

Whitney High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Whitney High School
Street	701 Wildcat Blvd.
City, State, Zip	Rocklin, CA 95765
Phone Number	916.632.6500
Principal	Scott Collins
Email Address	scollins@rocklinusd.org
School Website	https://whs.rocklinusd.org/
County-District-School (CDS) Code	31750850000000

2022-23 District Contact Information

District Name	Rocklin Unified School District
Phone Number	(916) 624-2428
Superintendent	Roger Stock
Email Address	rstock@rocklinusd.org
District Website Address	www.rocklinusd.org

2022-23 School Overview

Whitney High School is a public California Distinguished High School in the Rocklin Unified District, an honor earned only four years after the school opened on August 22, 2005. The academic year is split into two semesters. The school offers eight classes on an alternating schedule of 81-minute blocks. Whitney is organized into Professional Learning Communities (PLC's) comprised of interdependent teacher teams organized to focus on results-driven academics for all students. Whitney High School's instructional methods promote mastering state standards.

All students at Whitney High School must complete 250 credits for graduation. The credit requirements include 40 credits in Language Arts, 30 in Science, 30 in Math, 35 in Social Science, 5 in Health, 30 in Physical Education, 10 in Foreign Language, 10 in Applied Science and 10 in Visual and Performing Arts. Students must also complete Expected Schoolwide Learning Results (ESLRs) along with 25 hours of documented community service. Honors, AP, and Dual Enrollment courses are offered throughout a student's high school career in Language Arts, Math, Foreign Language, Science, Social Studies, and Art. CTE Pathways are offered in Broadcast Journalism, Building Industry Technology Academy, Business Management, Childhood and Adolescent Development, Computer Science, Culinary Arts, Graphic Design and Communications, Publications Design/Multimedia/Photojournalism, and Sports Medicine.

Mission Statement

Our Aspiration:

The mission of Whitney High School, a leader in providing diverse student opportunities, is to ensure each student achieves personal goals, develops individual purpose, and becomes college and career ready. Each student will be a strong self-advocate in a culture distinguished by character, critical thinking, communication, collaboration, and creativity that promotes safety and social growth. Whitney High School...

FIND PURPOSE. FIND PASSION. FIND YOU.

Objectives:

Students will complete A-G course requirements and/or a Career and Technical Education pathway through purpose driven curriculum supported with best instructional practices.

Students will develop, apply, and achieve personal goals through a variety of challenging and diverse opportunities.

Students will acquire skills to effectively communicate and self-advocate with parents, peers, teachers, and other adults within a safe environment.

2022-23 School Overview

Students will discover and embrace their individual purpose to be engaged and fulfilled in meaningful, relevant high school experiences.

Students will have a high degree of school pride on a unified campus.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	497
Grade 10	493
Grade 11	543
Grade 12	507
Total Enrollment	2,040

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.5
American Indian or Alaska Native	0.3
Asian	8.7
Black or African American	2.4
Filipino	5.7
Hispanic or Latino	16.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	8.1
White	55.8
English Learners	1.1
Foster Youth	0.0
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	13.8
Students with Disabilities	10.2

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	81.90	92.17	577.80	89.83	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.20	0.82	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	1.87	12.20	1.91	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.20	4.74	25.90	4.04	12115.80	4.41
Unknown	1.00	1.19	21.90	3.40	18854.30	6.86
Total Teaching Positions	88.90	100.00	643.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	84.80	95.15	582.10	90.21	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.12	6.00	0.93	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	1.68	8.40	1.30	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.10	1.89	11953.10	4.28
Unknown	1.80	2.02	36.50	5.67	15831.90	5.67
Total Teaching Positions	89.10	100.00	645.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	1.10
Misassignments	0.60	0.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.60	1.50

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	4.20	0.00
Total Out-of-Field Teachers	4.20	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.80
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.60	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

School Facility Conditions and Planned Improvements

Whitney High School was brand new in the 2005-2006 school year. Whitney continues to be fully compliant with all guidelines regarding facilities. The grounds and buildings are clean and well maintained by custodial, grounds, maintenance and teaching staff.

During the fall of 2012 landscaping improvements were made between the softball field to ease maintenance requirements.

During the summer of 2014 two relocatables were added for growth and currently house the ROTC program. Five more portables have since been added.

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.

Year and month of the most recent FIT report	July, 2022
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Water stain ceiling tiles, missing rubber moulding, bubbling floor tiles, damaged floor tiles, loose rubber mold, bent/broken blinds, missing ceiling tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Missing light diffuser, missing outlet cover, loose light panel
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Chipping paint, peeling paint
Structural: Structural Damage, Roofs	X			Active roof leak, hole in wall, damaged ceiling in kitchen
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Bent metal weather stripping, swing arm missing on work room door, peeling window tint

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	70	N/A	66	N/A	47
Mathematics (grades 3-8 and 11)	N/A	42	N/A	58	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	522	493	94.44	5.56	69.78
Female	237	221	93.25	6.75	71.49
Male	285	272	95.44	4.56	68.38
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	47	45	95.74	4.26	75.56
Black or African American	19	18	94.74	5.26	55.56
Filipino	33	30	90.91	9.09	73.33
Hispanic or Latino	74	66	89.19	10.81	65.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	44	93.62	6.38	59.09
White	299	287	95.99	4.01	72.13
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	34	34	100.00	0.00	52.94
Socioeconomically Disadvantaged	73	67	91.78	8.22	61.19
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	49	39	79.59	20.41	28.21

