



Rocklin Elementary School
Rocklin Unified School District
School Plan for Student Achievement
2024-2025



School Mission

The mission of Rocklin Elementary School, a richly diverse educational community and leader in academic excellence, is to ensure that all students are valued and supported in a collaborative environment to reach their full potential through a system distinguished by:

- unique opportunities for critical thinking, intellectual curiosity, and technological innovation
- a culture of academic, emotional, and social balance.
- partnerships with our families and the community.

School Description

Rocklin Elementary School is one of eighteen schools in the Rocklin Unified School District. The school serves students in transitional kindergarten through sixth grade with an enrollment of about 630 students. Rocklin Elementary has a unique demographic that includes: English Language Learners, students with disabilities, and a self-contained Gifted and Talented Education program. The school is located in the center of a stable and supportive community which expresses its values towards education through a high level of participation. Rocklin Elementary School opened in 1952, at which time it was the only school in the district, and served students from kindergarten through eighth grade. The staff of Rocklin Elementary School strives to provide an exemplary learning environment. Rocklin Elementary School has focused its resources on best practices to build both Career and College Readiness while providing a positive environment where social-emotional learning is also developed, recognized, and rewarded. Rocklin Elementary continues to be recognized at the state level for exemplary (Platinum Level) implementation of Positive Behavior Interventions and Supports (PBIS). Students at Rocklin Elementary School are able to approach all facets of their learning with confidence and the assurance that this school is their home. Rules of conduct are explicit and result in students achieving high levels of intrinsic motivation which leads to self-directedness, initiative, perseverance and grit. These are the characteristics of a successful learner. The staff embraces technology, recognizing that these skills are instrumental to the future success of our 21st century learners. In turn, Rocklin Elementary has acquired significant resources to provide students with ample access to technology. Our investment in academics, social emotional learning, and the tools and technology we need to assess where we have been and where we are going has allowed Rocklin Elementary School to become a leader in academic excellence.

Acronyms Defined

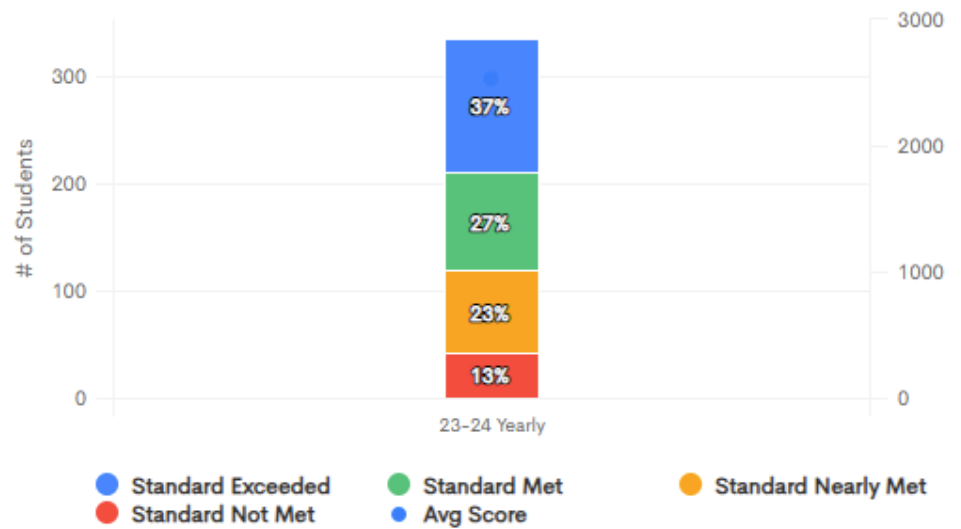
ELD = English Language Development, D-ELD = Designated ELD, I-ELD = Integrated ELD, SED = Socioeconomically Disadvantaged, SWD = Students with Disabilities, ELA = English/Language Arts, EL = English Learner, PBIS = Positive Behavioral Interventions and Supports, MAP, and CAASPP are our common assessments, PD = Professional Development

Comprehensive Needs Assessment

Identified Needs	Relevant Data
Continue to strengthen Tier I and 2 ELA instruction for all student groups. There was a 3% increase in students meeting and exceeding standard from 2024 to 2025.	CAASPP - CAASPP ELA CAASPP # of Students 300 200 100 0 33% 33% 19% 16% 23-24 Yearly Standard Exceeded Standard Met Standard Nearly Met Standard Not Met Avg Score MAP - MAP-Reading RUSD Playlist Cutp % of Students 100 75 50 25 0 13% 25% 63% 24-25 Fall On Level Strategic Intensive Avg Score EL Status: Yes
- Close gaps for EL student groups. - Provide D-ELD and intervention to all ELs.	

