

## 2015-16 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:

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### Rocklin Unified School District

School District

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Entered Program Improvement (PI Schools Only) –

Revised (PI Schools Only) –

Re-Approved by School Board (PI Schools Only) –

**The District Governing Board approved this School Plan on December 16, 2015.**

## 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 1875. Rocklin High School was the first high school in the Rocklin Unified School District, opening its doors in 1993. Over a period of 20 years, Rocklin High School has established itself as an exceptional academic institution, boasting an API score of 894. These scores have ranked Rocklin High School as #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 74 full-time teachers, 10 part-time teachers, 4 administrators, 4 counselors, 1 activity director, and 1.5 psychologists. 49% 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 22 AP courses on campus. These courses include: Studio Art, Studio Art 2 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, Spanish, World History, US History, Microeconomics, Government and Computer Science. In 2014/15 out of the 1289 AP exams administered, 70% earned a passing score of 3 or better. The breakdown of the passing scores was as follows:

24% scored a 3  
scored a 5

26% scored a 4

20%

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 -- 92% of the Rocklin High School Class of 2015 entered college the year following graduation. Approximately 52% entered a four-year college or university. The average weighted academic GPA of the valedictorians from the class of 2015 was 4.48.

SAT and ACT results for the Class of 2015

SAT I – 283 tested  
SAT II – 45 tested

Math Mean Score 560  
Critical Reading Mean Score 537  
Writing Mean Score 527

ACT – 184 tested

English 24.5  
Math 25.3  
Reading 24.4  
Science 24.4  
Composite 24.8

Scholarships – The class of 2015 was offered \$4,082,912 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:

##### **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 please list your numerically significant LCAP subgroups)

1. Hispanic
2. Asian
3. White
4. English Learners
5. Free & Reduced Meal Program
- 6.
- 7.
- 8.
- 9.
- 10.

##### **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.

<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>

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 #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><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 please list your numerically significant LCAP subgroups)</p> <ol style="list-style-type: none"> <li>1. Hispanic</li> <li>2. Asian</li> <li>3. White</li> <li>4. English Learners</li> <li>5. Free &amp; Reduced Meal Program</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>	
<p><b>SCHOOL GOAL #2</b>  <b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b>          See ATTACHMENT B --Implementation of California Common Core Reading, Writing, Listening and Speaking strategies for instruction to increase the literacy rates 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>



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)

<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.	
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)	
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:

<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 (CCCSS) to close the achievement gap as rapidly as possible.	
<b>Groups participating in this goal (e.g., students, parents, teachers, administrators):</b> English Learners Students of Poverty (Free and Reduced Lunch) Foster Youth	<b>Anticipated annual growth for each group:</b> Grade level benchmarks
<b>Means of evaluating progress toward this goal:</b> Annual review of district benchmark data Annual review of CAASPP assessments Progress monitoring measures (Ren Place) Eadms progress reports	<b>Group data to be collected to measure gains:</b> Place- STAR Reading and Math SBAC Interim Assessments SBAC Operational Assessments

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
			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 Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	432	413	95.6	412	2675.9	54	33	8	4
All Grades	432	413	95.6	412		54	33	8	4

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	55	39	5	59	35	5	36	59	6	68	28	4
All Grades	55	39	5	59	35	5	36	59	6	68	28	4

#### Conclusions based on this data:

1. 87% at, near or above 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 Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	432	409	94.7	409	2656.4	30	34	23	13
All Grades	432	409	94.7	409		30	34	23	13

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	44	39	18	33	57	11	35	57	8
All Grades	44	39	18	33	57	11	35	57	8

#### Conclusions based on this data:

1. 64% at, near or above 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		
	2012-13	2013-14	2014-15
Number of Annual Testers	400	348	
Percent with Prior Year Data	99.8	99.7	
Number in Cohort	399	347	
Number Met	265	223	
Percent Met	66.4	64.3	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	324	163	306	125		
Number Met	112	100	86	81		
Percent Met	34.6	61.3	28.1	64.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

## Appendix A - School and Student Performance Data (continued)

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

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>9</b>			5	50	4	40	1	10			10
<b>10</b>	2	17	7	58	1	8	2	17			12
<b>11</b>	1	13	4	50	1	13	1	13	1	13	8
<b>12</b>	2	50	1	25			1	25			4
<b>Total</b>	5	15	17	50	6	18	5	15	1	3	34

## 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 (NCLB)

Review: CST, CMA, CAPA, CELDT, to drive instructional practices.

