

Rocklin Academy at Gateway

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Rocklin Academy at Gateway
Street	6550 Lonetree Blvd.
City, State, Zip	Rocklin, CA 95765-5874
Phone Number	916-778-4550
Principal	Heidi Little
Email Address	
Website	gateway.rocklinacademy.com
County-District-School (CDS) Code	31668520127928

Entity	Contact Information
District Name	Rocklin Academy Gateway
Phone Number	916-778-4544
Superintendent	Robin Stout
Email Address	
Website	www.rocklinacademy.com

School Description and Mission Statement (School Year 2019-20)

Rocklin Academy is a public, tuition free, charter school, which was developed by parents and teachers for the Rocklin area. We are sponsored by the Newcastle Elementary School District.

Mission Statement

Rocklin Academy Family of Schools provides a distinct educational program strengthened by community and parent partnerships to achieve high standards, rich core content, and innovative learning.

Vision Statement

We envision a school community that inspires its students to excel academically, pursue their passions, and impact the world with excellence.

Core Values

1. The future we want to create includes a community of leaders who have strong shared beliefs and values that all students have the ability to learn at high levels and the expectations of our organization/schools to meet or exceed that level.
2. The future we want to create includes a community of leaders who are data savvy; they embrace and monitor data, and use it to drive continuous improvement.
3. The future we want to create includes a community of leaders who have a collaborative relationship and establish a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving district-wide student learning and achievement goals.
4. The future we want to create includes a community of leaders who are knowledgeable, ethical, responsible, critical thinking, and engaged members of society.
5. The future we want to create includes a community of leaders who utilize research based, varied, differentiated and effective instructional practices to ensure all students learn at high levels.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	176
Grade 1	144
Grade 2	141
Grade 3	148
Grade 4	148
Grade 5	120
Grade 6	129
Grade 7	93
Grade 8	147
Total Enrollment	1,246

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	24.1
Filipino	6.1
Hispanic or Latino	13.4
White	46.8
Two or More Races	7.1
Socioeconomically Disadvantaged	10.2
English Learners	7.5
Students with Disabilities	10
Foster Youth	0.2
Homeless	0.2

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	50	50.6	47	103.96
Without Full Credential	0	1	4.6	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	3	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-8th grade Core Knowledge Literature - August 2014 TK-Kindergarten Zoo Phonics - August 2018 TK-3rd Handwriting Without Tears - August 2018 K-3rd grade SIPPS - August 2018 K-6th grade Step Up to Writing - August 2015 7th - 8th grade Jan Schaffer - August 2015 K-8th grade Voyages in English	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	K-6th grade Eureka Math Modules - August 2014 7-8th grade CPM, College Preparatory Mathematics - August 2017	Yes	0
Science	Core Knowledge Sequence and NGSS 6th - 8th grade Houghton Mifflin Harcourt Science Dimensions - August 2019	Yes	0
History-Social Science	TK-6th grade Core Knowledge Sequence 7 - 8th grade TCI History Alive - August 2018	Yes	0
Foreign Language	Realidades 1 - Spanish - August 2015 Mandarin 1: Ni Hao 1 - Mandarin - August 2015	Yes	0
Health	Core Knowledge Sequence - August 2014	Yes	0
Visual and Performing Arts	Core Knowledge Sequence - August 2014	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Rocklin Academy Gateway is housed in three buildings on its vast campus. The largest building is approximately 56,000 square feet. This building consists of 34 classrooms, hub areas, a multipurpose room, and offices. The second building is approximately 23,000 square feet. This building contains 13 classrooms, a hub area, a multipurpose room, and offices. The third building is also approximately 23,000 square feet, and contains seven classrooms, office space, and a gymnasium. The gym has a full basketball court, volleyball court, and six basketball hoops throughout. The gym has a built in stage and an overall capacity of over 600 people. All the buildings include state-of-the-art infrastructures for technology, appropriate furniture for all grade levels, and are situated on wonderfully landscaped grounds, which includes a courtyard for student use during recess and nutrition breaks.