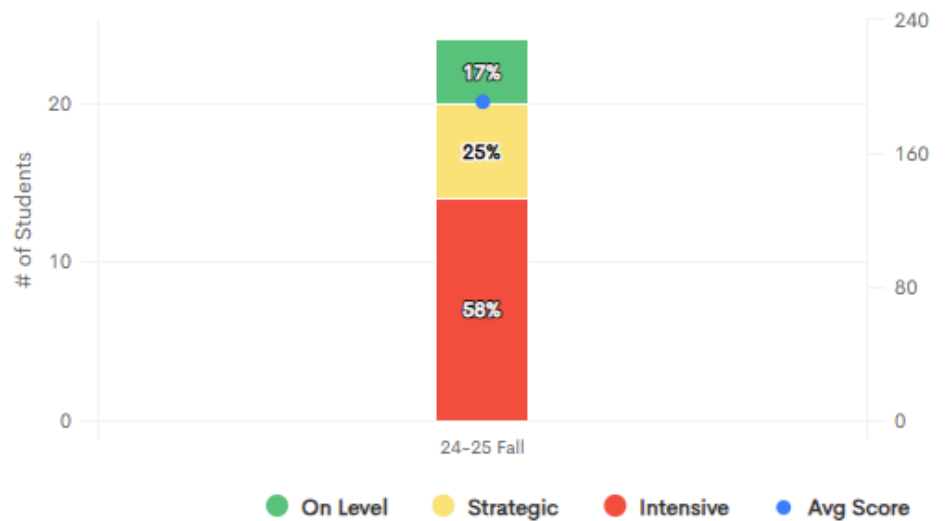
- Strengthen Tier I and Tier II Math instruction for all student groups. There was a 2% decrease in students meeting or exceeding standards from 2024 to 2025.

CAASPP - CAASPP Math



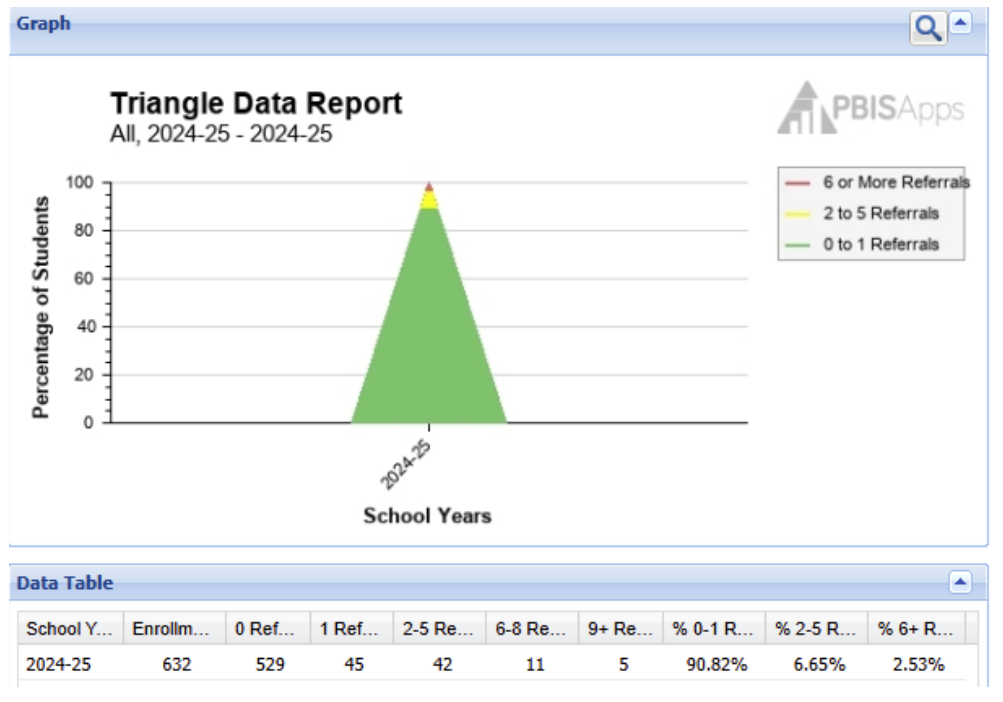
- Close gaps for EL student group.
- Provide D-ELD and intervention to all ELs.

