

# Rocklin High School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Rocklin High School
<b>Street</b>	5301 Victory Ln.
<b>City, State, Zip</b>	Rocklin, CA 95765
<b>Phone Number</b>	916.632.1600
<b>Principal</b>	Davis Stewart
<b>Email Address</b>	<a href="mailto:dstewart@rocklinusd.org">dstewart@rocklinusd.org</a>
<b>School Website</b>	<a href="https://rhs.rocklinusd.org/">https://rhs.rocklinusd.org/</a>
<b>County-District-School (CDS) Code</b>	31750853130150

## 2021-22 District Contact Information

<b>District Name</b>	Rocklin Unified School District
<b>Phone Number</b>	(916) 624-2428
<b>Superintendent</b>	Roger Stock
<b>Email Address</b>	<a href="mailto:rstock@rocklinusd.org">rstock@rocklinusd.org</a>
<b>District Website Address</b>	<a href="http://www.rocklinusd.org">www.rocklinusd.org</a>

## 2021-22 School Overview

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

## 2021-22 School Overview

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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	552
Grade 10	555
Grade 11	574
Grade 12	497
Total Enrollment	2,178

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	9.3
Black or African American	1.8
Filipino	2.2
Hispanic or Latino	14.4
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.5
White	65.3
English Learners	1.5
Foster Youth	0.1
Homeless	1
Socioeconomically Disadvantaged	16.5
Students with Disabilities	12.1

## 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

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

### 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)	82.3	85.1	577.8	89.8	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	1.0	5.2	0.8	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.0	3.1	12.2	1.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.0	5.2	25.9	4.0	12115.8	4.4
Unknown	5.3	5.6	21.9	3.4	18854.3	6.9
<b>Total Teaching Positions</b>	<b>96.8</b>	<b>100.0</b>	<b>643.2</b>	<b>100.0</b>	<b>274759.1</b>	<b>100.0</b>

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.6
Misassignments	2.3
Vacant Positions	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>3.0</b>

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	5.0
<b>Total Out-of-Field Teachers</b>	<b>5.0</b>

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.7
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		June 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
<b>Mathematics</b>	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
<b>Science</b>	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
<b>History-Social Science</b>	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
<b>Foreign Language</b>	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
<b>Health</b>	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
<b>Visual and Performing Arts</b>	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
<b>Science Laboratory Equipment</b> (grades 9-12)	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0

## School Facility Conditions and Planned Improvements

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.

**Year and month of the most recent FIT report**

July, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Vent covers missing parts/bent/loose
<b>Interior:</b> Interior Surfaces			X	Water stained/cracked/missing ceiling tiles, floor tiles bubbling, torn wallpaper, broken formica, hole in wall Rm R-11, rubber molding missing/loose
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Electrical covers missing/broken/loose, ethernet box loose, light diffusers missing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Paint chipping on eaves, doors, siding. Water damage at skylight C-5 & C-1
<b>Structural:</b> Structural Damage, Roofs	X			Dry rot on siding, holes in wall by vent Rm R-15. Dry rot on siding
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Metal weather stripping broken at base of door Rm G-3, torn window screen Rm R-5, uneven concrete Rm R-13, R-18, R-19, R-20, R-21, R-22 concrete cracked R-15. Door R-20 does not open and close properly, and window is broken. Fence is bent and protruding R-28. Cracked asphalt.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	559	385	68.87	31.13	68.57
<b>Female</b>	250	148	59.2	40.8	79.05
<b>Male</b>	309	237	76.7	23.3	62.03
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	50	36	72	28	86.11
<b>Black or African American</b>	13	12	92.31	7.69	50
<b>Filipino</b>	14	10	71.43	28.57	--
<b>Hispanic or Latino</b>	75	52	69.33	30.67	42.31
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	43	31	72.09	27.91	64.52
<b>White</b>	362	243	67.13	32.87	73.66
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	80	56	70	30	46.43
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	59	43	72.88	27.12	23.26

