# Rocklin High School

**5301 Victory Ln. • Rocklin, CA 95765-4988 • 916.632.1600 • Grades 9-12**
**Davis Stewart, Principal**
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## 2019-20 School Accountability Report Card
## Published During the 2020-21 School Year

**Rocklin Unified School District**
2615 Sierra Meadows Drive
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**District Governing Board**

Dereck Counter, President

Rick Miller

Rachelle Price

Tiffany Saathoff

Julie Hupp

**District Administration**

Roger Stock
**Superintendent**

William MacDonald, Ed. D.
**Assistant Superintendent, Elementary Education and Educational Services**

Martin Flowers
**Associate Superintendent, Secondary Education and Educational Services**

## School Description

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 is one of two four-year comprehensive high schools within the Rocklin Unified School District. The current enrollment is 2049 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 80 hours and 20% of the students in the class of 2018 completed 150+ hours and were recognized for their distinguished service. Together, the class of 2019 performed 36,410 hours of community service work.

Matriculation - On average, 92% of our graduates seek post-secondary education immediately after graduation. 51% matriculate to 4-year, degree-granting institutions, 40% to community college, and 1% attend tech or trade schools.

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.

## Mission Statement

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.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 9 | 562 |
| Grade 10 | 593 |
| Grade 11 | 505 |
| Grade 12 | 568 |
| Total Enrollment | 2,228 |

### 2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 1.7 |
| American Indian or Alaska Native | 0.4 |
| Asian | 7.9 |
| Filipino | 2.3 |
| Hispanic or Latino | 14.3 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 66.9 |
| Two or More Races | 5.6 |
| Socioeconomically Disadvantaged | 15.1 |
| English Learners | 1.7 |
| Students with Disabilities | 11.4 |
| Homeless | 0.6 |

## A. Conditions of Learning

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

| Teacher Credentials for Rocklin High School | 18-19 | 19-20 | 20-21 |
|---|---|---|---|
| With Full Credential | 95 | 98 | 116 |
| Without Full Credential | 0 | 2 | 2 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Rocklin Unified School | 18-19 | 19-20 | 20-21 |
|---|---|---|---|
| With Full Credential | ♦ | ♦ | 563 |
| Without Full Credential | ♦ | ♦ | 8 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

**Teacher Misassignments and Vacant Teacher Positions at Rocklin High School**

| Indicator | 18-19 | 19-20 | 20-21 |
|---|---|---|---|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)**

**Textbooks and Instructional Materials**
**Year and month in which data were collected: 6-1-2019**

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

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**
Our campus facilities and grounds are designed to provide for the safety of our students.  Permanent buildings and relocatables were built in three phases from 1992 – 1998.  The custodial, maintenance, and grounds crews operate together to keep the campus clean and well maintained. In the summer of 2010 the District Office and RUSD Board of Trustees added synthetic turf to our stadium; reconstructed our tennis courts and improved our blacktop area.  in the summer of 2012 staff re-roofed and replaced 6 HVAC units above the locker/team/offices at the gym building.

On a daily basis, the campus is supervised by the discipline staff (discipline technicians, and administrators).  They monitor the single public access route into the campus, the parking lot, and the school grounds during ingress and egress.  During the school day, our discipline staff, support staff, and teachers supervise the campus and address issues, which include introducing ourselves to unrecognized adults and directing them to the office to gain access. Four days a week a school resource officer from the Rocklin Police Department is on campus. When students' behaviors violate the safety of the campus, they are referred to administration.  Consequences are assigned according to California State Education Code and RUSD Discipline Guidelines.  In 2010-11, handicapped parking accessibility throughout all parking lots on the RHS campus were updated to meet current code. In the summer of 2011 the soccer field and all parking areas were upgraded.