MAP - MAP-Math



EL Status: Yes

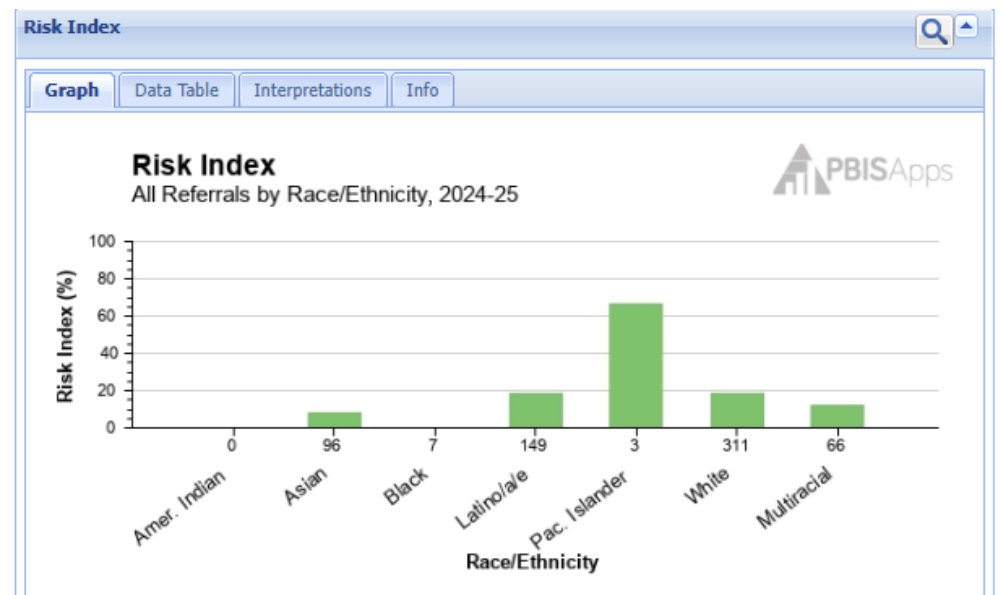
- Tier I: Continue to strengthen Tier I PBIS structures.
- Incorporate consistent PBIS practices within the classroom.
- Provide additional Tier II behavior supports aligned to student needs.



- Monitor any disproportionality of student referrals by gender.

Interpretations:

