

Cobblestone Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Cobblestone Elementary School
Street	5740 Cobblestone Drive
City, State, Zip	Rocklin, CA 95765
Phone Number	916.632.0140
Principal	Kathy Goddard
Email Address	kgoddard@rocklinusd.org
School Website	https://ces.rocklinusd.org/
County-District-School (CDS) Code	31750856109870

2021-22 District Contact Information

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

2021-22 School Overview

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

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

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

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

Our Objectives toward this are as follows:

All students will show an annual increase on multiple assessments in English Language Arts and Mathematics.

All students will demonstrate increased school engagement .

All students will be creative and innovative thinkers.

All students will successfully uphold the Cougar Code which is to Show Respect, Make Good Decisions, and Solve Problems.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	39
Grade 2	42
Grade 3	71
Grade 4	48
Grade 5	47
Grade 6	50
Total Enrollment	363

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	6.6
Black or African American	0.6
Filipino	2.2
Hispanic or Latino	22.3
Two or More Races	8.5
White	58.1
English Learners	8.5
Homeless	0.6
Socioeconomically Disadvantaged	25.3
Students with Disabilities	16.3

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
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)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		June 2021	
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

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.

Year and month of the most recent FIT report		July, 2021		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces			X	Stained ceiling tiles, peeling wallpaper, cracked ceiling tiles, damaged formica, cracked/bubbling floor tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Formica broken on sink counter Rm 27.
Safety: Fire Safety, Hazardous Materials	X			Trip hazard at entry, metal plate missing at threshold Rm 11.
Structural: Structural Damage, Roofs	X			Wall tiles damaged at base on walkway, dry rot on partition Rm 27 and skirting Rm 26.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Deep cracks in asphalt on kinder playground. Window screen missing Rm 3. Uneven concrete Rm 4, 8, 12, 15, & 16. Hole in window screen Room 26.

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	224	1	0.45	99.55	--
Female	102	0	0	100	--
Male	122	1	0.82	99.18	--
American Indian or Alaska Native	0	0	0	0	0
Asian	11	0	0	100	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	57	0	0	100	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	0	0	100	--
White	126	0	0	100	--
English Learners	13	0	0	100	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	63	0	0	100	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	1	2.78	97.22	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	224	1	0.45	99.55	--
Female	102	0	0.00	100.00	--
Male	122	1	0.82	99.18	--
American Indian or Alaska Native	0	0	0	0	0
Asian	11	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	57	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	0	0.00	100.00	--
White	126	0	0.00	100.00	--
English Learners	13	0	0.00	100.00	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	63	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	1	2.78	97.22	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	224	118	97	3	62.4
Female	102	101	99	1	65.3
Male	122	117	95.9	4.1	59.8
American Indian or Alaska Native	0	0			
Asian	11	11	100	0	81.8

Black or African American	1	1			
Filipino	4	3			
Hispanic or Latino	57	53	93	7	54.7
Native Hawaiian or Pacific Islander	0	0			
Two or More Races	21	20	95	5	75
White	126	126	100	0	61.9
English Learners	11	11	100	0	20
Foster Youth	0	0			
Homeless	1	1			
Socioeconomically Disadvantaged	63	60	95	5	48.6
Students with Disabilities	36	35	97	3	21.1

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	224	218	97	3	43.6
Female	102	100	98	2	38
Male	122	118	96.7	303	50
American Indian or Alaska Native	0	0			
Asian	11	11	100	0	72.7
Black or African American	1	1			
Filipino	4	3			
Hispanic or Latino	57	55	96	4	38.2
Native Hawaiian or Pacific Islander	0	0			
Two or More Races	21	19	90	10	42.1
White	126	125	99	1	46.4
English Learners	11	10	91	9	15
Foster Youth	0	0			
Homeless	1	1			
Socioeconomically Disadvantaged	63	60	95	5	27.1
Students with Disabilities	36	35	97	3	21

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	NT	NT	NT	NT
Female	23	NT	NT		
Male	27	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	14	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	27	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	16	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

While parent and community involvement is vital to the success of our school, limitations have been in place for parent participation on campus due to COVID 19. Goals for parents are published in the school handbook and participation is strongly encouraged. In typical years, a volunteer fair occurs at our Welcome Back Picnic each August. 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	408	393	9	2.3
Female	194	187	3	1.6
Male	214	206	6	2.9
American Indian or Alaska Native	0	0	0	0.0
Asian	28	25	0	0.0
Black or African American	2	2	0	0.0
Filipino	9	8	0	0.0
Hispanic or Latino	86	86	1	1.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	37	33	0	0.0
White	238	231	8	3.5
English Learners	40	39	0	0.0
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	110	107	7	6.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	64	3	4.7