The playground area adjacent to the largest building consists of a small and large playground structure, three picnic areas, two wall ball courts, three tether-ball courts, as well as two full basketball courts. There is an additional playground next to the second building that was specifically designed for preschool and transitional kindergarten students.

Rocklin Academy takes great effort to ensure that its schools are clean, safe, and functional. Site and district maintenance ensures that any repairs necessary to keep the school site in good repair and working order are completed in a timely manner. Additionally, any responsibilities as noted in the lease agreement are the building owner's responsibilities are communicated and completed efficiently.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	75	74	71	77	50	50
Mathematics (grades 3-8 and 11)	69	67	63	69	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	769	769	100.00	0.00	74.12
Male	388	388	100.00	0.00	67.78
Female	381	381	100.00	0.00	80.58
Black or African American	15	15	100.00	0.00	73.33
American Indian or Alaska Native	--	--	--	--	--
Asian	189	189	100.00	0.00	87.83
Filipino	44	44	100.00	0.00	84.09
Hispanic or Latino	101	101	100.00	0.00	63.37
Native Hawaiian or Pacific Islander					
White	360	360	100.00	0.00	68.89

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	58	58	100.00	0.00	74.14
Socioeconomically Disadvantaged	105	105	100.00	0.00	67.62
English Learners	91	91	100.00	0.00	78.02
Students with Disabilities	107	107	100.00	0.00	43.93
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	769	768	99.87	0.13	67.01
Male	388	388	100.00	0.00	69.33
Female	381	380	99.74	0.26	64.64
Black or African American	15	15	100.00	0.00	66.67
American Indian or Alaska Native	--	--	--	--	--
Asian	189	189	100.00	0.00	87.30
Filipino	44	44	100.00	0.00	75.00
Hispanic or Latino	101	101	100.00	0.00	45.54
Native Hawaiian or Pacific Islander					
White	360	359	99.72	0.28	61.73
Two or More Races	58	58	100.00	0.00	63.79
Socioeconomically Disadvantaged	105	105	100.00	0.00	51.92
English Learners	91	91	100.00	0.00	75.82
Students with Disabilities	107	107	100.00	0.00	37.38
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5	14.7	32.8	41.4
7	34.4	20.0	24.4

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Rocklin Academy views families as equal partners in the educational process. Therefore, Rocklin Academy parents are highly encouraged and requested to participate in the learning process at the school and at home. In addition, parents will continue to be encouraged to contribute a certain minimum number of hours in support of their child(ren) and the school. Parental participation and interest are widely recognized as critical factors in the educational success of children. Neither negative consequences nor exclusion from the Academy or school activities will occur due to the failure of a student's parent or legal guardian to fulfill the encouraged hours of participation.

Rocklin Academy PSP

Rocklin Academy has created a Parent School Partnership (PSP). Members of the PSP are parents (or guardians) of enrolled students selected by all parents (or guardians). The primary role of the PSP is to assist the Academy and its educational program through parent participation. The PSP conducts school-wide events to create a positive school culture. The PSP also assists school administration to recruit volunteers for school-wide events and classroom support, including the Art and Music Docent Programs.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.6	1.3	2.9	1.3	0.9	1.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

COMPREHENSIVE SAFETY PLAN

Rocklin Academy is committed to providing a safe school environment for all students. The comprehensive safety plan is reviewed and revised annually. The current plan was adopted in February of 2019, and it is reviewed with staff annually in August. The comprehensive safety plan includes the learning environment, behavioral expectations, crime statistics, cyber safety, weapons, sexual harassment, dress code, child abuse reporting, suicide prevention policy, ingress, egress, hate crimes, disaster procedures, and public access.

VISITORS/STUDENT SUPERVISION

Visitors sign in at the front office and access to the campus is limited when school is in session. All volunteers must have fingerprint and TB clearance in order to volunteer. Volunteers and visitors are given a badge upon signing in, which must be worn at all times while on campus. Exterior doors are locked and access to the building is controlled through the main office in 6550.