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	559	400	71.56	28.44	55.64
Female	250	159	63.60	36.40	53.46
Male	309	241	77.99	22.01	57.08
American Indian or Alaska Native	0	0	0	0	0
Asian	50	37	74.00	26.00	89.19
Black or African American	13	13	100.00	0.00	23.08
Filipino	14	10	71.43	28.57	--
Hispanic or Latino	75	54	72.00	28.00	35.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	31	72.09	27.91	51.61
White	362	254	70.17	29.83	57.48
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	80	56	70.00	30.00	30.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	44	74.58	25.42	4.55

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	424	NT	NT	NT	NT
<b>Female</b>	208	NT	NT		
<b>Male</b>	215	NT	NT		
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	45	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	66	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	26	NT	NT	NT	NT
<b>White</b>	267	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	14	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	53	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	NT	NT	NT	NT

## 2020-21 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

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,177
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	17
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	96.51
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	71.23

## 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

## 2021-22 Opportunities for Parental Involvement

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

## 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	1.1	0.4	0.7	2.3	1.2	1.5	9.0	8.9	9.4
<b>Graduation Rate</b>	97.2	96.4	96.7	94.5	95.9	95.6	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	455	440	96.7
<b>Female</b>	229	220	96.1
<b>Male</b>	225	219	97.3
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	47	46	97.9
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	13	13	100.0
<b>Hispanic or Latino</b>	66	64	97.0
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	22	20	90.9
<b>White</b>	290	280	96.6
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	94	87	92.6
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	50	40	80.0

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2230	2211	155	7.0
Female	1054	1043	74	7.1
Male	1175	1167	81	6.9
American Indian or Alaska Native	4	4	0	0.0
Asian	206	203	9	4.4
Black or African American	40	40	2	5.0
Filipino	49	49	2	4.1
Hispanic or Latino	323	322	36	11.2
Native Hawaiian or Pacific Islander	8	8	3	37.5
Two or More Races	126	125	10	8.0
White	1453	1439	93	6.5
English Learners	38	37	7	18.9
Foster Youth	3	3	1	33.3
Homeless	25	25	2	8.0
Socioeconomically Disadvantaged	382	378	61	16.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	272	269	43	16.0

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	6.38	1.03	3.25	0.76	3.47	0.20
<b>Expulsions</b>	0.13	0.04	0.07	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.02	1.38	2.45
<b>Expulsions</b>	0.18	0.03	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.03	0.04
<b>Female</b>	0.76	0.00
<b>Male</b>	1.28	0.09
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.49	0.49
<b>Black or African American</b>	2.50	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.93	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.79	0.00
<b>White</b>	1.10	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.31	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	2.57	0.00



## 2021-22 School Safety Plan

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

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	27	15	52	20
Mathematics	29	6	51	25
Science	31	5	30	20
Social Science	32	6	18	42

## 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	27	15	37	33
Mathematics	27	10	59	21
Science	30	6	22	28
Social Science	32	3	16	48

## 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	9	134		
Mathematics	9	141		
Science	9	121		
Social Science	10	117		

## 2020-21 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	544.5

## 2020-21 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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.7
Social Worker	0
Speech/Language/Hearing Specialist	2.1
Resource Specialist (non-teaching)	0
Other	0.2

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$7,873	\$1,150	\$6,722	\$91,232
District	N/A	N/A	\$8,132	\$87,384
Percent Difference - School Site and District	N/A	N/A	-19.0	4.3
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-22.7	5.5

## 2020-21 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).

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$42,930	\$52,562
<b>Mid-Range Teacher Salary</b>	\$75,842	\$83,575
<b>Highest Teacher Salary</b>	\$102,655	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$139,165	\$131,875
<b>Average Principal Salary (Middle)</b>	\$137,001	\$137,852
<b>Average Principal Salary (High)</b>	\$159,049	\$150,626
<b>Superintendent Salary</b>	\$262,486	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	40%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2020-21 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	21.0
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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
<b>Computer Science</b>	4
<b>English</b>	12
<b>Fine and Performing Arts</b>	1
<b>Foreign Language</b>	0
<b>Mathematics</b>	6
<b>Science</b>	20
<b>Social Science</b>	28
<b>Total AP Courses Offered</b>	71

