Cobblestone 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/fg/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	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/
Grade Span	K-6
County-District-School (CDS) Code	31750856109870

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

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 380. 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 Platinum Level recognition for the past 2 years by the state of California for Positive Behavior Support and Intervention Program.

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	50
Grade 2	39
Grade 3	66
Grade 4	52
Grade 5	53
Grade 6	54
Total Enrollment	372

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.8
Asian	11.3
Filipino	1.9
Hispanic or Latino	18.8
Two or More Races	9.4
White	55.1
English Learners	11.8
Homeless	1.9
Migrant	0.3
Socioeconomically Disadvantaged	31.2
Students with Disabilities	22.3

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.

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)	19.6	89.98	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)	0.3	1.56	12.1	1.89	11953.1	4.28
Unknown/Incomplete/NA	1.8	8.42	36.5	5.67	15831.9	5.67
Total Teaching Positions	21.8	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)	19.7	95.18	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	1	4.82	15.3	2.4	14303.8	5.15
Total Teaching Positions	20.7	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)	20.5	94.96	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	1	5.04	24.4	3.83	13705.8	4.91
Total Teaching Positions	21.6	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	0.30	0	0
Total Out-of-Field Teachers	0.30	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

Cobblestone Elementary School is a beautiful facility. Built thirty one years ago, it is aesthetically pleasing as well as being an excellent environment for student learning. The school and grounds are well maintained. 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.

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

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Water stained ceiling tile, cracked ceiling tile, missing ceiling tile, cracked floor tiles, damaged formica, holes in ceiling tile, bubbling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Missing light diffuser, missing clock (exposed wires), loose ethernet box, light panels out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Peeling wallpaper, sink doesn't stay on long enough, formica broken
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Dry rot, wall tiles damaged
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Deep cracks in Kinder playground, uneven concrete, raised cement, trip hazard at ramp entry, missing wall tiles

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)	64	65	66	67	47	48
Mathematics (grades 3-8 and 11)	63	68	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	230	227	98.70	1.30	65.20
Female	105	104	99.05	0.95	74.04
Male	125	123	98.40	1.60	57.72
American Indian or Alaska Native	--	--	--	--	--
Asian	24	23	95.83	4.17	78.26
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00	0.00	56.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	79.17
White	139	137	98.56	1.44	62.77
English Learners	28	25	89.29	10.71	36.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	22	22	100.00	0.00	36.36
Socioeconomically Disadvantaged	79	76	96.20	3.80	59.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	54	54	100.00	0.00	31.48

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	229	229	100.00	0.00	67.69
Female	104	104	100.00	0.00	68.27
Male	125	125	100.00	0.00	67.20
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	75.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00	0.00	59.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	66.67
White	138	138	100.00	0.00	68.84
English Learners	28	28	100.00	0.00	46.43
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	22	22	100.00	0.00	50.00
Socioeconomically Disadvantaged	79	79	100.00	0.00	49.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	54	54	100.00	0.00	31.48

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)	63.27	49.12	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	57	57	100.00	0.00	49.12
Female	24	24	100.00	0.00	54.17
Male	33	33	100.00	0.00	45.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	35	100.00	0.00	45.71
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.00	0.00	35.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	20.00

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	84.3	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

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. We provide many opportunities for involvement. Trained parent volunteers assist in the cafeteria. Parents run special events such as our Mini-Olympics, movie nights and other evening family events. Fundraising efforts like our annual Jogathon, and restaurant nights are other ways parents are involved. Cobblestone boasts over 150 people volunteering each year as guest speakers, art docents, 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 Tier 1 Team provide leadership opportunities for parents. Cobblestone enjoys community support through sponsorship from local businesses and civic organizations. Volunteers are recognized annual at Open House as for their involvement.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	398	389	16	4.1
Female	192	188	9	4.8
Male	206	201	7	3.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	45	43	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	73	72	3	4.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	35	35	1	2.9
White	220	218	11	5.0
English Learners	53	52	2	3.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	134	129	10	7.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	99	99	6	6.1

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

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
1.86	0.94	1.26	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	1.26	0.00
Female	0.00	0.00
Male	2.43	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	1.37	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.36	0.00
English Learners	1.89	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	3.03	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

Student safety is a top concern. On a parent survey conducted in November 2024, 91% of parents agree or strongly agree that their child feels 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 Social Emotional Learning (SEL) curriculum called Purposefull People, Second Step in the primary grades, and Toolbox strategies schoolwide.   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, Cobblestone 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 2025.   Date Last Discussed with Staff: August 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	21	1	2	0
1	20	2	1	0
2	22	1	1	0
3	24	0	2	0
4	16	2	1	0
5	25	1	2	0
6	27	0	2	0
Other	11	5	1	0

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	24	0	2	0
1	21	1	1	0
2	22	1	2	0
3	23	0	2	0
4	16	2	1	0
5	24	1	1	0
6	26	0	3	0
Other	12	5	1	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	20	2		
1	24		2	
2	18	1	1	
3	20	1	2	
4	17	1	2	
5	23		2	
6	25		2	
Other	15	5		

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	826

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	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.1

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	$9,914	$2,184	$7,731	$97,577
District	N/A	N/A	$9,917	$100,496
Percent Difference - School Site and District	N/A	N/A	-25.4	0.5
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-32.9	-0.2

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.

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