

# Western Sierra Collegiate Academy

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Western Sierra Collegiate Academy
<b>Street</b>	660 Menlo Drive
<b>City, State, Zip</b>	Rocklin, CA 95765-3713
<b>Phone Number</b>	916-778-4544
<b>Principal</b>	Chelsea Bowler-Shelton
<b>Web Site</b>	<a href="http://www.wscacademy.org">www.wscacademy.org</a>
<b>CDS Code</b>	31750850119487

District Contact Information	
District Name	Western Sierra Collegiate Academy
Phone Number	(916) 778-4544
Superintendent	Robin Stout
Web Site	www.rocklinacademy.com

**School Description and Mission Statement (School Year 2018-19)**

**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 2017-18)**

Grade Level	Number of Students
Grade 7	89
Grade 8	91
Grade 9	186
Grade 10	157
Grade 11	128
Grade 12	119
<b>Total Enrollment</b>	<b>770</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.4
Asian	13.6
Filipino	4.9
Hispanic or Latino	12.7
Native Hawaiian or Pacific Islander	0.1
White	56.8
Socioeconomically Disadvantaged	13.4
English Learners	0.4
Students with Disabilities	7.1
Foster Youth	0.0

**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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	38	36	36	109.3
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
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 2018-19)**

Year and month in which data were collected: December 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 7-12 No textbook- novel based program Supplementary text for AP Lit- 2014 Bedford Anthologies of American Lit.		0
<b>Mathematics</b>	Grades 7-8 CPM Mathematics Core Connections 2 and 3  Grades 9-10 CPM Mathematics, Integrated 1, 2, 3, Algebra and Algebra 2  Grades 11-12 Calculus (Brooks/Cole) 2011  Grades 11-12 Stats: Modeling the World AP Edition (Pearson/Prentice Hall) 2010	Yes	0
<b>Science</b>	Grades 7-8 No Textbook  Grades 9-12 AP Physics: College Physics 9th Ed (Cengage) 2012 Biology: Principles of Life (Kendall Hunt) Hillis 1st Edition 2012 Chemistry: California Chemistry (Pearson) Edition 2007 AP Chemistry: Chemistry (Cengage) 10th Edition 2018 Biology: BSCS Biology: A Human Approach 4th Ed (Kendall Hunt) 2011	Yes	0
<b>History-Social Science</b>	Grades 7-12 Medieval and Early Modern Times (Pearson) 2010 America: History of our Nation (Prentice Hall, 2010) Chromebook (2017) Traditions & Encounters (McGraw Hill) 2011 Give Me Liberty: AP Edition (Norton, 5e, 2016) American History (Bedford) Government in America- AP ed. (Pearson) 2011	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	<p>SPANISH</p> <p>Realidades 1-3 (Prentice Hall) 2011</p> <p>La Vida y Muerte en la Mara Salvatrucha 13 (TPRS Publishing) 2010</p> <p>La Guerra Sucia (TPRS Publishing) 2011</p> <p>Pobre Ana (Blaine Ray Workshops) 2012</p> <p>Patricia Va a California (Blaine Ray Workshops) 2012</p> <p>Temas AP Spanish Language and Culture Exam Preparation (Vista Higher Learning) 2014</p> <p>Temas AP Spanish Language and Culture textbook (Vista Higher Learning) 2014</p> <p>MANDARIN</p> <p>Mandarin 1: Ni Hao 1 (ChinaSoft Pty LTD)</p> <p>Mandarin 2: Nihao 2 textbook and workbook. (ChinaSoft) 2010</p> <p>Mandarin 3: Nihao 3 textbook and workbook. (ChinaSoft) 2009</p> <p>Mandarin 4: Integrated Chinese Level 2 Part 1 paper textbook/online workbook (Cheng &amp; Tsui) 2016</p> <p>AP Mandarin: Integrated Chinese Level 2 Part 2 e-course (Cheng &amp; Tsui)</p> <p>Strive for a 5-AP Chinese Practice Tests (Cheng &amp; Tsui)</p> <p>AP Chinese Language and Culture, 2nd Edition (Barron's Educational Series) 2018 (students purchase own copy)</p> <p>AP Chinese speaking, reading, and writing, (MLPChinese) 2012</p> <p>Exploring Mandarin: Chinese Made Easy 1 Joint Publishing (Hong Kong) Co. LTD</p>	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The Western Sierra Collegiate Academy site was acquired by Rocklin Academy Family of Schools in June 2011. The school has undergone seven phases of tenant improvements from 2011 through 2018. The school consists of 34 classrooms, a multipurpose/gym room, stage, weight room, administrative offices and large common areas that are host to academic, sports and after school activities.

