

2018-19 School Plan for Student Achievement

Rocklin High School

School Name

31750853130150

CDS Code

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. California Education Code and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs into the *School Plan for Student Achievement*.

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

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Rocklin Unified School District

School District

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The District Governing Board approved this School Plan on 1/16/2019.

II. School Vision and Mission

Mission

Rocklin High School is an established, exceptional educational institution. Our mission is to empower each student to become a dynamic, life-long learner, positioned to succeed in a global community. Our collaborative and innovative system is distinguished by a creative learning environment that supports the physical, intellectual and emotional needs of each individual.

III. School Profile

School Profile

Rocklin Community – The suburban city of Rocklin lies twenty miles northeast of Sacramento. It has a population of 63,000. Rocklin has an estimated civilian work force of 30,100 with an unemployment rate of 4.4%, and a median household income of \$82,805. Approximately 40% of Rocklin citizens over age 25 hold a bachelor’s degree or higher.

Rocklin High School – Rocklin High School is one of two four-year comprehensive high schools within the Rocklin Unified School District. The current enrollment is 2156 students. The academic year is based on two semesters, each approximately 18 weeks in length. Rocklin High School is on an eight period rotating block schedule with a 30-minute student support period.

Grading and Graduation Requirements – Rocklin High School uses both a weighted (5.0) and unweighted (4.0) grading scale. Our educational philosophy rests on the belief that all students will master the learning associated with the common set of standards in each course. Because of this, we do not issue letter grades of “D” or “F.” Any student earning below a 70% in a course or who has not demonstrated mastery will not receive credit “NC” and will need to retake the course if it is required for graduation. Our course requirements for graduation are as follows:

Language Arts 4 years Foreign Language 1 year
 Science 3 years Technology 1 year
 Social Science 3.5 years Visual/Perf. Arts 1 year
 Math 3 years Health 1 semester
 Physical Education 3 years Elective 5 years

In addition to these course requirements, students must complete a minimum of 25 hours of documented community service. The average student completed 98 hours and 27% of the students in the class of 2018 completed 150+ hours and were recognized for their distinguished service. Together, the class of 2018 performed 42,566 hours of community service work.

Matriculation - On average, 92% of our graduates seek post-secondary education immediately after graduation. 54% matriculate to 4-year, degree-granting institutions, 37% to community college, and 1% attend tech or trade schools.

Testing –

SAT (taken after March 2016)		ACT					
Class of 2018		Class of 2019		Class of 2019 (through 6/17)			
# of Tests Taken	464	# of Tests Taken	296	# of Tests Taken	297	# of Tests Taken	110
High	1570	High	1540	High	36	High	36
Low	750	Low	850	Low	14	Low	14
Average	1194	Average	1220	Average	25	Average	26

AP Courses and Median Scores –

Class of 2017			Class of 2018		
Course	# of Tests	Median Score	Course	# of Tests	Median Score
Biology	47	3.3	Biology	68	3.4
Calculus AB	82	3.4	Calculus AB	74	3.9
Calculus BC	27	4.6	Calculus BC	22	4.6
Chemistry	34	2.6	Chemistry	18	2.6
Computer Science A	21	3.7	Computer Science A	18	3.1
Computer Science Prin.	36	3.9	Computer Science Prin.	30	3.6
English Lang & Comp	104	3.5	English Lang & Compn.	137	3.3
English Lit & Comp	74	3.5	English Lit & Comp	69	3.4
Environmental Science	95	2.9	Environmental Science	109	2.7
Microeconomics	151	4.1	Microeconomics	122	4.1
Music Theory	7	3.6	Music Theory	14	3.4
Physics 1	53	2.7	Physics 1	80	2.6
Physics 2	28	2.9	Physics 2	30	3.0

Physics C: Elec & Magnet	5	2.4
Physics C: Mechanics	24	3.9
Psychology	87	3.0
Spanish Language	2	4.5
Statistics	49	3.8
Studio Art: 2-D Design	8	2.8
Studio Art: 3-D Design	3	3.0
US Govt & Politics	48	3.3
US History	70	3.5
World History	107	3.2

