

Rocklin 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	Rocklin Elementary School
Street	5025 Meyers St.
City, State, Zip	Rocklin, CA 95677
Phone Number	916.624.3311
Principal	Amanda Makis
Email Address	amakis@rocklinusd.org
School Website	https://res.rocklinusd.org/
County-District-School (CDS) Code	31750856031215

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

Rocklin 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 620 students. Rocklin Elementary has a unique demographic that includes: English Language Learners, students with disabilities, and a self-contained Gifted and Talented Education program.

The school is located in the center of a stable and supportive community which expresses its values towards education through a high level of participation. Rocklin Elementary School opened in 1952, at which time it was the only school in the district, and served students from kindergarten through eighth grade.

The staff of Rocklin Elementary School strives to provide an exemplary learning environment. Academic learning is certainly the primary focus of the school, but commendably, the staff operates on the principle that a caring environment fosters individual growth. Rocklin Elementary School has focused its resources on best practices to build both Career and College Readiness while providing a positive environment where social-emotional learning is also developed, recognized, and rewarded. Rocklin Elementary has also been recognized at the state level for exemplary (Platinum Level) implementation of Positive Behavior Interventions and Supports (PBIS) for the past 7 years.

Students at Rocklin Elementary School are able to approach all facets of their learning with confidence and the assurance that this school is their home. Rules of conduct are explicit and result in students achieving high levels of intrinsic motivation which leads to self-directedness, initiative, perseverance and grit. These are the characteristics of a successful learner.

The staff embraces technology, recognizing that these skills are instrumental to the future success of our 21st century learners. In turn, Rocklin Elementary has acquired significant resources to provide students with ample access to technology. Our investment in academics, social emotional learning, and the tools and technology we need to assess where we have been and where we are going has allowed Rocklin Elementary School to become a leader in academic excellence.

2023-24 School Description and Mission Statement

Mission Statement

The mission of Rocklin Elementary School, a richly diverse educational community and leader in academic excellence, is to ensure that all students are valued and supported in a collaborative environment to reach their full potential through a system distinguished by:

- unique opportunities for critical thinking, intellectual curiosity, and technological innovation
- a culture of academic, emotional, and social balance
- partnerships with our families and the community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	64
Grade 2	71
Grade 3	73
Grade 4	77
Grade 5	90
Grade 6	94
Total Enrollment	569

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5%
Male	48.5%
Asian	8.4%
Black or African American	0.7%
Filipino	4.9%
Hispanic or Latino	26%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	9.8%
White	46.6%
English Learners	8.6%
Homeless	3.3%
Migrant	0.2%
Socioeconomically Disadvantaged	31.8%
Students with Disabilities	12.7%

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)	27.20	96.53	577.80	89.83	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.89	5.20	0.82	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	12.20	1.91	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	2.59	25.90	4.04	12115.80	4.41
Unknown	0.00	0.00	21.90	3.40	18854.30	6.86
Total Teaching Positions	28.20	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.20	97.41	582.10	90.21	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.93	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.40	1.30	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.10	1.89	11953.10	4.28
Unknown	0.70	2.59	36.50	5.67	15831.90	5.67
Total Teaching Positions	28.90	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
Total Teachers Without Credentials and Misassignments	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	0.10	0.00
Local Assignment Options	0.50	0.00
Total Out-of-Field Teachers	0.70	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.7	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

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

Rocklin Elementary School opened in 1952. A new gymnasium and new underground irrigation system were added in 2003. It takes our entire community to help keep our school the #1 place to be in our small community.

Safety comes first as we have staff at crosswalks greeting students and parents to start the day and to end the day. We have several volunteers that help keep our campus safe throughout the day by working in our classrooms and helping us along with our staff supervising our recess and lunchtime duties.

Our custodial staff and District maintenance staff continually support any repairs to our school.

Throughout the year our community business partners help us with our school-wide garden and Outdoor Learning Center to make sure it is planted, cleaned and looking great throughout the year. We pride ourselves in recycling and going green whenever we can at Rocklin Elementary.

Our district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, our 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Cracked/stained floor tiles, damaged Formica, water stained ceiling tiles, missing wall tiles, holes in ceiling tiles, missing Formica, worn carpet in 39
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 24 smells of skunk
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Low flow drinking fountains, rusted sink handles
Safety: Fire Safety, Hazardous Materials	X			Chipping/peeling paint, fire extinguisher not mounted, no emergency lighting in Library,
Structural: Structural Damage, Roofs	X			Dry rot on siding and skirting
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Raised concrete, holes in concrete

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)	68	62	66	67	47	46
Mathematics (grades 3-8 and 11)	68	66	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
All Students	350	346	98.86	1.14	62.43
Female	183	182	99.45	0.55	65.38
Male	167	164	98.20	1.80	59.15
American Indian or Alaska Native	0	0	0	0	0
Asian	33	33	100.00	0.00	87.88
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	80.95
Hispanic or Latino	94	93	98.94	1.06	41.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	42	97.67	2.33	61.90
White	155	153	98.71	1.29	67.97
English Learners	21	18	85.71	14.29	5.56
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	112	109	97.32	2.68	43.12
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	55	54	98.18	1.82	31.48

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	350	349	99.71	0.29	65.62
Female	183	182	99.45	0.55	65.38
Male	167	167	100.00	0.00	65.87
American Indian or Alaska Native	0	0	0	0	0
Asian	33	33	100.00	0.00	84.85
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	90.48
Hispanic or Latino	94	94	100.00	0.00	52.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	43	100.00	0.00	58.14
White	155	154	99.35	0.65	70.13
English Learners	21	21	100.00	0.00	19.05
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	112	112	100.00	0.00	47.32
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	55	54	98.18	1.82	37.04

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)	61.29	53.33	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	92	92	100.00	0.00	52.17
Female	49	49	100.00	0.00	53.06
Male	43	43	100.00	0.00	51.16
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	81.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	41	41	100.00	0.00	58.54
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	33	100.00	0.00	42.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	29.41

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

Parents play an integral role at Rocklin Elementary School through their active participation and involvement in School Site Council, Parents' Club, and our PBIS Leadership Team. They share information with classes about their professional lives, teach special skills (art, music, and sports), work on garden improvements, conduct fund-raisers and make donations. They regularly volunteer their services in the classrooms and the library, specifically for our Book Fair. Some opportunities of Parental Involvement opportunities include, but are not limited to, Back to School Night, Early Family Literacy Night, Family Math Night, Family STEM Night, Family Game Night, Love and Logic Classes, Open House (Expo), and Parent/Teacher Conferences.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	628	620	89	14.4
Female	329	324	44	13.6
Male	299	296	45	15.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	51	50	1	2.0
Black or African American	10	10	3	30.0
Filipino	30	30	2	6.7
Hispanic or Latino	156	156	26	16.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	65	62	8	12.9
White	291	287	44	15.3
English Learners	59	59	8	13.6
Foster Youth	2	2	0	0.0
Homeless	19	19	6	31.6
Socioeconomically Disadvantaged	221	219	49	22.4
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	101	100	18	18.0

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	0.32	1.12	1.91	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	1.91	0
Female	1.22	0
Male	2.68	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.92	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.64	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.08	0
White	2.41	0
English Learners	1.69	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.36	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.97	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 which would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs. Date of Last Update: February 2023 Date of Last Review with Staff: August/September 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	20	2	1	
1	16	1		
2	14	2	1	
3	24	2	1	1
4	17	1	1	
5	21	1	1	
6	22	1	3	
Other	22	3	6	

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	1	3	
1	21	1	2	
2	23		3	
3	32		2	1
4	30		3	
5	31		3	
6	28		3	
Other	15	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	20	2	3	0
1	21	1	2	0
2	24	0	3	0
3	32	0	2	1
4	19	1	3	0
5	24	1	3	0
6	25	1	3	0
Other	14	4	0	1

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	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.3
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	\$7,340	\$1,565	\$5,775	\$86,071
District	N/A	N/A	\$8,313	\$91,524
Percent Difference - School Site and District	N/A	N/A	-36.0	-2.8
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-13.0	-2.6

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	3	3	3