

# Breen Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Breen Elementary School
<b>Street</b>	2751 Breen Drive
<b>City, State, Zip</b>	Rocklin, CA 95765
<b>Phone Number</b>	916.632.1155
<b>Principal</b>	Jennifer Palmer
<b>Email Address</b>	<a href="mailto:jjpalmer@rocklinusd.org">jjpalmer@rocklinusd.org</a>
<b>School Website</b>	<a href="https://bes.rocklinusd.org/">https://bes.rocklinusd.org/</a>
<b>County-District-School (CDS) Code</b>	31750856111975

## 2023-24 District Contact Information

<b>District Name</b>	Rocklin Unified School District
<b>Phone Number</b>	(916) 624-2428
<b>Superintendent</b>	Roger Stock
<b>Email Address</b>	<a href="mailto:rstock@rocklinusd.org">rstock@rocklinusd.org</a>
<b>District Website</b>	<a href="http://www.rocklinusd.org">www.rocklinusd.org</a>

## 2023-24 School Description and Mission Statement

Breen Elementary School opened in August 1994 and is one of Eighteen schools in the Rocklin Unified School District. It serves students in transitional kindergarten through 6th grade, with an enrollment of approximately 425 students. Breen is located in the center of Stanford Ranch, a dynamic and supportive community. The staff at Breen provides an exemplary learning environment that is positive and nurturing with very high academic and behavioral standards. Our primary core belief is that all children can learn at high levels.

Parent participation is appreciated and strongly encouraged at Breen. We're fortunate to have hundreds of parent volunteers that work to improve the academic and social programs at the school. Parents also actively participate with the School Site Council and Parent Teacher Club. Parents and staff are dedicated to creating a safe learning environment in which students interact positively with each other and reach their academic potential. Breen's Positive Behavior Intervention and Supports (PBIS) Program has enhanced this atmosphere and stresses positive relationships. Our Bobcat Awards reward program encourages students to be people of high character. Breen Elementary was awarded the Gold Level by the California PBIS Coalition for their implementation of PBIS.

Classroom activities are designed to accommodate the variety of ways in which children learn best -- using all their senses while being actively engaged. Full time P.E. and VAPA (visual and performing arts) teachers provide students with standards-based P.E. and arts curriculum. Breen's facilities are also used in the afternoon, evening, and weekends by members of our community for such activities as basketball, soccer, boy/girl scouts, etc. Breen was selected as a California Distinguished School in 2002 and 2008.

### Mission Statement

The mission of Breen Elementary, a dynamic educational and nurturing school community, is to inspire our students to achieve their academic potential, to ignite a passion for life-long learning and to become responsible, well-rounded citizens by:

- 1) fostering a collaborative environment where each student's unique potential is recognized, cultivated, and celebrated.
- 2) developing a culture where innovation is paramount.
- 3) creating strategic partnerships between the school, community and its families.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	43
Grade 1	69
Grade 2	50
Grade 3	54
Grade 4	64
Grade 5	57
Grade 6	67
Total Enrollment	404

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8%
Male	50.2%
American Indian or Alaska Native	1%
Asian	7.9%
Black or African American	1.5%
Filipino	2.5%
Hispanic or Latino	19.1%
Two or More Races	9.7%
White	55.2%
English Learners	5.4%
Foster Youth	0.2%
Homeless	0.5%
Socioeconomically Disadvantaged	15.8%
Students with Disabilities	13.4%

#### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.00	98.83	577.80	89.83	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.20	0.82	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	12.20	1.91	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	1.17	25.90	4.04	12115.80	4.41
<b>Unknown</b>	0.00	0.00	21.90	3.40	18854.30	6.86
<b>Total Teaching Positions</b>	21.20	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.50	90.70	582.10	90.21	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.00	0.93	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.40	1.30	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	12.10	1.89	11953.10	4.28
<b>Unknown</b>	2.00	9.30	36.50	5.67	15831.90	5.67
<b>Total Teaching Positions</b>	21.50	100.00	645.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00
<b>Total Out-of-Field Teachers</b>	0.20	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		June 2023	
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

<b>Science</b>	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
<b>History-Social Science</b>	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0

## School Facility Conditions and Planned Improvements

Breen was built in 1994 and is aesthetically pleasing and very well maintained facility. The staff takes pride in providing an excellent environment for student learning. Anyone visiting the campus must wear an I.D. badge to ensure the safety of our students. Supervision is offered prior to school, during the day at recesses and lunch, and after school. District-wide safety checks at all facilities occur on an ongoing, scheduled basis. Fire department inspections are also scheduled each year. Monthly fire drills are conducted, as are bi-monthly "lock-down" drills. A yearly off-campus evacuation drill is also done in which all students and staff evacuate to Breen Park.