Physics C: Elect & Magnet	9	2.4
Physics C: Mechanics	24	3.6
Psychology	72	2.9
Statistics	81	4.1
Studio Art: 2-D Design	2	3.0
Studio Art - Draw	6	3.5
US Govt & Politics	49	3.0
US History	48	3.5
World History	104	3.3

Advanced Coursework -

Rocklin High School offers advanced, honors and Advanced Placement (AP) level courses. AP courses are typically not offered to freshmen and only a few are available to sophomores. Our transcripts reflect a weighted grade for honors and AP courses, but not for advanced courses even though they are considerably more rigorous than the standard version of the same course. Approximately 68% of students take AP classes while at Rocklin High School and those who do average 4-5 AP classes. Our counseling department recommends that students take no more than 3 advanced, honors or AP courses in a given school year.

Clubs and Activities –

Athletics: Rocklin High School hosts a number of athletic teams which participate in the Sierra Foothill League. Our student athletes are expected to maintain the highest of academic and moral standards. We offer the following sports: Cheerleading, Basketball, Baseball, Cross Country, Golf, Dance, Soccer, Football, Wrestling, Softball, Stunt, Swim, Tennis, Track, Volleyball, Water Polo.

Honor Societies: National Honor Society (NHS), California Scholarship Federation (CSF)

Competitive Academic Teams: Mock Trial, Speech and Debate, Math Olympiad, Science Olympiad, Academic Decathlon.

Award Winning Programs: Music (choral and instrumental), Digital Art, Publications (yearbook), Culinary, Engineering Support Technologies.

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>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;</p> <ul style="list-style-type: none"> 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 <p>We will create student academic growth through dynamic, relevant and increasingly challenging learning experiences.</p> <p>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>SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) See Attachment "A" - A schoolwide focus to improve the overall academic success rate of all students.</p>	
<p>What data did you use to form this goal (findings from data analysis)? .</p>	<p>How does this goal align to your Local Educational Agency Plan goals? Match Strategic Priority #1 & #2</p>
<p>What did the analysis of the data reveal that led you to this goal?</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p>
<p>Who are the focus students and what is the expected growth?</p>	<p>What data will be collected to measure student achievement?</p>
<p>What process will you use to monitor and evaluate the data?</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p>

SCHOOL GOAL #1				
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)

<p>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;</p> <ul style="list-style-type: none"> • 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 <p>We will create student academic growth through dynamic, relevant and increasingly challenging learning experiences.</p> <p>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>
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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.

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? Match Strategic Priority #1 & #2
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).

SCHOOL GOAL #2				
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)

SCHOOL GOAL #3 (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.	
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? Match Strategic Priority #1 & #2
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).

SCHOOL GOAL #3				
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)

SCHOOL GOAL #4 (Goals should be prioritized, measurable, and focused on identified student learning needs) See ATTACHMENT D - Dual Enrollment course in conjunction with Sierra College	
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).

SCHOOL GOAL #4				
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)

SCHOOL GOAL #5 (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).

SCHOOL GOAL #5				
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)

SCHOOL GOAL #6 (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).

