

Rock Creek Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Rock Creek Elementary School
Street	3050 Bell Rd.
City, State, Zip	Auburn, CA 95603
Phone Number	5308855189
Principal	Kim Morris
Email Address	kmorris@auburn.k12.ca.us
School Website	www.auburn.k12.ca.us
County-District-School (CDS) Code	31-66787-6031058

2022-23 District 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
District Website Address	www.auburn.k12.ca.us

2022-23 School Overview

Vision Statement: We stand together to cultivate the potential of all students in a global society.

Mission: Auburn Union School District, in collaboration with our families and community, is committed to:

- Achieving academic excellence to prepare our students for careers of the future.
- Understanding diversity is a strength.
- Supporting a caring, experienced, and qualified staff.
- Developing the whole student in a safe and healthy environment.

Guiding Principle: We place each child at the heart of every decision.

SCHOOL DESCRIPTION

Rock Creek Elementary School, in North Auburn, has approximately 270 Transitional Kindergarten through Fifth Grade students. 88% of the students qualify for free or reduced lunch, and approximately 61% of the students are English Learners or Reclassified as Fluent English Proficient. Our school's goals include continuous progress toward challenging academic goals, in an emotionally and physically safe and culturally responsive environment. The California Reading and Literature Project recommended an assessment battery to monitor student progress through Illuminate Benchmark assessments for Kindergarten through Fifth Grade students, California Assessment of Student Progress and Performance (CAASPP) for Third through Fifth Grade students, and the 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 targeted reading and math skills and every student benefits from a school-wide focus on the acquisition of Academic English Language fluency. Additionally, our school is focused on wellness and has a Wellness Center on campus to support students, staff, and families with a mental health specialist and a family partnership specialist.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	52
Grade 2	42
Grade 3	39
Grade 4	35
Grade 5	39
Total Enrollment	261

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.0
Male	54.0
American Indian or Alaska Native	1.1
Asian	2.7
Black or African American	1.5
Filipino	0.4
Hispanic or Latino	72.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.1
White	18.0
English Learners	53.6
Foster Youth	0.0
Homeless	9.2
Migrant	0.0
Socioeconomically Disadvantaged	71.6
Students with Disabilities	15.3



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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.50	100.00	74.30	89.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	1.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	3.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.00	2.43	12115.80	4.41
Unknown	0.00	0.00	2.40	2.99	18854.30	6.86
Total Teaching Positions	13.50	100.00	82.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.20	85.91	74.90	86.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	2.30	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	3.01	3.50	4.07	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.99	1.70	1.96	11953.10	4.28
Unknown	1.50	9.03	4.90	5.66	15831.90	5.67
Total Teaching Positions	16.60	100.00	87.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.50

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.30
Total Out-of-Field Teachers	0.00	0.30

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Placer County Office of Education (PCOE) certified that Rock Creek had 100% of the curriculum needed for each child on September 1, 2021. PCOE 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 2021) about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	MacMillan/McGraw Hill (Wonders), Adopted 2020	Yes	0.0%
Mathematics	Houghton Mifflin Harcourt (Go Math!), Adopted 2014	Yes	0.0%
Science	Inspire McGraw Hill, California Science, Adopted 2022	Yes	0.0%
History-Social Science	SAVVAS My World, Social Studies California Adopted 2022	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, Meet the Master's		0.0%

School Facility Conditions and Planned Improvements

Rock Creek Elementary School was originally constructed in 1965 and is currently comprised of 25 classrooms, a multipurpose room/cafeteria, library, occupational therapy room, building innovation lab, a staff lounge, and playground. There are also two county run classrooms on campus. Each year, the school is assessed in eight areas listed below. Rock Creek scored a total rating of 99.57%, which is a "exemplary" overall rating.

Year and month of the most recent FIT report

9/2/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	26	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	16	N/A	28	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	112	107	95.54	4.46	26.17
Female	56	55	98.21	1.79	34.55
Male	56	52	92.86	7.14	17.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	87	84	96.55	3.45	29.76
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	14	13	92.86	7.14	7.69
English Learners	55	53	96.36	3.64	11.32
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	11	91.67	8.33	9.09
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	78	76	97.44	2.56	14.47
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	19	16	84.21	15.79	6.25

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	112	107	95.54	4.46	15.89
Female	56	55	98.21	1.79	21.82
Male	56	52	92.86	7.14	9.62
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	87	85	97.70	2.30	18.82
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	14	12	85.71	14.29	0.00
English Learners	55	54	98.18	1.82	9.26
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	10	83.33	16.67	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	78	75	96.15	3.85	9.33
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	19	15	78.95	21.05	6.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	9.62	13.16	24.92	25.69	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	38	100	0	13.16
Female	21	21	100	0	14.29
Male	17	17	100	0	11.76
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	31	100	0	12.9
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	20	20	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100	0	3.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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, Coffee with the Principal, Parent University Family University events; where parents and students can receive education and information about many topics including health and academics; School Site Council, English Learner Advisory Committee, Positive Behavior Interventions and Supports (PBIS), 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. 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. Families are invited to engage with our Wellness Center to access community resources and support, especially for support in distance learning.

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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	307	297	134	45.1
Female	143	139	67	48.2
Male	164	158	67	42.4
American Indian or Alaska Native	3	3	3	100.0
Asian	7	7	2	28.6
Black or African American	5	5	4	80.0
Filipino	1	1	0	0.0
Hispanic or Latino	211	207	88	42.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	12	12	7	58.3
White	65	59	29	49.2
English Learners	157	155	61	39.4
Foster Youth	1	1	0	0.0
Homeless	35	35	18	51.4
Socioeconomically Disadvantaged	219	213	104	48.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	55	54	30	55.6

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.58	3.81	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	2.29	0.33	1.76	9.16	0.20	3.17
Expulsions	0.00	0.00	0.00	0.45	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.33	0.00
Female	0.00	0.00
Male	0.61	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.54	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

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 Fall of 2022 by the School Site Council and the Safety Committee. 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 before and after school.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	1	
1	21	1	1	
2	19	2		
3	21		2	
4	32		1	
5	30		1	
6				
Other	21	1	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	20	2		
2	21	1	1	
3	19	2		
4	21	3	3	
5	23	1	6	
6				
Other	9	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4		1
1	25	1	2	1
2	26	1	1	1
3	25	2		1
4	18	3	3	
5	16	4	3	
6				
Other	5	2		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,793	\$5,354	\$8,440	\$69,034
District	N/A	N/A	\$8,079	\$70,377
Percent Difference - School Site and District	N/A	N/A	4.4	-1.9
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	24.6	-20.3

2021-22 Types of Services Funded

Rock Creek Elementary School funds the following programs:

before and after school intervention/Enrichment
before/after school care (ELOP)
assemblies
committees
parent involvement events

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$36,871	\$51,591
Mid-Range Teacher Salary	\$69,526	\$79,620
Highest Teacher Salary	\$89,663	\$104,866
Average Principal Salary (Elementary)	\$104,523	\$131,473
Average Principal Salary (Middle)	\$115,141	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$179,220	\$205,661
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

AUSD's Instructional Coaches, district staff, county office of education staff, and private consultants provide professional learning opportunities. Rock Creek offers professional development in site staff meetings, committees, and teams

The Auburn Union School District is committed to high-quality professional development that meets the needs of the staff aligned to the established Auburn Union Strategic Plan. The focus of our Professional Development is the following:

- Multi-Tiered System of Support
- Research-based effective instructional practices and intervention strategies
- English Language Development
- Positive Behavior Intervention and Supports
- Restorative Practice and Social-Emotional Learning

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3