



# Cobblestone Elementary School

5740 Cobblestone Drive • Rocklin, CA 95765 • 916.632.0140 • Grades K-6

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Rocklin Unified School District

2615 Sierra Meadows Drive  
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#### District Governing Board

Eric Stevens

Camille Maben

Rachelle Price

Dereck Counter

Rick Miller

#### District Administration

Roger Stock

**Superintendent**

Kathleen Pon, Ed. D.

**Deputy Superintendent,  
Educational Services**

### School Description

Cobblestone Elementary School is one of fifteen schools in the Rocklin Unified School District. The school serves students in transitional kindergarten through sixth grade, with an enrollment of approximately 400. The school is located in the center of a dynamic and supportive community, which expresses its values toward education through a high level of participation. Cobblestone Elementary School opened in 1991. Since 2008, Cobblestone has been recognized as a California Distinguished School. Cobblestone Elementary has repeatedly been named an Honor Roll school by California Business for Education Excellence and most recently received Gold Level recognition by the state of California for Positive Behavior Support and Intervention Program.

The staff enjoys tremendous community support in providing an exemplary learning environment for students. Cobblestone's strategic plan, developed in the spring of 2017 by a wide range of stakeholders, describes our aspiration as follows:

The mission of Cobblestone Elementary School, a community of dynamic learners known for academic excellence and positive personal growth, is to ignite and empower all students to thrive in every aspect of life for today and tomorrow, by:

- Advancing an academically challenging and supportive climate
- Fostering creativity and innovation through the arts, technology, and science
- Cultivating curiosity, perseverance, and critical thinking
- Instilling leadership through the development of personal accountability, effective problem solving, and collaboration
- Providing a socially, emotionally and physically safe environment
- Creating positive partnerships with families, staff, and community
- Modeling and promoting respect and empathy in every interaction
- Inspiring a continuous passion for learning

Our Objectives toward this are as follows:

- All students will show an annual increase on multiple assessments in English Language Arts and Mathematics.
- All students will demonstrate increased school engagement .
- All students will be creative and innovative thinkers.
- All students will successfully uphold the Cougar Code which is to Show Respect, Make Good Decisions, and Solve Problems.

## About the SARC

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, 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 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	66
Grade 2	50
Grade 3	50
Grade 4	56
Grade 5	61
Grade 6	60
<b>Total Enrollment</b>	<b>413</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
Asian	5.6
Filipino	1.2
Hispanic or Latino	17.9
Native Hawaiian or Pacific Islander	0.2
White	65.1
Two or More Races	7.7
Socioeconomically Disadvantaged	17.4
English Learners	8.7
Students with Disabilities	15
Foster Youth	0.2

## 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

Teacher Credentials for Cobblestone	17-18	18-19	19-20
With Full Credential	22	23	23
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Rocklin Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	605
Without Full Credential	◆	◆	4
Teaching Outside Subject Area of Competence	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at Cobblestone Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

### Textbooks and Instructional Materials

Year and month in which data were collected: 6-1-2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

Cobblestone Elementary School is a beautiful facility. Built twenty eight years ago, it is aesthetically pleasing as well as being an excellent environment for student learning. The school and grounds are well maintained. Modernization of the campus is being planned for the near future. Classrooms are regularly cleaned and checked for safety hazards. District-wide safety inspections are done on an ongoing basis throughout the year. Cobblestone has a comprehensive safety and crisis intervention plan. School personnel supervise and monitor students before and after school as well as during all non-instructional times. Primary students use the buddy system whenever they leave the classroom. All campus guests check in at the office before proceeding to classrooms and wear visitor badges. Cobblestone is a safe, well maintained school of which students, staff and parents are proud.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Rocklin Independent Charter Academy began using Cobblestone Elementary to house K-6 students during the 2014-15 school year.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Replace window screen in room 26
<b>Overall Rating</b>	<b>Good</b>	

## 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, which 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); and
- 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	64	64	71	72	50	50
Math	58	65	63	63	38	39

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	10.2	22.0	55.9

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	223	222	99.55	64.41
Male	127	127	100.00	58.27
Female	96	95	98.96	72.63
Asian	14	14	100.00	78.57
Filipino	--	--	--	--
Hispanic or Latino	46	46	100.00	54.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	139	139	100.00	64.03
Two or More Races	18	17	94.44	76.47
Socioeconomically Disadvantaged	43	43	100.00	44.19
English Learners	30	30	100.00	56.67
Students with Disabilities	43	43	100.00	30.23

Note: 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.