SCHOOL GOAL #6				
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>Program Support Goal #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) 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>Groups participating in this goal (e.g., students, parents, teachers, administrators): English Learners Students of Poverty (Free and Reduced Lunch) Foster Youth</p>	<p>Anticipated annual growth for each group: Grade level benchmarks</p>
<p>Means of evaluating progress toward this goal: Annual review of district benchmark data Annual review of CAASPP assessments Progress monitoring measures Eadms/MAP/Ren Place progress reports</p>	<p>Group data to be collected to measure gains: 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	21,000
			Provide additional support materials for ELD and SDAIE as needed to supplement core curriculum.	4000-4999: Books And Supplies	LCFF-EL	2000
			Assess and monitor growth in ELD and ELA.	5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	0
			Providing support for families and students before, after, during school calendar days.	1000-1999: Certificated Personnel Salaries	LCFF-EL	27,000
			SAME	2000-2999: Classified Personnel Salaries	LCFF-EL	0
			SAME	3000-3999: Employee Benefits	LCFF-EL	0
			SAME	4000-4999: Books And Supplies	LCFF-EL	1200
			SAME	5700-5799: Transfers Of Direct Costs	LCFF-EL	0
			1. Technology Loan Program for	4000-4999: Books And Supplies	LCFF - Supplemental	41,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			targeted students 2. Individualized learning opportunities for targeted students 3. Individual Foster Youth Success Plans to meet student needs academically, socially, and emotionally			
			Provide Free Lunch and Free Bus Pass from RUSD Food Services and transportation Departments for Foster Youths.	0001-0999: Unrestricted: Locally Defined	District Funded	500000
			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. 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	None Specified	LCFF - Supplemental	0
				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
			Lunch and Free Bus Pass from RUSD Food Services and 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	469	452	469	451	444	462	447	444	462	96.2	98.2	98.5
All Grades	469	452	469	451	444	462	447	444	462	96.2	98.2	98.5

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2679.7	2678.5	2650.7	57	57.66	44.16	29	29.05	31.82	10	9.46	13.85	4	3.83	10.17
All Grades	N/A	N/A	N/A	57	57.66	44.16	29	29.05	31.82	10	9.46	13.85	4	3.83	10.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	55	60.81	49.13	40	33.78	38.53	5	5.41	12.34
All Grades	55	60.81	49.13	40	33.78	38.53	5	5.41	12.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	67	62.39	54.55	28	30.41	33.12	6	7.21	12.34
All Grades	67	62.39	54.55	28	30.41	33.12	6	7.21	12.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	41	44.37	35.93	54	50.90	55.63	5	4.73	8.44
All Grades	41	44.37	35.93	54	50.90	55.63	5	4.73	8.44

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	66	64.41	51.73	29	31.76	38.74	5	3.83	9.52
All Grades	66	64.41	51.73	29	31.76	38.74	5	3.83	9.52

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	465	452	469	451	443	461	449	443	461	97	98	98.3
All Grades	465	452	469	451	443	461	449	443	461	97	98	98.3

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2656.1	2663.0	2669.5	31	26.86	33.41	33	39.28	34.27	22	23.25	19.96	14	10.61	12.36
All Grades	N/A	N/A	N/A	31	26.86	33.41	33	39.28	34.27	22	23.25	19.96	14	10.61	12.36

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	47	48.08	52.93	35	37.47	29.50	18	14.45	17.57
All Grades	47	48.08	52.93	35	37.47	29.50	18	14.45	17.57

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	37	33.18	36.66	50	53.05	49.46	13	13.77	13.88
All Grades	37	33.18	36.66	50	53.05	49.46	13	13.77	13.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	37	34.76	41.00	54	55.76	48.81	10	9.48	10.20
All Grades	37	34.76	41.00	54	55.76	48.81	10	9.48	10.20

Conclusions based on this data:

1. 66% 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 (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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9				78	43		11	50		11				7	
10		14		44	57		44	29		11					
11		30		33	30		50	20		17	20				
12	14			43			14	33		29	67				
Total	3	11		52	35		29	35		16	16			3	

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from ESSA, 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)

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 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 - Preliminary Categorical District Services Budget

Based on Information Available in October

	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				
EXPENSE TOTALS:				
Allocation & Expense Difference:	0	0	0	0

Appendix E - Final Categorical District Services Budget

Based on CARS Part II (Winter Release - January)

	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				
EXPENSE TOTALS:				
Allocation & Expense Difference:	0	0	0	0

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 School 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: 10/24/17

Attested:

Davis Stewart, Principal

Typed Name of School Principal

Signature of School Principal

Date

Juan Sanchez

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				
Chelsea Jones		X			
Monica Harter		X			
Nancy Hayes		X			
Holly Repanich		X			
Louise Cranston		X			
Tim Wirth			X		
Lori Stromar			X		
Anna Ostrom				X	
Benita Knight				X	
Radhakrishnam Nageswaran				X	
Louise Lopez				X	
Elia Wong					X
Kaitlyn Gonzales					X
Mary Kate Sackinsky					X
Morgan Robertson					X
Michael Knight (Alternate)					
Numbers of members of each category	1	5	2	4	4

