

Whitney 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/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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/ 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/ 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

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

2021-22 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

2021-22 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

2021-22 School Overview

a safe environment.

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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	492
Grade 10	564
Grade 11	534
Grade 12	475
Total Enrollment	2,065

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	8.6
Black or African American	2.1
Filipino	5.1
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	8.5
White	56.9
English Learners	1.3
Foster Youth	0
Homeless	0.8
Socioeconomically Disadvantaged	15.2
Students with Disabilities	9.4

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>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
Foreign Language	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
Health	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
Visual and Performing Arts	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
Science Laboratory Equipment (grades 9-12)	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0

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.

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
----------------------------------------------	------------

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Water stained ceiling tiles, missing rubber molding, floor tiles bubbling, bent/broken blinds
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Electrical covers missing, light diffuser missing, loose light panels
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Chipping/peeling paint
Structural: Structural Damage, Roofs	X			Hole in wall Rm D10, Hoke/Ceiling is damaged in kitchen
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Swing arm missing on work room door Rm E10, window tint peeling on door Rm J4

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (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
All Students	519	417	80.35	19.65	69.78
Female	247	187	75.71	24.29	75.94
Male	272	230	84.56	15.44	64.78
American Indian or Alaska Native	--	--	--	--	--
Asian	55	42	76.36	23.64	78.57
Black or African American	--	--	--	--	--
Filipino	29	22	75.86	24.14	81.82
Hispanic or Latino	86	70	81.4	18.6	68.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	51	43	84.31	15.69	74.42
White	288	234	81.25	18.75	66.24
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	12	100	0	33.33
Military	24	19	79.17	20.83	68.42
Socioeconomically Disadvantaged	61	49	80.33	19.67	69.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	33	68.75	31.25	21.21

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	519	425	81.89	18.11	41.18
Female	247	194	78.54	21.46	39.69
Male	272	231	84.93	15.07	42.42
American Indian or Alaska Native	--	--	--	--	--
Asian	55	42	76.36	23.64	52.38
Black or African American	--	--	--	--	--
Filipino	29	24	82.76	17.24	41.67
Hispanic or Latino	86	71	82.56	17.44	36.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	51	43	84.31	15.69	48.84
White	288	239	82.99	17.01	39.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	0.00
Military	24	19	79.17	20.83	36.84
Socioeconomically Disadvantaged	61	49	80.33	19.67	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	34	70.83	29.17	5.88

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.

*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
Science (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
All Students	407	NT	NT	NT	NT
Female	210	NT	NT		
Male	197	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	41	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	22	NT	NT	NT	NT
Hispanic or Latino	75	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	36	NT	NT	NT	NT
White	221	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	11	NT	NT	NT	NT
Socioeconomically Disadvantaged	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	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 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, Photography, Child Development, Graphics, Accounting, Broadcasting, Journalism, Architecture, Computer Literacy, ROP Auto Technology, Consumer/Family Studies, ROP Careers in Teaching, Careers w/ Children, Work Experience, Culinary Arts, CAD/CAM, Publications, ROP Dental Careers, Web Master Technology, ROP Animal Veterinary Careers, Computer Art, ROP Health Careers Medical, Construction Technologies, ROP Automotive Services, Financial Services, ROP Fire Science, ROP Animal Science.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,336
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	36.9
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	98.28
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	75.58

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 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 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.

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
Dropout Rate	2.0	0.7	0.4	2.3	1.2	1.5	9.0	8.9	9.4
Graduation Rate	96.4	98.2	97.5	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	477	465	97.5
Female	249	241	96.8
Male	228	224	98.2
American Indian or Alaska Native	--	--	--
Asian	44	44	100.0
Black or African American	--	--	--
Filipino	25	23	92.0
Hispanic or Latino	87	85	97.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	38	38	100.0
White	268	261	97.4
English Learners	12	10	83.3
Foster Youth	--	--	--
Homeless	23	21	91.3
Socioeconomically Disadvantaged	115	111	96.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	45	38	84.4

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2145	2119	175	8.3
Female	1048	1036	91	8.8
Male	1097	1083	84	7.8
American Indian or Alaska Native	7	7	1	14.3
Asian	179	179	12	6.7
Black or African American	46	45	7	15.6
Filipino	106	105	5	4.8
Hispanic or Latino	363	362	36	9.9
Native Hawaiian or Pacific Islander	10	10	1	10.0
Two or More Races	179	178	16	9.0
White	1223	1202	94	7.8
English Learners	29	29	4	13.8
Foster Youth	3	2	1	50.0
Homeless	20	20	3	15.0
Socioeconomically Disadvantaged	342	335	50	14.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	215	209	37	17.7

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
Suspensions	4.73	1.07	3.25	0.76	3.47	0.20
Expulsions	0.10	0.00	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
Suspensions	1.79	1.38	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.07	0.00
Female	0.29	0.00
Male	1.82	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.12	0.00
Black or African American	8.70	0.00
Filipino	0.94	0.00
Hispanic or Latino	1.65	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.56	0.00
White	0.74	0.00
English Learners	3.45	0.00
Foster Youth	0.00	0.00
Homeless	10.00	0.00
Socioeconomically Disadvantaged	2.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.26	0.00

2021-22 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, 2021. Date Last Discussed with Staff: August, 2021.

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	29	8	32	32
Mathematics	28	12	35	26
Science	29	12	24	27
Social Science	32	2	23	41

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

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	516.3

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	1.5
Social Worker	0
Speech/Language/Hearing Specialist	1.3
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 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	\$7,727	\$1,137	\$6,590	\$85,229
District	N/A	N/A	\$8,132	\$87,384
Percent Difference - School Site and District	N/A	N/A	-20.9	-2.5
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-24.7	-1.3

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).

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

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	21.0
------------------------------------------	------

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	8
Fine and Performing Arts	0
Foreign Language	2
Mathematics	9
Science	16
Social Science	29
Total AP Courses Offered	68

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

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

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
All Students	6175	898	14.54	85.46	65.48
Female	2993	370	12.36	87.64	74.05
Male	3180	526	16.54	83.46	59.32
American Indian or Alaska Native	27	1	--	96.30	--
Asian	538	81	15.06	84.94	79.01
Black or African American	94	17	18.09	81.91	47.06
Filipino	196	37	18.88	81.12	67.57
Hispanic or Latino	1058	144	13.61	86.39	54.17
Native Hawaiian or Pacific Islander	18	3	16.67	83.33	--
Two or More Races	607	75	12.36	87.64	70.67
White	3637	540	14.85	85.15	66.11
English Learners	224	7	3.13	96.87	--
Foster Youth	12	1	8.33	91.67	--
Homeless	132	18	13.64	86.36	33.33
Military	127	21	16.54	83.46	66.67
Socioeconomically Disadvantaged	1201	144	11.99	88.01	51.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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

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

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	43	4	63
Female	2446	2379	97	3	62.1
Male	2554	2423	95	5	63.9
American Indian or Alaska Native	24	24	100	0	53.8
Asian	427	406	95	5	82
Black or African American	75	70	93	7	44.2
Filipino	152	142	93	7	75.3
Hispanic or Latino	881	833	95	5	50.3
Native Hawaiian or Pacific Islander	13	13	100	0	53.8
Two or More Races	430	417	96	4	65.9
White	2925	2822	96	4	63.8
English Learners	210	194	92	8	19.6
Foster Youth	11	10	91	1	30
Homeless	53	50	94	6	24
Socioeconomically Disadvantaged	1007	948	94	6	33.2
Students with Disabilities	659	602	93	7	19.1

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