

Spring View Middle School

5040 Fifth Street • Rocklin, CA 95677-2322 • 916-624-3381 • Grades 7-8

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2012-13 School Accountability Report Card Published During the 2013-14 School Year



Rocklin Unified School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 916-624-3381.

School Description

Spring View Middle School is located in Rocklin, California. The seventh and eighth grade enrollment for the 2012-2013 school year is approximately 830.

Teachers are divided into teams called academies. In this environment, teachers are better able to network with each other to assist students who may need extra help and support.

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 with their teachers.

The students spend five periods out of the seven-period day in their academies. These five periods are scheduled for core academics including language arts, mathematics, science, social studies and enrichment. The remaining two periods are reserved for one period of physical education and one period for an elective. The electives currently available at Spring View for both grades include Band, Jazz Band, Chorus, Strings, Art I and II, Home Economics, Manufacturing Technology I and II, Introduction to Spanish, and Spanish I. A student who enters Spring View as a seventh grader and stays through the four semesters to promotion may be able to take four of the electives plus advanced band offered during "O" period.

Mission Statement

We at Spring View Middle School are dedicated to providing a safe environment where all are encouraged to achieve excellence.

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, 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. Please contact Mr. Flowers at (916) 624-3381.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 7	417
Gr. 8	420
Total	837

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.7
Asian	5.1
Filipino	1.9
Hispanic or Latino	14.6
Native Hawaiian/Pacific Islander	0.2
White	69.5
Two or More Races	5.7
Socioeconomically Disadvantaged	29.6
English Learners	7.4
Students with Disabilities	11.8

Average Class Size and Class Size Distribution												
	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	30.8	25.1	24	5	13	13	6	13	15	17	10	9
Math	31.4	23.9	23	4	13	17	6	17	20	16	6	2
Science	30.8	29.9	29	5	4	6	6	12	15	16	11	8
SS	32.8	30.9	29	1	2	3	5	10	14	17	12	10

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	10-11	11-12	12-13
Suspensions Rate	7.12	3.23	7.29
Expulsions Rate	0.24	0	0.24
District	10-11	11-12	12-13
Suspensions Rate	3.89	4.19	3.17
Expulsions Rate	0.09	0.02	0.09

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 2012-2013 school year, we focused on improving student relationships, improving campus security and increasing respectful behavior towards others through various anti-bullying programs, including Rachel's Challenge.

Date Last Review/Update: February 20, 2013; Date Last Discussed With Staff: March 6, 2013

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: November, 2012

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 amphitheater 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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

Teacher Credentials			
School	10-11	11-12	12-13
Fully Credentialed	39	40	41
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	◆	◆	513
Without Full Credential	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	13-14
Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Board's Strategic Priorities. 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 teaching strategies and intervention strategies, to ensure that all students are provided the necessary skills and prerequisites to meet post-secondary goals and to prepare all students with 21st Century and California Common Core Standards. At Spring View Middle School there has been a dual focus on the development of academic intervention programs and Professional Learning Communities.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.5
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	.6
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.4
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	418

* 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.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Special Education, School and Library Improvement Program, Title I, transportation, instructional materials, staff development, intervention classes, ELL Support, CORE K-12 classes, AVID and Gifted and Talented Education (GATE).

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,708	\$925	\$4,783	\$68,322
District	♦	♦	\$5,146	\$64,627
State	♦	♦	\$5,537	\$68,841
Percent Difference: School Site/District			-7.1	4.4
Percent Difference: School Site/ State			-12.3	

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,997	\$40,933
Mid-Range Teacher Salary	\$61,828	\$65,087
Highest Teacher Salary	\$80,856	\$84,436
Average Principal Salary (ES)	\$104,193	\$106,715
Average Principal Salary (MS)	\$107,060	\$111,205
Average Principal Salary (HS)	\$118,158	\$120,506
Superintendent Salary	\$193,807	\$207,812
Percent of District Budget		
Teacher Salaries	44.8%	39.8%
Administrative Salaries	5.6%	5.1%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 5-18-2012

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>	There are sufficient standards-aligned textbooks and other materials for each pupil.
<p>Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>	There are sufficient standards-aligned textbooks and other materials for each pupil.
<p>Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>	There are sufficient standards-aligned textbooks and other materials for each pupil.
<p>History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>	There are sufficient standards-aligned textbooks and other materials for each pupil.
<p>Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>	There are sufficient standards-aligned textbooks and other materials for each pupil.
<p>Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>	There are sufficient standards-aligned textbooks and other materials for each pupil.

Note: 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	75	82	74	76	78	77	54	56	55
Math	67	68	71	68	69	71	49	50	50
Science	91	94	91	85	85	84	57	60	59
H-SS	76	76	71	75	75	72	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	77	71	84	72
All Student at the School	74	71	91	71
Male	68	72	91	73
Female	80	71	92	68
Black or African American	50	50		
American Indian or Alaska Native				
Asian	73	78	90	75
Filipino	83	72		
Hispanic or Latino	71	71	84	65
Native Hawaiian/Pacific Islander				
White	75	71	93	73
Two or More Races	74	74	96	59
Socioeconomically Disadvantaged	60	57	83	52
English Learners	36	50	53	25
Students with Disabilities	49	30	72	24
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	12.8	31.4	49.0

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	5	26	-18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	20	37	-3
Native Hawaiian/Pacific Islander			
White	1	25	-21
Two or More Races			
Socioeconomically Disadvantaged	27	25	-25
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	9	9	9
Similar Schools	8	7	10

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		75.0

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	810	8,541	4,655,989
	API-G	912	891	790
Black or African American	Students	11	122	296,463
	API-G	862	836	708
American Indian or Alaska Native	Students	6	34	30,394
	API-G		806	743
Asian	Students	43	498	406,527
	API-G	898	932	906
Filipino	Students	16	251	121,054
	API-G	929	916	867
Hispanic or Latino	Students	120	1,166	2,438,951
	API-G	878	857	744
Native Hawaiian/Pacific Islander	Students	2	37	25,351
	API-G		850	774
White	Students	564	5,909	1,200,127
	API-G	898	895	853
Two or More Races	Students	47	501	125,025
	API-G	882	902	824
Socioeconomically Disadvantaged	Students	244	1,832	2,774,640
	API-G	832	830	743
English Learners	Students	57	513	1,482,316
	API-G	802	805	721
Students with Disabilities	Students	103	984	527,476
	API-G	697	725	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No