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)
Introduction	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>Overview: 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>WASC/CDE Focus on Learning, 2016 Edition, pages 3–4</p>
Step One	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 CAASP data from the previous year's assessment</p>	<p>Task 1: Based on the findings of the SPSA data analysis, refine student/community profile; identify two to three critical academic needs.</p> <p>WASC/CDE Focus on Learning, 2016 Edition, pages 37–43</p>
Step Two	<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>Task 1 (Cont.): Use findings from the updated student/community profile including the two to three identified critical academic needs, as appropriate.</p> <p>Task 2: 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>WASC/CDE Focus on Learning, 2016 Edition, page 45</p> <p>Task 3: 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>WASC/CDE Focus on Learning, 2016 Edition, pages 47–49</p>
Step Three	Identify Achievement Goals, Key Program/Improvement Strategies to Achieve Those Goals:	FOL/SPSA: Suggest that timelines for FOL Task 3 in ELA and	<p>Task 3 (Cont.) ...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) WASC/CDE Focus on Learning, 2016 Edition, pages 47–49
Step Four	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.		Task 4: Revise the SPSA. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, A & B) WASC/CDE Focus on Learning, 2016 Edition, pages 51–54 Follow-up after Visit: refine SPSA to integrate critical academic area recommendations identified by the Visiting Committee. WASC/CDE, 2016 Edition, page 161–163
Step Five	Recommend the SPSA to the Local Governing Board		Follow-up after Visit (Cont.): Revised SPS A sent to WASC. WASC/CDE, 2016 Edition, page 161
Step Six	Implement the SPSA:	Implementation and monitoring of the SPSA is determined by the benchmarks in the plan.	Task 4: Monitor implementation of schoolwide action plan. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, C) WASC/CDE Focus on Learning, 2016 Edition, pages 51–54 Ongoing Improvement: WASC/CDE Focus on Learning, 2016 Edition, page 163
Step Seven	Monitor Implementation for progress to achieve benchmarks: 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.... 2009 School 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.	At least once per year.	Task 4: Monitor implementation and accomplishment of the schoolwide action plan. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, C) WASC/CDE Focus on Learning, 2016 Edition, pages 51–54 Ongoing Improvement: WASC/CDE Focus on Learning, 2016 Edition, page 163 Ongoing Improvement: Annually prepare a progress report based on implementation of the plan and impact on student achievement. Revise plan as needed. WASC/CDE Focus on Learning, 2016 Edition, page 163

