

Rocklin Elementary School

5025 Meyers St. • Rocklin, CA 95677-2811 • 916.624.3311 • Grades K-6

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Rocklin Unified School District

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District Governing Board

Camille Maben
Todd Lowell
Greg Daley
Susan Halldin
Wendy Lang

District Administration

Roger Stock
Superintendent

School Description

Rocklin Elementary School is one of sixteen schools in the Rocklin Unified School District. The school serves students in transitional kindergarten through sixth grade with an enrollment of 534 students. Rocklin Elementary has a unique demographic that includes: English Language Learners, students with disabilities, and a self-contained Gifted and Talented Education program.

The school is located in the center of a stable and supportive community which expresses its values towards education through a high level of participation. Rocklin Elementary School opened in 1952, at which time it was the only school in the district, and served students from kindergarten through eighth grade.

The staff of Rocklin Elementary School strives to provide an exemplary learning environment. The campus houses a state of the art Science Lab, a Math Factory, and an Outdoor Learning Center. Academic learning is certainly the primary focus of the school, but commendably, the staff operates on the principle that a caring environment fosters individual growth. Rocklin Elementary School has focused its resources on best practices to build both Career and College Readiness while providing a positive environment where social-emotional learning is also developed, recognized, and rewarded.

Students at Rocklin Elementary School are able to approach all facets of their learning with confidence and the assurance that this school is their home. Rules of conduct are explicit and result in students achieving high levels of intrinsic motivation which leads to self-directedness, initiative, perseverance and grit. These are the characteristics of a successful learner.

The staff embraces technology, recognizing that these skills are instrumental to the future success of our 21st century learners. In turn, Rocklin Elementary has acquired significant resources to provide students with ample access to technology. Our investment in academics, social emotional learning, and the tools and technology we need to assess where we have been and where we are going has allowed Rocklin Elementary School to become a leader in academic excellence.

Mission Statement

The mission of Rocklin Elementary School, a richly diverse educational community and leader in academic excellence, is to ensure that all students are valued and supported in a collaborative environment to reach their full potential through a system distinguished by:

- unique opportunities for critical thinking, intellectual curiosity, and technological innovation
- a culture of academic, emotional, and social balance
- partnerships with our families and the community.

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 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 at 916.624.3311 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	58
Grade 1	55
Grade 2	72
Grade 3	96
Grade 4	85
Grade 5	94
Grade 6	79
Total Enrollment	539

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.4
Asian	10.4
Filipino	0.6
Hispanic or Latino	16.9
White	65.9
Two or More Races	4.5
Socioeconomically Disadvantaged	40.1
English Learners	11.1
Students with Disabilities	8.9
Foster Youth	0.2

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			
Rocklin Elementary School	13-14	14-15	15-16
With Full Credential	27	27	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	535
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rocklin Elementary School	13-14	14-15	15-16
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

2014-15 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	99.7	0.4
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	99.6	0.4

* 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 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: 6-1-2014

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)

Rocklin Elementary School opened in 1952. A new gymnasium and new underground irrigation system were added in 2003. It takes our entire community to help keep our school the #1 place to be in our small community.

Safety comes first as we have staff at crosswalks greeting students and parents to start the day and to end the day. We have several volunteers that help keep our campus safe throughout the day by working in our classrooms and helping us along with our staff supervising our recess and lunchtime duties.

Our students earn Bulldog bucks for keeping our school clean throughout the day. Our custodial staff and District maintenance staff continually support any repairs to our school.

Throughout the year our community business partners help us with our school-wide garden and Outdoor Learning Center to make sure it is planted, cleaned and looking great throughout the year. We pride ourselves in recycling and going green whenever we can at Rocklin Elementary.

Our district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, our 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, 2015

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			Replace ceiling tiles
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	65	69	44
Math	52	57	33

* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	84	90	80	83	88	83	59	60	56

* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	8.40	17.90	67.40

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	83
All Student at the School	80
Male	79
Female	82
Asian	--
Hispanic or Latino	--
White	81
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	59
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	96	95	99.0	19	27	22	32
	4	89	88	98.9	20	19	17	43
	5	95	94	98.9	14	14	35	36
	6	81	81	100.0	9	17	44	30
Male	3		44	45.8	25	20	27	27
	4		46	51.7	26	15	15	43
	5		53	55.8	21	9	32	36
	6		39	48.1	15	21	46	18
Female	3		51	53.1	14	33	18	35
	4		42	47.2	14	24	19	43
	5		41	43.2	5	20	39	37
	6		42	51.9	2	14	43	40

