# Cobblestone Elementary School
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

## General Information about the School Accountability Report Card (SARC)

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

## 2022-23 School Contact Information

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|---|---|
| **School Name** | Cobblestone Elementary School |
| **Street** | 5740 Cobblestone Drive |
| **City, State, Zip** | Rocklin, CA  95765 |
| **Phone Number** | 916.632.0140 |
| **Principal** | Kathy Goddard |
| **Email Address** | kgoddard@rocklinusd.org |
| **School Website** | https://ces.rocklinusd.org/ |
| **County-District-School (CDS) Code** | 31750856109870 |

## 2022-23 District Contact Information

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

## 2022-23 School Overview

Cobblestone Elementary School is one of seventeen schools in the Rocklin Unified School District. The school serves students in  transitional kindergarten through sixth grade, with an enrollment of approximately 400. The school is located in the center of a dynamic and supportive community, which expresses its values toward education through a high level of participation. Cobblestone Elementary School opened in 1991.  Since 2008, Cobblestone has been recognized as a California Distinguished School.  Cobblestone Elementary has repeatedly been named an Honor Roll school by California  Business for Education Excellence as well as has received Gold Level recognition by the state of California for Positive Behavior Support and Intervention Program.

The staff enjoys tremendous community support in providing an exemplary learning environment for students.  Cobblestone's strategic plan, developed in the spring of 2017 by a wide range of stakeholders,  describes our aspiration as follows:

The mission of Cobblestone Elementary School, a community of dynamic learners known for academic excellence and positive personal growth, is to ignite and empower all students to thrive in every aspect of life for today and tomorrow, by:

Advancing an academically challenging and supportive climate
Fostering creativity and innovation through the arts, technology, and science
Cultivating curiosity, perseverance, and critical thinking
Instilling leadership through the development of personal accountability, effective problem solving, and collaboration
Providing a socially, emotionally and physically safe environment
Creating positive partnerships with families, staff, and community
Modeling and promoting respect and empathy in every interaction
Inspiring a continuous passion for learning

Our Objectives toward this are as follows:
All students will show an annual increase on multiple assessments in English Language Arts and Mathematics.
All students will demonstrate increased school engagement .
All students will be creative and innovative thinkers.
All students will successfully uphold the Cougar Code which is to Show Respect, Make Good Decisions,  and Solve Problems.

# About this School

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 91 |
| Grade 1 | 49 |
| Grade 2 | 44 |
| Grade 3 | 47 |
| Grade 4 | 77 |
| Grade 5 | 49 |
| Grade 6 | 55 |
| Total Enrollment | 412 |

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 51.0 |
| Male | 49.0 |
| American Indian or Alaska Native | 0.0 |
| Asian | 6.3 |
| Black or African American | 0.7 |
| Filipino | 1.9 |
| Hispanic or Latino | 20.6 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 9.0 |
| White | 57.8 |
| English Learners | 9.7 |
| Foster Youth | 0.0 |
| Homeless | 0.7 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 23.5 |
| Students with Disabilities | 15.3 |

## 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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 18.30 | 90.02 | 577.80 | 89.83 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 5.20 | 0.82 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.70 | 8.75 | 12.20 | 1.91 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.20 | 1.23 | 25.90 | 4.04 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 21.90 | 3.40 | 18854.30 | 6.86 |
| Total Teaching Positions | 20.30 | 100.00 | 643.20 | 100.00 | 274759.10 | 100.00 |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 19.60 | 89.98 | 582.10 | 90.21 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 6.00 | 0.93 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 8.40 | 1.30 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.30 | 1.56 | 12.10 | 1.89 | 11953.10 | 4.28 |
| Unknown | 1.80 | 8.42 | 36.50 | 5.67 | 15831.90 | 5.67 |
| Total Teaching Positions | 21.80 | 100.00 | 645.30 | 100.00 | 279044.80 | 100.00 |

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 1.70 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.70 | 0.00 |

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.20 | 0.30 |
| Total Out-of-Field Teachers | 0.20 | 0.30 |

## 2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 5.80 | 0.00 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 3.30 | 0.00 |

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

## School Facility Conditions and Planned Improvements

Cobblestone Elementary School is a beautiful facility. Built thirty one years ago, it is aesthetically pleasing as well as being an excellent environment for student learning.   The school and grounds are well maintained. Classrooms are regularly cleaned and checked for safety hazards. District-wide safety inspections are done on an ongoing basis throughout the year. Cobblestone has a comprehensive safety and crisis intervention plan. School personnel supervise and monitor students before and after school as well as during all non-instructional times. Primary students use the buddy system whenever they leave the classroom. All campus guests check in at the office before proceeding to classrooms and wear visitor badges. Cobblestone is a safe, well maintained school of which students, staff and parents are proud.