Western Sierra Collegiate Academy will complete the last phase of the Proposition 39 grant in 2018. Improvements planned consist of replacing nine HVAC RTU units, automated HVAC controls, O2 sensors and a heat pump water heater. The facility is in good working order. The site is maintained by trained onsite and licensed service personnel.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>		
<b>Year and month of the most recent FIT report: December 2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: December 2018</b>	
<b>Overall Rating</b>	<b>Good</b>

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	75.0	73.0	70.0	71.0	48.0	50.0
Mathematics (grades 3-8 and 11)	56.0	55.0	62.0	63.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	302	298	98.68	73.15
Male	152	152	100.00	61.84
Female	150	146	97.33	84.93
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	49	98.00	79.59
Filipino	12	12	100.00	83.33
Hispanic or Latino	32	32	100.00	78.13
White	169	167	98.82	67.66
Two or More Races	35	34	97.14	79.41
Socioeconomically Disadvantaged	41	40	97.56	55.00
English Learners	18	18	100.00	61.11
Students with Disabilities	26	26	100.00	34.62

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	302	296	98.01	54.58
Male	152	150	98.68	54.36
Female	150	146	97.33	54.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	48	96	75
Filipino	12	12	100	66.67
Hispanic or Latino	32	32	100	43.75
White	169	167	98.82	48.19
Two or More Races	35	33	94.29	60.61
Socioeconomically Disadvantaged	41	40	97.56	32.5
English Learners	18	18	100	38.89
Students with Disabilities	25	25	100	28

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.



## Career Technical Education Programs (School Year 2017-18)

N/A

### Career Technical Education Participation (School Year 2017-18)

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

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	86.8
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	94.4

### 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.0	35.6	19.5
9	17.5	26.2	27.3

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.

## 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 2018-19)

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: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	1.5	2.8	3.7	3.1	2.9	2.5	10.7	9.7	9.1
<b>Graduation Rate</b>	98.5	95.8	95.4	94.4	95.8	94.8	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	99.1	96.0	88.7
<b>Black or African American</b>	100.0	100.0	82.2
<b>American Indian or Alaska Native</b>	0.0	72.7	82.8
<b>Asian</b>	100.0	96.2	94.9
<b>Filipino</b>	100.0	100.0	93.5
<b>Hispanic or Latino</b>	92.9	93.2	86.5
<b>Native Hawaiian/Pacific Islander</b>	0.0	100.0	88.6
<b>White</b>	100.0	96.5	92.1
<b>Two or More Races</b>	81.8	96.0	91.2
<b>Socioeconomically Disadvantaged</b>	100.0	95.6	88.6
<b>English Learners</b>	0.0	81.8	56.7
<b>Students with Disabilities</b>	85.7	74.8	67.1
<b>Foster Youth</b>	100.0	80.0	74.1

## 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	4.0	1.8	2.6	2.5	2.2	3.3	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

**SAFETY PLAN:**

Western Sierra Collegiate Academy is committed to providing a safe school environment for all students. As such, we are currently working to revise our safety plan that was most recently reviewed and adopted by our Board in February 2018 for Board approval and adoption in February 2019. We follow our charter and parent student handbook to implement discipline procedures as necessary.

**SAFETY DRILLS:**

Regular fire/evacuation and lockdown drills occur throughout the year as a way to prepare for an emergency. We do follow-up surveys with staff for their feedback as a way to improve the process each time. There will be ongoing staff training during our professional development days for further emergency procedures.

**VISITORS / STUDENT SUPERVISION:**

Visitors must 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.

Students are supervised during lunch and administrative staff rotate supervision duties before and after school. Volunteer parents, staff and administration monitor the parking lot during drop off and pick up times.

**HAZARDOUS MATERIALS / UTILITIES:**

Our hazardous materials are stored in a locked closet and inspected regularly. Our lead facilities manager organizes and stores our material safety data sheets (MSDS). Plumbing, gas and electric lines for our science labs are up to code and inspected regularly.

**HEALTH & SAFETY:**

We have a school nurse on campus 1 day a week who provides direction to our Health Clerk who is here daily. Individual Student Health Plans (ISHP) are developed as needed for students with medical issues and are kept available for staff in the event of an emergency. Medication management is handled through our Nurse and Health Clerk.

There is a stock of Epi-Pens available and staff are trained annually in regards to allergic reactions as well as diabetic awareness and protocols. Staff are First Aid and CPR certified every two years.

