

Antelope Creek Elementary School

6185 Springview Dr. • Rocklin, CA 95677-2900 • 916.632.1095 • Grades K-6

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Rocklin Unified School District

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District Governing Board

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Todd Lowell
Eric Stevens
Susan Halldin
Wendy Lang

District Administration

Roger Stock
Superintendent
Kathleen Pon, Ed. D.
**Deputy Superintendent,
Educational Services**

School Description

Antelope Creek Elementary opened in 1992 and is one of sixteen schools in the Rocklin Unified School District. The school serves students in grades kindergarten through sixth grade, with an enrollment of approximately 500 students. In addition, the campus is home to two of the Transitional Kindergarten classrooms available to students in the district. 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. It was named a California Distinguished School in 2010.

Antelope Creek Elementary School's staff, students, and parents make up an exemplary community of learners. The focus is on the development of lifelong skills in a caring, exciting environment which fosters self-esteem and individual development. A great deal of value is placed on the many ways to approach learning and the different experiences and opinions each person brings to the learning process. The staff recognizes that making learning meaningful to the student enhances the learning. Therefore, subjects are presented in thematic or integrated units whenever possible. Along with the academics, emphasis is also placed on the development of student responsibility and initiative through the Leader in Me curriculum on campus.

Parents play an important role at the school through active participation and involvement in School Site Council, PTA and district committees. They share information with classes about professional lives, teach special skills (art, music, and sports), work on school or playground improvements, conduct fund-raisers, and make donations. Parents regularly volunteer their services in the classrooms. The school has become a focal point in the community and our facilities are used frequently by our community groups.

School Mission Statement:

The mission of Antelope Creek Elementary, a collaborative community where diverse strengths, abilities and gifts are celebrated, is to develop life-long learners and leaders and to foster academic success through a system distinguished by:

- A safe and welcoming environment
- Partnerships between staff, students, parents and community
- Growth and self-confidence through leadership opportunities
- Innovation in teaching and learning

School Motto:

Together We Learn,
Together We Lead.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	116
Grade 1	74
Grade 2	74
Grade 3	64
Grade 4	58
Grade 5	57
Grade 6	81
Total Enrollment	524

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	1.3
Asian	3.2
Filipino	1.5
Hispanic or Latino	16.2
Native Hawaiian or Pacific Islander	0.6
White	58.8
Two or More Races	12.2
Socioeconomically Disadvantaged	41.4
English Learners	6.1
Students with Disabilities	12.4
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Antelope Creek Elementary School	14-15	15-16	16-17
With Full Credential	25	28	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	568
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Antelope Creek Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.9	0.1
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	99.9	0.1

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: 6-1-20-16	
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

School Facility Conditions and Planned Improvements (Most Recent Year)

Antelope Creek is located in a beautiful setting on nine acres. A focal point of the school is the centrally located courtyard with an outdoor stage. The multipurpose room hosts a basketball court and a stage with full lighting and sound equipment. The library houses a growing collection of 8,000 books, a computerized library checkout system, and a four-station computer reference area. The thirty-station computer lab and the computers in the library, classrooms, and administration building are all linked by a fully networked computer system. All K through 6th grade classrooms have been upgraded with Smart Classroom Technology.

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, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	49	56	70	71	44	48
Math	41	49	58	61	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	84	69	87	88	83	82	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.1	27.6	32.8

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	61	60	98.4	86.7
Male	35	34	97.1	82.4
Female	26	26	100.0	92.3
White	44	43	97.7	88.4
Socioeconomically Disadvantaged	22	22	100.0	90.9
Students with Disabilities	11	11	100.0	54.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	75	74	98.7	43.2
	4	62	60	96.8	45.0
	5	61	60	98.4	65.0
	6	82	78	95.1	68.0
Male	3	39	38	97.4	31.6
	4	32	30	93.8	50.0
	5	35	34	97.1	55.9
	6	41	39	95.1	59.0
Female	3	36	36	100.0	55.6
	4	30	30	100.0	40.0
	5	26	26	100.0	76.9
	6	41	39	95.1	76.9
Hispanic or Latino	4	14	14	100.0	14.3
	6	16	16	100.0	75.0
White	3	44	44	100.0	47.7
	4	37	35	94.6	54.3
	5	44	43	97.7	65.1
	6	44	42	95.5	66.7
Socioeconomically Disadvantaged	3	43	43	100.0	37.2
	4	28	27	96.4	25.9
	5	22	22	100.0	40.9
	6	31	29	93.5	55.2
Students with Disabilities	3	15	15	100.0	6.7
	5	11	11	100.0	18.2
	6	18	16	88.9	43.8