The district takes great efforts to ensure that all schools are clean, safe, and functional.  To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction.  District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner.  A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: July, 2020**

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:**<br>Interior Surfaces | Poor | Replace water stained ceiling tiles rooms, nurse, counseling center, work room, men's restroom, F3, G2, G3, R8, R16, K3, K5, J7, J2, J8, Library, computer lab, L2, L3, L4, C2, |
| **Cleanliness:**<br>Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:**<br>Electrical | Good | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | Good | |
| **Safety:**<br>Fire Safety, Hazardous Materials | Good | |
| **Structural:**<br>Structural Damage, Roofs | Good | |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| **Overall Rating** | **Good** | |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students
### Grades Three through Eight and Grade Eleven
### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---|---|---|---|---|---|---|
| ELA | 76 | N/A | 72 | N/A | 50 | N/A |
| Math | 66 | N/A | 63 | N/A | 39 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students
### Grades Five, Eight, and High School
### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---|---|---|---|---|---|---|
| Science | 46 | N/A | 50 | N/A | 30 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|---|---|---|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## C. Engagement

**State Priority: Parental Involvement**
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2020-21)**
Parental involvement is available through our school's Parent Club and School Site Council, which have regular meetings, and offer many opportunities to assist students and staff.  Parents also chaperone dances, field trips and other school activities.  Several programs such as choir, band, drama/theatre/dance, and athletics have parent support for their special activities.  Parents are also encouraged to volunteer on campus especially in the library and College and Career Center.  For further information contact Lori Stormar 632-1600 ext. 6101.

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

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

**School Safety Plan (School Year 2020-2021)**
Rocklin High School has developed a comprehensive plan that addresses a variety of crisis situations.  The school fosters awareness, preparedness, and school safety through regularly scheduled safety drills, as well as training for students and staff.  Our school site employs a full time School Resource Officer (SRO) who works closely with the site and the district to ensure our campus remains a safe environment.  The RHS Crisis Response team reviews safety related issues and reports, then plans prevention, intervention, and post-intervention activities with students, parents and teachers in a comprehensive school safety plan.  The school safety plan will be reviewed at the February 11, 2020 Site Council Meeting and approved by the school site council and board.

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

The Suspensions and Expulsions table illustrates total cases for the last three years. Suspensions are shown in terms of total infractions, not number of students suspended. As often as possible, administration utilizes our On-Campus Suspension room in order to keep students at school and current with their studies. Expulsions occur when required by law or when all other alternatives are exhausted.

**Suspensions and Expulsions**
**(data collected between July through June, each full school year respectively)**

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|------|------|------|------|------|------|------|
| **Suspensions** | 6.9 | 6.4 | 3.3 | 3.6 | 3.5 | 3.5 |
| **Expulsions** | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |

**Suspensions and Expulsions for School Year 2019-2020 Only**
**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|------|------|------|------|
| **Suspensions** | 0.03% | 0.0% | |
| **Expulsions** | 0.0% | 0.0% | |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

| Title | Ratio |
|-------|-------|
| **Academic Counselor*** | 557 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2019-2020)**

| Title | Number of Full-Time Equivalent (FTE) |
|-------|------|
| **Counselor (Social/Behavioral or Career Development)** | 4 |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | 1.5 |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | 1.6 |
| **Resource Specialist (non-teaching)** | |
| **Other** | 0.2 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Other** | | | | | | | | | | | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

## Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English | 27 | 19 | 38 | 24 | 27 | 15 | 52 | 20 | 27 | 15 | 37 | 33 |
| Mathematics | 29 | 7 | 50 | 22 | 29 | 6 | 51 | 25 | 27 | 10 | 59 | 21 |
| Science | 30 | 9 | 15 | 33 | 31 | 5 | 30 | 20 | 30 | 6 | 22 | 28 |
| Social Science | 31 | 4 | 31 | 34 | 32 | 6 | 18 | 42 | 32 | 3 | 16 | 48 |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Rocklin Unified Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Multi-Tiered System of Support; a commitment to research-based effective instructional practices and intervention strategies; also ensuring that all students are provided the necessary skills and prerequisites to meet post-secondary goals; and to ensure all students meet College and Career Readiness Standards.