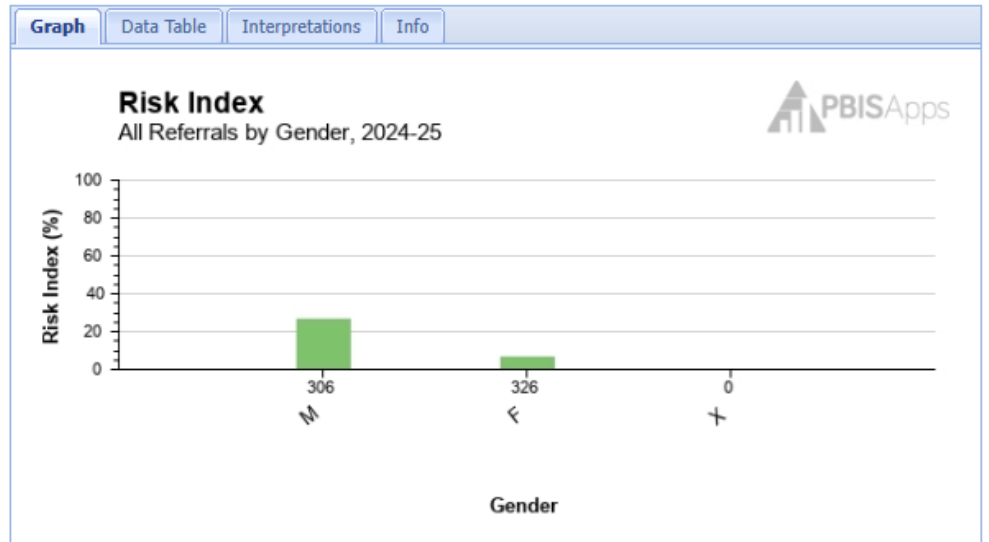
- Of the **96** students identified as Asian, **8%** have at least one referral.
- Of the **7** students identified as Black/African American, **0%** have at least one referral.
- Of the **149** students identified as Hispanic/Latino/a/e, **18%** have at least one referral.
- Of the **3** students identified as Pacific Islander/Native Hawaiian, **67%** have at least one referral.
- Of the **311** students identified as White, **19%** have at least one referral.
- Of the **66** students identified as Multiracial, **12%** have at least one referral.



- Monitor any disproportionality of student referrals by gender.

Interpretations:

- Of the 306 students identified as male, 27% have at least one referral.
- Of the 326 students identified as female, 6% have at least one referral.



Education Partner Involvement

Education Partner Involvement

Rocklin Elementary School values the involvement of students, families, teachers and school staff in the development of their goals for students. Classroom teachers, school staff and parents/guardians provided input in the creation of this school plan in a variety of ways. During the 23-24 school year, Rocklin Elementary's leadership team, a representative team of Rocklin Elementary's larger staff, analyzed survey results, student achievement data, and behavior data in order to make informed recommendations to the staff and school site council regarding areas of focus for the 24-25 school year. Rocklin Elementary staff was engaged in a process of refining the number of action items to be implemented during the 24-25 school year, in order to ensure we are implementing an attainable number of actions and subsequently making progress towards student achievement goals.

SITE GOAL 1 - ELA Growth

District Goal(s)	Aligned Actions
Strategic Plan Goal 1: We will facilitate learning experiences that ignite passion, develop enduring skills, and feature relevance, choice, and purpose for each student.	Action 1.1: Implement California State Standards by providing new and replacement instructional materials, with a continued focus on Mathematics, English Language Arts as well as a History Social Studies/Science.
LCAP Goal 3: RUSD will maintain, monitor and enhance existing programs that support district and state priorities, specifically focusing on continuous improvement in the areas of early literacy, attendance and serving the unique learning needs of all students.	Action 3.4: Academic Supports in English Language Arts (MTSS): RUSD maintained a high level of implementation of MTSS in the area of English Language Arts. At elementary sites, a Learning Recovery staff (certificated and classified) continued at each school to supplement the previously implemented walk-to-learn intervention and

	extension model. Data teams met regularly to discuss student progress. At elementary sites, students in need of intervention were assigned to Tier II or Tier III intervention groups. In secondary schools, students were placed in support/intervention courses based on previous grades and assessment scores. Additional research based curriculum and professional development for teachers was implemented to ensure high quality instruction for students needing additional support. Implementation of MTSS at all sites also includes the hiring and retention of paraprofessionals to support students. RUSD has been watching action 3.7 as a potential area for growth in future years. Given the drop in scores during the 2023-24 school year, RUSD has added ELA as one of the "enhancement" focus areas of Goal 3 during the 2024-25 school year.
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Goal 1 - ELA Growth

Site Goal 1	Site Strategic Plan Alignment
By Spring 2025, each grade level (3-6) will have a target increase of 3% of students meeting or exceeding standards on MAP in Reading. By Spring of 2025, K students will have mastered at least 40 High Frequency Words. First grade students will score at least 83 on Core Phonics A-D and at least 14 on Core Phonics E-J. Second grade students will score 85 on Core Phonics A-D, 15 on Core Phonics E-K and 21 on Core Phonics L.	Strategy 1: We will provide multi-faceted and relevant educational experiences to foster student growth, including Reading Horizons