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	522	496	95.02	4.98	42.34
Female	237	221	93.25	6.75	41.63
Male	285	275	96.49	3.51	42.91
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	47	45	95.74	4.26	57.78
Black or African American	19	19	100.00	0.00	47.37
Filipino	33	30	90.91	9.09	56.67
Hispanic or Latino	74	67	90.54	9.46	29.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	42	89.36	10.64	40.48
White	299	290	96.99	3.01	41.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	34	33	97.06	2.94	42.42
Socioeconomically Disadvantaged	73	68	93.15	6.85	30.88
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	49	40	81.63	18.37	5.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	33.33	NT	46.16	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	484	465	96.07	3.93	33.33
Female	233	223	95.71	4.29	33.63
Male	251	242	96.41	3.59	33.06
American Indian or Alaska Native	--	--	--	--	--
Asian	47	45	95.74	4.26	46.67
Black or African American	--	--	--	--	--
Filipino	27	27	100	0	40.74
Hispanic or Latino	86	84	97.67	2.33	23.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	46	93.88	6.12	36.96
White	265	253	95.47	4.53	32.02
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	33	31	93.94	6.06	25.81
Socioeconomically Disadvantaged	45	42	93.33	6.67	26.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	34	85	15	14.71

2021-22 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 80% 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. WHS 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. WHS provides CTE complete pathway programs in: Computer Science, Child Development, Graphics, Accounting/Business, Broadcasting, Journalism, Culinary Arts, Publications, Construction Technologies, and Sports Medicine.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1468
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.08
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	77.73

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.8%	97.4%	91.9%	96.3%	94.0%
Grade 7	95.2%	95.2%	95.2%	96.4%	97.6%
Grade 9	95.0%	96.0%	97.1%	96.4%	98.0%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parental involvement is available through our school's parent support groups for clubs and athletics. There are also volunteer opportunities such as Whitney High School Parent Booster Club and School Site Council which have regular meetings and offer many opportunities to assist students and staff. Parents also chaperone dances and other school activities. Several programs such as choir, band and athletics have parent support for their special activities. There are also advisory panels through Career Technical Education, ELD, equity focus groups, and additional district groups for parent involvement. Contact the WHS Front Office at (916) 632-6500 Extension 6415 to volunteer at the site or district level.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.7	1		1.2	1.1		8.9	7.8
Graduation Rate		98.2	97.6		95.9	97.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	507	495	97.6
Female	243	238	97.9
Male	264	257	97.3
American Indian or Alaska Native	--	--	--
Asian	51	51	100.0
Black or African American	--	--	--
Filipino	29	27	93.1
Hispanic or Latino	88	86	97.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	43	42	97.7
White	276	269	97.5
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	13	12	92.3
Socioeconomically Disadvantaged	94	89	94.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	52	45	86.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2120	2082	425	20.4
Female	999	987	210	21.3
Male	1119	1094	215	19.7
American Indian or Alaska Native	7	7	2	28.6
Asian	183	182	22	12.1
Black or African American	53	49	8	16.3
Filipino	116	116	17	14.7
Hispanic or Latino	360	352	77	21.9
Native Hawaiian or Pacific Islander	10	10	3	30.0
Two or More Races	177	172	45	26.2
White	1175	1156	236	20.4
English Learners	31	27	7	25.9
Foster Youth	1	0	0	0.0
Homeless	21	17	7	41.2
Socioeconomically Disadvantaged	349	329	113	34.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	232	226	73	32.3

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.79	1.38	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.07	2.78	0.76	2.29	0.20	3.17
Expulsions	0.00	0.09	0.01	0.04	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.78	0.09
Female	2.20	0.00
Male	3.31	0.18
American Indian or Alaska Native	0.00	0.00
Asian	1.09	0.00
Black or African American	5.66	0.00
Filipino	1.72	0.00
Hispanic or Latino	1.39	0.28
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.26	0.00
White	3.40	0.09
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	14.29	4.76
Socioeconomically Disadvantaged	6.59	0.29
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.62	0.43

2022-23 School Safety Plan

The School Safety Plan is reviewed and updated on an ongoing basis. All schools in the Rocklin Unified School district have a comprehensive school safety plan approved by the School Site Council. It includes an assessment of the procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, rules and process on school discipline, school wide dress code, policies regarding actions which would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs.

Date of Last Review/Update: February, 2022. Date Last Discussed with Staff: August, 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	7	34	29
Mathematics	29	13	37	27
Science	32	6	21	36
Social Science	33	4	18	46

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	117		
Mathematics	9	121		
Science	8	124		
Social Science	10	102		1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	12	28	32
Mathematics	27	21	33	24
Science	22	39	32	20
Social Science	32	4	18	40

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	510

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8
Social Worker	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	0.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,516	\$1,272	\$6,244	\$84,269
District	N/A	N/A	\$7,882	\$88,507
Percent Difference - School Site and District	N/A	N/A	-23.2	-4.9
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-5.5	-4.7

2021-22 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).

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,930	\$54,370
Mid-Range Teacher Salary	\$75,842	\$82,681
Highest Teacher Salary	\$102,655	\$106,610
Average Principal Salary (Elementary)	\$137,270	\$135,283
Average Principal Salary (Middle)	\$140,173	\$141,244
Average Principal Salary (High)	\$160,968	\$152,955
Superintendent Salary	\$262,486	\$264,367
Percent of Budget for Teacher Salaries	41%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	28.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	7
Fine and Performing Arts	0
Foreign Language	1
Mathematics	5
Science	12
Social Science	13
Total AP Courses Offered Where there are student course enrollments of at least one student.	40

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3