Rocklin High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Rocklin High School
Street	5301 Victory Lane
City, State, Zip	Rocklin, CA 95765
Phone Number	916-632-1600
Principal	Michael Pappas
Email Address	mpappas@rocklinusd.org
School Website	https://rhs.rocklinusd.org/
Grade Span	9-12
County-District-School (CDS) Code	31750853130150

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Rocklin Community – The suburban city of Rocklin lies twenty miles northeast of Sacramento. It shares borders with Granite Bay, Roseville, Loomis and Lincoln. Rocklin is one of the fastest-growing cities in California with approximately 65% growth since 2000. It has a population of 75,129. Rocklin has 2,426 total businesses and 23,430 employees with a current unemployment rate of 4.3%, and a median household income of $122.703. Approximately 51.1% of Rocklin citizens hold a bachelor's degree or higher. Sierra College is located in Rocklin, which provides opportunities for high school students to have dual enrollment as well as academic enrichment opportunities while attending Rocklin High School.

2025-26 School Description and Mission Statement

Grading and Graduation Requirements – Rocklin High School uses both a weighted (5.0) and unweighted (4.0) grading scale. The RHS 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, RHS does not issue letter grades of "D" or "F." Any student earning below a 70% in a course or who has not demonstrated mastery will receive a no credit "NC" and will need to retake the course if it is required for graduation. Course requirements for graduation are as follows:

Language Arts	4 years	World Language	1 year
Science	3 years	Career Technical Education	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 79 hours and 16% of the students in the class of 2025 completed 150+ hours and were recognized with a Distinguished Service Award. Together, the class of 2025 performed 33,589 hours of community service work.

Matriculation - From the class of 2025, 92% of graduates sought post-secondary education immediately after graduation with 45% matriculating to a 4-year degree-granting institution, 44% to community college, and 3% to a technical or trade school. In addition, from the class of 2025 1% entered the workforce, 3% enlisted in the military, and 3% had other plans (which includes gap year, mission work or undecided responses). Percentages are based on an exit survey completed by the senior class and may not reflect the actual number of students who attended. Additionally, 76.6% of graduates met UC/CSU A-G requirements.

Rocklin High School offers Advanced, Honors, Advanced Placement (AP), and Dual Enrollment (DE) level courses. AP and DE courses are not typically offered to freshmen and limited for sophomores. RHS transcripts reflect a weighted grade for Honors and AP courses, but not for Advanced or Dual Enrollment courses even though they are considerably more rigorous than the same standard course. Dual Enrollment students receive high school credit on the RHS transcript as well as college credit on a separate transcript from Sierra College. The following are the DE classes offered:
2025-2026: Info. Tech. Essentials I (IT100), Cybersecurity I (IT90), Intermediate Spanish (SPAN3), DE US History (HIST17A & HIST17B), Principles of Teaching (EDU10)

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	457
Grade 10	464
Grade 11	483
Grade 12	532
Total Enrollment	1,936

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	51.9
Non-Binary	0.3
American Indian or Alaska Native	0.5
Asian	11
Black or African American	1.4
Filipino	3.1
Hispanic or Latino	16
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.1
White	59.3
English Learners	2.5
Foster Youth	0.1
Homeless	0.9
Socioeconomically Disadvantaged	19.9
Students with Disabilities	13.5

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	83.8	88.02	582.1	90.21	234405.2	84
Intern Credential Holders Properly Assigned	0.5	0.52	6	0.93	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	2.1	8.4	1.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	2.27	12.1	1.89	11953.1	4.28
Unknown/Incomplete/NA	6.7	7.07	36.5	5.67	15831.9	5.67
Total Teaching Positions	95.2	100	645.3	100	279044.8	100

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

2022-23 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)	85	91.11	595.4	93.02	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.1	0.65	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	2.14	10.4	1.63	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.4	1.52	14.7	2.31	11746.9	4.23
Unknown/Incomplete/NA	4.8	5.23	15.3	2.4	14303.8	5.15
Total Teaching Positions	93.3	100	640.1	100	277698	100

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

2023-24 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)	79.6	89.33	590.4	92.38	230039.4	100
Intern Credential Holders Properly Assigned	2.4	2.69	3.7	0.58	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	1.28	9	1.41	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.31	11.4	1.79	12112.8	4.34
Unknown/Incomplete/NA	5.6	6.37	24.4	3.83	13705.8	4.91
Total Teaching Positions	89.1	100	639.1	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	2.00	1	0
Misassignments	0.00	1	1.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	2	1.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.80	0.8	0
Local Assignment Options	0.30	0.5	0.2
Total Out-of-Field Teachers	2.10	1.4	0.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	1.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	June 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
Foreign Language	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
Health	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
Visual and Performing Arts	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
Science Laboratory Equipment (grades 9-12)	There are sufficient standards-aligned textbooks and other materials for each pupil.	0

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

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. In the summer of 2022, a brand new track and field project was completed.