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

Review: CST, CMA, CAPA, CELDT, to drive instructional practices.

### Staffing and Professional Development

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

13/14: 100% HQT

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 (NCLB)

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 (NCLB)

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 (NCLB)

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 (NCLB)

- 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 (NCLB)

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 (NCLB)

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 (NCLB)

SLIP/LCFF: Instrucational Aides and supplemental materials

22. Fiscal support (EPC)

District provides additonal 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
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$
<input type="checkbox"/>	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input type="checkbox"/>	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input checked="" type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/>	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	\$
<input type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/>	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	\$
<input type="checkbox"/>	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.	\$
<input type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$
<input type="checkbox"/>	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 - 2015-16 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>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## Appendix E - 2015-16 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>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</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: November 17, 2015

Attested:

Davis Stewart, Principal

Typed Name of School Principal

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

\_\_\_\_\_  
Date

Bill 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			
Tim Wirth			X		
Linda Follis			X		
Bill Chisum				X	
Lori mcDevitt				X	
Diana Ruslin				X	
Bob Barnes				X	
Arabella Martinez					X
Nicole Cartan					X
Lauren Schaak					X
Tucker Bohatch					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</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 2009, 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.		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.  <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. <a href="#">WASC/CDE Focus on Learning, 2009 Edition, pages 3–4</a>
<b>Step One</b>	Analyze Student Achievement Data:	FOL: 18 months prior to the site visit—data to be based on three consecutive years of data.  SPSA: based upon release of STAR data from the previous year's assessment	<b>Task 1:</b> Based on the findings of the SPSA data analysis, refine student/community profile; identify two to three critical academic needs. <a href="#">WASC/CDE Focus on Learning, 2009 Edition, pages 37–43</a>
<b>Step Two</b>	Measure Effectiveness of Current Improvement Strategies Using State Tools to Help Determine Critical Causes of Student Underachievement:  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.	FOL, Task 3: February of the year prior to the site visit.  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.	<b>Task 1 (Cont.):</b> Use findings from the updated student/community profile including the two to three identified critical academic needs, as appropriate.  <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. <a href="#">WASC/CDE Focus on Learning, 2009 Edition, page 45</a>  <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) <a href="#">WASC/CDE Focus on Learning, 2009 Edition, pages 47–49</a>
<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	<b>Task 3 (Cont.)</b> ...determine strengths (of the academic program) and growth needs and identify potential action steps. (WASC/CDE Self-Study

Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from WASC/CDE Focus on Learning 2009, 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, 2009 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, 2009 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, 2009 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, 2009 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, 2009 Edition, pages 51–54</a>  <b>Ongoing Improvement:</b> <a href="#">WASC/CDE Focus on Learning, 2009 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, 2009 Edition, pages 51–54</a>  <b>Ongoing Improvement:</b> <a href="#">WASC/CDE Focus on Learning, 2009 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, 2009 Edition, page 163</a>



**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 (see attachment D for achievement data and attachment E for NM data)