Goal 1/Outcomes

Metric <i>What data will you use to measure this goal?</i>	Baseline <i>What is the current state of this metric related to the goal?</i>	Expected Outcome <i>What is your expected outcome aligned to the goal?</i>	Actual Outcome/ Evidence <i>(To be completed after related activities are accomplished.)</i>

2024-2025 Reading MAP (3-6 overall)	Based on Grade Level Fall (Sept) 2024 MAP % of students meeting or exceeding standards. 3rd: 58.7% 4th: 69% 5th: 70% 6th: 66.3%	Based on Grade Level Spring 2025 % of students meeting or exceeding standards. 3rd: 64.5% /61.7% 4th: 74.7% /72% 5th: 61.9% /73% 6th: 68.2% /69.3%	3rd: Yes 4th: Yes 5th: No 6th: No
2024-2025 High Frequency Words (K) and Core Phonics Survey (1-2)	Based on Grade Level Fall (Oct) 2024 HFW and Core Phonics Assessment % of students meeting or exceeding standards. K: 44.4% (HFW) 1: 90.5% (A-D, and E) 2: 73.67% (A-K)	Based on Grade Level Spring 2024 BPST % of students meeting or exceeding standards. K: 47.2% /47.4% 1: 99.25% /93.5% 2: 87.8% /76.67%	K: Yes 1st: Yes 2nd: Yes
2024-2025 CAASPP Data (3-6)	Based on Grade Level Spring (May) 2024 CAASPP % of students meeting or exceeding standards. 3rd: 63.2% 4th: 66.3% 5th: 57.5% 6th: 68.1%	Based on Grade Level Spring (May) 2025 % of students meeting or exceeding standards. 3rd: 55.4/66.2% 4th: 69.5 /69.3% 5th: 64.5 /60.5% 6th: 55.1 /71.1%	3rd: 4th: Yes 5th: No 6th: Yes

Goal 1/Activities & Related Actions

Activity <i>What activities will you accomplish to make progress towards your goal?</i>	Budget/ Funding Source	Steps to accomplish activity Evidence instead of Related Action Plan/Details <i>What small action steps will you take to accomplish your activity?</i>	Notes <i>(Optional - Use throughout the year to document progress)</i>
Strengthen Tier I instruction in ELA.	Materials and Supplies requested by teachers. \$1,593 (Flocabulary) \$221 (Kinder Supplies to	1. Implement Reading Horizons, a science based reading curriculum in grades K-2. 2. Provide professional development and continue to implement the strategies of the UDL Framework and strategies 3. Continue Subscriptions to various curriculums that	

	support reading) \$110 iPad Licenses	support reading practice and instruction at the Tier I Level. 4. Provide students with appropriate technology devices and licenses to support learning.	
Strengthen and refine Tier II instruction and interventions in ELA. Specifically target and monitor data of students receiving intervention in Rocky's Clubhouse.	\$28,830 Intervention Teacher (Title 1) \$11,750 Instructional Aide Support	1. Implement and monitor a data driven model of Bulldog Shuffle for Success. 2. Employ Instructional Aides to support K-1 Shuffle. 3. Teachers will participate in Data Digs during PLCs to review data and establish Tier II goals. 4. Grades 2-6 to utilize and monitor data from the LLI and SIPPS Intervention Program. 5. Teachers will utilize Shuffle Data Spreadsheets to monitor and appropriately group students.	
	\$28,830 (Title 1) \$13,674 (Site Supplemental)		

SITE GOAL 2 - Math Growth

District Goal

District Goal(s)	Aligned Actions
Strategic Plan Goal 1: We will facilitate learning experiences that ignite passion, develop enduring skills, and feature relevance, choice, and purpose for each student.	Action 1.1: Student learning, with a foundation of literacy and numeracy, will result in the acquisition of enduring skills (collaboration, communication, creativity, critical thinking, and global awareness) to ensure post-graduate success.
LCAP Goal 1: RUSD will promote the mathematics achievement of all students, with a particular focus on socio-economically disadvantaged students, students with disabilities, English learner students, foster youth and students experiencing homelessness, by engaging in continuous	Action 1.3 - Common Assessments: All K-6 (both general and special education) teachers continue to implement math common assessments four times throughout the school year, using screener data to guide instruction and decision-making. Elementary teachers are working on calibrating grading

improvement to identify high-leverage practices that improve student outcomes.	practices, identifying misconceptions, and leveraging data for informed instruction and decision-making. In fall 2023, the MTSS team trained elementary site leadership in common assessment data protocols to improve instructional practices for underperforming students.
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Goal 2

