

# Rocklin High School

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

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<http://rhs.rocklinusd.org/>

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Rocklin Unified School District

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

#### District Governing Board

Camille Maben  
Todd Lowell  
Greg Daley  
Susan Halldin  
Wendy Lang

#### District Administration

Roger Stock  
Superintendent

### School Description

Rocklin High School is a four-year comprehensive high school with a current enrollment of 1865. In spring of 2007, RHS was awarded designation as a California Distinguished School. Our continual quest for improved ways to help students succeed has earned RHS the distinction of being the highest-ranking school in all of Placer County for the ninth year in a row. In our 21 year history, RHS has established and maintained its reputation as an exceptional academic institution, boasting annually improved API scores: 830 for 2006; 832 for 2007; 841 for 2008; 859 for 2009; 865 for 2010; 881 for 2011; 888 for 2012; and 894 for 2013. RHS has also been recognized by US NEWS AND WORLD REPORT as a 'Silver School' in their "Best Schools in the Nation" issue.

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

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

RHS provides students with a wide variety of opportunities to excel in areas of special interest. All students must complete a minimum 250 credits for graduation. These credit requirements include 40 credits in Language Arts, 30 in Science, 30 in Mathematics (students must pass both Algebra 1 and Geometry), 35 in Social Sciences, 5 in Health, 30 in Physical Education, 10 in Foreign Language, 10 in Technology, and 10 in Visual and Performing Arts. Additionally students are required to perform a minimum 25 hours of documented community service as a graduation requirement. 139 students from the class of 2015 performed 150+ hours and were recognized for their distinguished community service. 132 students were recognized as 2015 Golden State Seal Merit Diploma recipients.

Advanced and Honors courses are offered at all grade levels in Language Arts, Mathematics, Foreign Language (French 3, 4 & Spanish 3, 4), Science, Social Studies and Digital Art. AP courses offered are: Studio Art, 2D Design, Studio Art 3D Design, Calculus AB, Calculus BC, Statistics, English Language, English Literature, Biology, Chemistry, Environmental Science, Physics 1, Physics C-M, Physics C-EM, Music Theory, Psychology, Microeconomics, Government, World History, US History and Computer Science. In 2014-2015, 1289 AP exams were administered with 70% receiving a 3 or higher.

### Mission Statement

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

## 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 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/>.
- 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/guardians and community members should contact the school at 916.632.1600 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	476
Grade 10	494
Grade 11	446
Grade 12	428
Ungraded Secondary	28
<b>Total Enrollment</b>	<b>1,872</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.3
Asian	5
Filipino	3
Hispanic or Latino	14
Native Hawaiian or Pacific Islander	0.6
White	70.2
Two or More Races	5.4
Socioeconomically Disadvantaged	14.2
English Learners	2.1
Students with Disabilities	10.7
Foster Youth	0.3

## 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			
Rocklin High School	13-14	14-15	15-16
<b>With Full Credential</b>	87	86	86
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Rocklin Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	535
<b>Without Full Credential</b>	♦	♦	2
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Rocklin High School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	99.7	0.4
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	99.6	0.4

\* 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 2015-16)

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 6-1-2014**

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

### 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: August, 2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces		X			Some ceiling tiles are stained and need replacement. Flooring needs to be replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		X			

## 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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	85	69	44
Math	63	57	33

\* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	85	90	85	83	88	83	59	60	56

\* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	9.00	20.10	66.70

\* 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.

2014-15 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	83
All Student at the School	85
Male	83
Female	85
Black or African American	--
American Indian or Alaska Native	--
Asian	80
Filipino	100
Hispanic or Latino	77
Native Hawaiian or Pacific Islander	--
White	87
Two or More Races	88
Socioeconomically Disadvantaged	37
English Learners	25
Students with Disabilities	75
Foster Youth	--

\* 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.

