

Whitney 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/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 <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	Whitney High School
Street	701 Wildcat Blvd
City, State, Zip	Rocklin, CA 95765
Phone Number	916-632-6500
Principal	Scott Collins
Email Address	scollins@rocklinusd.org
School Website	https://whs.rocklinusd.org/
Grade Span	9-12
County-District-School (CDS) Code	31750850000000

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

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,

2025-26 School Description and Mission Statement

10 in Applied Science and 10 in Visual and Performing Arts. Students must also complete Expected Schoolwide Learning Results (ESLRs) along with 25 hours of documented community service. Honors, AP, and Dual Enrollment courses are offered throughout a student's high school career in Language Arts, Math, Foreign Language, Science, Social Studies, and Art. CTE Pathways are offered in Broadcast Journalism, Building Industry Technology Academy, Business Management, Childhood and Adolescent Development, Computer Science, Culinary Arts, Graphic Design and Communications, Publications Design/Multimedia/Photojournalism, and Sports Medicine.

Mission Statement

Our Aspiration:

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

FIND PURPOSE. FIND PASSION. FIND YOU.

Objectives:

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

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

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

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	552
Grade 10	525
Grade 11	515
Grade 12	449
Total Enrollment	2,041

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.1
Non-Binary	0.1
American Indian or Alaska Native	0.6
Asian	11.4
Black or African American	2.1
Filipino	5.2
Hispanic or Latino	18.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	8.5
White	51.4
English Learners	1.9
Foster Youth	0.1
Homeless	0.3
Socioeconomically Disadvantaged	20.9
Students with Disabilities	11.6

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)	84.8	95.15	582.1	90.21	234405.2	84
Intern Credential Holders Properly Assigned	1	1.12	6	0.93	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.5	1.68	8.4	1.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	12.1	1.89	11953.1	4.28
Unknown/Incomplete/NA	1.8	2.02	36.5	5.67	15831.9	5.67
Total Teaching Positions	89.1	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)	80.2	88.81	595.4	93.02	231142.4	83.24
Intern Credential Holders Properly Assigned	0.6	0.73	4.1	0.65	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4	4.43	10.4	1.63	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.1	1.32	14.7	2.31	11746.9	4.23
Unknown/Incomplete/NA	4.2	4.7	15.3	2.4	14303.8	5.15
Total Teaching Positions	90.3	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)	80.4	91.19	590.4	92.38	230039.4	100
Intern Credential Holders Properly Assigned	0.8	0.94	3.7	0.58	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	0.91	9	1.41	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.4	1.79	12112.8	4.34
Unknown/Incomplete/NA	6.1	6.95	24.4	3.83	13705.8	4.91
Total Teaching Positions	88.2	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	1.10	3	0.8
Misassignments	0.30	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.50	4	0.8

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	0.00	0.3	0
Local Assignment Options	0.00	0.8	0
Total Out-of-Field Teachers	0.00	1.1	0

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)	0.8	0.5	0
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

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

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

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

School Facility Conditions and Planned Improvements

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			
Interior: Interior Surfaces			X	Water stained ceiling tiles, broken formica, torn wallpaper, missing rubber molding, bubbling floor tiles, damaged floor tiles, missing ceiling tiles, bent and broken blinds, damaged ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Sewer smell in Work Room E
Electrical	X			Missing light diffusers, missing outlet cover, loose light panels, water stain light diffusers
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Low flow fountain
Safety: Fire Safety, Hazardous Materials	X			Chipping paint, plug in air freshener in use E2/E4/F8, peeling paint, missing emergency exit light.
Structural: Structural Damage, Roofs	X			Hole in wall D10
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			Trip hazards, missing swing arm cover D6, bent weather stripping

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)	77	70	66	67	47	48
Mathematics (grades 3-8 and 11)	44	42	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	510	483	94.71	5.29	70.39
Female	260	248	95.38	4.62	79.44
Male	249	234	93.98	6.02	61.11
American Indian or Alaska Native	--	--	--	--	--
Asian	58	57	98.28	1.72	75.44
Black or African American	--	--	--	--	--
Filipino	31	31	100.00	0.00	80.65
Hispanic or Latino	91	84	92.31	7.69	61.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	54	51	94.44	5.56	72.55
White	259	243	93.82	6.18	70.78
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	36	36	100.00	0.00	63.89
Socioeconomically Disadvantaged	107	100	93.46	6.54	52.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	51	87.93	12.07	19.61