School Goal #1: A schoolwide focus to improve the overall academic success rate of all students.				
Rationale: The numbers of students receiving one or more NC grades, the number of students meeting the UC/CSU “a-g” requirements, EL student progress, AP pass rates, and enrichment strategies will be reviewed annually to measure school and instructional effectiveness.				
Link to ESLRs: All ESLRs				
Action Plan Goal:	Strategies and Action Steps	Responsibility Monitoring	Time/Resources	Evidence of Effectiveness
<p>Our Reality:</p> <p>Rocklin High School students consistently make impressive gains on their state and national exams. . Nevertheless Rocklin High School desires to continually re-evaluate its instructional practices in an effort to keep all groups continually improving</p> <ul style="list-style-type: none"> • Ave GPA: 3.38 • % A’s: 57.72% • % B’s: 24.51% • % C’s: 13.56% • % Passing: 95.79% <p>Our Goal:</p> <ul style="list-style-type: none"> ✓ Increase/maintain numbers of students passing classes ✓ Increase numbers of students meeting the UC/CSU “a-g” requirements ✓ Increase the academic performance of our EL students 	<p>1.1 - Identify those students performing below standard levels of performance. Identify strategies and curricula to support student performance on the state and national exams.</p>	<ul style="list-style-type: none"> - Leadership Team - Department Chairs - Collaborative department teams 	<ul style="list-style-type: none"> - September each year, and ongoing. - Collaboration time, lesson plans. 	<ul style="list-style-type: none"> - Upward movement on the CAASPP state and national exams.
	<p>1.2 - Review grade exception reports (list of NCs). Identify strategies and interventions to reduce the numbers of NCs per student.</p>		<ul style="list-style-type: none"> - Quarterly - Ongoing. 	<ul style="list-style-type: none"> - Increased numbers of students passing more classes. - Higher graduation rate.
	<p>1.3 - Review list of students not meeting the UC/CSU “a-g” requirements. Provide support for students who are challenged by the rigor of “a-g” courses.</p>	<ul style="list-style-type: none"> - Leadership Team - Counseling Department - Department Chairs - Collaborative department teams 	<ul style="list-style-type: none"> - Annually by each spring and ongoing. - RUSD Six-Year Plan. 	<ul style="list-style-type: none"> - Increased numbers of students meeting UC/CSU “a-g” requirements
	<p>1.4 - Evaluate EL student program and identify and implement strategies to enhance student achievement.</p>	<ul style="list-style-type: none"> - Leadership Team - Department Chairs - District EL Coordinator - EL teachers 	<ul style="list-style-type: none"> - Quarterly - Ongoing 	<ul style="list-style-type: none"> - Decrease in the number of NMs/NCs assigned to EL students - Increase in CELDT scores

<ul style="list-style-type: none"> ✓ Maintain or increase the pass rates of AP exam test takers ✓ Establish a criteria for effective enrichment strategies 	<p>1.5 - Annually monitor the level at which students are passing AP exams. Identify and implement strategies to enhance student achievement.</p>	<ul style="list-style-type: none"> - Leadership Team - Department Chairs - AP Coordinator - AP teachers 	<ul style="list-style-type: none"> - Annually 	<ul style="list-style-type: none"> - Overall AP exam pass rates of 80% or greater
	<p>1.6- Review and broaden enrichment strategies to enhance school culture, college and career readiness, and academic achievement</p>	<ul style="list-style-type: none"> - Enrichment coordinator - Administration - Leadership Team 	<ul style="list-style-type: none"> - Annually 	<ul style="list-style-type: none"> - Increased enrichment offerings - Increased participation in advanced programs - Graduation Survey Data
	<p>1.7 – Placement of students in the proper course level to ensure a challenging learning environment while recognizing students’ areas for growth, i.e., intervention, regular, honors, AP.</p>	<ul style="list-style-type: none"> - Department Chairs - Administration - Counseling - Middle School Representaives 	<ul style="list-style-type: none"> - Annually 	<ul style="list-style-type: none"> - Increased pass rates and decreased number of class to class transfers after the beginning of the year.
<ul style="list-style-type: none"> ✓ Continue to build on a growth mindset culture. 	<p>1.8- Our grading system (no D’s or F’s) supports our mastery learning philosophy. Requiring students to reassess until a “mastery level” has been achieved fosters growth mindset.</p>	<ul style="list-style-type: none"> - Administration - Leadership Team 	<ul style="list-style-type: none"> - Staff Meetings - Staff Development - Admin Meetings - Leadership Team Meetings 	<ul style="list-style-type: none"> -

School Goal #2: Implementation of Reading, Writing, Listening and Speaking curriculum and strategies in Social Studies, Science, English/Language Arts, Math, and Technical Subjects to increase the literacy rates of all students and prepare them for success in college and career.

Rationale: Currently this is an area for improvement school-wide as indicated by our CAASPP scores.