Rocklin Unified School District provides 3 days of staff development annually to staff and have done this for the past three years.

## FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $42,146 | $52,484 |
| Mid-Range Teacher Salary | $74,457 | $81,939 |
| Highest Teacher Salary | $100,780 | $102,383 |
| Average Principal Salary (ES) | $134,773 | $129,392 |
| Average Principal Salary (MS) | $135,421 | $136,831 |
| Average Principal Salary (HS) | $146,367 | $147,493 |
| Superintendent Salary | $248,625 | $254,706 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|---|---|---|
| Teacher Salaries | 39.0 | 34.0 |
| Administrative Salaries | 5.0 | 5.0 |

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

## FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|---|---|---|---|---|
| School Site | 7497 | 1210 | 6287 | 85194 |
| District | N/A | N/A | 7967 | $81,298 |
| State | N/A | N/A | $7,750 | $84,577 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|---|---|---|
| School Site/District | -23.6 | 4.7 |
| School Site/ State | -20.8 | 0.7 |

Note: Cells with N/A values do not require data.

## Types of Services Funded

Special Education, LCAP Supplemental, Title I, transportation, instructional materials, staff development, intervention classes, core K-12 classes, Gifted and Talented Education (GATE) & Career Technical Education (CTE).

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Rate for Rocklin High School | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Dropout Rate | 0.6 | 0.2 | 1.1 |
| Graduation Rate | 95.7 | 97.5 | 97.2 |

| Rate for Rocklin Unified School District | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Dropout Rate | 2.5 | 0.9 | 2.3 |
| Graduation Rate | 94.8 | 96 | 94.5 |

| Rate for California | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Dropout Rate | 9.1 | 9.6 | 9 |
| Graduation Rate | 82.7 | 83 | 84.5 |

### Career Technical Education Participation

| Measure | CTE Program Participation |
|---|---|
| Number of pupils participating in CTE | 1511 |
| % of pupils completing a CTE program and earning a high school diploma | 41.2 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 2.3 |

### Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 97.21 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 59.34 |

### 2019-20 Advanced Placement Courses

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| Computer Science | 4 | N/A |
| English | 6 | N/A |
| Fine and Performing Arts | 4 | N/A |
| Foreign Language | | N/A |
| Mathematics | 5 | N/A |
| Science | 11 | N/A |
| Social Science | 14 | N/A |
| All courses | 44 | 28.8 |

*Where there are student course enrollments of at least one student.

### Career Technical Education Programs

All courses in the Academic Planning Guide are designed to meet graduation standards. Students and counselors work together to prepare for graduation. Approximately 90% of the core classes and 75% of the elective classes meet UC/CSU entrance requirements. Effectiveness of these programs is based on assessment and demonstrations in the classroom. RHS evaluates its program effectiveness on student placement in schools and programs after graduation (e.g.: 2 + 2 articulations with our local community college and student performances at universities and colleges).The counseling staff and the middle school counselors, developed a comprehensive six year plan for our students. We believe it is important for secondary students (beginning in 7th grade) to plan for their high school graduation. With guidance from the counselors, we assure that each student is aware of and has equitable access to all programs. We work hard to provide students with an understanding and practice for "real world" experiences ranging from ROP to incorporating SCANS in the classroom. RHS provides programs in:

Accounting Principles
ROP Dental Careers
Architect. Drafting & Design
ROP Fire Science
Basic Technical Drawing
ROP Medical Assisting
Broadcasting I, II, III
ROP Health Careers
CAD/CAM I, II, Adv.
ROP EMT Preparedness
Digital Art I, Adv., AP
ROP Medical Terminology
Web Master
ROP Law Enforcement
Graphic Comm. I, II, AP
ROP Automotive Tech
Journalism I, II, III/IV
ROP Animal & Vet Careers

Journalism Prod. Mgt
Photo I, II, III, AP
Publication I, II, III/IV
Child Development & Education Baking Careers
Culinary Arts
Peer Teaching
Work Experience

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.