

Whitney High School

701 Wildcat Blvd. • Rocklin, CA 95765 • 916.632.6500 • Grades 9-12

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Rocklin Unified School District

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**Deputy Superintendent,
Educational Services**

School Description

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 and AP courses are offered throughout a student's high school career in Language Arts, History, Government, Geography, Microeconomics, Chemistry, Physics, Biology, Foreign Language, Art, and Calculus.

Mission Statement

At Whitney High School we promote individual purpose, critical thinking, student-centered programs and instill core values. We do this so everyone can discover and develop their talents to become successful.

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	473
Grade 10	496
Grade 11	485
Grade 12	459
Total Enrollment	1,913

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.4
Asian	8
Filipino	5
Hispanic or Latino	12.7
Native Hawaiian or Pacific Islander	0.4
White	64.7
Two or More Races	6.9
Socioeconomically Disadvantaged	18.4
English Learners	0.7
Students with Disabilities	8.5
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Whitney High School	14-15	15-16	16-17
With Full Credential	81	86	82
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	568
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Whitney High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.9	0.1
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	99.9	0.1

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: 6-1-20-16	
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. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes 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. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

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) Year and month in which data were collected: July, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Several ceiling tiles need replacement.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July,2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	83	78	76	88	83	82	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	6.8	14.3	71.1

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	89	83	70	71	44	48
Math	60	55	58	61	34	36

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	487	477	98.0	75.9
Male	257	252	98.1	75.8
Female	230	225	97.8	76.0
Asian	44	42	95.5	76.2
Filipino	24	24	100.0	66.7
Hispanic or Latino	65	62	95.4	77.4
White	308	304	98.7	76.0
Two or More Races	33	33	100.0	75.8
Socioeconomically Disadvantaged	99	97	98.0	69.1
Students with Disabilities	54	53	98.2	35.9

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	474	460	97.0	82.8
Male	11	242	237	97.9	76.4
Female	11	232	223	96.1	89.6
Asian	11	36	35	97.2	88.6
Filipino	11	22	21	95.5	90.5
Hispanic or Latino	11	57	56	98.3	82.1
White	11	314	304	96.8	82.2
Two or More Races	11	34	33	97.1	87.9
Socioeconomically Disadvantaged	11	83	82	98.8	69.5
Students with Disabilities	11	38	37	97.4	27.0

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	474	461	97.3	55.0
Male	11	242	237	97.9	57.0

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	11	232	224	96.5	52.9
Asian	11	36	35	97.2	65.7
Filipino	11	22	21	95.5	61.9
Hispanic or Latino	11	57	57	100.0	45.6
White	11	314	304	96.8	55.1
Two or More Races	11	34	33	97.1	66.7
Socioeconomically Disadvantaged	11	83	83	100.0	34.9
Students with Disabilities	11	38	37	97.4	18.9

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 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parental involvement is available through our school's parent support groups for clubs and athletics. There are also volunteer opportunities such as Booster Club, PIT Crew 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 ROP, Career Technical Education, GATE and additional district groups for parent involvement. Contact the WHS Front Office at (916) 632-6500 Extension 6433 to volunteer at the site or district level.

State Priority: School Climate

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

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

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: March, 2016. Date Last Discussed with Staff: February, 2016.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	2.7	3.0	2.8
Expulsions Rate	0.0	0.3	0.2
District	2013-14	2014-15	2015-16
Suspensions Rate	2.5	2.4	2.5
Expulsions Rate	0.0	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		57.1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.94
Psychologist	1.3
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.65
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	464.5

* 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 (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	30	30	28	6	6	9	34	31	44	31	33	15
Mathematics	27	28	27	12	7	11	40	32	55	23	18	8
Science	31	31	29	4	3	8	28	26	33	29	34	23
Social Science	31	32	31	2	2	2	26	33	31	43	34	30

* 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 provided for Teachers

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's Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Professional Learning Communities; a commitment to systematic 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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,217	\$44,958
Mid-Range Teacher Salary	\$67,516	\$70,581
Highest Teacher Salary	\$88,295	\$91,469
Average Principal Salary (ES)	\$116,913	\$113,994
Average Principal Salary (MS)	\$109,975	\$120,075
Average Principal Salary (HS)	\$136,466	\$130,249
Superintendent Salary	\$216,529	\$218,315
Percent of District Budget		
Teacher Salaries	43%	38%
Administrative Salaries	5%	5%

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

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).

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Whitney High School	2011-12	2013-14	2014-15
Dropout Rate	2.60	0.70	0.90
Graduation Rate	96.50	98.10	98.86
Rocklin Unified School District	2011-12	2013-14	2014-15
Dropout Rate	3.60	2.10	3.10
Graduation Rate	94.97	94.98	94.40
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1801
% of pupils completing a CTE program and earning a high school diploma	96%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	98.42
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	76.3

* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5496	591	4905	67258
District	♦	♦	6360	\$71,152
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-22.9	-5.5
Percent Difference: School Site/ State			-13.6	-9.4

* Cells with ♦ do not require data.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	1	♦
Fine and Performing Arts	1	♦
Foreign Language	1	♦
Mathematics	4	♦
Science	2	♦
Social Science	7	♦
All courses	16	.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	98	98	86
Black or African American	100	100	78
American Indian or Alaska Native	100	80	78
Asian	100	98	93
Filipino	100	95	93
Hispanic or Latino	93	97	83
Native Hawaiian/Pacific Islander	100	100	85
White	98	99	91
Two or More Races	100	97	89
Socioeconomically Disadvantaged	100	86	66
English Learners	0	57	54
Students with Disabilities	98	100	78

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 ranging from the ROP’s to incorporating SCANS in the classroom. WHS provides programs in:

Computer Studies**	Band*	Photography*
Graphics*	Accounting	Student Government/Leadership
Broadcasting*	Journalism*	Web Master Technology
Architecture	Computer Literacy	Statistics*
Auto Technology*	Consumer/Family Studies	Ceramics*
Theatre*	Child Development*	Peer Teaching
Careers in Teaching	Careers w/ Children**	Construction Technologies*
Work Experience	Cosmetology**	Orchestra*
CAD/CAM *	*Sports Medicine*	Publications
Dental Careers**	Int. Animal Science**	Art *
**Animal Veterinary Careers*	Computer Art	Vocal Music*
Dance*/Tech	Fire Science**	Culinary Arts**
Health Careers Medical**	Visual/Performing Art	
Automotive Services**	Financial Services**	

*Meets UC/CSU requirements – all other courses meet graduation requirements. **ROP Classes

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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).

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.