Link to ESLRs: All ESLRs

Action Plan Goal:	Strategies and Action Steps	Responsibility Monitoring	Time/Resources	Evidence of Effectiveness
<p>Our Reality: Rocklin High School students have continually scored fairly high on CAASPP exams compared to to similar schools. However, there are gains to be made with all students, especially with our targeted groups (English learners, socio-economic disadvantaged and students with disabilities). Our mindset regarding the CAASPP data has been that the results are an ELA burden, and we need to change that to include all subject areas. We currently do not have a comprehensive professional development plan to implement the curriculum and strategies necessary to help our students improve their skills. We need to improve our follow-through and accountability in this area as well.</p> <p>Our Goal:</p> <ul style="list-style-type: none"> ✓ Shift the mindset of the staff and students to understand the importance of literacy skills in all subject areas ✓ Increase our students' ability 	<p>2.1 – To develop a plan to include shifting our mindset and providing and implementing the training necessary</p>	<ul style="list-style-type: none"> - Administrative Staff, Department Heads, Staff 	<ul style="list-style-type: none"> - Professional Development Days, Staff meetings, Prep Period meeting and Articulation Mondays to review and share curriculum and determine best practices. Fall and Spring 2018-19 	<ul style="list-style-type: none"> - Teachers across all subject areas use curriculum and strategies to improve literacy
	<p>2.2 – Students will be taught how to use close reading strategies with informational texts in all subject areas.</p>	<ul style="list-style-type: none"> - Department Heads, Administration, Staff. 	<ul style="list-style-type: none"> - Professional Development Days, Staff meetings, Prep Period meeting and Articulation Mondays to review and share curriculum and determine best practices. 2019-20 	<ul style="list-style-type: none"> - Use of curriculum and strategies in all subject areas. - Teacher-Developed Assessments. - CAASPP Benchmark testing.
	<p>2.3 – Students will write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence in all subject areas.</p>	<ul style="list-style-type: none"> - Department Heads, Administration, Staff. 	<ul style="list-style-type: none"> - Professional Development Days, Staff meetings, Prep Period meeting and Articulation Mondays to review and share curriculum and determine best practices. 2019-20 	<ul style="list-style-type: none"> - Use of curriculum and strategies in all subject areas. - Teacher-Developed Assessments. - CAASPP Benchmark testing.
	<p>2.4 – Students will initiate and participate in a range of collaborative discussions in all subject areas.</p>	<ul style="list-style-type: none"> - Department Heads, Administration, Staff. 	<ul style="list-style-type: none"> - Professional Development Days, Staff meetings, Prep Period meeting and Articulation Mondays to review and share curriculum and determine best 	<ul style="list-style-type: none"> - Use of curriculum and strategies in all subject areas. - Teacher-Developed Assessments. - CAASPP Benchmark

<p>to read and comprehend informational text.</p> <p>✓ Increase our students' ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>✓ Increase our students' ability to initiate and participate effectively in a range of collaborative discussions.</p>			practices. 2019-20	testing.
	<p>2.5 – Mathematic students will understand and use stated assumptions, definitions and previously established results in constructing arguments. (SMP #3)</p>	<p>- Department Heads, Administration, Staff.</p>	<p>- Professional Development Days, Staff meetings, Prep Period meeting and Articulation Mondays to review and share curriculum and determine best practices. 2019-20</p>	<p>- Use of curriculum and strategies in all subject areas.</p> <p>- Teacher-Developed Assessments.</p> <p>- CAASPP Benchmark testing.</p>

School Goal #3: Support the social-emotional needs of students while ensuring a positive, safe, and healthy environment.

Rationale: Educating “the whole child” encompasses not only those skills that lead to academic success, but also those skills that will lead to a capacity to positively engage and influence themselves, their community, and the larger world around them during and after they attend Rocklin High.

