

Spring View Middle School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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) 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.

2021-22 School Contact Information

School Name	Spring View Middle School
Street	5040 Fifth Street
City, State, Zip	Rocklin, CA 95677
Phone Number	(916) 624-3381
Principal	Scott Collins
Email Address	scollins@rocklinusd.org
School Website	https://svms.rocklinusd.org/
County-District-School (CDS) Code	31750856100903

2021-22 District Contact Information

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

2021-22 School Overview

Spring View Middle School is located in Rocklin, California. The seventh and eighth grade enrollment for the school year is approximately 800.

Teachers are divided into six teams. Each team is composed of four teachers. 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 various classrooms.

The students spend five periods out of the seven-period day in their teams. Four of the periods are scheduled for core academics (English, math, science, and social studies) with the plus period reserved for Social-Emotional Learning, Equity, PBIS lessons and safety drill training. For some students, plus period period is a time for study skills, ELD and targeted intervention. 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, Choir, Introduction to Music, Family & Consumer Science (Home Economics), Exploratory Computer Science, Foundations in Technology, Computer Science Projects, Exploratory Spanish, Spanish I, Art I and Art II. 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. 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	400
Grade 8	441
Total Enrollment	841

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.4
Asian	6.3
Black or African American	2.3
Filipino	2.5
Hispanic or Latino	20.7
Native Hawaiian or Pacific Islander	0.8
Two or More Races	5.8
White	58.9
English Learners	4
Foster Youth	0.1
Homeless	1.8
Socioeconomically Disadvantaged	29.1
Students with Disabilities	12.4

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

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

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)	35.7	88.0	577.8	89.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.2	0.8	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.6	1.6	12.2	1.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	5.9	25.9	4.0	12115.8	4.4
Unknown	1.8	4.5	21.9	3.4	18854.3	6.9
Total Teaching Positions	40.6	100.0	643.2	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.6
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.6

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	2.4
Total Out-of-Field Teachers	2.4

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

June 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
Foreign Language	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

July, 2021

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	Water stained/loose ceiling tiles, broken formica on desks/counters, torn wallpaper, cracked floor tiles, missing ceiling trim.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical		X	Loose light panels, bent outlet cover, missing exterior outlet cover, loose light diffuser, broken outlet cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		Chipping paint, plug in air freshener Rm 42.
Structural: Structural Damage, Roofs	X		Dry rot on eaves/skirting/window frames, metal vent covers broken.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Class number sign damaged Rm 32, door does not open and close properly Rm 51.

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	840	8	0.95	99.05	--
Female	393	5	1.27	98.73	--
Male	447	3	0.67	99.33	--
American Indian or Alaska Native	12	0	--	100	--
Asian	50	0	0	100	--
Black or African American	18	0	0	100	--
Filipino	20	1	5	95	--
Hispanic or Latino	174	0	0	100	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	64	0	0	100	--
White	496	7	1.41	98.59	--
English Learners	31	0	0	100	--
Foster Youth	0	0	0	0	0
Homeless	36	0	0	100	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	247	5	2.02	97.98	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	115	8	6.96	93.04	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	840	8	0.95	99.05	--
Female	393	5	1.27	98.73	--
Male	447	3	0.67	99.33	--
American Indian or Alaska Native	12	0	--	100.00	--
Asian	50	0	0.00	100.00	--
Black or African American	18	0	0.00	100.00	--
Filipino	20	1	5.00	95.00	--
Hispanic or Latino	174	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	64	0	0.00	100.00	--
White	496	7	1.41	98.59	--
English Learners	31	0	0.00	100.00	--
Foster Youth	0	0	0	0	0
Homeless	36	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	247	5	2.02	97.98	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	115	8	6.96	93.04	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	882	775	87.9	12.1	67.4
Female	409	366	89.5	10.5	73
Male	470	409	87	13	62.3
American Indian or Alaska Native	13	12	92.3	7.7	50
Asian	54	49	90.1	9.9	77.6

Black or African American	21	16	76.2	23.8	56.3
Filipino	20	18	90	10	61.1
Hispanic or Latino	180	161	89.4	10.6	58.3
Native Hawaiian or Pacific Islander	7	6			
Two or More Races	51	47	92.3	7.7	63.8
White	520	453	87.1	12.9	70.4
English Learners	31	31	100	0	6.5
Homeless	17	17	100	0	53
Socioeconomically Disadvantaged	242	225	93	7	42.3
Students with Disabilities	106	96	91	9	19.8

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	882	785	89	11	51.7
Female	409	369	90.2	9.8	53.7
Male	470	416	88.5	11.5	50
American Indian or Alaska Native	13	12	92.3	7.7	33.3
Asian	54	41	75.9	24.1	82
Black or African American	21	17	81	19	47.1
Filipino	20	19	95	5	68.4
Hispanic or Latino	180	160	88.9	11.1	40
Native Hawaiian or Pacific Islander	7	6			
Two or More Races	51	47	92.2	7.8	46.8
White	520	461	88.7	11.3	53.4
English Learners	31	30	97	3	3.3
Homeless	17	17	100	0	23.5
Socioeconomically Disadvantaged	242	227	94	6	25.6
Students with Disabilities	106	97	92	8	8.2