Note: 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.

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	223	222	99.55	64.86
Male	127	127	100.00	62.20
Female	96	95	98.96	68.42
Asian	14	14	100.00	78.57
Filipino	--	--	--	--
Hispanic or Latino	46	46	100.00	45.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	139	139	100.00	65.47
Two or More Races	18	17	94.44	88.24
Socioeconomically Disadvantaged	43	43	100.00	32.56
English Learners	30	30	100.00	43.33
Students with Disabilities	43	43	100.00	34.88

Note: 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.

Note: 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.

Note: 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.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

Parent and community involvement is vital to the success of our school. Goals for parents are published in the school handbook and participation is strongly encouraged with a volunteer fair occurring at our Welcome Back Picnic. We provide many opportunities for involvement. Trained parent volunteers provide monthly art lessons to each class through our school Art Docent program. Parents run special events such as our Mini-Olympics and evening family events. Fundraising efforts like our annual Jogathon, and Scrip sales are other ways parents are involved. Cobblestone boasts over 150 people volunteering each year as guest speakers, classroom helpers and cafeteria supervisors, field trip chaperones, clerical assistants or library volunteers. Site Council, and the Parent Teacher Club Board as well as the Positive Behavioral Interventions and Support Leadership Team, LCAP advisory committee and Strategic Planning team provide leadership opportunities for parents. Cobblestone enjoys community support through sponsorship from local businesses and civic organizations. Our annual Volunteer Tea recognizes and thanks all those for their involvement. Contact Shannon Aguilar or Diane Prince at (916) 632-0140.

### 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.

### School Safety Plan

Student safety is a top concern. According to the most recent California Healthy Kids Survey (CHKS), 93% of Cobblestone students feel safe at school. Our comprehensive safety plan includes collaboration with the Rocklin Fire Marshal and Police Department. Together, we have revised our emergency evacuation routes and conduct monthly drills for practice. Our plan includes the ninth year of implementing Second Step which focuses on problem solving, anger management and impulse control across all grades. All students participate in digital citizenship lessons that include cyber safety as we increase the use of technology in the classroom as well as a schoolwide Bully-Prevention Curriculum. In 2016, we implemented schoolwide Positive Behavioral Intervention and Supports (PBIS) to provide social, behavioral and emotional support for students who have additional needs in these areas. All students know and are recognized for following the Cobblestone Cougar Code where they consider their behavior in terms of making good decisions, showing respect and solving problems.

Last review/update: February 2019. Date Last Discussed with Staff: February 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	1.4	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.2	3.3	3.3
Expulsions Rate	0.1	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	
Other	.1

\* 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	2	2		20	1	3		23		3	
1	24		2		24		2		21	1	2	
2	22		2		22		2		25		2	
3	17	3			24		2		25		2	
4	29		2		27		2		26		2	
5	31		2		29		2		28		2	
6	22	1	2		23	1	2		23	1	2	
Other**	7	1							5	1		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,371	\$51,374
Mid-Range Teacher Salary	\$69,555	\$80,151
Highest Teacher Salary	\$94,145	\$100,143
Average Principal Salary (ES)	\$127,546	\$126,896
Average Principal Salary (MS)	\$124,566	\$133,668
Average Principal Salary (HS)	\$133,108	\$143,746
Superintendent Salary	\$242,561	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	35%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

Special Education, LCAP Supplemental, transportation, instructional materials, staff development, intervention classes, core K-12 classes, Gifted and Talented Education (GATE), ELD Support, After school ELD tutoring, Technology loan program.

**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).

**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.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6565	1102	5463	77044
District	N/A	N/A	7265	\$75,676.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-28.3	4.5
School Site/ State	-22.5	-0.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.