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.22	0.00	3.25	0.76	3.47	0.20
Expulsions	0.00	0.00	0.07	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.38	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Student safety is a top concern. According to the most recent California Healthy Kids Survey (CHKS) results, 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 use of a new Social Emotional Learning (SEL) curriculum called Purposefull People. All students participate in digital citizenship lessons that include cyber safety as we increase the 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 2021. Date Last Discussed with Staff: February 2021.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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		3	
1	21	1	2	
2	25		2	
3	25		2	
4	26		2	
5	28		2	
6	23	1	2	
Other	5	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	1	
1	24		2	
2	22		3	
3	22		2	
4	24		2	
5	23		2	
6	27		2	
Other	10	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		1	
1				
2	16	1	1	
3	14	3	1	
4	16	1	1	
5	16	1	1	
6	15	3		
Other	16	5	4	

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$8,231	\$1,345	\$6,886	\$88,900
District	N/A	N/A	\$8,132	\$87,384
Percent Difference - School Site and District	N/A	N/A	-16.6	1.7
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-20.3	2.9

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$42,930	\$52,562
Mid-Range Teacher Salary	\$75,842	\$83,575
Highest Teacher Salary	\$102,655	\$104,166
Average Principal Salary (Elementary)	\$139,165	\$131,875
Average Principal Salary (Middle)	\$137,001	\$137,852
Average Principal Salary (High)	\$159,049	\$150,626
Superintendent Salary	\$262,486	\$260,243
Percent of Budget for Teacher Salaries	40%	34%
Percent of Budget for Administrative Salaries	5%	5%

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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Rocklin Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6175	898	14.54	85.46	65.48
Female	2993	370	12.36	87.64	74.05
Male	3180	526	16.54	83.46	59.32
American Indian or Alaska Native	27	1	--	96.30	--
Asian	538	81	15.06	84.94	79.01
Black or African American	94	17	18.09	81.91	47.06
Filipino	196	37	18.88	81.12	67.57
Hispanic or Latino	1058	144	13.61	86.39	54.17
Native Hawaiian or Pacific Islander	18	3	16.67	83.33	--
Two or More Races	607	75	12.36	87.64	70.67
White	3637	540	14.85	85.15	66.11
English Learners	224	7	3.13	96.87	--
Foster Youth	12	1	8.33	91.67	--
Homeless	132	18	13.64	86.36	33.33
Military	127	21	16.54	83.46	66.67
Socioeconomically Disadvantaged	1201	144	11.99	88.01	51.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	800	123	15.38	84.62	19.51

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6177	919	14.88	85.12	44.23
Female	2994	387	12.93	87.07	42.64
Male	3181	530	16.66	83.34	45.56
American Indian or Alaska Native	27	1	--	96.30	--
Asian	538	82	15.24	84.76	67.07
Black or African American	94	18	19.15	80.85	16.67
Filipino	196	39	19.90	80.10	41.03
Hispanic or Latino	1059	147	13.88	86.12	30.82
Native Hawaiian or Pacific Islander	18	3	16.67	83.33	--
Two or More Races	607	75	12.36	87.64	49.33
White	3638	554	15.23		44.77
English Learners	224	7	3.13	96.87	--
Foster Youth	12	1	8.33	91.67	--
Homeless	132	18	13.64	86.36	0.00
Military	127	21	16.54	83.46	38.10
Socioeconomically Disadvantaged	1201	143	11.91	88.09	25.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	800	123	15.38	84.62	4.88

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	5004	4802	96	4	72.6
Female	2446	2376	97	3	75.8
Male	2554	2426	95	5	69.4
American Indian or Alaska Native	24	24	100	0	45.8
Asian	427	408	96	4	83.3

Black or African American	75	71	95	5	52.1
Filipino	152	142	93	7	78.1
Hispanic or Latino	881	834	95	5	62.1
Native Hawaiian or Pacific Islander	13	13	100	0	69.2
Two or More Races	430	417	96	4	75.7
White	2925	2819	96	4	74.1
English Learners	210	199	97	3	20.1
Foster Youth	11	10	90	10	30
Homeless	53	50	94	6	40
Socioeconomically Disadvantaged	1007	948	94	6	46.4
Students with Disabilities	659	601	91	9	31.6

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	5004	4802	43	4	63
Female	2446	2379	97	3	62.1
Male	2554	2423	95	5	63.9
American Indian or Alaska Native	24	24	100	0	53.8
Asian	427	406	95	5	82
Black or African American	75	70	93	7	44.2
Filipino	152	142	93	7	75.3
Hispanic or Latino	881	833	95	5	50.3
Native Hawaiian or Pacific Islander	13	13	100	0	53.8
Two or More Races	430	417	96	4	65.9
White	2925	2822	96	4	63.8
English Learners	210	194	92	8	19.6
Foster Youth	11	10	91	1	30
Homeless	53	50	94	6	24
Socioeconomically Disadvantaged	1007	948	94	6	33.2
Students with Disabilities	659	602	93	7	19.1

*At or above the grade-level standard in the context of the local assessment administered.