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, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Water stain ceiling tiles, cracked floor tiles, cracked ceiling tile, torn wallpaper, loose ramps
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Black widow at entry to Girls RR
<b>Electrical</b>	X			Loose light diffusers, broken outlet covers
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Low flow drinking fountain Rm 6, 15, 17 sink slow to drain Rm 12
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Emergency exit lights expired on stage, chipping paint
<b>Structural:</b> Structural Damage, Roofs	X			Dry rot room 23 and ramp to 14
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Missing door plate, missing weather strip, cracked wall tiles, missing cabinet door handle, trip hazard at ramp entry to Rm 29, missing window screen Rm 23

## 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).

#### 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.

### 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	55	52	66	67	47	46
<b>Mathematics</b> (grades 3-8 and 11)	57	61	58	60	33	34

## 2022-23 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
<b>All Students</b>	243	242	99.59	0.41	52.07
<b>Female</b>	119	119	100.00	0.00	62.18
<b>Male</b>	124	123	99.19	0.81	42.28
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	19	19	100.00	0.00	42.11
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	48	48	100.00	0.00	45.83
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	26	26	100.00	0.00	65.38
<b>White</b>	139	138	99.28	0.72	53.62
<b>English Learners</b>	11	11	100.00	0.00	18.18
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	11	11	100.00	0.00	54.55
<b>Socioeconomically Disadvantaged</b>	36	36	100.00	0.00	41.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	41	97.62	2.38	21.95



## 2022-23 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
<b>All Students</b>	243	242	99.59	0.41	60.74
<b>Female</b>	119	119	100.00	0.00	58.82
<b>Male</b>	124	123	99.19	0.81	62.60
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	19	19	100.00	0.00	63.16
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	48	48	100.00	0.00	47.92
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	26	26	100.00	0.00	65.38
<b>White</b>	139	138	99.28	0.72	63.04
<b>English Learners</b>	11	11	100.00	0.00	36.36
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	11	11	100.00	0.00	72.73
<b>Socioeconomically Disadvantaged</b>	36	36	100.00	0.00	61.11
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	41	97.62	2.38	21.95

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	31.75	59.65	46.16	45.42	29.47	30.29

## 2022-23 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
<b>All Students</b>	58	58	100.00	0.00	58.62
<b>Female</b>	31	31	100.00	0.00	67.74
<b>Male</b>	27	27	100.00	0.00	48.15
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	36	36	100.00	0.00	63.89
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	12	100.00	0.00	41.67

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	97.3%	96.0%	96.0%	93.2%	97.7%
Grade 7	96.4%	96.2%	94.9%	97.2%	97.7%
Grade 9	95.9%	96.3%	95.9%	95.9%	96.3%

## 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.

#### 2023-24 Opportunities for Parental Involvement

Parental involvement is strongly appreciated and encouraged at Breen. Parents may choose to volunteer by supporting in classrooms, by tending to the Garden of Learning, by chaperoning on field trips, by leading art projects with the Art Docent Program, or by teaching after school enrichment classes. Our Parent-Teacher Club is very active and supports the school through fundraisers and a variety of activities. In addition, parents represent at least 50% of our School Site Council which meets at least three times a year.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	422	418	46	11.0
Female	210	209	20	9.6
Male	212	209	26	12.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	0	0.0
Asian	33	32	2	6.3
Black or African American	6	6	0	0.0
Filipino	11	11	0	0.0
Hispanic or Latino	80	80	11	13.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	42	42	4	9.5
White	231	228	26	11.4
English Learners	25	25	3	12.0
Foster Youth	1	1	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	73	73	12	16.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	66	65	10	15.4

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.44	0.00	0.76	2.29	3.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.04	0.04	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

All schools in the 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, discipline rules and procedures, dress code, policies regarding suspension/expulsion, sexual harassment policy, procedures for ingress and egress. It includes an action plan for the implementation of the plan.

Safe School Vision Statement: Our goal is to maintain a safe and nurturing school for children, staff, and our community by developing skills and strategies that promote the three R's of respect, responsibility, and resolving our differences peacefully. The Safe School Committee has been responsible for assessing and implementing procedures that promote student safety. The Safe School Plan focuses on increasing student and staff awareness of bullying behaviors and strategies to deal with bullying, and opportunities to consistently reinforce procedures, school rules, and recognize positive student behaviors. We review safety issues regarding crisis response, implementing drills at recess, and planning for a school wide evacuation drill. Last review/update and discussion with staff: January 2024.

## 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.

## 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	15	2		
1	20	2		
2	26		2	
3	21	1	2	
4	22	1	2	
5	22	1	2	
6	20	1	2	
Other	10	3		

## 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	23		3	
1	23		2	
2	17	3		
3	20	1	2	
4	20	1	2	
5	33		1	1
6	32		2	
Other	11	5		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	2	0
1	22	0	3	0
2	25	0	2	0
3	17	1	2	0
4	32	0	2	0
5	28	0	2	0
6	32	0	2	0
Other	9	6	0	0

## 2022-23 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

## 2022-23 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	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	
Other	0.1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$8,701	\$1,980	\$6,720	\$90,810
District	N/A	N/A	\$8,313	\$91,524
Percent Difference - School Site and District	N/A	N/A	-21.2	2.6
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	3.4	2.7

## Fiscal Year 2022-23 Types of Services Funded

Across Rocklin Unified School District, the following services are offered: core TK-12 classes, instructional materials, staff development, intervention classes, Special Education, school-based counseling services, Title I, transportation, Gifted and Talented Education (GATE), Dual Language, International Baccalaureate Primary Years Program (IBPYP), English Language Development, & Career Technical Education (CTE). (Note: Some programs are not available at all schools or all grade levels, however intra-district transfer opportunities are available to allow for greater school choice.)

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$44,647	\$55,550
Mid-Range Teacher Salary	\$78,876	\$84,645
Highest Teacher Salary	\$106,761	\$111,284
Average Principal Salary (Elementary)	\$144,604	\$139,860
Average Principal Salary (Middle)	\$147,317	\$146,440
Average Principal Salary (High)	\$169,473	\$158,447
Superintendent Salary	\$286,805	\$278,268
Percent of Budget for Teacher Salaries	39.95%	32.21%
Percent of Budget for Administrative Salaries	4.42%	4.89%



## 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3