Quarry Trail 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

School Name	Quarry Trail Elementary School
Street	810 Lazy Trail Drive
City, State, Zip	Rocklin, CA 95765
Phone Number	916-630-3300
Principal	Melanie Patterson
Email Address	mpatterson@rocklinusd.org
School Website	qtes.rocklinusd.org
County-District-School (CDS) Code	31750850141259

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Quarry Trail Elementary School is one of eighteen schools in the Rocklin Unified School District. The school serves students in Transitional Kindergarten through sixth grade, with an enrollment of approximately 640. The school is located in Whitney Ranch in a new and supportive community that expresses its values toward education through a high level of parent participation. Quarry Trail Elementary School opened to students for the first time in 2022-2023 and is the newest school in the District. Melanie Patterson is the Principal, Katie Tweltridge is the Assistant Principal, Melinda Good is the Dual Language Coordinator and Roger Stock is the District Superintendent. The school staff strives to provide an exemplary learning environment. Academic achievement and Dual Language Education are certainly the primary focuses of the school, but the staff also operates on the principle that a caring environment fosters self-esteem and individual development and is the best road toward achieving a well-rounded education. At Quarry Trail, students can participate in educational excellence through dual language education in Spanish and English. This school year in Dual Language, we offer a Transitional Kindergarten class, two Kindergarten Dual Language classes, and two 1st grade classes. Each year one grade level will be added to the Dual Language offering until there are classes in grades TK-6.

The mission of Quarry Trail Elementary School, an innovative and inclusive leader in education, is to empower all students to be compassionate and successful global citizens through a system distinguished by academic excellence, dual language education, sociocultural competence, social-emotional learning, and strong family and community partnerships.

Dual Language Education at Quarry Trail Elementary School ensures all students have equitable access to educational excellence. We provide rigorous, relevant, and culturally competent dual-language instruction in Spanish and English to ensure students reach high levels of academic achievement, bilingualism, biliteracy, and sociocultural competence. We are committed to the integration of rich opportunities for our students, families, staff, and community to experience and honor multilingualism and culture.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	142
Grade 1	90
Grade 2	68
Grade 3	77
Grade 4	64
Grade 5	64
Grade 6	54
Total Enrollment	559

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.8%
Asian	15%
Black or African American	0.7%
Filipino	5.4%
Hispanic or Latino	16.8%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	11.8%
White	44.9%
English Learners	5.2%
Foster Youth	0.2%
Homeless	0.5%
Socioeconomically Disadvantaged	11.6%
Students with Disabilities	10.7%

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)			577.80	89.83	228366.10	83.12
Intern Credential Holders Properly Assigned			5.20	0.82	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			12.20	1.91	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			25.90	4.04	12115.80	4.41
Unknown			21.90	3.40	18854.30	6.86
Total Teaching Positions			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)			582.10	90.21	234405.20	84.00
Intern Credential Holders Properly Assigned			6.00	0.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			8.40	1.30	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			12.10	1.89	11953.10	4.28
Unknown			36.50	5.67	15831.90	5.67
Total Teaching Positions			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		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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		
Local Assignment Options		
Total Out-of-Field Teachers		

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

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

Quarry Trail Elementary completed construction of its campus in the spring of 2022 and opened for students during the 2022-23 school year. As the newest campus in Rocklin Unified, every effort was taken to include the newest technologies, functional design for movement around campus, and beautiful landscaping using Native California plants to reduce water usage. It is aesthetically pleasing as well as being an excellent environment for student learning. It is a school that students, staff, and parents can be proud of. Supervision is provided before school, during recesses, and immediately after school. Visitors and volunteers are asked to report to the school office, sign in, and wear a visitor's badge while on campus. District safety inspections and cleanings are performed daily.

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	7/13/2023

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

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
English Language Arts/Literacy (grades 3-8 and 11)		70		67	47	46
Mathematics (grades 3-8 and 11)		75		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
All Students	263	263	100.00	0.00	69.58
Female	136	136	100.00	0.00	75.74
Male	127	127	100.00	0.00	62.99
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100.00	0.00	91.43
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	70.00
Hispanic or Latino	40	40	100.00	0.00	70.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	48	48	100.00	0.00	70.83
White	118	118	100.00	0.00	63.56
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	21	21	100.00	0.00	85.71
Socioeconomically Disadvantaged	28	28	100.00	0.00	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	28	100.00	0.00	35.71

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
All Students	263	263	100.00	0.00	74.52
Female	136	136	100.00	0.00	76.47
Male	127	127	100.00	0.00	72.44
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100.00	0.00	94.29
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	65.00
Hispanic or Latino	40	40	100.00	0.00	62.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	48	48	100.00	0.00	83.33
White	118	118	100.00	0.00	72.03
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	21	21	100.00	0.00	80.95
Socioeconomically Disadvantaged	28	28	100.00	0.00	53.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	28	100.00	0.00	46.43

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
Science (grades 5, 8 and high school)		68.75	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
All Students	64	64	100.00	0.00	68.75
Female	32	32	100.00	0.00	75.00
Male	32	32	100.00	0.00	62.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	63.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	72.73
White	30	30	100.00	0.00	63.33
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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

Quarry Trail's school-wide Positive Behavioral Intervention and Supports (PBIS) model focuses on ensuring Broncos are respectful, responsible, and ready! Quarry Trail Elementary School welcomes the direct involvement of the community in our efforts. By working together, parents and staff create a safe and orderly learning environment in which students interact positively with others and are able to develop responsibility, confidence, and self-esteem. Parents play very important roles in Quarry Trail Elementary School through their active participation and involvement in the School Site Council and the Parent Teacher Club (PTC). Parents and community members regularly volunteer their services in the classrooms and the library.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	590	588	17	2.9
Female	303	302	11	3.6
Male	287	286	6	2.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	93	93	6	6.5
Black or African American	7	6	0	0.0
Filipino	31	31	2	6.5
Hispanic or Latino	99	98	3	3.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	70	70	1	1.4
White	260	260	4	1.5
English Learners	32	32	2	6.3
Foster Youth	2	1	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	76	74	4	5.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	78	78	6	7.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

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			0.17	0.76	2.29	3.03	0.20	3.17	3.60
Expulsions			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	0.17	0
Female	0	0
Male	0.35	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.08	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	3.13	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.32	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.28	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, rules and procedures on school discipline, school-wide dress code, policies regarding actions that would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs. Quarry Trail focuses on restorative approaches with students in order to maximize learning and limit time outside the classroom.

A copy of the school safety plan is available on the school website and/or by request at the Quarry Trail Elementary School office.

School Site Council approval of the QTES Safety Plan took place on February 13, 2023
School Board Approval Date: April 19, 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

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

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

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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

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				
District	N/A	N/A		$91,524
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A		

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
Number of school days dedicated to Staff Development and Continuous Improvement	N/A	3	3