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

School Facility Conditions and Planned Improvements

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, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			vent cover is bent
Interior: Interior Surfaces			X	Water stained ceiling tiles, damaged formica, broken ceiling tiles, peeling wallpaper, cracked ceiling tile, ceiling tile with a hole, torn wallpaper, sagging ceiling tiles, holes in wall, center trim on ceiling is loose, missing rubber molding, missing ceiling tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Water stained light diffuser, missing light diffuser, broken outlet cover, loose ethernet outlet, missing outlet cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Low flow drinking fountain
Safety: Fire Safety, Hazardous Materials	X			Emergency lights expired, plug in air freshener in use Rm R -11, chipping paint
Structural: Structural Damage, Roofs	X			Hole in a walls
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door doesn't close properly R-14, trip hazard, room number sign missing R-18, door catches on cement R-19, Window cracked on door R-20

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).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	70	72	66	67	47	48
Mathematics (grades 3-8 and 11)	55	62	60	61	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	471	464	98.51	1.49	72.20
Female	235	231	98.30	1.70	80.52
Male	234	231	98.72	1.28	64.07
American Indian or Alaska Native	--	--	--	--	--
Asian	57	57	100.00	0.00	84.21
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	77	76	98.70	1.30	59.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	38	36	94.74	5.26	80.56
White	282	278	98.58	1.42	72.66
English Learners	15	14	93.33	6.67	21.43
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	25	24	96.00	4.00	70.83
Socioeconomically Disadvantaged	107	104	97.20	2.80	58.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	45	95.74	4.26	22.22

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	471	463	98.30	1.70	61.56
Female	235	231	98.30	1.70	61.47
Male	234	230	98.29	1.71	62.17
American Indian or Alaska Native	--	--	--	--	--
Asian	57	57	100.00	0.00	89.47
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	63.64
Hispanic or Latino	77	75	97.40	2.60	42.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	38	37	97.37	2.63	64.86
White	282	277	98.23	1.77	61.01
English Learners	15	14	93.33	6.67	57.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	25	24	96.00	4.00	66.67
Socioeconomically Disadvantaged	107	105	98.13	1.87	46.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	45	95.74	4.26	15.56

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	38.64	56.2	43.64	45.13	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	966	950	98.34	1.66	46.84
Female	455	447	98.24	1.76	51.01
Male	506	498	98.42	1.58	42.97
American Indian or Alaska Native	--	--	--	--	--
Asian	113	112	99.12	0.88	69.64
Black or African American	12	11	91.67	8.33	27.27
Filipino	35	32	91.43	8.57	43.75
Hispanic or Latino	148	145	97.97	2.03	35.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	78	77	98.72	1.28	50.65
White	574	567	98.78	1.22	45.68
English Learners	23	21	91.30	8.70	4.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	47	47	100.00	0.00	38.30
Socioeconomically Disadvantaged	197	191	96.95	3.05	34.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	79	89.77	10.23	13.92

2024-25 Career Technical Education Programs

Career Technical Education (CTE) courses are designed to offer students the opportunity to explore the general field of CTE. Students may advance into capstone courses following a variety of paths. Students may advance through multiple course pathways in a variety of fields. These pathways culminate in a capstone course which solidifies the students as "CTE Completers".

9th Grade (*can also be taken in 10th – 12th)
Childhood and Adolescent Development*
Cybersecurity*
Dance I*
Dance II*, III*, IV* (by audition)
Engineering Support Technologies I*
Exploring Computer Science*
Introduction to Business*
Introduction to Pub Design & Multimedia*
Journalism I*
Photography I*
Sports Medicine I*
Video Production*

2024-25 Career Technical Education Programs

10th – 12th Grade
Accounting
AP Computer Science Principles
AP Computer Science A
Dance II, III, IV (by audition)
Engineering Support Technologies II
Engineering Support Technologies III
Entrepreneurship
Information Technology Essentials
Journalism II
Journalism III/IV
Digital Media Production Management
Photography II
Photography III
Photography IV
Photography IV Honors
Photojournalism
Photojournalism Honors
Photojournalism II
Principles of Teaching
Principles of Teaching Internship
Publications Production II
Publications Design III/IV Honors
Software Development and Game Design
Sports Medicine I
Sports Medicine II
Sports Medicine III
Technology Leadership
Video Production II
Video Production III
Video Production IV