**Link to ESLRs:** All ESLRs

Action Plan Goal:	Strategies and Action Steps	Responsibility Monitoring	Time/Resources	Evidence of Effectiveness
<p><b>Our Reality:</b></p> <p>Rocklin High School students have consistently made 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> <p><b>Our Goal:</b></p> <ul style="list-style-type: none"> <li>✓ Increase numbers of students passing more classes</li> <li>✓ Increase numbers of students meeting the UC/CSU “a-g” requirements</li> <li>✓ Increase the academic performance of our EL students</li> <li>✓ Maintain or increase the pass rates of AP exam test takers</li> </ul>	<p><b>1.1</b> - 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"> <li>- Leadership Team</li> <li>- Department Chairs</li> <li>- Collaborative department teams</li> </ul>	<ul style="list-style-type: none"> <li>- September each year, and ongoing.</li> <li>- Collaboration time, lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>- Upward movement on the CAASPP state and national exams.</li> </ul>
	<p><b>1.2</b> - 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"> <li>- Quarterly</li> <li>- Ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>- Increased numbers of students passing more classes.</li> <li>- Higher graduation rate.</li> </ul>
	<p><b>1.3</b> - 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"> <li>- Leadership Team</li> <li>- Counseling Department</li> <li>- Department Chairs</li> <li>- Collaborative department teams</li> </ul>	<ul style="list-style-type: none"> <li>- Annually by each spring and ongoing.</li> <li>- RUSD Six-Year Plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Increased numbers of students meeting UC/CSU “a-g” requirements</li> </ul>
	<p><b>1.4</b> - Evaluate EL student program and identify and implement strategies to enhance student achievement.</p>	<ul style="list-style-type: none"> <li>- Leadership Team</li> <li>- Department Chairs</li> <li>- District EL Coordinator</li> <li>- EL teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Quarterly</li> <li>- Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- Decrease in the number of NMs/NCs assigned to EL students</li> <li>- Increase in CELDT scores</li> </ul>

✓ Establish a criteria for effective enrichment strategies	<b>1.5</b> - Annually monitor the level at which students are passing AP exams. Identify and implement strategies to enhance student achievement.	<ul style="list-style-type: none"> <li>- Leadership Team</li> <li>- Department Chairs</li> <li>- AP Coordinator</li> <li>- AP teachers</li> </ul>	- Annually	- Overall AP exam pass rates of 80% or greater
	<b>1.6</b> - Review and broaden enrichment strategies to enhance school culture, college and career readiness, and academic achievement	<ul style="list-style-type: none"> <li>- Enrichment coordinator</li> <li>- Administration</li> <li>- Leadership Team</li> </ul>	- Annually	<ul style="list-style-type: none"> <li>- Increased enrichment offerings</li> <li>- Increased participation in advanced programs</li> <li>- Graduation Survey Data</li> </ul>
	<b>1.7</b> – 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.	<ul style="list-style-type: none"> <li>- Department Chairs</li> <li>- Administration</li> <li>- Counseling</li> <li>- Middle School Representaives</li> </ul>	- Annually	- Increased pass rates and decreased number of class to class transfers after the beginning of the year.

**School Goal #2:** Implementation of California Common Core Reading, Writing, Listening and Speaking strategies for instruction to increase the literacy rates of all students.

**Rationale:** Our school goal and the goal of CCCSS are to increase the literacy skills in the areas of reading, writing, literacy and speaking to acquire the skills necessary for college and career advancement.

**Link to ESLRs:** All ESLRs

Action Plan Goal:	Strategies and Action Steps	Responsibility Monitoring	Time/Resources	Evidence of Effectiveness
<p><b>Our Reality:</b> Rocklin High School students are now taking the CAASPP exam. We only have one year of data for our 11<sup>th</sup> grade students. Our teachers have been receiving ongoing staff development and implementing California Common Core State Standards in their classrooms.</p> <p><b>Our Goal:</b></p> <ul style="list-style-type: none"> <li>✓ Increase our students' ability to read and comprehend informational text.</li> <li>✓ 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.</li> <li>✓ Increase our students' ability to initiate and participate effectively in a range of collaborative discussions.</li> </ul>	<p><b>2.1</b> – Students will be taught and use close read information text strategies.</p>	<ul style="list-style-type: none"> <li>- Department Heads, Administration, Staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Reviewed annually in August.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher-Developed Assessments</li> <li>- CAHSEE Results</li> <li>- CAASPP Benchmark testing.</li> </ul>
	<p><b>2.2</b> – Students will write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> <li>- Department Heads, Administration, Staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Reviewed annually in August.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher-Developed Assessments</li> <li>- CAHSEE Results</li> <li>- CAASPP Benchmark testing.</li> <li>-</li> </ul>
	<p><b>2.3</b> – Students will initiate and participate in a range of collaborative discussions (one on one, in groups and leader led) using text and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> <li>- Department Heads, Administration, Staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Reviewed annually in August.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher-Developed Assessments</li> <li>- CAHSEE Results</li> <li>- CAASPP Benchmark testing.</li> <li>-</li> </ul>
	<p><b>2.4</b> – Mathematic students will understand and use stated assumptions, definitions and previously established results in constructing arguments. (SMP #3)</p>	<ul style="list-style-type: none"> <li>- Department Heads, Administration, Staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Reviewed annually in August.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher-Developed Assessments</li> <li>- CAHSEE Results</li> <li>- CAASPP Benchmark testing.</li> <li>-</li> </ul>
	<p><b>2.5</b> -</p>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>