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	442	NT	NT	NT	NT
Female	193	NT	NT		
Male	249	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	25	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	91	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	36	NT	NT	NT	NT
White	262	NT	NT	NT	NT
English Learners	18	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	20	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	134	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Many opportunities are available to assist both students and staff at Spring View Middle School. Parents serve on our Site Council, Equity and Inclusivity team, chaperone field trips, and support their student's teachers 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 Mr. Collins, Principal, at (916) 624-3381.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	889	874	73	8.4
Female	416	411	36	8.8
Male	473	463	37	8.0
American Indian or Alaska Native	13	13	1	7.7
Asian	53	53	3	5.7
Black or African American	22	21	3	14.3
Filipino	21	21	1	4.8
Hispanic or Latino	183	181	19	10.5
Native Hawaiian or Pacific Islander	7	7	1	14.3
Two or More Races	52	51	5	9.8
White	522	512	39	7.6
English Learners	39	38	4	10.5
Foster Youth	1	1	0	0.0
Homeless	19	19	2	10.5
Socioeconomically Disadvantaged	255	255	35	13.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	127	125	19	15.2

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.70	2.70	3.25	0.76	3.47	0.20
Expulsions	0.44	0.00	0.07	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.10	1.38	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.70	0.00
Female	0.48	0.00
Male	4.65	0.00
American Indian or Alaska Native	7.69	0.00
Asian	0.00	0.00
Black or African American	4.55	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.92	0.00
White	2.68	0.00
English Learners	2.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.31	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.51	0.00

2021-22 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. SVMS continues to focus 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.

Date Last Review/Update: February 2021; Date Last Discussed With Staff: November 2021

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	8	18	7
Mathematics	28	6	17	8
Science	28	6	17	8
Social Science	28	4	19	8

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	10	21	6
Mathematics	27	7	18	8
Science	29	3	23	5
Social Science	29	3	22	6

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	15	21	5
Mathematics	24	10	19	6
Science	27	5	20	6
Social Science	28	4	17	9

2020-21 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	420.5

2020-21 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)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	0
Other	0.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$8,577	\$1,373	\$7,205	\$89,991
District	N/A	N/A	\$8,132	\$87,384
Percent Difference - School Site and District	N/A	N/A	-12.1	2.9
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-15.8	4.1

2020-21 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).

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$42,930	\$52,562
Mid-Range Teacher Salary	\$75,842	\$83,575
Highest Teacher Salary	\$102,655	\$104,166
Average Principal Salary (Elementary)	\$139,165	\$131,875
Average Principal Salary (Middle)	\$137,001	\$137,852
Average Principal Salary (High)	\$159,049	\$150,626
Superintendent Salary	\$262,486	\$260,243
Percent of Budget for Teacher Salaries	40%	34%
Percent of Budget for Administrative Salaries	5%	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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Rocklin Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6175	898	14.54	85.46	65.48
Female	2993	370	12.36	87.64	74.05
Male	3180	526	16.54	83.46	59.32
American Indian or Alaska Native	27	1	--	96.30	--
Asian	538	81	15.06	84.94	79.01
Black or African American	94	17	18.09	81.91	47.06
Filipino	196	37	18.88	81.12	67.57
Hispanic or Latino	1058	144	13.61	86.39	54.17
Native Hawaiian or Pacific Islander	18	3	16.67	83.33	--
Two or More Races	607	75	12.36	87.64	70.67
White	3637	540	14.85	85.15	66.11
English Learners	224	7	3.13	96.87	--
Foster Youth	12	1	8.33	91.67	--
Homeless	132	18	13.64	86.36	33.33
Military	127	21	16.54	83.46	66.67
Socioeconomically Disadvantaged	1201	144	11.99	88.01	51.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	800	123	15.38	84.62	19.51

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6177	919	14.88	85.12	44.23
Female	2994	387	12.93	87.07	42.64
Male	3181	530	16.66	83.34	45.56
American Indian or Alaska Native	27	1	--	96.30	--
Asian	538	82	15.24	84.76	67.07
Black or African American	94	18	19.15	80.85	16.67
Filipino	196	39	19.90	80.10	41.03
Hispanic or Latino	1059	147	13.88	86.12	30.82
Native Hawaiian or Pacific Islander	18	3	16.67	83.33	--
Two or More Races	607	75	12.36	87.64	49.33
White	3638	554	15.23		44.77
English Learners	224	7	3.13	96.87	--
Foster Youth	12	1	8.33	91.67	--
Homeless	132	18	13.64	86.36	0.00
Military	127	21	16.54	83.46	38.10
Socioeconomically Disadvantaged	1201	143	11.91	88.09	25.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	800	123	15.38	84.62	4.88

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	5004	4802	96	4	72.6
Female	2446	2376	97	3	75.8
Male	2554	2426	95	5	69.4
American Indian or Alaska Native	24	24	100	0	45.8
Asian	427	408	96	4	83.3

Black or African American	75	71	95	5	52.1
Filipino	152	142	93	7	78.1
Hispanic or Latino	881	834	95	5	62.1
Native Hawaiian or Pacific Islander	13	13	100	0	69.2
Two or More Races	430	417	96	4	75.7
White	2925	2819	96	4	74.1
English Learners	210	199	97	3	20.1
Foster Youth	11	10	90	10	30
Homeless	53	50	94	6	40
Socioeconomically Disadvantaged	1007	948	94	6	46.4
Students with Disabilities	659	601	91	9	31.6

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	5004	4802	43	4	63
Female	2446	2379	97	3	62.1
Male	2554	2423	95	5	63.9
American Indian or Alaska Native	24	24	100	0	53.8
Asian	427	406	95	5	82
Black or African American	75	70	93	7	44.2
Filipino	152	142	93	7	75.3
Hispanic or Latino	881	833	95	5	50.3
Native Hawaiian or Pacific Islander	13	13	100	0	53.8
Two or More Races	430	417	96	4	65.9
White	2925	2822	96	4	63.8
English Learners	210	194	92	8	19.6
Foster Youth	11	10	91	1	30
Homeless	53	50	94	6	24
Socioeconomically Disadvantaged	1007	948	94	6	33.2
Students with Disabilities	659	602	93	7	19.1

*At or above the grade-level standard in the context of the local assessment administered.