

Sierra Elementary School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

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

School Name	Sierra Elementary School
Street	6811 Camborne Way
City, State, Zip	Rocklin, CA 95677
Phone Number	916-788-7141
Principal	Amy Westberg
Email Address	awestberg@rocklinusd.org
School Website	https://ses.rocklinusd.org/
County-District-School (CDS) Code	31750856118533

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

Sierra Elementary School is one of seventeen schools in the Rocklin Unified School District. Sierra is the only elementary school in the district offering the International Baccalaureate Primary Years Programme, and is home to the longest-standing IB PYP program in the greater Sacramento region. It is also the first authorized IB World School public elementary school offering the PYP in the area. Sierra Elementary serves students in kindergarten through sixth grade, with an enrollment of approximately 442. 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. Sierra Elementary School opened in 2001. In the fall of 2023, Sierra will add a transitional kindergarten class.

The staff of Sierra Elementary School provides an exemplary learning environment. Academic learning through the IB instructional philosophy of inquiry-based learning is the focus of the school. Commendably, the staff operates on the principle that a caring environment which fosters self-worth and individual development is the best road toward realizing such learning. The students are able to approach all facets of their learning with confidence and the assurance that this school is their home. The IB Learner Profile characteristics for behavior and learning are realized internally, leading to self-directedness and initiative. Finally, the staff welcomes the direct involvement of the community in these efforts. At Sierra Elementary School, parents and staff together are dedicated to creating a safe and structured learning environment in which students interact positively with others and are able to develop responsibility, confidence, and self-worth while achieving their highest academic potential grounded in skills for success in the 21st century.

Parents play an important role in Sierra Elementary School through active participation and involvement in School Site Council and PTC. They share information with classes about their professions, teach special skills, work on school and playground improvements, conduct fundraisers, and make donations. Sierra Elementary School is a focal point and center for students and the community.

Mission Statement

The highest aspiration of Sierra Elementary, an International Baccalaureate World School, is to ensure that all young people are inspired to become confident, life-long learners who thrive intellectually and are globally-minded, compassionate, and balanced. Sierra is distinguished by:

- Academic rigor through guided inquiry instruction,
- Relevant and diverse learning opportunities, and
- A nurturing and supportive environment in collaboration with parents and community.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	58
Grade 2	63
Grade 3	81
Grade 4	60
Grade 5	99
Grade 6	72
Total Enrollment	478

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	53.1
American Indian or Alaska Native	0.0
Asian	7.1
Black or African American	1.0
Filipino	4.2
Hispanic or Latino	18.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	12.8
White	53.8
English Learners	5.6
Foster Youth	0.0
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	12.3
Students with Disabilities	13.2

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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)	19.30	96.21	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)	0.00	0.00	12.20	1.91	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	2.09	25.90	4.04	12115.80	4.41
Unknown	0.30	1.64	21.90	3.40	18854.30	6.86
Total Teaching Positions	20.00	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)	20.70	95.02	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)	0.50	2.65	12.10	1.89	11953.10	4.28
Unknown	0.50	2.29	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	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	0.40	0.50
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.40	0.50

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)	0.00	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)	0.00	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>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		June 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0

School Facility Conditions and Planned Improvements

Sierra Elementary School is a beautiful facility built in 2001. It is aesthetically pleasing as well as being an excellent environment for student learning. It is a school of which students, staff, and parents can be proud.

Sierra has a comprehensive safety and crisis intervention plan. District wide safety inspections are done on an ongoing basis throughout the year. The school grounds are closely monitored by staff before and after school as well as the school day. The Rocklin Unified School District policy for registration of visitors is strictly adhered to with all visitors signing in before they are allowed to visit the campus. Members of our community use our facilities every afternoon and evening.

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 Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Broken floor tile, water stained ceiling tiles, broken/missing formica, worn carpet, torn wallpaper, loose molding
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Broken light diffuser
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Chipping paint
Structural: Structural Damage, Roofs	X			Dry rot
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Uneven concrete

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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	72	N/A	66	N/A	47
Mathematics (grades 3-8 and 11)	N/A	68	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	315	313	99.37	0.63	71.57
Female	148	148	100.00	0.00	79.05
Male	167	165	98.80	1.20	64.85
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	15	15	100.00	0.00	86.67
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	60	60	100.00	0.00	61.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	43	97.73	2.27	72.09
White	180	179	99.44	0.56	72.07
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	40	40	100.00	0.00	72.50
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	46	46	100.00	0.00	41.30

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	316	313	99.05	0.95	68.05
Female	148	147	99.32	0.68	66.67
Male	168	166	98.81	1.19	69.28
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	15	15	100.00	0.00	86.67
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	60	59	98.33	1.67	62.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	43	97.73	2.27	60.47
White	181	180	99.45	0.55	68.89
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	40	39	97.50	2.50	66.67
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	46	46	100.00	0.00	39.13

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	57.43	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	101	101	100	0	57.43
Female	50	50	100	0	46
Male	51	51	100	0	68.63
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100	0	31.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100	0	53.33
White	54	54	100	0	62.96
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	11	11	100	0	45.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100	0	33.33

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

Parental involvement is available through our school's Parent Teacher Club, School Site Council, PBIS Tier I Team, and Site Equity Team, which have regular meetings and many opportunities to assist students and staff. A very active Art Docent and parent volunteer program is in place with parents and community members serving the needs of our students. Parents are also encouraged to participate in the classroom and on class field trips. Contact the school office or classroom teacher for more information: (916) 788-7141.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	518	508	75	14.8
Female	240	236	40	16.9
Male	278	272	35	12.9
American Indian or Alaska Native	0	0	0	0.0
Asian	36	35	3	8.6
Black or African American	8	8	2	25.0
Filipino	20	20	0	0.0
Hispanic or Latino	98	94	21	22.3
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	61	61	5	8.2
White	281	276	41	14.9
English Learners	33	31	6	19.4
Foster Youth	0	0	0	0.0
Homeless	5	5	1	20.0
Socioeconomically Disadvantaged	75	74	20	27.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	79	13	16.5

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	0.43	0.19	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	0.19	0.00
Female	0.00	0.00
Male	0.36	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.36	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

All schools in the Rocklin Unified School District have a Comprehensive School Safety Plan approved by the School Site Council. It includes an assessment of the current status of school crime, procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, rules and procedures on school discipline, school wide dress code, policies regarding actions which would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils, and other school safety strategies and programs. It also includes an action plan for implementation of the plan. Date of last review/update: February 2022. Date last reviewed with staff: August 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	34		1	1
1	23		3	
2	23		3	
3	23		4	
4	30		2	
5	27		2	
6	26		3	
Other	31		1	

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	24		1	
1	25		1	
2	19	1	2	
3	16	1	2	
4	22	1	3	
5	23	1	2	
6	21	1	2	
Other	30	1	1	1

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	33		1	1
1	19	1	2	
2	21	1	2	
3	20	1	3	
4	20	1	2	
5	25	1	3	
6	24	1	2	
Other	11	6		

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	0.5
Social Worker	
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	0.3

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	\$7,603	\$521	\$7,082	\$96,020
District	N/A	N/A	\$7,882	\$88,507
Percent Difference - School Site and District	N/A	N/A	-10.7	8.1
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	7.1	8.3

2021-22 Types of Services Funded

Special Education, LCAP Supplemental, Title I, transportation, instructional materials, staff development, intervention classes, core K-12 classes, Gifted and Talented Education (GATE) & Career Technical Education (CTE).

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