

Rocklin Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Rocklin Elementary School
Street	5025 Meyers St.
City, State, Zip	Rocklin, CA 95677
Phone Number	916-624-3311
Principal	Amanda Makis
Email Address	amakis@rocklinusd.org
School Website	https://res.rocklinusd.org/
Grade Span	P-6
County-District-School (CDS) Code	31750856031215

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Rocklin Elementary School is one of eighteen schools in the Rocklin Unified School District. The school serves students in transitional kindergarten through sixth grade with an enrollment of about 650 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. 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

2025-26 School Description and Mission Statement

developed, recognized, and rewarded. Rocklin Elementary continues to be 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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	125
Grade 1	66
Grade 2	89
Grade 3	93
Grade 4	85
Grade 5	83
Grade 6	90
Total Enrollment	631

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
Asian	11.4
Black or African American	1.1
Filipino	4.4
Hispanic or Latino	23.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	9.7
White	43.4
English Learners	6.7
Foster Youth	0.6
Homeless	3.2
Migrant	0.2
Socioeconomically Disadvantaged	39.5
Students with Disabilities	13.8

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.2	97.41	582.1	90.21	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6	0.93	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	8.4	1.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	12.1	1.89	11953.1	4.28
Unknown/Incomplete/NA	0.7	2.59	36.5	5.67	15831.9	5.67
Total Teaching Positions	28.9	100	645.3	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.2	100	595.4	93.02	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.1	0.65	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	10.4	1.63	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	14.7	2.31	11746.9	4.23
Unknown/Incomplete/NA	0	0	15.3	2.4	14303.8	5.15
Total Teaching Positions	29.2	100	640.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.5	99.71	590.4	92.38	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.7	0.58	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	9	1.41	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	11.4	1.79	12112.8	4.34
Unknown/Incomplete/NA	0	0.26	24.4	3.83	13705.8	4.91
Total Teaching Positions	30.6	100	639.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	June 2025	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	0

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

School Facility Conditions and Planned Improvements

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 Conditions and Planned Improvements

Year and month of the most recent FIT report

July, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Water stained ceiling tiles, cracked/stained floor tiles, torn wallpaper, damaged formica, damaged wall, cracked ceiling tile, hole in ceiling tile, missing formica, worn/torn carpet
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Low flow fountain, rusted sink handles, drinking fountain not working
Safety: Fire Safety, Hazardous Materials	X			No emergency lighting, chipping paint, peeling paint
Structural: Structural Damage, Roofs	X			Dry rot
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			Trip hazard, holes in concrete

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	63	60	66	67	47	48
Mathematics (grades 3-8 and 11)	61	67	60	61	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	356	350	98.31	1.69	60.00
Female	177	175	98.87	1.13	61.14
Male	179	175	97.77	2.23	58.86
American Indian or Alaska Native	0	0	0	0	0
Asian	52	51	98.08	1.92	82.35
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	68.18
Hispanic or Latino	79	76	96.20	3.80	43.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	43	100.00	0.00	67.44
White	154	152	98.70	1.30	57.24
English Learners	29	25	86.21	13.79	12.00
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	7.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	142	139	97.89	2.11	33.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	61	60	98.36	1.64	35.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	356	354	99.44	0.56	67.23
Female	177	176	99.44	0.56	67.05
Male	179	178	99.44	0.56	67.42
American Indian or Alaska Native	0	0	0	0	0
Asian	52	52	100.00	0.00	80.77
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	68.18
Hispanic or Latino	79	77	97.47	2.53	54.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	43	100.00	0.00	83.72
White	154	154	100.00	0.00	64.29
English Learners	29	29	100.00	0.00	13.79
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	14.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	142	141	99.30	0.70	42.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	61	60	98.36	1.64	40.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	54.55	47.67	43.64	45.13	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	86	98.85	1.15	47.67
Female	44	43	97.73	2.27	53.49
Male	43	43	100.00	0.00	41.86
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	58.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96.00	4.00	29.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	32	96.97	3.03	21.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	25.00

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

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.

2025-26 Opportunities for Parental Involvement

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 their professional lives, teach special skills (art, music, and sports), work on garden improvements, conduct fund-raisers and make donations. They regularly volunteer their services in the classrooms and the library, specifically for our Book Fair. Some opportunities of Parental Involvement opportunities include, but are not limited to, Back to School Night, Early Family Literacy Night, Family STEAM Night, Family Game Night, Love and Logic Classes, Open House (Expo), and Parent/Teacher Conferences.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	674	664	68	10.2
Female	348	344	32	9.3
Male	326	320	36	11.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	86	85	5	5.9
Black or African American	--	--	--	--
Filipino	31	30	0	0.0
Hispanic or Latino	157	152	26	17.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	65	64	6	9.4
White	287	285	27	9.5
English Learners	63	62	10	16.1
Foster Youth	--	--	--	--
Homeless	30	28	12	42.9
Socioeconomically Disadvantaged	281	274	53	19.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	117	115	18	15.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.91	1.06	0.89	3.03	2.43	2.46	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.04	0.03	0.04	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.89	0.00
Female	0.29	0.00
Male	1.53	0.00
Non-Binary	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	1.27	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.39	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	3.33	0.00
Socioeconomically Disadvantaged	1.78	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.71	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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. Date of Last Update: February 2025 Date of Last Review with Staff: August/September 2025.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	0
1	21	1	2	0
2	24	0	3	0
3	32	0	2	1
4	19	1	3	0
5	24	1	3	0
6	25	1	3	0
Other	14	4	0	1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	1	2	0
1	24	0	3	0
2	24	0	4	0
3	22	2	2	0
4	26	0	3	0
5	24	1	3	0
6	32	0	3	0
Other	14	4	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19	1	3	
1	22		3	
2	22		4	
3	23		4	
4	28		3	
5	28		3	
6	23	1	3	
Other	15	4	1	

2024-25 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	1226

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,549	\$1,493	\$7,057	\$96,670
District	N/A	N/A	\$9,917	\$100,496
Percent Difference - School Site and District	N/A	N/A	-35.0	-0.4
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-41.7	-1.1

Fiscal Year 2024-25 Types of Services Funded

Across Rocklin Unified School District, the following services are offered: core TK-12 classes, instructional materials, staff development, intervention classes, Special Education, school-based counseling services, Title I, transportation, Gifted and Talented Education (GATE), Dual Language, International Baccalaureate Primary Years Program (IBPYP), English Language Development, & Career Technical Education (CTE). (Note: Some programs are not available at all schools or all grade levels, however intra-district transfer opportunities are available to allow for greater school choice.)

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$49,628	\$62,783
Mid-Range Teacher Salary	\$87,675	\$97,783
Highest Teacher Salary	\$123,234	\$128,020
Average Principal Salary (Elementary)	\$165,757	\$160,224
Average Principal Salary (Middle)	\$164,852	\$166,992
Average Principal Salary (High)	\$189,646	\$180,971
Superintendent Salary	\$340,490	\$313,465
Percent of Budget for Teacher Salaries	36.61%	30.05%
Percent of Budget for Administrative Salaries	4.42%	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.

Professional Development

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3