

Rock Creek Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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 This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Rock Creek Elementary School
Street	3050 Bell Rd.
City, State, Zip	Auburn
Phone Number	3605109957
Principal	Bevin Graham
Email Address	bgraham@auburn.k12.ca.us
Website	http://rockcreek.auburn.k12.ca.us/
County-District-School (CDS) Code	31-66787-6031058

Entity	Contact Information
District Name	Auburn Union Elementary School District
Phone Number	(530) 885-7242
Superintendent	Amber Lee-Alva
Email Address	aleealva@auburn.k12.ca.us
Website	www.auburn.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

MISSION STATEMENT

Each child in the Auburn Union School District will think analytically, solve problems, work cooperatively, explore creatively, and master common core standards. No matter their ability and background, students will be challenged and engaged, and obtain college and career readiness skills for a globally connected society.

VISION STATEMENT

We stand together to place each child at the heart of every decision.

SCHOOL DESCRIPTION

Rock Creek Elementary School, in North Auburn, has approximately 278 Transitional Kindergarten through Fifth Grade students. 95% of the students qualify for free or reduced lunch, and approximately 66% of the students are English Learners or Reclassified as Fluent English Proficient. Our school's goals include continuous progress toward challenging academic goals, an emotionally and physically safe and culturally responsive environment, opportunities for students to focus on STEAM (Science, Technology, Engineering, the Arts, and Math) activities, and a quality, standards-based curriculum. Student progress is measured through Educational Software for Guiding Instruction (ESGI) for Transitional Kindergarten and Kindergarten students, the California Reading and Literature Project recommended assessment battery, Measures of Aligned Progress (MAP) assessments for First through Fifth Grade students, California Assessment of Student Progress and Performance (CAASPP) for Third through Fifth Grade students, and will soon include the new English Language Proficiency Assessment for California (ELPAC) for all Transitional Kindergarten through Fifth Grade English Learners. Our School-wide Title I funding supports students with a focus on Reading and Writing skills, and every student benefits from a school-wide focus on the acquisition of Academic English Language fluency.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	59
Grade 1	41
Grade 2	47
Grade 3	46
Grade 4	38
Grade 5	45
Total Enrollment	276

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.7
Asian	2.2
Filipino	0.7
Hispanic or Latino	71.4
White	19.6
Two or More Races	3.3
Socioeconomically Disadvantaged	90.9
English Learners	58.3
Students with Disabilities	14.9
Foster Youth	0.4
Homeless	14.9

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	17	17	
Without Full Credential	2	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

Year and month in which data were collected: September 2019

Auburn Union Elementary School District held a Public Hearing on September 13, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information (as of December 2016) about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan/McGraw Hill (Treasures), Adopted 2011	Yes	0.0%
Mathematics	Houghton Mifflin Harcourt (Go Math!), Adopted 2013	Yes	0.0%
Science	Houghton Mifflin California Science, Adopted 2008	Yes	0.0%
History-Social Science	Houghton Mifflin Social Science, Adopted 2007	Yes	0.0%
Health	SPARK PE, CATCH PE, Proctor and Gamble Family Life, and Teacher-Created Materials		0.0%
Visual and Performing Arts	Teacher-Created Materials		0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Rock Creek Elementary School was originally constructed in 1965 and is currently comprised of 25 classrooms, a multipurpose room/cafeteria, library, a staff lounge, computer lab, and playground. There are also four county run classrooms on campus. At the time of publication, 100% of restrooms were in good working condition. Facility information is current as of September 2018.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 9/7/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good Poor	
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	
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	21	20	42	43	50	50
Mathematics (grades 3-8 and 11)	20	26	31	37	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	138	133	96.38	3.62	20.45
Male	71	69	97.18	2.82	11.76
Female	67	64	95.52	4.48	29.69
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	104	96.30	3.70	16.50
Native Hawaiian or Pacific Islander					
White	20	19	95.00	5.00	47.37

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	131	127	96.95	3.05	19.05
English Learners	102	98	96.08	3.92	15.46
Students with Disabilities	19	18	94.74	5.26	5.88
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	32	30	93.75	6.25	16.67