Goal 2/Outcomes

Goal 2/Activities & Related Actions

Activity <i>What activities will you accomplish to make progress towards your goal?</i>	Budget/ Funding Source	Related Action Plan/Details <i>What small action steps will you take to accomplish your activity?</i>	Notes <i>(Optional - Use throughout the year to document progress)</i>
Strengthen Tier I instruction in Math	\$875.88 SVMI iPad Licenses \$110 Flocabulary \$1,593 Materials and Supplies requested by teachers. \$207	1. Provide professional development and continue to implement the strategies of the UDL Framework and strategies 2. Continue subscription for ST Math (District Paid). 3. Continue (SVMI) subscription to foster academic growth in mathematics. 4. Continue implementation of Building Fact Fluency Curriculum in grades 2-6. 5. Continue implementing Building Thinking Classroom strategies in grades TK-6. 6. RUSD math coach to provide training/modeling and resources to teachers on Building Thinking Classrooms, Bridges Intervention, and Building Fact Fluency to enhance instructional practices and student outcomes.	
Strengthen and refine Tier II instruction and interventions in Math. Specifically target and monitor data of students in our Learning Recovery and Intervention Programs.	\$28,830 Intervention Teacher (Title 1) \$11,750 Instructional Aide Support	1. Implement and monitor a data driven model of Bulldog Shuffle for Success. 2. Employ Instructional Aides to support K-1 Shuffle. 3. Teachers will participate in PLC Data Digs to review data and establish goals. 4. Continue TK-6 implementation of ST Math.	

		5. Continue the implementation of the fact fluency curriculum, "Building Fact Fluency".	
	\$28,830 (Title 1) 14,536 (Site Supplemental)		

SITE GOAL 3 - Behavior

District Goal

For your 3rd proposed site goal, which district Strategic Plan/LCAP goal and subsequent actions are aligned?

District Goal(s)	Aligned Actions
Strategic Plan Goal 2: We will provide a system of academic and social-emotional support in a culture of acceptance for all students to be respectful, self-aware, resilient, and high functioning individuals.	Action 2.4: Fully implement the Multi-Tier System of Supports (MTSS) model in the academic, behavioral, and social-emotional domains. Action 2.2: Create the systematic use of data across all domains (academic, behavioral, and social-emotional) to inform and drive instruction and interventions.
LCAP Goal 2: RUSD will embed a system of social-emotional, mental health, and behavioral supports in order to increase student engagement and connectedness and develop healthy, respectful, self-aware, resilient, and high functioning individuals.	Action 2.4: 2.4 - Campus Culture/Student Connectedness: This action aims to enhance student connectedness by incorporating social-emotional learning in both classroom settings and campus programs. This is a change to respond to the direct feedback from students asking for staff to promote student interactions beyond their usual groups, such as clubs and student activities. For middle and high school levels, this action looks to maintain and expand community-building activities on campus, and empower activities directors and leadership teachers to prioritize campus culture and engagement.

Goal 3

Site Goal 3	Site Strategic Plan Alignment
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Implement a tiered support system for behavior with a minimum of 80% fidelity, specifically focusing on strengthening Tier I and II and Tier III of Positive Behavior Interventions and Supports (PBIS), as measured by the Tiered Fidelity Inventory (TFI) by Spring 2025.	1. We will promote an environment balancing the academic, emotional, and social needs of our students.
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Goal 3/Outcomes

