food Services and transportation Departments for Foster Youths.	0001-0999: Unrestricted: Locally Defined	District Funded	0
			Foster Youths are to be immediately enrolled in their school of origin and have the right to matriculate with their peers from elementary to middle to high school. Transportation from out of district to school of origin is not provided unless student is also identified McKinney Vento. High School Foster Youth students who enroll in their Junior or Senior year can request a waiver of local grad requirements and graduate with state graduate requirements (when appropriate). Provide Free Lunch and Free Bus Pass from RUSD Food Services and	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Transportation Departments to our Qualified Students with Low Income Provide site level interventions to Students with Low Income that qualify based on academic need	None Specified	None Specified	0

1. See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.
2. List the date an action will be taken or will begin, and the date it will be completed.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	433	469		431	451		420	447		99.5	95.5	
All Grades	433	469		431	451		420	447		99.5	95.5	

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2676.7	2679.7		54	57		32	29		8	10		4	4	
All Grades	N/A	N/A	N/A	54	57		32	29		8	10		4	4	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	56	55		39	40		5	5	
All Grades	56	55		39	40		5	5	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	59	67		35	28		5	6	
All Grades	59	67		35	28		5	6	



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	36	41		59	54		5	5	
All Grades	36	41		59	54		5	5	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	68	66		28	29		4	5	
All Grades	68	66		28	29		4	5	

**Conclusions based on this data:**

1. 86% at or above ELA standards.
2. Continue working with students on improving literacy skills across the curriculum to meet common core standards.
3. Continue working with students on improving critical thinking skills across the curriculum to meet common core standards.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	433	465		426	451		417	449		98.4	97	
All Grades	433	465		426	451		417	449		98.4	97	

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2658.4	2656.1		30	31		33	33		22	22		13	14	
All Grades	N/A	N/A	N/A	30	31		33	33		22	22		13	14	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	44	47		38	35		17	18	
All Grades	44	47		38	35		17	18	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	33	37		56	50		10	13	
All Grades	33	37		56	50		10	13	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	36	37		56	54		8	10	
All Grades	36	37		56	54		8	10	

**Conclusions based on this data:**

1. 64% at or above Math standards.
2. Continue working with students on improving literacy skills across the curriculum to meet common core standards.
3. Continue working with students on improving critical thinking skills across the curriculum to meet common core standards.

## Appendix A - School and Student Performance Data

**Table 2 - Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	347	308	
Percent with Prior Year Data		100	
Number in Cohort	347	308	
Number Met	237	206	
Percent Met	68.3	66.9	
NCLB Target	60.5	62.0%	
Met Target	Yes	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	279	126	262	122		
Number Met	103	75	91	80		
Percent Met	36.9	59.5	34.7	65.6		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	Yes	Yes	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
<b>English-Language Arts</b>			
Met Participation Rate	100		
Met Percent Proficient or Above	N/A		
<b>Mathematics</b>			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
<b>Met Target for AMAO 3</b>		N/A	

Appendix A - School and Student Performance Data (continued)

**Table 5: California English Language Development (CELDT) Data**

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>9</b>				50	78		40	11		10	11				
<b>10</b>	17			58	44		8	44		17	11				
<b>11</b>	13			50	33		13	50		13	17		13		
<b>12</b>	50	14		25	43			14		25	29				
<b>Total</b>	15	3		50	52		18	29		15	16		3		

## Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESSA)

Review: CAASPP, CAA, CELDT, to drive instructional practices.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Review: CAASPP, CAA, CELDT, to drive instructional practices.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESSA)

Our district requires all teachers to have the appropriate California credential to teach in their designated program and is highly qualified to teach within their curriculum area.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

NA

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

NA

6. Alignment of staff development to content standards, assessed student performance, and professional needs (ESSA)

District staff development is currently focused on Common Core Standards for all teachers district-wide

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Additional site staff development provided by the district as needed

8. Teacher collaboration by grade level (EPC)

Professional Learning Communities in place at all grade levels.

### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (ESSA)

Use of State Adopted Curriculum.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Use of State Adopted Curriculum.

11. Lesson pacing schedule (EPC)

Use of State Adopted Curriculum.