The district takes great efforts to ensure that all schools are clean, safe, and functional.  To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction.  District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

| Year and month of the most recent FIT report | July, 2022 |
|---|---|

| System Inspected | Rate | Rate | Rate | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|

## School Facility Conditions and Planned Improvements

|  | Good | Fair | Poor |  |
|---|:---:|:---:|:---:|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X |  |  |  |
| **Interior:**<br>Interior Surfaces |  | X |  | Water stain/cracked ceiling tiles, formica damage, bubbling floor tiles |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X |  |  |  |
| **Electrical** | X |  |  |  |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X |  |  |  |
| **Safety:**<br>Fire Safety, Hazardous Materials | X |  |  |  |
| **Structural:**<br>Structural Damage, Roofs | X |  |  | Damaged wall tiles, dry rot room 26, 27 |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X |  |  | Missing wall tiles, uneven concrete, hole in window screen |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|:---:|:---:|:---:|:---:|
|  | X |  |  |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |
|---|---|

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

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | 64 | N/A | 66 | N/A | 47 |
| **Mathematics** (grades 3-8 and 11) | N/A | 61 | N/A | 58 | N/A | 33 |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 233 | 231 | 99.14 | 0.86 | 63.64 |
| Female | 127 | 125 | 98.43 | 1.57 | 65.60 |
| Male | 106 | 106 | 100.00 | 0.00 | 61.32 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | 12 | 12 | 100.00 | 0.00 | 75.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 57 | 57 | 100.00 | 0.00 | 50.88 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 29 | 28 | 96.55 | 3.45 | 67.86 |
| White | 130 | 129 | 99.23 | 0.77 | 65.89 |
| English Learners | 14 | 14 | 100.00 | 0.00 | 35.71 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 62 | 62 | 100.00 | 0.00 | 61.29 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 44 | 44 | 100.00 | 0.00 | 29.55 |

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 233 | 230 | 98.71 | 1.29 | 60.87 |
| Female | 127 | 125 | 98.43 | 1.57 | 56.80 |
| Male | 106 | 105 | 99.06 | 0.94 | 65.71 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | 12 | 12 | 100.00 | 0.00 | 66.67 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 57 | 57 | 100.00 | 0.00 | 49.12 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 29 | 28 | 96.55 | 3.45 | 60.71 |
| White | 130 | 128 | 98.46 | 1.54 | 64.06 |
| English Learners | 14 | 14 | 100.00 | 0.00 | 42.86 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 62 | 62 | 100.00 | 0.00 | 45.16 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 44 | 43 | 97.73 | 2.27 | 37.21 |

## CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | NT | 46 | NT | 46.16 | 28.5 | 29.47 |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 51 | 50 | 98.04 | 1.96 | 46 |
| Female | 26 | 25 | 96.15 | 3.85 | 48 |
| Male | 25 | 25 | 100 | 0 | 44 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 30 | 30 | 100 | 0 | 43.33 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | 97.8% | 97.4% | 91.9% | 96.3% | 94.0% |
| Grade 7 | 95.2% | 95.2% | 95.2% | 96.4% | 97.6% |
| Grade 9 | 95.0% | 96.0% | 97.1% | 96.4% | 98.0% |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2022-23 Opportunities for Parental Involvement

While parent and community involvement is vital to the success of our school, limitations have been in place for parent participation on campus due to COVID 19.  Goals for parents are published in the school handbook and  participation is strongly encouraged.  In typical years,  a volunteer fair occurs at our Welcome Back Picnic each August.  We provide many opportunities for involvement.  Trained parent volunteers provide monthly art lessons to each class through our school Art Docent program.  Parents run special events such as our Mini-Olympics and evening family events.   Fundraising efforts like our annual Jogathon, and Scrip sales are other ways parents are involved.  Cobblestone boasts over 150 people volunteering each year as guest speakers, classroom helpers and cafeteria supervisors, field trip chaperones, clerical assistants or library volunteers.  Site Council, and the Parent Teacher Club Board as well as the Positive Behavioral Interventions and Support Leadership Team, LCAP advisory committee and Strategic Planning team provide leadership opportunities for parents.  Cobblestone enjoys community support through sponsorship from local businesses and civic organizations.  Our annual Volunteer Tea recognizes and thanks all those for their involvement.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 444 | 435 | 110 | 25.3 |
| Female | 224 | 221 | 56 | 25.3 |
| Male | 220 | 214 | 54 | 25.2 |
| American Indian or Alaska Native | 1 | 1 | 1 | 100.0 |
| Asian | 33 | 31 | 6 | 19.4 |
| Black or African American | 3 | 3 | 0 | 0.0 |
| Filipino | 9 | 9 | 4 | 44.4 |
| Hispanic or Latino | 91 | 88 | 25 | 28.4 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 38 | 38 | 16 | 42.1 |
| White | 254 | 250 | 55 | 22.0 |
| English Learners | 49 | 48 | 15 | 31.3 |
| Foster Youth | 2 | 2 | 2 | 100.0 |
| Homeless | 6 | 6 | 3 | 50.0 |
| Socioeconomically Disadvantaged | 106 | 105 | 37 | 35.2 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 84 | 83 | 28 | 33.7 |