Link to ESLRs: All ESLRs

Action Plan Goal:	Strategies and Action Steps	Responsibility Monitoring	Time/Resources	Evidence of Effectiveness
<p>Our Reality: Rocklin High School annually provides clear expectations for student behavior and for a huge majority of our students Rocklin is a safe, supportive and engaging learning environment. Our desire is to have all students build a common sense of purpose and identity to increase or improve the compassion and respect on our campus.</p> <p>Our Goal:</p> <ul style="list-style-type: none"> ✓ Ensure our school environment is safe and welcoming for all students which will result in a decrease in unexcused absences, improved interventions and prevent of bullying and harassment incidents. Providing a variety of opportunities for all students to become healthy, self-aware, resilient and high-functioning adults. 	<p>3.1 - Ensure school environments are safe and welcoming for all students through student resiliency education. (Link), EQ Schools</p>	<ul style="list-style-type: none"> - RHS Staff - Administration - Counseling 	<ul style="list-style-type: none"> - Annually by August of each year. 	<ul style="list-style-type: none"> - California Healthy Kids Survey responses. - RHS Student Survey - Student discipline data.
	<p>3.2 – Staff training for assisting with student harassment issues.</p>	<ul style="list-style-type: none"> - RHS Staff - Administration 	<ul style="list-style-type: none"> - Fall 2014 and ongoing 	<ul style="list-style-type: none"> - California Healthy Kids Survey responses. - RHS Student Survey - Student discipline data.
	<p>3.3 – Implement a school-wide anti-bullying program like “Breaking Down the Walls” and “Link”</p>	<ul style="list-style-type: none"> - RHS Staff - Administration 	<ul style="list-style-type: none"> - Fall 2014 and ongoing 	<ul style="list-style-type: none"> - California Healthy Kids Survey responses. - RHS Student Survey - Student discipline data.
	<p>3.4 – School signage, visitor protocols and emergency action plans reviewed and adjusted.</p>	<ul style="list-style-type: none"> - RHS Staff - Administration 	<ul style="list-style-type: none"> - Fall 2014 and ongoing 	<ul style="list-style-type: none"> - California Healthy Kids Survey responses. - RHS Student Survey - Student discipline data.
	<p>3.5 – Student reward system for positive school climate.</p>	<ul style="list-style-type: none"> - RHS Staff - Administration 	<ul style="list-style-type: none"> - Fall 2014 and ongoing 	<ul style="list-style-type: none"> - California Healthy Kids Survey responses. - RHS Student Survey - Student discipline data.
	<p>3.6 – Implement a school-wide emotional intelligence program: EQ Schools</p>	<ul style="list-style-type: none"> - RHS Staff - Administration 	<ul style="list-style-type: none"> - Fall 2016 and ongoing 	<ul style="list-style-type: none"> - California Healthy Kids Survey responses. - RHS Student Survey - Student discipline data.

School Goal #4: Dual Enrollment course in conjunction with Sierra College.

Rationale: Provide opportunities for students to receive both high school and college credit.

Link to ESLRs: All ESLRs

Action Plan Goal:	Strategies and Action Steps	Responsibility Monitoring	Time/Resources	Evidence of Effectiveness
<p>Our Reality: 21st Century learning includes blended learning models. Neighboring districts are offering a wide range of dual enrollment courses.</p> <ul style="list-style-type: none"> ● US History 17A & 17B ● English 1A & 1B ● Digital Art (AAD 70) ● Engineering (MECH 8) <p>New for 2018-19</p> <ul style="list-style-type: none"> ● Computer Science (CIS 26) ● French (FREN 3) ● Spanish (SPAN 3) ● Engineering (WELD 66) ● Photography (PHOTO 60A) <p>Proposed Courses for 2019-20:</p> <ul style="list-style-type: none"> ● Mathematics (Math 30 & Math 31) ● Business (BUS 141) <p>Our Goal:</p> <ul style="list-style-type: none"> ✓ RHS students graduating with college credit. 	<ul style="list-style-type: none"> ● Recruit Teachers ● Hire teachers with subject area masters. 	<p>- Principal</p>	<p>- Some effect to master schedule possible with lower class size.</p>	<p>2-3 classes offered by next year.</p>
	<ul style="list-style-type: none"> ● Apply with Sierra College for courses 	<p>-</p>	<p>- Teaching training from Sierra College</p>	<p>Students graduate with college credits.</p>
	<ul style="list-style-type: none"> ● Align High School and Sierra College grades and curriculum (SC 54 - 90 hours; RHS 90 hours). 	<p>-</p>	<p>- Time needed to develop and align curriculum.</p>	
		<p>-</p>	<p>-</p>	
		<p>-</p>	<p>-</p>	
		<p>-</p>	<p>-</p>	<p>-</p>