Our CTE Advisory committees is comprised of
David Bills, M.A.Ed. Coordinator of Field Experience, Associate Professor, School of Education, Jessup University
Martin Flowers, Associate Superintendent Secondary Education & Educational Services, Rocklin Unified School District
Mike Pappas, Principal, Rocklin High School
Rocklin High School CTE Teachers, Wendy Chyselinck, Paul Werner, Geoff Clarion, Michael Knight, Robyn Parratto, Sarah Blankenship, Shawn Hewson, Jennifer Bible, Josh Rubinstein, Torey Walter and Ryan O'Donnell

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1283
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	37.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	97.68
Graduates Who Completed All Courses Required for UC/CSU Admission	76.6

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.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	91.0	06.4	97.1	96.2	98.4

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.

2025-26 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 the front desk at 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1	1.2	0.4	1.4	1.2	0.9	8.2	8.9	8
Graduation Rate	95.8	97	97.9	95	96.7	97.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	483	473	97.9
Female	217	213	98.2
Male	262	257	98.1
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	55	55	100.0
Black or African American	--	--	--
Filipino	23	21	91.3
Hispanic or Latino	72	69	95.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	33	33	100.0
White	282	277	98.2
English Learners	19	18	94.7
Foster Youth	--	--	--
Homeless	13	13	100.0
Socioeconomically Disadvantaged	107	102	95.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	54	47	87.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1971	1958	193	9.9
Female	938	934	99	10.6
Male	1027	1018	94	9.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	215	214	10	4.7
Black or African American	28	28	6	21.4
Filipino	61	61	1	1.6
Hispanic or Latino	313	313	50	16.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	123	122	13	10.7
White	1171	1160	106	9.1
English Learners	60	60	10	16.7
Foster Youth	--	--	--	--
Homeless	22	22	6	27.3
Socioeconomically Disadvantaged	435	431	89	20.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	267	265	50	18.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

	Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.1	4.75	4.26	3.03	2.43	2.46	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

	Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.05	0.05	0	0.04	0.03	0.04	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.26	0.00
Female	1.71	0.00
Male	6.62	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.40	0.00
Black or African American	10.71	0.00
Filipino	3.28	0.00
Hispanic or Latino	4.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.69	0.00
White	4.27	0.00
English Learners	6.67	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	5.75	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.49	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 2026 Site Council Meeting and approved by the school site council.

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, behavior contract, transfer to an alternative program or expulsion. Our school attendance system (Aeries/ParentSquare) calls and texts parents daily to report student class absences and our parents are notified when quarter and semester grade reports are posted in Aeries. Parents can access these grade reports through their Aeries parent portal.

Date of Last Plan Update: February 2025 Date of Last Review with Staff: August/September 2025

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	18	36	30
Mathematics	27	12	57	19
Science	31	4	27	33
Social Science	32	5	25	40

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	28	15	31	31
Mathematics	27	18	45	19
Science	31	6	14	39
Social Science	33	1	21	41

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	27	32
Mathematics	27	15	46	15
Science	29	4	26	23
Social Science	32	3	21	38

2024-25 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	506.25

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.3
Resource Specialist (non-teaching)	
Other	0.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$9,921	$1,780	$8,141	$102,837
District	N/A	N/A	$9,917	$100,496
Percent Difference - School Site and District	N/A	N/A	-21.3	5.8
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-27.8	5.1

Fiscal Year 2024-25 Types of Services Funded

Across Rocklin Unified School District, the following services are offered: core TK-12 classes, instructional materials, staff development, intervention classes, Special Education, school-based counseling services, Title I, transportation, Gifted and Talented Education (GATE), Dual Language, International Baccalaureate Primary Years Program (IBPYP), English Language Development, & Career Technical Education (CTE). (Note: Some programs are not available at all schools or all grade levels, however intra-district transfer opportunities are available to allow for greater school choice.)

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$49,628	$62,783
Mid-Range Teacher Salary	$87,675	$97,783
Highest Teacher Salary	$123,234	$128,020
Average Principal Salary (Elementary)	$165,757	$160,224
Average Principal Salary (Middle)	$164,852	$166,992
Average Principal Salary (High)	$189,646	$180,971
Superintendent Salary	$340,490	$313,465
Percent of Budget for Teacher Salaries	36.61%	30.05%
Percent of Budget for Administrative Salaries	4.42%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	34.3

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

Subject	Number of AP Courses Offered
Computer Science	0
English	7
Fine and Performing Arts	1
Foreign Language	0
Mathematics	5
Science	14
Social Science	16
Total AP Courses Offered Where there are student course enrollments of at least one student.	43

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.

Professional Development

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3