



# Breen Elementary School

2751 Breen Drive • Rocklin, CA 95765 • 916.632.1155 • Grades K-6

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



### Rocklin Unified School District

2615 Sierra Meadows Drive  
Rocklin, CA 95677  
(916) 624-2428  
www.rocklinusd.org

#### District Governing Board

Camille Maben  
Todd Lowell  
Greg Daley  
Susan Halldin  
Wendy Lang

#### District Administration

Roger Stock  
Superintendent

### School Description

Breen Elementary School opened in August 1994 and is one of seventeen schools in the Rocklin Unified School District. It serves students in kindergarten through 6th grade, with an enrollment of approximately 600 students. Breen is located in the center of Stanford Ranch, a dynamic and supportive community. The staff at Breen provides an exemplary learning environment that is positive and nurturing with very high academic and behavioral standards. Our primary core belief is that all children can learn at high levels.

Parent participation is appreciated and strongly encouraged at Breen. We're fortunate to have hundreds of parent volunteers that work to improve the academic and social programs at the school. Parents also actively participate with the School Site Council and Parent Teacher Club. Parents and staff are dedicated to creating a safe learning environment in which students interact positively with each other and reach their academic potential. Breen's Bully-Proofing Program has enhanced this atmosphere and stresses positive relationships. Our Bobcat Awards reward program encourages students to be people of high character.

Classroom activities are designed to accommodate the variety of ways in which children learn best -- using all their senses while being actively engaged. Full time P.E. and VAPA (visual and performing arts) teachers provide students with standards-based P.E. and arts curriculum. Breen's facilities are also used in the afternoon, evening, and weekends by members of our community for such activities as basketball, soccer, boy/girl scouts, etc. Breen was selected as a California Distinguished School in 2002 and 2008.

### Mission Statement

The mission of Breen Elementary, a dynamic educational and nurturing school community, is to inspire our students to achieve their academic potential, to ignite a passion for life-long learning and to become responsible, well-rounded citizens by:

- 1) fostering a collaborative environment where each student's unique potential is recognized, cultivated, and celebrated.
- 2) developing a culture where innovation is paramount.
- 3) creating strategic partnerships between the school, community and its families.

## 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 916.632.1155 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	48
Grade 1	74
Grade 2	88
Grade 3	76
Grade 4	97
Grade 5	91
Grade 6	92
<b>Total Enrollment</b>	<b>566</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.7
Asian	4.2
Filipino	1.6
Hispanic or Latino	12.7
Native Hawaiian or Pacific Islander	0.4
White	73.5
Two or More Races	5.5
Socioeconomically Disadvantaged	15
English Learners	4.9
Students with Disabilities	14.1

## 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			
Breen Elementary School	13-14	14-15	15-16
<b>With Full Credential</b>	25	25	26
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Rocklin Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	535
<b>Without Full Credential</b>	♦	♦	2
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Breen Elementary School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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
<b>This School</b>	95.7	4.4
Districtwide		
<b>All Schools</b>	99.7	0.4
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	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
<b>Reading/Language Arts</b>	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Breen was built in 1994 and is aesthetically pleasing and very well maintained facility. The staff takes pride in providing an excellent environment for student learning. Anyone visiting the campus must wear an I.D. badge to ensure the safety of our students. Supervision is offered prior to school, during the day at recesses and lunch, and after school. District-wide safety checks at all facilities occur on an ongoing, scheduled basis. Fire department inspections are also scheduled each year. Monthly fire drills are conducted, as are bi-monthly "lock-down" drills. A yearly off-campus evacuation drill is also done in which all students and staff evacuate to Breen Park.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: August, 2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Small carpet tear in room 18. Replace ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			A few overhead bulbs were out.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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	66	69	44
Math	50	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	81	83	77	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	5.40	26.90	63.40

\* 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	77
Male	80
Female	73
Asian	--
Hispanic or Latino	69
White	76
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	81
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	79	75	94.9	24	21	33	21
	4	94	91	96.8	18	19	47	16
	5	95	89	93.7	12	12	42	34
	6	91	90	98.9	10	22	47	21
Male	3		36	45.6	25	22	28	25
	4		44	46.8	25	14	57	5
	5		51	53.7	18	10	43	29
	6		46	50.5	15	26	39	20
Female	3		39	49.4	23	21	38	18
	4		47	50.0	11	23	38	28
	5		38	40.0	5	16	39	39
	6		44	48.4	5	18	55	23