Students are supervised during lunch and recess. Teachers and office staff rotate supervision before and after school. Volunteer parents, staff, and administration monitor the parking lot during drop-off and pick up; early drop-off is discouraged. Zero period is offered free of charge to families with children on different schedules. Supervision is provided to students by staff until Schedule C rotates to class at 8:15am for a start time of 8:30am Monday-Friday.

There is zero tolerance for harassment and bullying. School wide positive behavior intervention and support (PBIS) is implemented with all students, which includes a positive and responsive approach in teaching behavioral expectations. The PBIS Tier I and PBIS Tier II teams meet monthly to review SWIS data and identify trends. Ongoing support and effective strategies to address the identified trends are provided to all staff to ensure an effective approach to address any behavioral concerns. Staff and students receive training on the district's PBIS expectations at the start of each academic school year and updates with additional training and resources throughout the year during monthly Professional Learning and Staff Meetings.

SAFETY DRILLS

Regular fire, evacuation, and lock down drills occur throughout the school year. Detailed plans are drafted and reviewed after all drills to ensure the safety and well-being of all students in the event of a school wide emergency. The staff have specific responsibilities during these drills that replicate duties in the event of an actual emergency. The fire department and other health and safety specialists are available for many of the drills to provide feedback to administration for continuous improvement in assuring the most effective and safest procedures and processes. Each classroom is equipped with a first aid and lock-down kit. Rocklin Academy Gateway also participates in annual fire inspections.

HAZARDOUS MATERIALS

All hazardous materials are stored in a locked cabinet in the janitorial closet. The janitorial closets automatically lock upon closure to ensure student safety. The material safety data sheets (MSDS), are kept and managed by our lead custodian. Copies of these sheets are readily available in the health office and electronically.

The campus does not have any natural gas lines. The plumbing and electrical features are in good condition and are inspected on a regular basis using the California Department of Education Facilities Inspection Tool (FIT).

HEALTH AND SAFETY

Rocklin Academy Gateway has a school nurse on campus 2 days a week to serve its students. All staff members are annually trained in Universal Precautions and Epi-Pen administration. CPR and First Aide are required every two years. Relevant staff are also annually trained in the use of the Automatic External Defibrillator (AED). Additional training is offered for treatment of specific conditions as the need arises. Individualized Health and Safety Plans are developed for students who have special medical needs. The individualized Health Plan(s) are updated throughout the year pending updated information provided by parent(s) and/or medical providers. Copies of these Individual Health Plans are kept in the health office and are accessible to all staff when needed. Electronic copies are also distributed to teachers and administration. Other staff members are notified of these Individualized Health Plans as needed when working with students. All medication, including non-prescriptions, require a signed release form from the parent and physician for school personnel to administer the medicine as prescribed in the written statement from the attending physician. Only office personnel are authorized to disburse medication with the exception of a student carrying an inhaler with doctor approval. For any medications needed on overnight field trips, parents are required to complete an overnight field trip medical form, signed by a physician, giving specific instructions of disbursement to the student by Rocklin Academy personnel. This includes, but not limited to, any prescription medication, vitamins, and Tylenol, as per California Ed code 49423.

ALLERGIC REACTIONS

There is a stock of Epi-Pens available and staff are trained annually in regards to allergic reactions in addition to diabetic awareness and protocols. Our yard duty staff and nurse are First Aid and CPR certified annually while other staff members certified every two years. Students with severe allergies such as nut allergies are provided a separate eating area.

INFECTIOUS DISEASE

Students exhibiting symptoms of contagious illnesses are evaluated in the health office. Symptoms may include a fever of 100 degrees or higher, diarrhea, and/or vomiting. Students need to be symptom free for 24 hours before returning to school to ensure they are no longer contagious. Some communicable diseases are formally reported to families via a letter from the school to include but not limited to lice, strep throat and pink eye.

