

# Cobblestone 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/fq/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>	Cobblestone Elementary School
<b>Street</b>	5740 Cobblestone Drive
<b>City, State, Zip</b>	Rocklin, CA 95765
<b>Phone Number</b>	916.632.0140
<b>Principal</b>	Kathy Goddard
<b>Email Address</b>	kgoddard@rocklinusd.org
<b>School Website</b>	<a href="https://ces.rocklinusd.org/">https://ces.rocklinusd.org/</a>
<b>County-District-School (CDS) Code</b>	31750856109870

## 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>	rstock@rocklinusd.org
<b>District Website</b>	www.rocklinusd.org

## 2023-24 School Description and Mission Statement

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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	62
Grade 2	45
Grade 3	50
Grade 4	47
Grade 5	78
Grade 6	57
Total Enrollment	403

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
Asian	8.2%
Black or African American	0.5%
Filipino	2.2%
Hispanic or Latino	21.8%
Two or More Races	8.4%
White	55.3%
English Learners	8.2%
Homeless	1.2%
Socioeconomically Disadvantaged	24.6%
Students with Disabilities	17.1%

## 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>	18.30	90.02	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>	1.70	8.75	12.20	1.91	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	1.23	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>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.60	89.98	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>	0.30	1.56	12.10	1.89	11953.10	4.28
<b>Unknown</b>	1.80	8.42	36.50	5.67	15831.90	5.67
<b>Total Teaching Positions</b>	21.80	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	1.70	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.70</b>	<b>0.00</b>

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	0.30
<b>Total Out-of-Field Teachers</b>	<b>0.20</b>	<b>0.30</b>

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)	5.8	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)	3.3	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

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, 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/cracked ceiling tiles, peeling wallpaper in K-2, holes in floor tiles, damaged formica, bubbling floor tiles in Multi
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Water stain in light diffuser K-2, loose light diffuser in Rm 3, loose ethernet boxes
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Loose sinks in restrooms, broken formica on sink counter, low flow drinking fountain
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Chipping paint in patio area
<b>Structural:</b> Structural Damage, Roofs	X			Dry rot on trim of eaves, damaged wall tiles, dry rot at partition between rooms, damaged eave
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Deep cracks in asphalt, Rm 3 screen is missing, uneven concrete, missing wall tiles,

## 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)	64	69	66	67	47	46
<b>Mathematics</b> (grades 3-8 and 11)	61	60	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>	232	229	98.71	1.29	69.00
<b>Female</b>	119	117	98.32	1.68	70.09
<b>Male</b>	113	112	99.12	0.88	67.86
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	20	18	90.00	10.00	61.11
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	53	53	100.00	0.00	69.81
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	23	23	100.00	0.00	78.26
<b>White</b>	127	126	99.21	0.79	66.67
<b>English Learners</b>	11	9	81.82	18.18	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	12	12	100.00	0.00	75.00
<b>Socioeconomically Disadvantaged</b>	62	59	95.16	4.84	57.63
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	47	100.00	0.00	23.40



## 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>	232	231	99.57	0.43	59.74
<b>Female</b>	119	118	99.16	0.84	57.63
<b>Male</b>	113	113	100.00	0.00	61.95
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	20	20	100.00	0.00	70.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	53	53	100.00	0.00	52.83
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	23	23	100.00	0.00	60.87
<b>White</b>	127	126	99.21	0.79	59.52
<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>	12	12	100.00	0.00	41.67
<b>Socioeconomically Disadvantaged</b>	62	61	98.39	1.61	50.82
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	47	100.00	0.00	29.79

## 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)	46.00	55.70	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>	80	79	98.75	1.25	55.70
<b>Female</b>	43	42	97.67	2.33	57.14
<b>Male</b>	37	37	100.00	0.00	54.05
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	21	21	100.00	0.00	47.62
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	42	41	97.62	2.38	53.66
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	20	19	95.00	5.00	36.84
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	17	100.00	0.00	23.53

## 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

Parent and community involvement is vital to the success of our school. Goals for parents are published in the school handbook and participation is strongly encouraged. We provide many opportunities for involvement. Trained parent volunteers assist in the cafeteria. 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, 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, and LCAP advisory committee provide leadership opportunities for parents. Cobblestone enjoys community support through sponsorship from local businesses and civic organizations. Volunteers are recognized annual at Open House as for their involvement.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	430	425	59	13.9
Female	207	204	25	12.3
Male	223	221	34	15.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	41	41	2	4.9
Black or African American	2	2	0	0.0
Filipino	9	9	2	22.2
Hispanic or Latino	92	91	19	20.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	37	36	4	11.1
White	234	231	28	12.1
English Learners	41	40	5	12.5
Foster Youth	0	0	0	0.0
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	115	113	26	23.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	98	97	18	18.6

### 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	0.90	1.86	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	1.86	0
Female	1.45	0
Male	2.24	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.44	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.17	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.14	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.74	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.04	0

## 2023-24 School Safety Plan

Student safety is a top concern. On a parent survey conducted in November 2023, 91% of parents agree or strongly agree that their child feels 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 Purposeful People. All students participate in digital citizenship lessons that include cyber safety as we increase the use of technology in the classroom as well as a schoolwide Bully-Prevention Curriculum. In 2016, Cobblestone 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 2023. Date Last Discussed with Staff: August 2023.

## 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	22		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

## 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	21	1	2	0
1	20	2	1	0
2	22	1	1	0
3	24	0	2	0
4	16	2	1	0
5	25	1	2	0
6	27	0	2	0
Other	11	5	1	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	1.2
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	\$8,351	\$1,655	\$6,697	\$84,721
District	N/A	N/A	\$8,313	\$91,524
Percent Difference - School Site and District	N/A	N/A	-21.5	-4.4
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	2.7	-4.2

## 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