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	138	135	97.83	2.17	25.56
Male	71	69	97.18	2.82	23.88
Female	67	66	98.51	1.49	27.27
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	108	100.00	0.00	22.22
Native Hawaiian or Pacific Islander					
White	20	18	90.00	10.00	56.25
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	131	128	97.71	2.29	24.60
English Learners	102	101	99.02	0.98	21.78
Students with Disabilities	19	18	94.74	5.26	33.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	26.67

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.6	40.0	26.7

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents play an integral role in their child's education through their participation as volunteers in the classrooms and on field trips, and through participation in our Parent Teacher Club, School Site Council, English Learner Advisory Committee, Reading Programs, and School Garden. A rich variety of annual special programs are also offered to students and their families.

Kids First, a local family resource center, is located nearby the school and offers child and family therapy, healing therapy, parent-child interaction therapy, postpartum depression therapy, after-school youth enrichment, peer-to-peer mentoring, tutoring, support groups, parenting classes, in-home parent education, and health insurance and CalFresh enrollment assistance. Community workshops, parent leadership training, referrals, and resources are also available. English as a Second Language classes are available to parents and other adults in the community through a daytime class organized and facilitated by community volunteers, and through an evening class facilitated by Placer School for Adults. Parenting classes, offered in both English and Spanish, are available on and off campus during the school year. Our Community Liaison is available to help parents navigate through the educational, medical, dental, counseling, and legal resources available to them, both on and off-campus.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Rock Creek Elementary School at (530) 885-5189.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.7	4.0	3.2	6.4	6.1	4.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Rock Creek Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in the Winter of 2020 by the School Site Council. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, Earthquake, Shelter in Place, and Lockdown drills are conducted on a regular basis throughout the school year. The entire campus is surrounded by fencing, and all gates are locked to outsiders throughout the school day. Signs posted in English and Spanish remind all visitors of the requirement to sign in at the main office and obtain a visitor pass prior to entering campus, a policy closely monitored by staff. Supervision staff are assigned to the playground to supervise students during all recess breaks. Additional staff monitors the entrances and exits before and after school, and the car and bus loading and unloading zones. A crossing guard assists students and families that cross Education Street before and after school.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	1	2		19	1	2		16	4		
1	23		2		22		2		20	1	1	
2	21		2		24		2		22		2	
3	25		2		22		2		23		2	
4	31		1		32		1		25		1	
5	24	1	2		31		2		28		2	
Other**					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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.8

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,200	\$4,781	\$8,419	\$64,647
District	N/A	N/A	\$7,977	\$68,019
Percent Difference - School Site and District	N/A	N/A	5.4	-5.1
State	N/A	N/A	\$7,507	\$77,619
Percent Difference - School Site and State	N/A	N/A	11.5	-18.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to general state funding, Auburn Union Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- Every Student Succeeds Act (ESSA), Title I, part A
- Supporting Student Instruction, Title II, part A
- English Learner Program, Title III
- Lottery
- Student Transportation
- State Block Grants

Auburn Union Elementary School District currently partners with Auburn Police Department and Placer County Sheriff Department to provide a safe school environment. Auburn Boys and Girls Club provides after school academic and recreational opportunities for students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,673	\$49,378
Mid-Range Teacher Salary	\$65,381	\$77,190
Highest Teacher Salary	\$84,317	\$96,607
Average Principal Salary (Elementary)	\$93,866	\$122,074
Average Principal Salary (Middle)	\$103,480	\$126,560
Average Principal Salary (High)	\$0	\$126,920

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$150,521	\$189,346
Percent of Budget for Teacher Salaries	31%	36%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development days annually (August, October/November, and January), during which certificated staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Our areas of focus during the 2018-19 school year are foundational reading skills, curriculum development, direct instruction, and differentiated instruction. Areas of learning during structured Professional Development days are revisited and emphasized during staff meetings, Professional Learning Community (PLC) meetings, and District Grade-Level meetings. Two district Instructional Coaches support teachers' implementation of Professional Learning in and out of the classroom via model lessons, co-teaching, co-planning, and co-interpretation of student progress data.