Metric <i>What data will you use to measure this goal?</i>	Baseline <i>What is the current state of this metric related to the goal?</i>	Expected Outcome <i>What is your expected outcome aligned to the goal?</i>	Actual Outcome <i>(To be completed after related activities are accomplished.)</i>
SWIS Office Discipline Referral Data (Major Only)	Fall (Oct) 2024 % of students with 1 or less major: 97.78% % of students with 2-5 majors: 2.06% % of students with 6+ majors: .16%	Spring 2025 % of students with 1 or less major: 98% % of students with 2-5 majors: 1.5% % of students with 6+ majors: .5%	95.09% 3.96% .95%
CICO Goal Achievement Data	Percentage of students meeting their daily goal Fall 2024 84.8%	Percentage of students meeting their daily goal: Spring 2025 87.8%	

Goal 3/Activities & Related Actions

Activity <i>What activities will you accomplish to make progress towards your goal?</i>	Budget/ Funding Source	Related Action Plan/Details <i>What small action steps will you take to accomplish your activity?</i>	Notes <i>(Optional - Use throughout the year to document progress)</i>
Provided resources to Expect Respect to prevent hate speech for staff, students and families highlight and build upon current Tier I practices. RUSD has a comprehensive Expect Respect plan with differing resources by grade band.	NA	Words Matter Lesson (5th and 6th grade) <i>*to be facilitated at the beginning of the school year</i> School Counselor Lessons for 5th and 6th grade (<i>Delivered in Oct and Jan</i>) RES Expect Respect Presentation <i>*to be facilitated at the beginning of the school year by school admin and counselor to 5th and 6th grade</i>	Based on specific feedback from students during LCAP student forums and data on CA Healthy Kids Surveys, RUSD aims to teach students how their words can impact others. This includes promoting awareness and intentional avoidance of harmful language, such as unkind words, derogatory/hate speech,

			and slurs.
Continue implementing SEL Curricula: Purposeful People and Character Strong and align with PAWS	NA	SEL and PAWS Integration Schedule	
Implement PBIS Tiers 1-3 with fidelity	District Funded	Regular committee meetings to address needs in all three tiers as well as regular communication with staff during Staff Meetings.	
Implement Restorative Practices School-wide	NA	Staff to receive on-going coaching and support on implementation as needed.	
School Counselor	District Funded	Continued support from RUSD to provide a School Counselor 3 days/week.	
School Wide Recognition	NA	Continue with monthly school wide recognition (PAWS Assemblies).	

SITE GOAL 4- *Parent Involvement*

District Goal

District Goal(s)	Aligned Actions
Strategic Plan Goal 4: We will ensure vital engagement between schools and their stakeholders, including families, community, higher education, and media to support student success.	4.2 Support stakeholder engagement via active internal and external communications. 4.3 Consistently promote positive RUSD elements and partnerships. 4.4 Create and provide access to tutorials and competencies on tools available for staff, families, and students.
LCAP Goal 2: We will provide a system of academic and social-emotional support in a culture of acceptance for all students to be respectful, self-aware, resilient, and high functioning individuals. .	Action 2.9: RUSD will implement family engagement activities (e.g., Parent University, Family Nights), with the goal of increasing partnerships with families and boosting student resilience and social-emotional well-being. RUSD will work with community partners and local organizations to implement this action.

Goal 4

Site Goal 4	Site Strategic Plan Alignment
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Build and foster relationships with families and local community members. Increased parental involvement opportunities will build relationships between parent and school personnel resulting in increased understanding of expected outcomes and support for those outcomes.	1. We will enhance student growth by actively engaging family and community partnerships.
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Goal 4/Outcomes

Metric <i>What data will you use to measure this goal?</i>	Baseline <i>What is the current state of this metric related to the goal?</i>	Expected Outcome <i>What is your expected outcome aligned to the goal?</i>	Actual Outcome <i>(To be completed after related activities are accomplished.)</i>
Parent Participation	No baseline data	An average of 30% of families will participate in our family nights.	STEM Night - 164 participants

Goal 4/Activities & Related Actions

Activity <i>What activities will you accomplish to make progress towards your goal?</i>	Budget/ Funding Source	Related Action Plan/Details <i>What small action steps will you take to accomplish your activity?</i>	Notes <i>(Optional - Use throughout the year to document progress)</i>
Provide FREE Opportunities for families to engage with school and personnel.	Title I: Parent Engagement Funds \$815	1. Back to School Night 2. Early Family Literacy Night 3. Family Game Night 4. STEM Night 5. Open House Expo 6. Parent/Teacher Conferences	

