



Rock Creek Elementary School

2140 Collet Quarry Dr • Rocklin, CA 95765 • 916.788.4282 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Rocklin Unified School District

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Educational Services**

School Description

Rock Creek Elementary School is one of fifteen schools in the Rocklin Unified School District. The school serves students in Transitional Kindergarten through 6th Grade (including 3 Pre-school programs, 1 SDC/ED classroom). Enrollment is approximately 620 students. 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. Rock Creek Elementary School opened in August, 2002 with a culturally rich and diverse population representing multiple different languages.

The staff of Rock Creek provides an exemplary learning environment. Academic learning is certainly the primary focus of the school, but commendably, the staff operates on the principle that a caring environment which fosters self-worth and individual development is the best road toward realizing such learning. The students are able to approach all facets of their learning with confidence and the assurance that this school provides a safe learning environment.

We believe that everybody should feel safe, secure, and accepted, regardless of color, race, gender, popularity, athletic ability, intelligence, religion, and nationality. At Rock Creek, parents and staff together are dedicated to creating a safe and orderly learning environment in which students interact positively with others. Parents play an important role in Rock Creek through active participation and involvement in School Site Council, PTC, and volunteering. As a united community (students, parents, and staff), Rock Creek continues to push for excellence both inside and outside the classroom.

The mission of Rock Creek Elementary School, an innovative and collaborative community of learners, is to empower students to succeed, grow, lead, and learn by nurturing:
academic and social-emotional growth
productive and compassionate citizens
mindful and critical thinkers
family and community partnerships

Objectives:

Students will learn mindfulness to develop social and emotional growth.

Students will be challenged through a variety of learning opportunities to achieve their personal academic goals.

Students will learn the value of being compassionate and contributing citizens in their community.

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.

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	109
Grade 1	74
Grade 2	71
Grade 3	91
Grade 4	82
Grade 5	75
Grade 6	117
Total Enrollment	619

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.6
Asian	7.1
Filipino	3.7
Hispanic or Latino	16.5
Native Hawaiian or Pacific Islander	0.6
White	59.9
Two or More Races	7.6
Socioeconomically Disadvantaged	22.5
English Learners	10.8
Students with Disabilities	13.6
Homeless	1

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 Rock Creek Elementary	17-18	18-19	19-20
With Full Credential	32	32	28
Without Full Credential	1	1	1
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 Rock Creek 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. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Rock Creek Elementary School is a beautiful facility. It is aesthetically pleasing as well as being an excellent environment for student learning. It is a school that students, staff, and parents can be proud of. Supervision is provided before school, during recesses, and immediately after school. Visitors and volunteers are asked to report to the school office, sign in, and wear a visitor's badge while on campus.

District wide safety inspections are done on an ongoing basis throughout the year. Our school is regularly inspected and maintained by district maintenance and grounds personnel.

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.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Replace a few ceiling tiles. Replace kitchen floor tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Repair exhaust fan in room K3
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Replace skid paint on portable ramps in a few location.
Overall Rating	Good	

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	69	69	71	72	50	50
Math	69	66	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	9.1	31.2	49.4

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	363	360	99.17	68.61
Male	201	199	99.00	69.35
Female	162	161	99.38	67.70
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	24	96.00	83.33
Filipino	14	14	100.00	85.71
Hispanic or Latino	64	63	98.44	63.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	219	219	100.00	68.95
Two or More Races	22	22	100.00	54.55
Socioeconomically Disadvantaged	102	101	99.02	55.45
English Learners	47	44	93.62	56.82
Students with Disabilities	56	55	98.21	43.64
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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	363	363	100.00	66.12
Male	201	201	100.00	69.65
Female	162	162	100.00	61.73
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100.00	80.00
Filipino	14	14	100.00	92.86
Hispanic or Latino	64	64	100.00	56.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	219	219	100.00	65.75
Two or More Races	22	22	100.00	72.73
Socioeconomically Disadvantaged	102	102	100.00	47.06
English Learners	47	47	100.00	44.68
Students with Disabilities	56	56	100.00	50.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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)

Parental involvement is available through our school's Parent-Teacher Club which has regular meetings. Parents constitute an important part of our school's Site Council which meets throughout the school year. Both PTC and SSC meetings are promoted on the school website as well as in the monthly newsletter sent by the Principal in order to encourage strong attendance. In addition, parents are invited to participate in the morning fit walk with their child each day before school as a way to bring the community together. The EL teacher holds parent meetings for EL families to learn more about the services provided. All parents are provided input during IEP's as well as provided goals ahead of time to review.

Rock Creek encourages parent volunteers within the classroom, library, computer lab, and school office, as art docent, and science docent. School volunteers are recognized at the end of the year by each classroom for their help and support throughout the year. We also involve parents in Family Math night, Family Art night, Family Book Fair night, and Open House.

Parents play a large role in the success of our school!

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 situations, disaster procedures, child abuse reporting procedures, rules and procedures on school discipline, school wide dress code, policies regarding suspension/expulsion, sexual harassment, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs. Date Last Reviewed and updated with Staff: February 2019. In addition, the staff of Rock Creek reviews all evacuation and emergency procedures multiple times throughout the year at staff meetings (including at the beginning of each school year). In the fall of 2016 and again in the fall of 2018, the staff received specific training from the Rocklin Police and Fire department on steps to take if there was an active threat on campus. Follow up meetings are scheduled to occur throughout the year with assistance from local emergency service organizations (Fire and Police of Rocklin). Evacuation drills are held each month. In addition, Rock Creek works closely with the Rocklin Fire Department to ensure all classes and buildings pass the fire code. In addition, through the implementation of PBIS, a focus on social-emotional support for students is emphasized through a variety of programs to again reinforce safety for all.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	1.1	1.8
Expulsions Rate	0.0	0.0	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	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	.1

* 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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	2	3		22	1	4		22	2	3	
1	26		3		24		3		25		3	
2	24		3		23		3		24		3	
3	25		3		23	1	3		23		4	
4	29		3		28		2		32		2	
5	22	1	2		30		4		30		3	
6	32		3		32		2		29		4	
Other**					6	1			8	1		

*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/.

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).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6436	1150	5286	77500
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	-31.5	0.7
School Site/ State	-37.9	-5.0

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.