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		4	4.2	--	--	--	--
	6		2	2.5	--	--	--	--
Asian	3		11	11.5	9	18	36	36
	4		14	15.7	7	0	7	86
	5		6	6.3	--	--	--	--
	6		12	14.8	0	8	42	50
Filipino	3		1	1.0	--	--	--	--
	4		1	1.1	--	--	--	--
	6		2	2.5	--	--	--	--
Hispanic or Latino	3		13	13.5	23	31	31	15
	4		16	18.0	50	25	19	6
	5		9	9.5	--	--	--	--
	6		8	9.9	--	--	--	--
White	3		63	65.6	21	32	14	33
	4		52	58.4	15	17	21	46
	5		74	77.9	9	14	39	36
	6		50	61.7	10	20	42	28
Two or More Races	3		3	3.1	--	--	--	--
	4		5	5.6	--	--	--	--
	5		5	5.3	--	--	--	--
	6		6	7.4	--	--	--	--
Socioeconomically Disadvantaged	3		41	42.7	27	37	29	7
	4		37	41.6	38	22	27	14
	5		31	32.6	32	19	35	10
	6		33	40.7	18	21	52	9
English Learners	3		11	11.5	27	55	18	0
	4		9	10.1	--	--	--	--
	5		7	7.4	--	--	--	--
	6		2	2.5	--	--	--	--
Students with Disabilities	3		9	9.4	--	--	--	--
	4		11	12.4	45	18	18	18
	5		10	10.5	--	--	--	--
	6		8	9.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	96	96	100.0	21	26	22	30
	4	89	88	98.9	11	30	26	33
	5	95	94	98.9	28	23	15	34
	6	81	81	100.0	15	36	10	40
Male	3		45	46.9	20	18	31	29
	4		47	52.8	13	30	19	38
	5		53	55.8	28	17	15	40
	6		39	48.1	15	33	15	36
Female	3		51	53.1	22	33	14	31
	4		41	46.1	10	29	34	27
	5		41	43.2	27	32	15	27
	6		42	51.9	14	38	5	43
Black or African American	3		4	4.2	--	--	--	--
	6		2	2.5	--	--	--	--
Asian	3		12	12.5	17	0	17	67
	4		14	15.7	0	0	14	86
	5		6	6.3	--	--	--	--
	6		12	14.8	0	8	8	83
Filipino	3		1	1.0	--	--	--	--
	4		1	1.1	--	--	--	--
	6		2	2.5	--	--	--	--
Hispanic or Latino	3		13	13.5	38	15	31	8
	4		16	18.0	38	38	19	6
	5		9	9.5	--	--	--	--
	6		8	9.9	--	--	--	--
White	3		63	65.6	19	32	19	30
	4		53	59.6	6	34	30	30
	5		74	77.9	24	24	18	34
	6		50	61.7	14	44	12	30
Two or More Races	3		3	3.1	--	--	--	--
	4		4	4.5	--	--	--	--
	5		5	5.3	--	--	--	--
	6		6	7.4	--	--	--	--

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		41	42.7	32	37	17	15
	4		37	41.6	24	43	22	11
	5		31	32.6	58	26	13	3
	6		33	40.7	24	52	9	15
English Learners	3		12	12.5	50	33	17	0
	4		9	10.1	--	--	--	--
	5		7	7.4	--	--	--	--
	6		2	2.5	--	--	--	--
Students with Disabilities	3		9	9.4	--	--	--	--
	4		11	12.4	36	18	18	27
	5		10	10.5	--	--	--	--
	6		8	9.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

Parents play an integral role at Rocklin Elementary School through their active participation and involvement in School Site Council and Parents' Club, and the Strategic Planning process. They share information with classes about professional lives, teach special skills (art, music, and sports), work on school or Outdoor Learning Center improvements, conduct fund-raisers and make donations. They regularly volunteer their services in the classrooms and the library. Rocklin Elementary houses the Family Tutoring Center that is available to families on Tuesday and Thursday evenings. In addition, parenting classes and Family Math nights are regularly offered.

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, rules and procedures on school discipline, school wide dress code, policies regarding actions which would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs. Last review/update and discussion with staff: January, 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.18	2.70	2.21
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.22	2.49	2.40
Expulsions Rate	0.08	0.01	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2013-2014
Year in Program Improvement	Year 2	Year 1
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	50.0	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	23	24	23				3	3	3			
1	23	26	23				3	2	2			
2	28	23	24				2	4	3			
3	27	25	24				3	3	4			
4	25	28	28	1			2	3	3			
5	31	26	31				3	3	3			
6	34	32	26				1	3	3	1		
Other	20	10		1	1		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)	0
Psychologist	.5
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.8
Resource Specialist	0
Other	0

Average Number of Students per Staff Member

Academic Counselor	0
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* 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.

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.

FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,397	\$43,062
Mid-Range Teacher Salary	\$64,301	\$67,927
Highest Teacher Salary	\$84,090	\$87,811
Average Principal Salary (ES)	\$110,448	\$110,136
Average Principal Salary (MS)	\$114,300	\$115,946
Average Principal Salary (HS)	\$126,381	\$124,865
Superintendent Salary	\$191,563	\$211,869
Percent of District Budget		
Teacher Salaries	46%	39%
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, the county, and the state. 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4791	588	4203	68546
District	♦	♦	5938	\$67,442
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			-29.2	0.5
Percent Difference: School Site/ State			-18.0	-1.2

* Cells with ♦ do not require data.