

# Cobblestone Elementary School

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

Kathy Goddard, Principal  
kgoddard@rocklin.k12.ca.us  
<http://ces.rocklinusd.org/>

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



**Rocklin Unified School District**  
2615 Sierra Meadows Drive  
Rocklin, CA 95677  
(916) 624-2428  
[www.rocklinusd.org](http://www.rocklinusd.org)

### District Governing Board

Camille Maben  
Todd Lowell  
Eric Stevens  
Susan Halldin  
Wendy Lang

### 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 420. 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.

The staff of Cobblestone Elementary School provides an exemplary learning environment. As described in our Mission Statement, we provide our students appropriate placement in a caring environment that will foster self-esteem, academic achievement, responsible behavior and an enduring desire to learn.

Academic learning is the primary focus of the school but commendably, the staff operates on the principle that a caring environment which fosters self-worth and individual development is the best road toward realizing such learning. The students are able to approach all facets of their learning with confidence and the assurance that this school is their home. Rules of conduct are realized internally, leading to self-directedness and initiative.

### Mission Statement

We provide our students appropriate placement in a caring environment that will foster self-esteem, academic achievement, responsible behavior and an enduring desire to learn.

## 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	86
Grade 1	49
Grade 2	53
Grade 3	54
Grade 4	54
Grade 5	59
Grade 6	62
<b>Total Enrollment</b>	<b>417</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.2
Asian	3.8
Filipino	1.9
Hispanic or Latino	17
Native Hawaiian or Pacific Islander	0
White	67.6
Two or More Races	6.5
Socioeconomically Disadvantaged	21.3
English Learners	6.2
Students with Disabilities	11.5
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Cobblestone Elementary School	14-15	15-16	16-17
With Full Credential	21	23	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	568
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cobblestone Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.0	5.0
Districtwide		
All Schools	99.9	0.1
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	99.9	0.1

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: 6-1-20-16	
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. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

Cobblestone Elementary School is a beautiful facility. Built twenty four 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, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	64	69	70	71	44	48
Math	46	53	58	61	34	36

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	82	71	74	88	83	82	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	6.7	26.7	66.7

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	61	61	100.0	73.8
Male	29	29	100.0	75.9
Female	32	32	100.0	71.9
White	43	43	100.0	81.4

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	55	54	98.2	64.8
	4	63	62	98.4	63.9
	5	61	61	100.0	68.8
	6	65	64	98.5	78.1
Male	3	27	27	100.0	66.7
	4	33	32	97.0	46.9
	5	29	29	100.0	55.2
	6	38	37	97.4	83.8
Female	3	28	27	96.4	63.0
	4	30	30	100.0	82.8
	5	32	32	100.0	81.3
	6	27	27	100.0	70.4
Hispanic or Latino	3	12	12	100.0	58.3
	6	13	13	100.0	69.2
White	3	35	34	97.1	67.7
	4	46	45	97.8	68.2
	5	43	43	100.0	76.7
	6	39	38	97.4	84.2
Socioeconomically Disadvantaged	3	13	13	100.0	30.8
	4	20	20	100.0	40.0
	6	18	18	100.0	66.7

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	55	54	98.2	48.1
	4	63	63	100.0	60.3
	5	61	61	100.0	42.6
	6	65	64	98.5	60.9
Male	3	27	27	100.0	51.9
	4	33	33	100.0	54.5
	5	29	29	100.0	41.4
	6	38	37	97.4	73.0

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	28	27	96.4	44.4
	4	30	30	100.0	66.7
	5	32	32	100.0	43.8
	6	27	27	100.0	44.4
Hispanic or Latino	3	12	12	100.0	41.7
	6	13	13	100.0	46.1
White	3	35	34	97.1	50.0
	4	46	46	100.0	67.4
	5	43	43	100.0	51.2
	6	39	38	97.4	63.2
Socioeconomically Disadvantaged	3	13	13	100.0	15.4
	4	20	20	100.0	40.0
	6	18	18	100.0	50.0

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 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.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

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 movie nights. 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, 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 weekend work days where area community groups volunteer their time to accomplish facility improvements. Our annual Volunteer Tea recognizes and thanks all those for their involvement. Contact Alice McGarvey or Diane Prince at (916) 632-0140.

#### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 is in its thirteenth year of implementation. In collaboration with the Rocklin Fire Marshal, we have revised our emergency evacuation routes and conduct monthly drills to practice these new procedures. Our plan includes the sixth 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. In 2016, we have 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.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.0	3.7	1.3
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.5	2.4	2.5
Expulsions Rate	0.0	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	57.1	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	.45
Psychologist	.5
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.5
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	12	9	22	4	4	2			2			
1	4	14	22	4	4				2			
2	25	25	26				2	2	2			
3	20	25	26	1			2	2	2			
4	28	26	31				2	2	2			
5	30	31	30				2	2	2			
6	31	22	32		1	1	2	2	2			
Other	7			1								

#### Professional Development provided for Teachers

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's Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Professional Learning Communities; a commitment to systematic 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. Support for our new mathematics adoption has been a significant focus for professional development over the last two years through support from our Teacher's on Special Assignment as well as use of staff development days, articulation time and release time.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,217	\$44,958
Mid-Range Teacher Salary	\$67,516	\$70,581
Highest Teacher Salary	\$88,295	\$91,469
Average Principal Salary (ES)	\$116,913	\$113,994
Average Principal Salary (MS)	\$109,975	\$120,075
Average Principal Salary (HS)	\$136,466	\$130,249
Superintendent Salary	\$216,529	\$218,315
Percent of District Budget		
Teacher Salaries	43%	38%
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, Title I, transportation, instructional materials, staff development, intervention classes, CORE K-12 classes, Gifted and Talented Education (GATE).

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5860	1319	4540	73991
District	♦	♦	6360	\$71,152
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-28.6	4.0
Percent Difference: School Site/ State			-20.0	-0.3

\* Cells with ♦ do not require data.