12. Availability of standards-based instructional materials appropriate to all student groups (ESSA)

Use of State Adopted Curriculum.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Use of State Adopted Curriculum.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (ESSA)

- Access to technology
- Target services and programs to the lowest performing student groups in the regular program
- Target categorical services and programs to the lowest performing student groups
- Daily schedule and master schedule flexibility for a sufficient number of intervention courses known as "Intervention within the school day"

15. Research-based educational practices to raise student achievement at this school (ESSA)

Use of State Adopted Curriculum  
PLC Teams  
Differentiation

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Extended Day Kindergarten  
Afterschool Intervention opportunities

17. Transition from preschool to kindergarten (Title I SWP)

NA

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (ESSA)

Community Partners

19. Strategies to increase parental involvement (Title I SWP)

NA

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

School Site Council reviews all categorical programs included in this plan.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (ESSA)

SLIP/LCFF: Instructional Aides and supplemental materials

22. Fiscal support (EPC)

District provides additional funding for intervention support.



## Appendix C - Programs Included in this Plan

Check the box for each federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Neglected <u>Purpose:</u> Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$
Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$
Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$
Title IV, Part A: Safe And Drug-Free Schools And Communities <u>Purpose:</u> Support Learning Environments That Promote Academic Achievement. This program is no longer funded beginning with the 2010-11 school-year.	\$
Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$
Other Federal Funds (list and describe*)	\$
Total amount of federal categorical funds allocated to this school	\$

\* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

**Appendix D - Final Categorical District Services Budget**

	Title I			
Allocation				
Parent Involvement				
Carryover				
Total Allocation				
1100-1999 Certificated Salaries/benefits				
2100-2999 Instructional Aide Salary w/Benefits				
4100-4999 Materials & Supplies				
5100-5999 Services				
6100-6999 Capital Outlay				
<b>EXPENSE TOTALS:</b>				
<b>Allocation &amp; Expense Difference:</b>				

**Appendix E - Preliminary Categorical District Services Budget**

	Title I			
Allocation				
Parent Involvement				
Carryover				
Total Allocation				
1100-1999 Certificated Salaries/benefits				
2100-2999 Instructional Aide Salary w/Benefits				
4100-4999 Materials & Supplies				
5100-5999 Services				
6100-6999 Capital Outlay				
<b>EXPENSE TOTALS:</b>				
<b>Allocation &amp; Expense Difference:</b>				

## Appendix F - Recommendations and Assurances (Rocklin High School)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):

Leadership teams of teachers

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/18/16

Attested:

Davis Stewart, Principal

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

William Chisum

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## **Appendix G - Home/School Compact**

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

### **Student Pledge:**

### **Parents Pledge:**

### **Staff Pledge:**

## Appendix H - School Site Council Membership: Rocklin High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Davis Stewart	X				
Louise Cranston		X			
Jeremy Jeffreys		X			
Ryan Spears		X			
Vacant		X			
Vacant		X			
Tim Wirth			X		
Lori Stromar			X		
Bill Chisum				X	
Tiffany Saathoff				X	
Juan Sanchez				X	
Bob Barnes				X	
Ashley Wilhelm					X
Izzy Riecken					X
Garrett Flowers					X
Tamer Bohatch					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>4</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Appendix I - WASC High School Accreditation Crosswalk: Schools Conducting a Full Self-Study

For high schools, the SPSA should integrate major growth areas resulting from the WASC/CDE self-study and the visiting committee's identified critical areas for follow-up. The SPSA process can be done in tandem with the WASC/CDE Focus on Learning (FOL) Process Guide. The table below describes the alignment of the FOL Process with the expectations of the SPSA.

Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from WASC/CDE Focus on Learning 2016, Fall Update Edition)
<b>Introduction</b>	School plans must contain all federal and state planning requirements for programs offered at the site. In California, use of the SPSA fulfills these requirements.		<p>For California public schools that are WASC accredited, the expectation of the Accrediting Commission for Schools, WASC, is that the findings from the self-study will result in refinement of the SPSA.</p> <p><b>Overview:</b> Schools are required to annually review progress. The SPSA shall address how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. The SPSA required by this section shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp, by the SCC. The SPSA shall be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting whenever there are material changes that affect the academic programs for students. The SPSA shall also identify the schools' means of evaluating progress toward accomplishing those goals and how state and federal law governing these programs will be implemented.</p> <p><a href="#">WASC/CDE Focus on Learning, 2016 Edition, pages 3–4</a></p>
<b>Step One</b>	Analyze Student Achievement Data:	<p>FOL: 18 months prior to the site visit—data to be based on three consecutive years of data.</p> <p>SPSA: based upon release of STAR data from the previous year's assessment</p>	<p><b>Task 1:</b> Based on the findings of the SPSA data analysis, refine student/community profile; identify two to three critical academic needs.</p> <p><a href="#">WASC/CDE Focus on Learning, 2016 Edition, pages 37–43</a></p>
<b>Step Two</b>	<p>Measure Effectiveness of Current Improvement Strategies Using State Tools to Help Determine Critical Causes of Student Underachievement:</p> <p>The SSC conducts an academic needs assessment (may use state tools such as the APS of the instructional program and identifies, by analyzing achievement data and survey data, academic challenges and student subgroups failing to achieve standards.</p>	<p>FOL, Task 3: February of the year prior to the site visit.</p> <p>SPSA: Upon release of September data, or upon identification of Program Improvement status, conduct a needs assessment using tools such as the APS to identify critical causes of student underachievement in ELA and mathematics.</p>	<p><b>Task 1 (Cont.):</b> Use findings from the updated student/community profile including the two to three identified critical academic needs, as appropriate.</p> <p><b>Task 2:</b> Summarize the progress made on achieving the goals of the previous SPSA, including critical areas of follow-up from the last full self-study.</p> <p><a href="#">WASC/CDE Focus on Learning, 2016 Edition, page 45</a></p> <p><b>Task 3:</b> Analyze the quality of the school program in relation to the WASC/CDE criteria with emphasis on the identified critical academic needs; synthesize the information... (WASC/CDE Self-Study Product: Chapter IV: Self-Study Findings)</p> <p><a href="#">WASC/CDE Focus on Learning, 2016 Edition, pages 47–49</a></p>
<b>Step Three</b>	Identify Achievement Goals, Key Program/Improvement Strategies to Achieve Those Goals:	FOL/SPSA: Suggest that timelines for FOL Task 3 in ELA and	<p><b>Task 3 (Cont.)</b> ...determine strengths (of the academic program) and growth needs and identify potential action steps. (WASC/CDE Self-Study</p>

Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from WASC/CDE Focus on Learning 2016, Fall Update Edition)
	Identify three to five achievement goals and select appropriate strategies to achieve those goals.	mathematics and SPSA identification of achievement goals and plan writing be conducted in tandem during the full self-study.	Product: Chapter IV: Self-Study Findings) <a href="#">WASC/CDE Focus on Learning, 2016 Edition, pages 47–49</a>
<b>Step Four</b>	Define Timelines, Benchmarks, Personnel and Proposed Expenditures and Funding Sources to Implement the Plan:  In order to implement the SPSA, the SSC must identify target completion dates, persons who will be responsible to ensure timely completion, and estimated costs with funding sources for each step in the plan.		<b>Task 4:</b> Revise the SPSA. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, A & B) <a href="#">WASC/CDE Focus on Learning, 2016 Edition, pages 51–54</a> <b>Follow-up after Visit:</b> refine SPSA to integrate critical academic area recommendations identified by the Visiting Committee. <a href="#">WASC/CDE, 2016 Edition, page 161–163</a>
<b>Step Five</b>	Recommend the SPSA to the Local Governing Board		<b>Follow-up after Visit (Cont.):</b> Revised SPS A sent to WASC. <a href="#">WASC/CDE, 2016 Edition, page 161</a>
<b>Step Six</b>	Implement the SPSA:	Implementation and monitoring of the SPSA is determined by the benchmarks in the plan.	<b>Task 4:</b> Monitor implementation of schoolwide action plan. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, C) <a href="#">WASC/CDE Focus on Learning, 2016 Edition, pages 51–54</a>  <b>Ongoing Improvement:</b> <a href="#">WASC/CDE Focus on Learning, 2016 Edition, page 163</a>
<b>Step Seven</b>	Monitor Implementation for progress to achieve benchmarks: <b>Monitoring will be made easier if the plan specifies actions, dates, and estimated costs and measurable anticipated student academic outcomes, as well as personnel involved and responsible....</b> 2009 Single Plan for Student Achievement, p.13. California Department of Education, Sacramento, CA.  Continue the Cycle:  Periodically review progress on the implementation of the plan, determine whether the actions are having the desired effects, and make revisions as needed.	<b>At least</b> once per year.	<b>Task 4:</b> Monitor implementation and accomplishment of the schoolwide action plan. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, C) <a href="#">WASC/CDE Focus on Learning, 2016 Edition, pages 51–54</a>  <b>Ongoing Improvement:</b> <a href="#">WASC/CDE Focus on Learning, 2016 Edition, page 163</a>  <b>Ongoing Improvement:</b> Annually prepare a progress report based on implementation of the plan and impact on student achievement. Revise plan as needed. <a href="#">WASC/CDE Focus on Learning, 2016 Edition, page 163</a>