**COMMUNICATIONS SYSTEMS:**

There is an existing intercom system, two way radios for on-campus communication in addition to cell phone contact among staff. We engage School Messenger to get messages both in text message as well as email out to our families in the event of an emergency.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
<b>English</b>	28.0	3	18	6	27.0	5	22	1	28.0	4	22	1		
<b>Mathematics</b>	25.0	9	17	4	24.0	10	21	2	27.0	7	22			
<b>Science</b>	26.0	6	19	1	25.0	5	21	1	28.0	6	18	1		
<b>Social Science</b>	28.0	3	22	3	27.0	4	22	1	27.0	6	20	2		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	787
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.5	N/A
Social Worker	0	N/A
Nurse	.30	N/A
Speech/Language/Hearing Specialist	.60	N/A
Resource Specialist (non-teaching)	3	N/A
Other	.60	N/A

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

\*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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,986,160	\$1,748,340	\$7,237,820	\$59,336
District	N/A	N/A	\$21,595,451	\$75,254
Percent Difference: School Site and District	N/A	N/A	-99.6	-23.7
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	199.6	-29.3

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 2017-18)**

At Western Sierra Collegiate Academy, student support is an integral and internally provided service. We believe that all students can learn at high levels and because of this, Western Sierra has an atypically high percentage of high school students in Advanced Placement (AP) courses. To support this, the daily schedule is designed around additional support by having an additional seventy-three (73) minutes of instruction time which can be dedicated to specific student support. Additionally, two teachers are dedicated as academic support and academic intervention teachers. These teachers track students who may not be meeting standards and provide for them another classroom opportunity to find methods of achieving success. Western Sierra is fully staffed to support all students, including those with IEPs and 504s.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,371	\$49,512
Mid-Range Teacher Salary	\$69,555	\$77,880
Highest Teacher Salary	\$94,145	\$96,387
Average Principal Salary (Elementary)	\$126,065	\$123,139
Average Principal Salary (Middle)	\$125,855	\$129,919
Average Principal Salary (High)	\$128,974	\$140,111
Superintendent Salary	\$236,103	\$238,324
Percent of Budget for Teacher Salaries	42.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	9	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	5	N/A
Science	3	N/A
Social Science	14	N/A
All courses	33	52.0

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

Rocklin Academy Family of Schools learning teams exemplify the belief that all students can learn at high levels. To achieve this Core Value, our staff and faculty are embedded in the practice of collaborative inquiry – a systematic, purposeful process during which teachers and administration work together to analyze student data and develop instructional strategies that address the needs of all students, including those who require additional support, those who are close to proficiency, and the students who have achieved proficiency and are ready to delve more deeply into a concept. Rocklin Academy schools are model Professional Learning Communities that embody the practice of continual professional learning to maximize academic gains.

It is not the fact that teams of teachers collaborate which is important, but rather that they collaborate with a clarity of commitment to ongoing learning and progress, examining student work on a regular basis, creating strategic goals to improve achievement, and enhancing their own skills as educators. Teachers continually improve their practice by regularly assessing student achievement, evaluating the effectiveness of teaching strategies, and learning from each other by daily sharing the expertise that exists within our school. If, at the conclusion of a four-week SMART goal cycle assessment results show that academic goals have not been met, teachers re-evaluate and adjust instructional strategies and readdress areas of need until all students reach proficiency in any particular target or skill. Teachers learn from each other by participating in job-embedded peer observations, by working collaboratively with instructional coaches, and participating in intentional professional development designed to meet their instructional goals. Teachers have one full Monday each month dedicated to professional development. This is a day where no students are present and the focus is on adult learning which positively impacts student learning. In addition, weekly professional development sessions are provided outside the school day to keep a continual pulse on best practices and collaboration.

With essential outcomes in mind, pacing guides and common formative assessments are utilized to ensure that all students are able to reach proficiency in grade level Common Core State Standards and that they will gain the appropriate knowledge, skills, and dispositions to be successful in future years. Moreover, every week teachers engage in high quality professional learning during purposeful, goal-oriented, grade-level team and faculty meetings. All professional development is facilitated with the end goal of how we can positively impact our students. Each meeting's topic is determined by current student data which drives instruction so that all students are learning at high levels. Teachers whose data demonstrates effective strategies share their methods and ideas with colleagues in order to replicate their success. Ongoing job-embedded professional development also includes instructional walk-throughs targeted to specific student learning needs, co-teaching and planning with instructional coaches, administrator observations with immediate and specific feedback, and as previously mentioned, peer observations. Teachers new to our schools, or new to the practice, receive additional support through our New Teacher Onboarding program which coincides with the state teacher induction programs.