



# Rocklin Elementary School

5025 Meyers St. • Rocklin, CA 95677-2811 • 916.624.3311 • 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

Rocklin Elementary School is one of sixteen schools in the Rocklin Unified School District. The school serves students in transitional kindergarten through sixth grade with an enrollment of 575 students. Rocklin Elementary has a unique demographic that includes: English Language Learners, students with disabilities, and a self-contained Gifted and Talented Education program.

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

The staff of Rocklin Elementary School strives to provide an exemplary learning environment. The campus houses a state of the art STEM Lab and an Outdoor Learning Center. Academic learning is certainly the primary focus of the school, but commendably, the staff operates on the principle that a caring environment fosters individual growth. Rocklin Elementary School has focused its resources on best practices to build both Career and College Readiness while providing a positive environment where social-emotional learning is also developed, recognized, and rewarded. In the Spring of 2018 and 2019, Rocklin Elementary was recognized at the state level for exemplary (Platinum Level) implementation of Positive Behavior Interventions and Supports (PBIS).

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

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

### Mission Statement

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

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

## About 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	85
Grade 1	74
Grade 2	85
Grade 3	80
Grade 4	86
Grade 5	86
Grade 6	89
<b>Total Enrollment</b>	<b>585</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.5
Asian	12.1
Filipino	2.9
Hispanic or Latino	18.8
Native Hawaiian or Pacific Islander	0.3
White	55.4
Two or More Races	7
Socioeconomically Disadvantaged	35
English Learners	10.6
Students with Disabilities	7.4
Homeless	4.6

## 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

Teacher Credentials for Rocklin Elementary	17-18	18-19	19-20
With Full Credential	29	29	30
Without Full Credential	1	1	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 Rocklin 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)

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

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

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

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

### 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	Replace water damaged ceiling tiles
<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	Room 38 ramp skid paint
<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	70	67	71	72	50	50
Math	66	62	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	14.6	20.2	48.3

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	352	352	100.00	67.33
Male	175	175	100.00	63.43
Female	177	177	100.00	71.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	57	57	100.00	92.98
Filipino	--	--	--	--
Hispanic or Latino	57	57	100.00	36.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	189	189	100.00	69.31
Two or More Races	23	23	100.00	73.91
Socioeconomically Disadvantaged	128	128	100.00	45.31
English Learners	56	56	100.00	44.64
Students with Disabilities	27	27	100.00	22.22
Homeless	16	16	100.00	0.00

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	352	352	100.00	61.93
Male	175	175	100.00	63.43
Female	177	177	100.00	60.45
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	57	57	100.00	89.47
Filipino	--	--	--	--
Hispanic or Latino	57	57	100.00	40.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	189	189	100.00	60.32
Two or More Races	23	23	100.00	60.87
Socioeconomically Disadvantaged	128	128	100.00	41.41
English Learners	56	56	100.00	39.29
Students with Disabilities	27	27	100.00	22.22
Homeless	16	16	100.00	0.00

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)

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

#### 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

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. Last review/update and discussion with staff: February, 2019..

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.5	1.3
Expulsions Rate	0.0	0.2	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	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	
Other	

\* 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	1	3		22		4		21	1	3	
1	24		2		22		3		25		3	
2	24		3		25		3		21	1	3	
3	26		3		27		3		27		3	
4	28		3		27		3		29		3	
5	30		3		29		3		29		3	
6	27		3		31		3		30		3	
Other**												

\*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/).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5308	480	4827	71856
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	-40.3	-4.5
School Site/ State	-42.5	-10.2

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.

## 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) & Career Technical Education (CTE).

## 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.