**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><b>Our Reality:</b> 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 <u>all</u> students build a common sense of purpose and identity to increase or improve the compassion and respect on our campus.</p> <p><b>Our Goal:</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> </ul>	<p><b>3.1</b> - Ensure school environments are safe and welcoming for all students through student resiliency education. (Link)</p>	<ul style="list-style-type: none"> <li>- RHS Staff</li> <li>- Administration</li> </ul>	<ul style="list-style-type: none"> <li>- Annually by August of each year.</li> </ul>	<ul style="list-style-type: none"> <li>- California Healthy Kids Survey responses.</li> <li>- RHS Student Survey</li> <li>- Student discipline data.</li> </ul>
	<p><b>3.2</b> – Staff training for assisting with student harassment issues.</p>	<ul style="list-style-type: none"> <li>- RHS Staff</li> <li>- Administration</li> </ul>	<ul style="list-style-type: none"> <li>- Fall 2014 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- California Healthy Kids Survey responses.</li> <li>- RHS Student Survey</li> <li>- Student discipline data.</li> </ul>
	<p><b>3.3</b> – Implement a school-wide anti-bullying program like “Breaking Down the Walls” and “Link”</p>	<ul style="list-style-type: none"> <li>- RHS Staff</li> <li>- Administration</li> </ul>	<ul style="list-style-type: none"> <li>- Fall 2014 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- California Healthy Kids Survey responses.</li> <li>- RHS Student Survey</li> <li>- Student discipline data.</li> </ul>
	<p><b>3.4</b> – School signage, visitor protocols and emergency action plans reviewed and adjusted.</p>	<ul style="list-style-type: none"> <li>- RHS Staff</li> <li>- Administration</li> </ul>	<ul style="list-style-type: none"> <li>- Fall 2014 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- California Healthy Kids Survey responses.</li> <li>- RHS Student Survey</li> <li>- Student discipline data.</li> </ul>
	<p><b>3.5</b> – Student reward system for positive school climate.</p>	<ul style="list-style-type: none"> <li>- RHS Staff</li> <li>- Administration</li> </ul>	<ul style="list-style-type: none"> <li>- Fall 2014 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- California Healthy Kids Survey responses.</li> <li>- RHS Student Survey</li> <li>- Student discipline data.</li> </ul>

ROCKLIN HIGH SCHOOL  
SINGLE PLAN FOR STUDENT ACHIEVEMENT DATA  
January 21, 2014

**AP PASS RATE:**

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
80%	82%	77%	70%

**AP EXAMS TAKEN:**

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
916	1,009	1,071	1,289

**SAT RESULTS:**

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Math Mean 569	Math Mean 545	Math Mean 561	Math Mean 560
Reading Mean 540	Reading Mean 568	Reading Mean 546	Reading Mean 537
Writing Mean 532	Writing Mean 534	Writing Mean 537	Writing Mean 527

**ACT RESULTS:**

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
English 25	English 24.4	English 24.9	English 24.5
Math 25.9	Math 25.6	Math 25.9	Math 25.3
Reading 25.2	Reading 25.0	Reading 25.3	Reading 24.4
Science 24.6	Science 23.9	Science 24.2	Science 24.4
Composite 25.3	Composite 24.8	Composite 25.2	Composite 24.8

**A-G REQUIREMENTS:**

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
75%	74%	79%	78%

**CAHSEE RESULTS:**

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Math 97%	Math 100%	Math 100%	Math 97%
English 91%	English 94%	English 94%	English 97%



# OF NM/#STUDENTS WITH NM  
2014-2015/2015-2016