### School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	433	431	99.5	4	8	32	54
Male	11		213	49.2	6	10	30	52
Female	11		218	50.3	2	6	34	55
Black or African American	11		7	1.6	--	--	--	--
American Indian or Alaska Native	11		2	0.5	--	--	--	--
Asian	11		25	5.8	4	12	36	48
Filipino	11		15	3.5	0	13	27	60
Hispanic or Latino	11		60	13.9	5	17	33	42
Native Hawaiian or Pacific Islander	11		1	0.2	--	--	--	--
White	11		298	68.8	4	5	32	56
Two or More Races	11		23	5.3	0	9	35	57

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Socioeconomically Disadvantaged</b>	<b>11</b>		60	13.9	7	18	40	32
<b>English Learners</b>	<b>11</b>		9	2.1	--	--	--	--
<b>Students with Disabilities</b>	<b>11</b>		34	7.9	32	26	24	9
<b>Foster Youth</b>	<b>11</b>		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	<b>11</b>	433	426	98.4	13	22	33	30
<b>Male</b>	<b>11</b>		209	48.3	13	23	33	28
<b>Female</b>	<b>11</b>		217	50.1	12	22	33	31
<b>Black or African American</b>	<b>11</b>		6	1.4	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>11</b>		2	0.5	--	--	--	--
<b>Asian</b>	<b>11</b>		25	5.8	4	16	40	40
<b>Filipino</b>	<b>11</b>		15	3.5	7	33	33	27
<b>Hispanic or Latino</b>	<b>11</b>		60	13.9	22	22	28	23
<b>Native Hawaiian or Pacific Islander</b>	<b>11</b>		1	0.2	--	--	--	--
<b>White</b>	<b>11</b>		294	67.9	11	23	34	31
<b>Two or More Races</b>	<b>11</b>		23	5.3	13	26	30	30
<b>Socioeconomically Disadvantaged</b>	<b>11</b>		59	13.6	22	22	25	25
<b>English Learners</b>	<b>11</b>		9	2.1	--	--	--	--
<b>Students with Disabilities</b>	<b>11</b>		33	7.6	52	30	6	6
<b>Foster Youth</b>	<b>11</b>		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

## 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

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 School Climate State Priority (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 is reviewed every spring and approved by our school site council and board.

All students at Rocklin High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. All students should be provided the opportunity to experience positive and worthwhile learning experiences on the school campus. The goal of the Rocklin High School discipline program is to help educate and support our students by providing clear boundaries and expectations for personal behavior in social, academic and professional settings. Students and parents are informed of the discipline policies via the school website, student planners, class meetings and discipline talks from administration at the beginning of each school year. In addition, daily announcements, the school website, computerized voice messages, e-mails and social media provide both students and parents with regular communication. RHS utilizes a progressive discipline process in order to produce a desired change in student behavior, attitude and/or performance. Consequences for violations of the disciplinary policy may include warnings, detention, class suspension, on-campus suspension, off-campus suspension, parent conference, Saturday School, behavior contract, transfer to an alternative program or expulsion. Our school attendance office calls parents daily to report student class absences and our parents receive quarter and semester grade reports by mail. Parents can also access student grades online through Ed-line.

The Suspensions and Expulsions table illustrates total cases for the last three years. Suspensions are shown in terms of total infractions, not number of students suspended. As 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	2012-13	2013-14	2014-15
Suspensions Rate	5.50	4.91	3.54
Expulsions Rate	0.15	0.05	0.15
District	2012-13	2013-14	2014-15
Suspensions Rate	3.22	2.49	2.40
Expulsions Rate	0.08	0.01	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09



## 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		50.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
Subject				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	26	27	27	18	15	12	35	37	47	22	23	14
Math	23	29	31	25	12	2	38	24	29	22	31	22
Science	30	30	29	8	7	12	16	20	18	35	32	29
SS	31	28	27	5	12	17	21	26	19	37	34	38

\* 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	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	1.5
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	457.5

\* 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.

### 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's Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Professional Learning Communities; a commitment to systematic research-based effective 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.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.



FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,397	\$43,062
Mid-Range Teacher Salary	\$64,301	\$67,927
Highest Teacher Salary	\$84,090	\$87,811
Average Principal Salary (ES)	\$110,448	\$110,136
Average Principal Salary (MS)	\$114,300	\$115,946
Average Principal Salary (HS)	\$126,381	\$124,865
Superintendent Salary	\$191,563	\$211,869
Percent of District Budget		
Teacher Salaries	46%	39%
Administrative Salaries	5%	5%

\* 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).

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5838	916	4922	69571
District	♦	♦	5938	\$67,442
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			-12.8	7.5
Percent Difference: School Site/ State			1.3	0.3

\* Cells with ♦ do not require data.

2014-15 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	19	29	53	19	47	34
All Students at the School	18	25	57	13	45	42
Male	21	28	51	11	49	40
Female	14	22	64	15	41	44
Asian	21	26	53	11	26	63
Hispanic or Latino	25	28	47	19	47	34
White	16	23	60	11	46	43
Two or More Races	11	29	61	22	30	48
Socioeconomically Disadvantaged	30	30	40	21	45	33
English Learners	83	17		36	45	18
Students with Disabilities	76	18	6	50	44	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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Rocklin High School	2012-13	2013-14	2014-15
English-Language Arts	83	84	82
Mathematics	88	90	87
Rocklin Unified School District	2012-13	2013-14	2014-15
English-Language Arts	77	82	55
Mathematics	81	87	55
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Rocklin High School	2011-12	2012-13	2013-14
Dropout Rate	2.60	2.10	0.20
Graduation Rate	93.56	96.18	95.55
Rocklin Unified School District	2011-12	2012-13	2013-14
Dropout Rate	4.00	3.60	2.10
Graduation Rate	92.70	94.97	94.98
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1465
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	96.98
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	77.56

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	92.97	97.32	84.6
Black or African American	71.43	93.75	76
American Indian or Alaska Native		100	78.07
Asian	84	96.15	92.62
Filipino	116.67	111.54	96.49
Hispanic or Latino	94.34	95.68	81.28
Native Hawaiian/Pacific Islander		75	83.58
White	93.5	97.49	89.93
Two or More Races	85	96	82.8
Socioeconomically Disadvantaged	58.54	72.97	61.28
English Learners	45.45	50	50.76
Students with Disabilities	88.33	94.83	81.36
Foster Youth	--	--	--

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	7	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	6	♦
Science	15	♦
Social Science	17	♦
All courses	46	1.0

\* Where there are student course enrollments.

### 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:

\*Meets UC/CSU requirements – all other courses meet graduation requirements.

Accounting Principles	ROP Sports Medicine	ROP Art & Animation
Ceramics I, II, III*	Peer Counseling	Publication I, II, III/IV
ROP Dental Careers	Living on Your Own/Foods	ROP Automotive Tech
Architect. Drafting & Design*	ROP Business	ROP Graphic Comm. Arts
Dance I, II, III, IV*	Graphic Comm. I, II, AP*	Technical Theatre*
ROP Fire Science	Peer Teaching	ROP Baking Careers
Basic Technical Drawing	ROP Construction Tech	ROP Video Production
Band*	Journalism I, II, III/IV*	Web Master
ROP Architecture, Construction, and Engineering	Work Experience	ROP Child Development & Education*
Broadcasting I, II, III*	ROP EMT Preparedness	ROP Engineering for Manufacturing
Vocal Music*	Journalism Prod. Mgt	Statistics*
ROP Health Careers	ROP Computer Studies	ROP Culinary Arts
CAD/CAM I, II, Adv.	ROP Medical Terminology	ROP Law Enforcement
Child Development*	Photo I, II, III, AP*	AP Statistics*
ROP Medical Assisting	ROP Animal & Vet Careers	ROP Digital Communications
Digital Art I, Adv., AP*	ROP Game Development	ROP Computer Technology
Leadership	Photojournalism I, II*	Art I, II, III, IV, AP*
	ROP Automotive Services	ROP Sports & Entertainment Marketing