SITE GOAL- 5 Attendance

District Goal(s)	Aligned Actions
LCAP Goal 3: RUSD will maintain, monitor and enhance existing programs that support district and state priorities, specifically focusing on continuous improvement in the areas of early literacy, attendance and serving the unique learning needs of all students.	Action 3.3: Attendance Improvement: Action modified to continue implementation of targeted attendance improvement strategies, including use of attendance data analytics dashboards to identify students at risk of chronic absenteeism and provide interventions

Goal 5

Site Goal 3	Site Strategic Plan Alignment
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Implement a site-wide attendance improvement plan.	*Not identified in the site strategic plan, however this goal is aligned to district goals and is an area of need based on comprehensive needs assessment.
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Goal 5/Outcomes

Metric <i>What data will you use to measure this goal?</i>	Baseline <i>What is the current state of this metric related to the goal?</i>	Expected Outcome <i>What is your expected outcome aligned to the goal?</i>	Actual Outcome <i>(To be completed after related activities are accomplished.)</i>
Increase site-wide attendance percentage by 1% by June 2025.	As of 11/20/2024 our school wide attendance rate is 96.25%.	During the first week of June, our average expected attendance rate will be 97.25%.	Yes
Decrease chronic absenteeism including students "At Risk, Moderately and Severely" Chronically Absent by a minimum of 5% by June 2025.	As of 11/21/2024 the rate of absenteeism of students in these groups is 25.9%.	During the first week of June, our average attendance rate for students in our absenteeism groups will be 20.9%.	29.65%- No

Goal 5/Activities & Related Actions

Activity <i>What activities will you accomplish to make progress towards your goal?</i>	Budget/ Funding Source	Related Action Plan/Details <i>What small action steps will you take to accomplish your activity?</i>	Notes <i>(Optional - Use throughout the year to document progress)</i>
Address barriers impacting consistent attendance, resulting in improved overall attendance rates.	District Funded (Grant)	Hire a 3-hour Attendance Liaison to collaborate with students and families on addressing chronic absenteeism.	
Increase communication to families regarding the importance of attendance.		1. Ensure teachers are sharing Back to School attendance videos and Superintendent messages at Back to School Night. 2. Provide all families with Back to School letters (provided by District) and grade level specific info graphic at Back to School Night.	

		3. Monthly attendance information shared with families in the district "Slate" newsletter. 4. Attendance letters mailed to families in compliance with the District Attendance Handbook. 5. Attendance Liaison to support additional support in this area.	
Increase awareness of chronically absent students.		1. Site Liaison will review the District-provided list of chronically absent students. 2. Site Liaison with teachers and Tier II PBIS Team when a student is chronically absent. 3. Clerical staff will call personally in addition to robo-call when chronically absent students miss school. 4. Implement PBIS Tier II Intervention (Attendance CICO) to increase attendance for our chronically absent students.	
Training for clerical staff		1. Clerical staff and principal participate in annual training to receive updated procedures	

Preliminary Budget			
Title 1 General Spending	\$57,659.19		
Title 1 Parental Involvement	\$500		
Total Title 1 Spending	\$58,527.51		
Total Title 1 Allocation	\$64,914.00		

Final Budget Based on CARS Part II (Winter Release - January)			
Allocation	\$51,624		
Parent Involvement	\$ 868		
Carryover	\$12,056		
Total Allocation	\$64,548		

<i>1100-1999 Certificated Salaries/benefits</i>	\$57,654		
<i>2100-2999 Instructional Aide Salary w/Benefits</i>	\$ 100		
<i>4100-4999 Materials & Supplies</i>	\$ 3,794		
<i>5100-5999 Services</i>	\$ 3,000		
<i>6100-6999 Capital Outlay</i>			
EXPENSES TOTALS:	\$64,548		
Allocation & Expense Difference:	\$ 0		

Attested:

Principal, Rocklin Elementary

Date

School Site Council Chairperson

Date