COMMUNICATION SYSTEMS

The campus is equipped with a school wide intercom system, which allows school wide announcements to be broadcast inside and outside of the school in the event of an emergency. The school also uses School Messenger software, which enables timely communication to all families via email and telephone to keep families informed in the event of an emergency.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		7		24		8	1	24		6	
1	24		5		24		6		24		6	
2	24		5		23		6		23		6	
3	24		5		24		6		25		6	
4	30		4		29		4		31		5	
5	30		4		30		4		30		4	
6	30		6		30		4		30		5	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	2076.7

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	3.0
Other	2.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,708	\$1,128	\$8,580	\$71,549
District	N/A	N/A	\$9,980	\$70,080
Percent Difference - School Site and District	N/A	N/A	-15.1	2.1
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	13.3	9.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Rocklin Academy is committed to working with each student's family to achieve the development of all aspects of each student. These include core academic skills and knowledge, lifelong learning skills, and social and interpersonal skills. These core academic skills and knowledge will include those embodied in the Core Knowledge Sequence and the California Common Core State Standards. Effective first instruction is the first tier of Rocklin Academy's educational process. Teachers utilize a variety of instructional strategies, including flexible grouping, modeling, guided practice, cooperative learning, and independent practice, to address the needs of learners of various levels and modalities. Enrichment Support Teachers provide targeted support and instruction at the next level, on a one-on-one basis or in small groups. Student Study Teams (SST s) convene if a series of progressive interventions and scaffolded instruction do not yield appropriate, measurable student progress.

Rocklin Academy meets all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Rocklin Academy implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Rocklin Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Academy. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation. Rocklin Academy shall be responsible for complete implementation of an Individual Education Plan, IEP. The individualized education plans for students with disabilities will reflect appropriate core academic skills, life-long learning skills, and social and interpersonal skill objectives developed in compliance with applicable state and federal laws.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,679	\$45,252
Mid-Range Teacher Salary	\$65,317	\$65,210
Highest Teacher Salary	\$82,799	\$84,472
Average Principal Salary (Elementary)	\$110,295	\$107,614
Average Principal Salary (Middle)	\$114,182	\$112,242
Average Principal Salary (High)	\$128,009	\$
Superintendent Salary	\$170,000	\$124,686
Percent of Budget for Teacher Salaries	35%	31%
Percent of Budget for Administrative Salaries	5%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	17.5	17	17

Rocklin Academy Family of School's model of Professional Learning continues through our Collaborative Inquiry (CI) meetings held on monthly Professional Development days, as well as by Rocklin Academy's practice of traditional faculty meetings being replaced with Professional Learning time focused on student learning and through the lens of what is best for all students.

This year, we continued to further develop our math and Language Arts programs by solidifying our exemplar rigor, assessments, learning targets, and essential standards and best instructional practices. Much of our professional learning time is focused on developing our curriculum aligned to Common Core State Standards and further expanding our instructional practices.

During CI meetings, teachers analyze data gathered from student work and develop strategies and common assessments to address the varying learning needs of our individual students. Teachers and administrators closely monitor academic growth of subgroups of students: English Learners, Socioeconomically Disadvantaged, and students receiving Special Education. Enrichment Block is part of each academic school day for a minimum of two days a week for 30-40 minutes each block. Enrichment Block is a time where no new instruction takes place and teachers have the opportunity to work with individual students or small groups of students on a concept(s) or standard in which the student is not yet demonstrating proficiency. In addition, students who are proficient in this area are provided the opportunity to enrich their learning by extending their depth of knowledge through various hands on learning opportunities. Enrichment Support Specialists partner with classroom teachers to analyze data and support students with specific needs during the Enrichment Block.

Teachers and administrators focus professional learning opportunities at the beginning of the year, as well as throughout the school year, to deepen their knowledge and enrich lessons that support student mastery of Common Core Standards.