



Spring View Middle School

5040 Fifth Street • Rocklin, CA 95677 • (916) 624-3381 • Grades 7-8

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Rocklin Unified School District

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District Governing Board

Eric Stevens
Camille Maben
Susan Halldin
Dereck Counter
Rick Miller

District Administration

Roger Stock
Superintendent
Kathleen Pon, Ed. D.
**Deputy Superintendent,
Educational Services**

School Description

Spring View Middle School is located in Rocklin, California. The seventh and eighth grade enrollment for the school year is nearly 900.

Teachers are divided into teams of two to four teachers and are called academies. In this environment, teachers are better able to network with each other to assist students who may need extra help and support. The teachers are in separate classrooms, and students rotate between the academy classrooms.

Each student is assigned a classroom to be his/her homeroom. Students spend the first 7 minutes of each day in homeroom. During this time roll is taken, announcements are made, and any material to be sent home is distributed. After homeroom, students go to their first class. For some students this may be their elective, for others physical education, and for the rest it will be academic time scheduled by their academy teachers.

The students spend five periods out of the seven-period day in their academies. Four of the periods are scheduled for core academics (English, math, science, and social studies), and one period is for additional academic support or enrichment opportunities such as Broadcasting, Journalism, Drama, and Food Science. The remaining two periods of the seven-period day are reserved for physical education and electives. Each student has one period of physical education and one period of an elective. The electives currently available at Spring View for both grades include Concert Band, Jazz Band, Choir, String Orchestra, Art I, Art II, Family & Consumer Science (Home Economics), Exploratory Computer Science, Computer Science 1, Exploratory Spanish and Spanish I. A student who enters Spring View as a seventh grader and stays through the four semesters to promotion will be able to take four of the electives plus Honor Band offered during "O" period. Students are given the opportunity to indicate their first and second choices for an elective.

Mission Statement

Our mission at Spring View Middle School, a safe, rigorous and diverse learning community, is to inspire all students to become informed, resilient individuals who strive to reach their unique potential through innovation and relevant academic exploration, strengthened by an inclusive and collaborative culture.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	437
Grade 8	477
Total Enrollment	914

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.3
Asian	4.8
Filipino	2.7
Hispanic or Latino	15.8
Native Hawaiian or Pacific Islander	0.9
White	67.1
Socioeconomically Disadvantaged	25.1
English Learners	3.9
Students with Disabilities	11.8
Foster Youth	0.3

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

Teacher Credentials			
Spring View Middle School	16-17	17-18	18-19
With Full Credential	42	48	45
Without Full Credential	2	2	0
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	590
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Spring View Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: 6-1-2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Spring View Middle School is a beautiful facility that underwent a \$10 million renovation/new construction project and reopened in 2000. Six science classrooms, gymnasium/locker rooms, eight regular classrooms, and an amphitheatre represent new construction. All four existing buildings were gutted and remodeled. In addition, new infrastructure, walkways and landscaping were done. It is aesthetically pleasing as well as being an excellent environment for student learning - a school of which students, staff, and parents can be proud.

Spring View has a comprehensive safety and crisis intervention plan. District wide safety inspections are done on an ongoing basis throughout the year. In order to ensure student safety, adult supervision is provided before/after school and during lunches. In addition, all student activities are supervised by administration and teachers. Two School Resource Officers (SRO) serve our district full time. The school is designed to limit and control unauthorized access during the school days. Signs are posted requiring visitors to check in at the office. All visitors, substitute teachers, and roving employees wear I.D. badges. Fire drills, lock down drills, and evacuation drills are scheduled on a regular basis. The school is equipped with fire and intrusion alarms.

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Replace ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July, 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	67.0	63.0	70.0	71.0	48.0	50.0
Math	59.0	57.0	62.0	63.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.4	30.0	38.7

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	894	883	98.77	63.19
Male	460	456	99.13	56.36
Female	434	427	98.39	70.49
Black or African American	12	12	100.00	66.67
American Indian or Alaska Native	--	--	--	--
Asian	43	43	100.00	79.07
Filipino	25	25	100.00	80.00
Hispanic or Latino	145	144	99.31	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	600	592	98.67	65.20
Two or More Races	47	45	95.74	60.00
Socioeconomically Disadvantaged	233	233	100.00	48.07
English Learners	68	68	100.00	35.29
Students with Disabilities	99	98	98.99	21.43
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	897	881	98.22	56.75
Male	460	455	98.91	57.58
Female	437	426	97.48	55.87
Black or African American	12	12	100	41.67
American Indian or Alaska Native	--	--	--	--
Asian	43	43	100	76.74
Filipino	25	25	100	80
Hispanic or Latino	146	143	97.95	41.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	602	591	98.17	59.05
Two or More Races	47	45	95.74	53.33
Socioeconomically Disadvantaged	234	232	99.15	43.53
English Learners	69	68	98.55	36.76
Students with Disabilities	103	98	95.15	18.37
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Many opportunities are available to assist both students and staff at Spring View Middle School. Parents serve on our Site Council, chaperone field trips, and support their student's academy in various ways. The school encourages parents to be involved in all aspects of the school's program. Parents also have the opportunity to take part in Spring View Parent Club, a volunteer organization that works to enhance and nurture relationships between students, staff and families. Please contact Ms. Davidson at (916) 624-3381.

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

All schools in the district have a Comprehensive School Safety Plan approved by the School Site Council. It includes an assessment of the current status of school crime, procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, rules and procedures on school discipline, school wide dress code, policies regarding actions which would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs. At Spring View Middle School, we are in the tenth year of implementation. During the 2017-2018 school year, we focused on improving student relationships, improving campus security and increasing respectful behavior towards others through a program called Positive Behavior Interventions and Supports (PBIS). PBIS works to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. Additionally, in 2017 Spring View Middle School students participated in a Breaking Down the Walls assembly and workshops focused on acceptance of and compassion towards others.

Date Last Review/Update: February 2018; Date Last Discussed With Staff: October 2018

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.6	5.0	3.2
Expulsions Rate	0.1	0.0	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	2.2	3.3
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	1.13
Psychologist	1.3
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	454

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	25.0	26.0	26.0	11	10	10	17	19	14	7	6	12
Mathematics	25.0	27.0	27.0	8	6	7	16	19	14	4	4	13
Science	26.0	27.0	27.0	7	6	7	17	18	15	7	8	11
Social Science	26.0	27.0	27.0	10	10	6	19	27	15	7	7	12

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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 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:

- 2016/17 - 3
- 2017/18 - 3
- 2018/19 - 3

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,371	\$49,512
Mid-Range Teacher Salary	\$69,555	\$77,880
Highest Teacher Salary	\$94,145	\$96,387
Average Principal Salary (ES)	\$126,065	\$123,139
Average Principal Salary (MS)	\$125,855	\$129,919
Average Principal Salary (HS)	\$128,974	\$140,111
Superintendent Salary	\$236,103	\$238,324
Percent of District Budget		
Teacher Salaries	42.0	36.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Special Education, LCAP Supplemental, Title I, transportation, instructional materials, staff development, intervention classes, core K-12 classes, Gifted and Talented Education (GATE) & Career Technical Education (CTE).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7074	1382	5692	75540
District	◆	◆	6986	\$75,254
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-20.4	1.9
Percent Difference: School Site/ State			-14.4	-3.0

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Spring View Middle School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Rocklin Unified School District	2014-15	2015-16	2016-17
Dropout Rate	3.1	2.9	2.5
Graduation Rate	94.4	95.8	94.8
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	53.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.