## C. Engagement

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | 0.00 | 1.38 | 2.45 |
| Expulsions | 0.00 | 0.03 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | 0.00 | 0.90 | 0.76 | 2.29 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.01 | 0.04 | 0.00 | 0.07 |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.90 | 0.00 |
| Female | 0.45 | 0.00 |
| Male | 1.36 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 1.10 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.79 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.94 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.38 | 0.00 |

## 2022-23 School Safety Plan

Student safety is a top concern. According to the most recent California Healthy Kids Survey (CHKS) results, 93% of Cobblestone students feel safe at school. Our comprehensive safety plan includes collaboration with the Rocklin Fire Marshal and Police Department. Together, we have revised our emergency evacuation routes and conduct monthly drills for practice. Our plan includes the use of a new Social Emotional Learning (SEL) curriculum called Purposefull People. All students participate in digital citizenship lessons that include cyber safety as we increase the the use of technology in the classroom as well as a schoolwide Bully-Prevention Curriculum. In 2016, we implemented schoolwide Positive Behavioral Intervention and Supports (PBIS) to provide social, behavioral and emotional support for students who have additional needs in these areas. All students know and are recognized for following the Cobblestone Cougar Code where they consider their behavior in terms of making good decisions, showing respect and solving problems.

Last review/update: February 2022. Date Last Discussed with Staff: February 2022.

| D. Other SARC Information | Information Required in the SARC |
| --- | --- |
| | The information in this section is required to be in the SARC but is not included in the state priorities for LCFF. |

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
| --- | --- | --- | --- | --- |
| K | 21 | 2 | 1 | |
| 1 | 24 | | 2 | |
| 2 | 22 | | 3 | |
| 3 | 22 | | 2 | |
| 4 | 24 | | 2 | |
| 5 | 23 | | 2 | |
| 6 | 27 | | 2 | |
| Other | 10 | 2 | | |

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 22 | | 1 | |
| 1 | | | | |
| 2 | 16 | 1 | 1 | |
| 3 | 14 | 3 | 1 | |
| 4 | 16 | 1 | 1 | |
| 5 | 16 | 1 | 1 | |
| 6 | 15 | 3 | | |
| Other | 16 | 5 | 4 | |

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 21 | 2 | 2 | |
| 1 | 23 | | 2 | |
| 2 | 21 | 1 | 1 | |
| 3 | 23 | | 2 | |
| 4 | 24 | 1 | 2 | |
| 5 | 24 | 1 | 1 | |
| 6 | 27 | | 2 | |
| Other | 12 | 6 | | 1 |

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor.  One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 0 |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school.  One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.6 |
| Social Worker | |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | |
| Other | 0.1 |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school.  Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $8,239 | $1,463 | $6,776 | $88,965 |
| District | N/A | N/A | $7,882 | $88,507 |
| Percent Difference - School Site and District | N/A | N/A | -15.1 | 0.5 |
| State | N/A | N/A | $6,594 | $88,358 |
| Percent Difference - School Site and State | N/A | N/A | 2.7 | 0.7 |

## 2021-22 Types of Services Funded

Special Education, LCAP Supplemental, transportation, instructional materials, staff development, intervention classes, core K-12 classes, Gifted and Talented Education (GATE), ELD Support, After school ELD tutoring, Technology loan program.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $42,930 | $54,370 |
| Mid-Range Teacher Salary | $75,842 | $82,681 |
| Highest Teacher Salary | $102,655 | $106,610 |
| Average Principal Salary (Elementary) | $137,270 | $135,283 |
| Average Principal Salary (Middle) | $140,173 | $141,244 |
| Average Principal Salary (High) | $160,968 | $152,955 |
| Superintendent Salary | $262,486 | $264,367 |
| Percent of Budget for Teacher Salaries | 41% | 33% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

## Professional Development

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Rocklin Unified Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Multi-Tiered System of Support; a commitment to research-based effective instructional practices and intervention strategies; also ensuring that all students are provided the necessary skills and prerequisites to meet post-secondary goals; and to ensure all students meet College and Career Readiness Standards.

Rocklin Unified School District provides 3 days of staff development annually to staff and have done this for the past three years.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |