

Ruhkala 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

School Name	Ruhkala Elementary School
Street	6530 Turnstone Way
City, State, Zip	Rocklin, CA 95765
Phone Number	916.632.6560
Principal	Lara Kikosicki
Email Address	lkikosicki@rocklinusd.org
School Website	https://rues.rocklinusd.org/
County-District-School (CDS) Code	31750850108050

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

Ruhkala Elementary School is one of eighteen schools in the Rocklin Unified School District. The school serves students from preschool through sixth grade, with an enrollment of approximately 350. 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. Ruhkala Elementary School opened in 2005. Roger Stock is District Superintendent and Lara Kikosicki is Principal.

Ruhkala Elementary School's staff, students, and parents make up an exemplary community of learners. The focus is on the development of lifelong learning skills in a caring, exciting environment that fosters self-esteem and individual development. A great deal of value is placed on the many ways to approach learning and the different experiences and opinions each person brings to the learning process. The staff recognizes that making learning meaningful to the student enhances the learning. Therefore, subjects are presented in thematic or integrated units whenever possible.

Along with academics, emphasis is also placed on the development of student responsibility, initiative, and character education. Ruhkala uses a tiered system to support students with behavior through a Positive Behavior, Intervention, and Support school (PBIS) and academics through an intervention and extension model.

Parents play an important role at Ruhkala Elementary School through active participation and involvement in School Site Council, Parent Teacher's Club (PTC) and as classroom volunteers. They share information with classes about professional lives, teach special skills (art, music, and sports), work on school or playground improvements, conduct fundraisers and make donations. Parents regularly volunteer their services in the classrooms. Ruhkala Elementary School has become a focal point and center for students and the community. Our facilities are used frequently by our community.

Ruhkala Elementary is a California Distinguished School. It has also been recognized as a Scholar School by the California Business for Educational Excellence Foundation for the past four years. Ruhkala recently received a gold award from the PBIS coalition and received the Community Cares award for their response during the COVID pandemic.

Mission Statement

The mission of Ruhkala Elementary, a community of inspired leaders, is to ignite the passion in each individual student for learning and leading through engaging innovative opportunities, challenging education experiences, and cohesive partnerships with families.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	55
Grade 1	46
Grade 2	39
Grade 3	53
Grade 4	48
Grade 5	50
Grade 6	43
Total Enrollment	334

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2%
Male	51.8%
Asian	7.5%
Black or African American	2.4%
Filipino	3.9%
Hispanic or Latino	21%
Two or More Races	12.3%
White	50.6%
English Learners	8.7%
Homeless	0.6%
Socioeconomically Disadvantaged	21%
Students with Disabilities	12.6%

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)	15.60	94.79	577.80	89.83	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.20	0.82	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	3.21	12.20	1.91	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	25.90	4.04	12115.80	4.41
Unknown	0.30	2.00	21.90	3.40	18854.30	6.86
Total Teaching Positions	16.50	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)	15.20	96.08	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)	0.10	0.76	12.10	1.89	11953.10	4.28
Unknown	0.50	3.16	36.50	5.67	15831.90	5.67
Total Teaching Positions	15.80	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	0.50	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	0.00

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

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.10
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.10

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)	0	0

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

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

Year and month in which the data were collected		June 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0

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

Ruhkala Elementary School was opened in Fall of 2005. The facilities include state-of-the-art infrastructure for technology, appropriate furniture for all grade levels, and wonderfully landscaped grounds.

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
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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		Missing rubber molding, holes in floor tiles, missing ceiling tile, water stained ceiling tiles, damaged Formica, peeling wallpaper
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			High flow drinking fountain
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Flooring damage under sink in Rm K-1 and K-3
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Molding missing at door threshold Rm 17, uneven cement

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)	64	67	66	67	47	46
Mathematics (grades 3-8 and 11)	63	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	208	202	97.12	2.88	66.83
Female	92	90	97.83	2.17	71.11
Male	116	112	96.55	3.45	63.39
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	42	97.67	2.33	61.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	25	92.59	7.41	72.00
White	109	106	97.25	2.75	65.09
English Learners	13	12	92.31	7.69	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	49	96.08	3.92	44.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	36	94.74	5.26	30.56

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	208	203	97.60	2.40	66.01
Female	92	91	98.91	1.09	70.33
Male	116	112	96.55	3.45	62.50
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	78.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	42	97.67	2.33	54.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	25	92.59	7.41	80.00
White	109	107	98.17	1.83	64.49
English Learners	13	13	100.00	0.00	15.38
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	50	98.04	1.96	42.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	36	94.74	5.26	27.78

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)	51.28	42.00	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	51	50	98.04	1.96	42.00
Female	28	27	96.43	3.57	44.44
Male	23	23	100.00	0.00	39.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	10	90.91	9.09	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	27	100.00	0.00	29.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.00	0.00	18.18
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

Parents play an important role at Ruhkala Elementary School through active participation and involvement in School Site Council, Parent Teacher Student Club (PTC) and as classroom volunteers. They share information with classes about professional lives, teach special skills (art, music, and sports), work on school or playground improvements, conduct fund-raisers and make donations. Parents regularly volunteer their services in the classrooms. For more information, please contact Shelley Wentworth at (916) 632-6560.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	389	379	52	13.7
Female	185	180	22	12.2
Male	204	199	30	15.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	33	32	4	12.5
Black or African American	14	12	3	25.0
Filipino	14	14	3	21.4
Hispanic or Latino	80	78	18	23.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	45	45	5	11.1
White	195	190	16	8.4
English Learners	46	45	12	26.7
Foster Youth	0	0	0	0.0
Homeless	3	2	0	0.0
Socioeconomically Disadvantaged	102	97	27	27.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	68	67	13	19.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.47	0.77	0.76	2.29	3.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.04	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.77	0
Female	0	0
Male	1.47	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.5	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.51	0
English Learners	4.35	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.96	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.47	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. The plan is updated and reviewed each year by staff and School Site Council and school staff is trained in the plan each year. 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	18	2		
1	20	2		
2	24	2		1
3	16	2	1	
4	16	1	1	
5	19	1	1	
6	15	1	1	
Other	19	1	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	1	
1	19	2		
2	22		2	
3	23		2	
4	27		2	
5	15	2	1	
6	26		2	
Other	13	2	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	11	5	0	0
1	15	1	2	0
2	13	3	0	0
3	18	1	2	0
4	16	2	1	0
5	17	2	1	0
6	14	3	0	0
Other	13	3	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	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
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	\$8,852	\$883	\$7,969	\$95,174
District	N/A	N/A	\$8,313	\$91,524
Percent Difference - School Site and District	N/A	N/A	-4.2	7.3
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	23.2	7.4

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