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	509	487	95.68	4.32	41.89
Female	260	249	95.77	4.23	40.96
Male	248	237	95.56	4.44	43.04
American Indian or Alaska Native	--	--	--	--	--
Asian	58	57	98.28	1.72	52.63
Black or African American	--	--	--	--	--
Filipino	31	31	100.00	0.00	45.16
Hispanic or Latino	90	85	94.44	5.56	34.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	54	50	92.59	7.41	54.00
White	259	248	95.75	4.25	39.92
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	36	36	100.00	0.00	38.89
Socioeconomically Disadvantaged	106	98	92.45	7.55	25.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	50	86.21	13.79	8.00

CAASPP Test Results in Science for All Students

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

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)	42.12	40.34	43.64	44.23	30.73	32.33

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	440	415	94.32	5.68	40.48
Female	212	198	93.40	6.60	38.38
Male	227	216	95.15	4.85	42.13
American Indian or Alaska Native	--	--	--	--	--
Asian	47	43	91.49	8.51	58.14
Black or African American	11	11	100.00	0.00	27.27
Filipino	26	26	100.00	0.00	53.85
Hispanic or Latino	80	74	92.50	7.50	29.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	37	90.24	9.76	40.54
White	230	219	95.22	4.78	39.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	20.00
Socioeconomically Disadvantaged	89	81	91.01	8.99	27.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	35	72.92	27.08	20.00

2024-25 Career Technical Education Programs

All courses in the Academic Planning Guide are designed to meet graduation standards. Students and counselors work together to prepare for graduation. Approximately 80% of the core classes and 75% of the elective classes meet UC/CSU entrance requirements. Effectiveness of these programs is based on assessment and demonstrations in the classroom. WHS evaluates its program effectiveness on student placement in schools and programs after graduation (e.g.: 2 + 2 articulations with our local community college and student performances at universities and colleges). The counseling staff and the middle school counselors, developed a comprehensive six year plan for our students. We believe it is important for secondary students (beginning in 7th grade) to plan for their high school graduation. With guidance from the counselors, we assure that each student is aware of and has equitable access to all programs. We work hard to provide students with an understanding and practice for "real world" experiences. WHS provides CTE complete pathway programs in: Computer Science, Child Development, Graphics, Accounting/Business, Broadcasting, Journalism, Culinary Arts, Publications, Construction Technologies, and Sports Medicine.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1484
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	52.6
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	98.85
Graduates Who Completed All Courses Required for UC/CSU Admission	73.15

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	98.3	97.9	98.5	97.7	99.1

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 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

2025-26 Opportunities for Parental Involvement

through Career Technical Education, ELD, equity focus groups, and additional district groups for parent involvement. Contact the WHS Front Office at (916) 632-6500 Extension 6415 to volunteer at the site or district level.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 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	0.2	0.9	1.4	1.2	0.9	8.2	8.9	8
Graduation Rate	97.3	98.5	98.2	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	453	445	98.2
Female	214	213	99.5
Male	238	231	97.1
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	49	49	100.0
Black or African American	11	11	100.0
Filipino	28	28	100.0
Hispanic or Latino	81	81	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	36	36	100.0
White	233	227	97.4
English Learners	18	15	83.3
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	119	115	96.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	47	43	91.5

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	2089	2075	274	13.2
Female	1018	1008	124	12.3
Male	1067	1063	150	14.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	13	4	30.8
Asian	238	238	16	6.7
Black or African American	49	49	13	26.5
Filipino	108	108	4	3.7
Hispanic or Latino	381	376	66	17.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	180	176	33	18.8
White	1068	1063	132	12.4
English Learners	56	54	11	20.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	487	480	124	25.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	242	241	58	24.1

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
3.68	3.27	3.78	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
0.15	0.15	0.14	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	3.78	0.14
Female	1.96	0.20
Male	5.53	0.09
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.26	0.00
Black or African American	22.45	2.04
Filipino	0.93	0.00
Hispanic or Latino	4.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.11	1.11
White	3.00	0.00
English Learners	5.36	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.01	0.62
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.57	0.41

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

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, 2025. Date Last Discussed with Staff: August, 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	28	15	24	33
Mathematics	27	18	31	28
Science	25	31	13	33
Social Science	29	12	17	36

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	30	6	35	27
Mathematics	27	10	46	21
Science	28	22	12	37
Social Science	33	1	21	35

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	29	10	32	30
Mathematics	26	27	28	26
Science	30	12	15	41
Social Science	34	1	14	42

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	495.25

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	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.7
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	\$9,760	\$1,813	\$7,947	\$101,512
District	N/A	N/A	\$9,917	\$100,496
Percent Difference - School Site and District	N/A	N/A	-23.7	4.5
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-30.2	3.8

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	29.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	8
Fine and Performing Arts	0
Foreign Language	0
Mathematics	4
Science	7
Social Science	17
Total AP Courses Offered Where there are student course enrollments of at least one student.	60

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