## 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

# Rocklin Unified School District 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

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

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	6175	898	14.54	85.46	65.48
<b>Female</b>	2993	370	12.36	87.64	74.05
<b>Male</b>	3180	526	16.54	83.46	59.32
<b>American Indian or Alaska Native</b>	27	1	--	96.30	--
<b>Asian</b>	538	81	15.06	84.94	79.01
<b>Black or African American</b>	94	17	18.09	81.91	47.06
<b>Filipino</b>	196	37	18.88	81.12	67.57
<b>Hispanic or Latino</b>	1058	144	13.61	86.39	54.17
<b>Native Hawaiian or Pacific Islander</b>	18	3	16.67	83.33	--
<b>Two or More Races</b>	607	75	12.36	87.64	70.67
<b>White</b>	3637	540	14.85	85.15	66.11
<b>English Learners</b>	224	7	3.13	96.87	--
<b>Foster Youth</b>	12	1	8.33	91.67	--
<b>Homeless</b>	132	18	13.64	86.36	33.33
<b>Military</b>	127	21	16.54	83.46	66.67
<b>Socioeconomically Disadvantaged</b>	1201	144	11.99	88.01	51.39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	800	123	15.38	84.62	19.51

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6177	919	14.88	85.12	44.23
Female	2994	387	12.93	87.07	42.64
Male	3181	530	16.66	83.34	45.56
American Indian or Alaska Native	27	1	--	96.30	--
Asian	538	82	15.24	84.76	67.07
Black or African American	94	18	19.15	80.85	16.67
Filipino	196	39	19.90	80.10	41.03
Hispanic or Latino	1059	147	13.88	86.12	30.82
Native Hawaiian or Pacific Islander	18	3	16.67	83.33	--
Two or More Races	607	75	12.36	87.64	49.33
White	3638	554	15.23		44.77
English Learners	224	7	3.13	96.87	--
Foster Youth	12	1	8.33	91.67	--
Homeless	132	18	13.64	86.36	0.00
Military	127	21	16.54	83.46	38.10
Socioeconomically Disadvantaged	1201	143	11.91	88.09	25.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	800	123	15.38	84.62	4.88

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	5004	4802	96	4	72.6
Female	2446	2376	97	3	75.8
Male	2554	2426	95	5	69.4
American Indian or Alaska Native	24	24	100	0	45.8
Asian	427	408	96	4	83.3

<b>Black or African American</b>	75	71	95	5	52.1
<b>Filipino</b>	152	142	93	7	78.1
<b>Hispanic or Latino</b>	881	834	95	5	62.1
<b>Native Hawaiian or Pacific Islander</b>	13	13	100	0	69.2
<b>Two or More Races</b>	430	417	96	4	75.7
<b>White</b>	2925	2819	96	4	74.1
<b>English Learners</b>	210	199	97	3	20.1
<b>Foster Youth</b>	11	10	90	10	30
<b>Homeless</b>	53	50	94	6	40
<b>Socioeconomically Disadvantaged</b>	1007	948	94	6	46.4
<b>Students with Disabilities</b>	659	601	91	9	31.6

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP Student Groups</b>	<b>NWEA MAP Total Enrollment</b>	<b>NWEA MAP Number Tested</b>	<b>NWEA MAP Percent Tested</b>	<b>NWEA MAP Percent Not Tested</b>	<b>NWEA MAP Percent At or Above Grade Level</b>
<b>All Students</b>	5004	4802	43	4	63
<b>Female</b>	2446	2379	97	3	62.1
<b>Male</b>	2554	2423	95	5	63.9
<b>American Indian or Alaska Native</b>	24	24	100	0	53.8
<b>Asian</b>	427	406	95	5	82
<b>Black or African American</b>	75	70	93	7	44.2
<b>Filipino</b>	152	142	93	7	75.3
<b>Hispanic or Latino</b>	881	833	95	5	50.3
<b>Native Hawaiian or Pacific Islander</b>	13	13	100	0	53.8
<b>Two or More Races</b>	430	417	96	4	65.9
<b>White</b>	2925	2822	96	4	63.8
<b>English Learners</b>	210	194	92	8	19.6
<b>Foster Youth</b>	11	10	91	1	30
<b>Homeless</b>	53	50	94	6	24
<b>Socioeconomically Disadvantaged</b>	1007	948	94	6	33.2
<b>Students with Disabilities</b>	659	602	93	7	19.1

\*At or above the grade-level standard in the context of the local assessment administered.