**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		1	1.3	--	--	--	--
	5		1	1.1	--	--	--	--
	6		2	2.2	--	--	--	--
American Indian or Alaska Native	4		1	1.1	--	--	--	--
	6		2	2.2	--	--	--	--
Asian	3		3	3.8	--	--	--	--
	4		2	2.1	--	--	--	--
	5		4	4.2	--	--	--	--
	6		6	6.6	--	--	--	--
Filipino	3		3	3.8	--	--	--	--
	4		2	2.1	--	--	--	--
	6		2	2.2	--	--	--	--
Hispanic or Latino	3		11	13.9	55	18	18	9
	4		16	17.0	13	25	56	6
	5		11	11.6	9	27	36	27
	6		10	11.0	--	--	--	--
Native Hawaiian or Pacific Islander	3		1	1.3	--	--	--	--
White	3		51	64.6	22	22	37	20
	4		68	72.3	18	19	44	19
	5		67	70.5	13	9	45	33
	6		62	68.1	8	27	44	21
Two or More Races	3		4	5.1	--	--	--	--
	4		2	2.1	--	--	--	--
	5		5	5.3	--	--	--	--
	6		6	6.6	--	--	--	--
Socioeconomically Disadvantaged	3		10	12.7	--	--	--	--
	4		15	16.0	20	20	47	13
	5		12	12.6	17	8	33	42
	6		9	9.9	--	--	--	--
English Learners	3		2	2.5	--	--	--	--
	4		5	5.3	--	--	--	--
	5		2	2.1	--	--	--	--
	6		2	2.2	--	--	--	--

**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
Students with Disabilities	3		8	10.1	--	--	--	--
	4		13	13.8	46	8	31	15
	5		7	7.4	--	--	--	--
	6		6	6.6	--	--	--	--
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	79	77	97.5	25	30	36	9
	4	94	92	97.9	10	30	40	20
	5	95	92	96.8	21	39	25	15
	6	91	90	98.9	11	37	31	21
Male	3		37	46.8	22	24	41	14
	4		45	47.9	11	27	44	18
	5		54	56.8	20	31	31	17
	6		46	50.5	17	37	22	24
Female	3		40	50.6	28	35	33	5
	4		47	50.0	9	34	36	21
	5		38	40.0	21	50	16	13
	6		44	48.4	5	36	41	18
Black or African American	3		1	1.3	--	--	--	--
	6		2	2.2	--	--	--	--
American Indian or Alaska Native	4		1	1.1	--	--	--	--
	6		2	2.2	--	--	--	--
Asian	3		3	3.8	--	--	--	--
	4		2	2.1	--	--	--	--
	5		4	4.2	--	--	--	--
	6		6	6.6	--	--	--	--

**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
Filipino	3		3	3.8	--	--	--	--
	4		2	2.1	--	--	--	--
	6		2	2.2	--	--	--	--
Hispanic or Latino	3		11	13.9	45	27	27	0
	4		16	17.0	19	25	38	19
	5		14	14.7	21	50	21	7
	6		10	11.0	--	--	--	--
Native Hawaiian or Pacific Islander	3		1	1.3	--	--	--	--
White	3		53	67.1	25	30	36	9
	4		69	73.4	6	35	42	17
	5		68	71.6	21	38	26	15
	6		62	68.1	10	37	34	19
Two or More Races	3		4	5.1	--	--	--	--
	4		2	2.1	--	--	--	--
	5		5	5.3	--	--	--	--
	6		6	6.6	--	--	--	--
Socioeconomically Disadvantaged	3		11	13.9	36	45	9	9
	4		15	16.0	13	33	40	13
	5		12	12.6	17	50	25	8
	6		9	9.9	--	--	--	--
English Learners	3		2	2.5	--	--	--	--
	4		5	5.3	--	--	--	--
	5		3	3.2	--	--	--	--
	6		2	2.2	--	--	--	--
Students with Disabilities	3		9	11.4	--	--	--	--
	4		13	13.8	38	23	15	23
	5		7	7.4	--	--	--	--
	6		6	6.6	--	--	--	--
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

Parental involvement is strongly appreciated and encouraged at Breen. Parents may choose to volunteer in classrooms, with the Garden of Learning, on field trips, with the Art Docent Program, or in many other ways within the Parent Teacher Club. Our Parent-Teacher Club is very active and supports the school through fundraisers and a variety of activities.

### State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

### School Safety Plan

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

Safe School Vision Statement: Our goal is to maintain a safe and nurturing school for children, staff, and our community by developing skills and strategies that promote the three R's of respect, responsibility, and resolving our differences peacefully. The Safe School Committee has been responsible for assessing and implementing procedures that promote student safety. The Safe School Plan focuses on increasing student and staff awareness of bullying behaviors and strategies to deal with bullying, and opportunities to consistently reinforce procedures, school rules, and recognize positive student behaviors. We review safety issues regarding crisis response, implementing drills at recess, and planning for a school wide evacuation drill. Last review/update and discussion with staff: January, 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.74	1.13	0.67
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
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
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
First Year of Program Improvement		2013-2014
Year in Program Improvement		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*								
Grade	2012-13	2013-14	2014-15	1-20			21-32			33+		
				2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	26	24	24				3	3	2			
1	24	28	24				3	3	3			
2	24	26	25				4	3	3			
3	26	23	22			1	3	4	3			
4	25	25	31				3	3	3			
5	31	27	30				3	3	3			
6	26	25	24	1	1	1	3	3	3			
Other	5	7	6	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)	1.25
Psychologist	.6
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### 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/](http://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	5256	7451	4504	72188
District	♦	♦	5938	\$67,442
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			-21.8	11.5
Percent Difference: School Site/ State			-9.2	4.1

\* Cells with ♦ do not require data.