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	75	74	98.7	63.5
	4	62	60	96.8	38.3
	5	61	60	98.4	50.0
	6	82	79	96.3	41.8
Male	3	39	38	97.4	55.3
	4	32	30	93.8	53.3
	5	35	34	97.1	50.0
	6	41	40	97.6	42.5
Female	3	36	36	100.0	72.2
	4	30	30	100.0	23.3
	5	26	26	100.0	50.0
	6	41	39	95.1	41.0
Hispanic or Latino	4	14	14	100.0	14.3
	6	16	16	100.0	31.3
White	3	44	44	100.0	68.2
	4	37	35	94.6	48.6
	5	44	43	97.7	51.2
	6	44	42	95.5	45.2
Socioeconomically Disadvantaged	3	43	43	100.0	62.8
	4	28	27	96.4	22.2
	5	22	22	100.0	27.3
	6	31	29	93.5	27.6
Students with Disabilities	3	15	15	100.0	20.0
	5	11	11	100.0	18.2
	6	18	16	88.9	25.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

Parental involvement is available through our school's Site Council, Parent-Teacher Association, field trips, and general classroom volunteering. Our PTA has monthly meetings and they provide many enrichment opportunities, donations, and assistance with general school improvements. The office coordinates parent volunteers who are welcomed into all aspects of the school day and who are active in helping on campus. These opportunities include: helping in the classroom, field trips, picture day, and special school events. Emphasis for the past two years has been placed on presenting our students with more enrichment activities. Parents in the community have stepped up to get involved with these after school clubs by volunteering their time and leading groups in activities like drama, coding, and sports. Antelope Creek has also made a concerted effort to evaluate and enhance both our internal and external forms of communication to increase parental involvement. Two examples would be our new school application which contains community information and allows for push notifications and our new parent orientation day which was launched this year. The goal is to continue to upgrade these systems of communication to further increase involvement in the community.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

All schools in the district have a comprehensive School Safety Plan approved by the School Site Council. It includes an assessment of the current status of school crime, procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, discipline rules and procedures, dress code, policies regarding suspension/expulsion, sexual harassment policy, procedures for ingress and egress. It also includes an action plan for the implementation of the plan. Antelope Creek is a Leader in Me school and will also be launching PBIS in the winter of 2017.

The Safe School Committee and School Site Council has been responsible for assessing and implementing procedures that promote student safety. The Safe School Plan focuses on increasing student and staff awareness of bullying behaviors and strategies to deal with bullying, and opportunities to consistently reinforce procedures, school rules, and recognize positive student behaviors. We review safety issues regarding crisis response, implementing drills at recess, and planning for a school wide evacuation drill. Last review/update and discussion with staff: January, 2017.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	2.5	3.0
Expulsions Rate	2.9	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.5	2.4	2.5
Expulsions Rate	0.0	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	57.1	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	.53
Psychologist	.6
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.6
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	21	20	22	1	1	1	5	5	5			
1	26	23	24				2	3	3			
2	25	25	24				2	2	3			
3	23	26	22				2	2	3			
4	26	32	32				3	1	2			
5	29	27	32				2	3	2			
6	29	24	27		1	1	2	2	3			
Other	14			1								

Professional Development provided for Teachers

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's Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Professional Learning Communities; a commitment to systematic 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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,217	\$44,958
Mid-Range Teacher Salary	\$67,516	\$70,581
Highest Teacher Salary	\$88,295	\$91,469
Average Principal Salary (ES)	\$116,913	\$113,994
Average Principal Salary (MS)	\$109,975	\$120,075
Average Principal Salary (HS)	\$136,466	\$130,249
Superintendent Salary	\$216,529	\$218,315
Percent of District Budget		
Teacher Salaries	43%	38%
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).

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5840	1012	4828	74453
District	♦	♦	6360	\$71,152
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-24.1	10.4
Percent Difference: School Site/ State			-9.7	4.1

* Cells with ♦ do not require data.