

Antelope Creek Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Antelope Creek Elementary School
Street	6185 Springview Dr.
City, State, Zip	Rocklin, CA 95677
Phone Number	916-632-1095
Principal	Brian Arcuri
Email Address	barcuri@rocklinusd.org
School Website	https://aces.rocklinusd.org/
Grade Span	P-6
County-District-School (CDS) Code	31750856110647

2025-26 District Contact Information

District Name	Rocklin Unified School District
Phone Number	916-624-2428
Superintendent	Roger Stock
Email Address	rstock@rocklinusd.org
District Website	www.rocklinusd.org

2025-26 School Description and Mission Statement

Antelope Creek Elementary opened in 1992 and is one of seventeen schools in the Rocklin Unified School District. The school serves students in grades Transitional Kindergarten through Grade 6, with an enrollment of approximately 500 students. 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.

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, creativity, and individual development. A great deal of value is placed on the many ways to approach learning and the different experiences and

2025-26 School Description and Mission Statement

opinions each person brings to the learning process. The staff recognizes that making learning meaningful to the student enhances the learning. Antelope Creek is currently an ARTS INTEGRATED SCHOOL OF CHOICE in the Rocklin Unified School Distirct. Therefore, subjects are presented in differentiated thematic units with integrated visual, media, and performing arts. Students also engage with a masterwork during the unit that promotes further exploration and critical thinking. In addition, special visual and performing arts programming is offered before, during, and after school.

Along with the academics, emphasis is also placed on the development of student responsibility, leadership, and initiative through the PBIS curriculum on campus. Antelope Creek has developed tiered systems to support students with behavior and social skills. The team has been awarded GOLD status by the state of Califonia for several years running in this area.

Parents play an important role at the school through active participation and involvement in School Site Council, PTC 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:
At Antelope Creek Elementary, our mission is to develop lifelong learners through our collaborative community that celebrates diverse strengths, abilities, and gifts. We equip students for academic success and social-emotional well-being by enhancing learning through Spark the Arts. Our guiding principles are to create a safe and welcoming environment, strong partnerships, and innovation in teaching and learning.

School Motto:
Together We Learn,
Together We Lead.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	68
Grade 2	78
Grade 3	63
Grade 4	63
Grade 5	68
Grade 6	64
Total Enrollment	493

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	0.4
Asian	6.7
Black or African American	4.7
Filipino	0.6
Hispanic or Latino	28.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	11
White	43.8
English Learners	11.2
Homeless	0.8
Socioeconomically Disadvantaged	46.9
Students with Disabilities	15

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.

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)	24.1	93.61	582.1	90.21	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6	0.93	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8.4	1.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	2.59	12.1	1.89	11953.1	4.28
Unknown/Incomplete/NA	0.9	3.8	36.5	5.67	15831.9	5.67
Total Teaching Positions	25.8	100	645.3	100	279044.8	100

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.

2022-23 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)	23.6	94.1	595.4	93.02	231142.4	83.24
Intern Credential Holders Properly Assigned	1	3.98	4.1	0.65	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	10.4	1.63	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	1.87	14.7	2.31	11746.9	4.23
Unknown/Incomplete/NA	0	0	15.3	2.4	14303.8	5.15
Total Teaching Positions	25.1	100	640.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	23.6	95.05	590.4	92.38	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.7	0.58	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	4.51	9	1.41	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.4	1.79	12112.8	4.34
Unknown/Incomplete/NA	0.1	0.4	24.4	3.83	13705.8	4.91
Total Teaching Positions	24.8	100	639.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0.6
Vacant Positions	0.00	0	0.5
Total Teachers Without Credentials and Misassignments	0.00	0	1.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.4	0
Local Assignment Options	0.10	0	0
Total Out-of-Field Teachers	0.60	0.4	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		June 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	0

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

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report		July, 2025		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Lino cracked in restroom, water stain ceiling tiles, formica damaged at sink, ceiling tile holes, loose ceiling tiles, cracked floor tiles, loose ceiling trim
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Low flow drinking fountain, sink difficult to turn on Rm B, sink and fountain low flow Rm 7, sink not staying activated in boys rr
Safety: Fire Safety, Hazardous Materials	X			Plug in air freshener in Rm C, peeling paint
Structural: Structural Damage, Roofs	X			Dry rot on west skirting and eave, dry rot on siding, wall separation, molding missing, dry rot on ramp
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Hole in window, door does not close properly Rm 6, door catching in cement Rm 7, exterior wall tile cracked in hallway, trip hazard at cement seam to MPR & courts

Overall Facility Rate

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	56	53	66	67	47	48
Mathematics (grades 3-8 and 11)	53	50	60	61	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	263	261	99.24	0.76	52.87
Female	131	130	99.24	0.76	56.92
Male	132	131	99.24	0.76	48.85
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	72.73
Black or African American	13	13	100.00	0.00	53.85
Filipino	--	--	--	--	--
Hispanic or Latino	85	84	98.82	1.18	47.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	42	100.00	0.00	52.38
White	108	107	99.07	0.93	55.14
English Learners	22	22	100.00	0.00	18.18
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	12	12	100.00	0.00	58.33
Socioeconomically Disadvantaged	125	124	99.20	0.80	44.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	37	97.37	2.63	18.92

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	263	261	99.24	0.76	50.19
Female	131	130	99.24	0.76	47.69
Male	132	131	99.24	0.76	52.67
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	54.55
Black or African American	13	13	100.00	0.00	53.85
Filipino	--	--	--	--	--
Hispanic or Latino	85	84	98.82	1.18	41.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	42	100.00	0.00	52.38
White	108	107	99.07	0.93	57.01
English Learners	22	22	100.00	0.00	27.27
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	12	12	100.00	0.00	58.33
Socioeconomically Disadvantaged	125	124	99.20	0.80	42.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	37	97.37	2.63	10.81

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	43.75	41.18	43.64	45.13	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	68	98.55	1.45	41.18
Female	31	31	100.00	0.00	41.94
Male	38	37	97.37	2.63	40.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	23	22	95.65	4.35	36.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	44.83
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.67	3.33	37.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	0.00

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	98.5	98.5	98.5	98.5	98.5

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.
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2025-26 Opportunities for Parental Involvement
Parental involvement is available through our school's Site Council, Parent-Teacher Club, field trips, and general classroom volunteering. Our PTC 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, art docents, 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, Legos, 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 school messaging system which contains community information and allows for push notifications and our virtual backpack which was launched to keep a library of accessible parent information electronically. The goal is to continue to upgrade these systems of communication to further increase involvement in the community.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	526	518	53	10.2
Female	253	247	28	11.3
Male	272	270	25	9.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	35	5	14.3
Black or African American	23	23	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	148	147	18	12.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	57	57	6	10.5
White	232	225	20	8.9
English Learners	71	70	7	10.0
Foster Youth	--	--	--	--
Homeless	11	11	1	9.1
Socioeconomically Disadvantaged	263	260	38	14.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	99	97	14	14.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.59	2.39	2.47	3.03	2.43	2.46	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.04	0.03	0.04	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.47	0.00
Female	0.40	0.00
Male	4.41	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.35	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.02	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.04	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.01	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 six of implementing Positive Behavioral Intervention Supports (PBIS) on campus. We were recently awarded GOLD status by the state for our 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.

Date of Last Update: February 2025 Date of Last Review with Staff: August/September 2025

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	16	3	3	0
1	19	3	0	0
2	20	1	2	0
3	20	1	2	0
4	32	0	2	0
5	32	0	2	0
6	19	1	2	0
Other	11	5	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	17	3	1	0
1	23	0	3	0
2	27	0	2	0
3	21	1	2	0
4	23	1	2	0
5	32	0	2	0
6	22	1	2	0
Other	15	4	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	1	2	
1	22		3	
2	20	1	3	
3	16	2	2	
4	32		2	
5	23	1	2	
6	23	1	2	
Other	16	4		1

2024-25 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	970

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	0.7

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$9,927	\$2,644	\$7,283	\$99,979
District	N/A	N/A	\$9,917	\$100,496
Percent Difference - School Site and District	N/A	N/A	-28.2	2.9
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-38.6	2.2

Fiscal Year 2024-25 Types of Services Funded

Across Rocklin Unified School District, the following services are offered: core TK-12 classes, instructional materials, staff development, intervention classes, Special Education, school-based counseling services, Title I, transportation, Gifted and Talented Education (GATE), Dual Language, International Baccalaureate Primary Years Program (IBPYP), English Language Development, & Career Technical Education (CTE). (Note: Some programs are not available at all schools or all grade levels, however intra-district transfer opportunities are available to allow for greater school choice.)

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$49,628	\$62,783
Mid-Range Teacher Salary	\$87,675	\$97,783
Highest Teacher Salary	\$123,234	\$128,020
Average Principal Salary (Elementary)	\$165,757	\$160,224
Average Principal Salary (Middle)	\$164,852	\$166,992
Average Principal Salary (High)	\$189,646	\$180,971
Superintendent Salary	\$340,490	\$313,465
Percent of Budget for Teacher Salaries	36.61%	30.05%
Percent of Budget for Administrative Salaries	4.42%	5%

Professional Development

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.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3