

# Antelope Creek Elementary School

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

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



### Rocklin Unified School District

2615 Sierra Meadows Drive  
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[www.rocklinusd.org](http://www.rocklinusd.org)

### District Governing Board

Eric Stevens

Camille Maben

Rachelle Price

Dereck Counter

Rick Miller

### 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, dynamic 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 <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	107
Grade 1	71
Grade 2	70
Grade 3	63
Grade 4	66
Grade 5	59
Grade 6	64
<b>Total Enrollment</b>	<b>500</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	1
Asian	3.2
Filipino	1.4
Hispanic or Latino	22.4
White	53.2
Two or More Races	12.4
Socioeconomically Disadvantaged	42.8
English Learners	8.2
Students with Disabilities	11
Foster Youth	0.6
Homeless	1.4

## 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 Antelope Creek	17-18	18-19	19-20
With Full Credential	29	29	32
Without Full Credential	0	0	0
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 Antelope 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. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

### 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, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Fix flooring in rooms K2, room D,
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Replace ceiling tiles in room 17, room 6
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Grind down trip hazard at room 18, MPR, room L.
<b>Overall Rating</b>	<b>Good</b>	

## 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	64	67	71	72	50	50
Math	56	60	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	12.9	38.7	41.9

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	258	255	98.84	67.45
Male	126	126	100.00	60.32
Female	132	129	97.73	74.42
Black or African American	18	18	100.00	50.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	48	97.96	54.17
White	140	139	99.29	72.66
Two or More Races	34	34	100.00	76.47
Socioeconomically Disadvantaged	125	123	98.40	56.91
English Learners	23	21	91.30	52.38
Students with Disabilities	38	38	100.00	26.32
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	258	257	99.61	59.53
Male	126	126	100.00	59.52
Female	132	131	99.24	59.54
Black or African American	18	18	100.00	33.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	49	100.00	48.98
White	140	140	100.00	65.00
Two or More Races	34	34	100.00	64.71
Socioeconomically Disadvantaged	125	124	99.20	51.61
English Learners	23	23	100.00	56.52
Students with Disabilities	38	38	100.00	18.42
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 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 virtual backpack 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 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 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 in year four of implementing Positive Behavioral Intervention Supports (PBIS) on campus. This past year they were awarded GOLD status by the state for their accomplishments in this area. Antelope Creek students are consistently acknowledged for their positive behaviors and are regularly taught behaviors using our acronym CARES (Courteous, Achieve goals, Responsible, best Effort, Safe) in all areas of the campus. Another focus area for staff has been on supporting students from a social emotional perspective. Over the past several years we have built a multi tiered system of support to address the behavioral and social emotional needs of our students alongside our academic program. This includes both individual and group social skills instruction, individual and group emotional supports, and a purposeful effort to create a connection to their school through enrichment programs, leadership opportunities, and special events.

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. This plan is also completed in consultation with local emergency response agencies and is updated on an annual basis.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.6	0.9	1.6
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	1.2
Resource Specialist (non-teaching)	
Other	1.0

\* 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 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	21	1	3		22	1	4		21	2	3	
1	21	1	2		22		3		23		3	
2	25		3		21		3		23		3	
3	23		3		24		3		21	1	2	
4	33		1	1	31		2		31		2	
5	28		2		32		2		29		2	
6	22	1	2		22	1	2		32		2	
Other**	10	1							5	2		

\*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/](http://www.cde.ca.gov/ds/fd/cs/).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6524	1096	5428	80417
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	-28.9	6.2
School Site/ State	-27.8	0.5

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

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).



**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.