

Spring View Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2025-26 School Contact Information

| | |
|-----------------------------------|-------------------------------------------------------------------------|
| School Name | Spring View Middle School |
| Street | 5040 Fifth Street |
| City, State, Zip | Rocklin, CA 95677 |
| Phone Number | 916-624-3381 |
| Principal | Danielle Lauer |
| Email Address | dlauer@rocklinusd.org |
| School Website | https://svms.rocklinusd.org/ |
| Grade Span | 7-8 |
| County-District-School (CDS) Code | 31750856100903 |

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Spring View Middle School is located in Rocklin, California. The seventh and eighth-grade enrollment for the school year is approximately 777.

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 six periods out of the eight-period day in their teams. Four of the periods are scheduled for core

2025-26 School Description and Mission Statement

academics (English, math, science, and social studies) with the fifth period reserved for a variety of activities including intervention, enrichment, as well as academic habits, goal-setting, and organization. For some students, fifth period is a time for study skills, ELD, and targeted intervention. One period is designated for lunch. The remaining two periods of the eight-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 Chorus, Concert Band, Jazz Band, Symphonic Band, Orchestra, Family & Consumer Science (Home Economics), Advantage Eagle, Art 1 and 2, Digital Leadership, Media Arts, and 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 up to 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

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 387 |
| Grade 8 | 393 |
| Total Enrollment | 780 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.5 |
| Male | 48.5 |
| American Indian or Alaska Native | 0.3 |
| Asian | 5.4 |
| Black or African American | 1.2 |
| Filipino | 3.6 |
| Hispanic or Latino | 21.8 |
| Native Hawaiian or Pacific Islander | 0.4 |
| Two or More Races | 7.6 |
| White | 57.6 |
| English Learners | 5.1 |
| Foster Youth | 0.1 |
| Homeless | 0.9 |
| Socioeconomically Disadvantaged | 31 |
| Students with Disabilities | 15.4 |

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.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 37.5 | 91.66 | 582.1 | 90.21 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 1 | 2.44 | 6 | 0.93 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0 | 0 | 8.4 | 1.3 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.8 | 1.95 | 12.1 | 1.89 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 1.6 | 3.93 | 36.5 | 5.67 | 15831.9 | 5.67 |
| Total Teaching Positions | 41 | 100 | 645.3 | 100 | 279044.8 | 100 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 36.6 | 96.47 | 595.4 | 93.02 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 1 | 2.63 | 4.1 | 0.65 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0 | 0 | 10.4 | 1.63 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.3 | 0.87 | 14.7 | 2.31 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0 | 0 | 15.3 | 2.4 | 14303.8 | 5.15 |
| Total Teaching Positions | 38 | 100 | 640.1 | 100 | 277698 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 33.5 | 92.27 | 590.4 | 92.38 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 3.7 | 0.58 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.5 | 1.57 | 9 | 1.41 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.3 | 0.91 | 11.4 | 1.79 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 1.9 | 5.23 | 24.4 | 3.83 | 13705.8 | 4.91 |
| Total Teaching Positions | 36.3 | 100 | 639.1 | 100 | 278927.1 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|--------------------------------------------------------------|---------|---------|---------|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 0.00 | 0 | 0.5 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0 | 0.5 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------------------------------------|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 0.80 | 0.3 | 0.3 |
| Total Out-of-Field Teachers | 0.80 | 0.3 | 0.3 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

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

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

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

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

School Facility Conditions and Planned Improvements

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

School Facility Conditions and Planned Improvements

ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

July, 2025

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---------------------------------------------------------------------------|-----------|-----------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | | X | Broken formica, water stain ceiling tiles, moisture damage, ceiling tile with holes, damaged formica, peeling formica, wavy carpet, torn carpet, loose ceiling tile, stained floor tile, cracked floor tiles, torn wallpaper, missing ceiling trim |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | X | | Outlet covers broken, outlet cover missing, daisy chained electrical cords, loose light diffuser, loose ethernet box, missing light diffuser 63 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Drinking fountain sprays onto counter in 55 |
| Safety: Fire Safety, Hazardous Materials | X | | | Chipping paint |
| Structural: Structural Damage, Roofs | X | | | Dry rot |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | X | | | Room number sign is broken (12), restroom sign missing, door not closing properly (45) |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|-------------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 59 | 60 | 66 | 67 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 51 | 48 | 60 | 61 | 35 | 37 |

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|-----------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 784 | 761 | 97.07 | 2.93 | 60.39 |
| Female | 408 | 396 | 97.06 | 2.94 | 66.16 |
| Male | 375 | 364 | 97.07 | 2.93 | 53.99 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 42 | 42 | 100.00 | 0.00 | 71.43 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 27 | 27 | 100.00 | 0.00 | 85.19 |
| Hispanic or Latino | 170 | 158 | 92.94 | 7.06 | 42.04 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 81 | 81 | 100.00 | 0.00 | 66.67 |
| White | 451 | 441 | 97.78 | 2.22 | 62.81 |
| English Learners | 41 | 37 | 90.24 | 9.76 | 8.11 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 254 | 243 | 95.67 | 4.33 | 46.69 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 123 | 115 | 93.50 | 6.50 | 23.48 |

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|-----------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 784 | 766 | 97.70 | 2.30 | 48.30 |
| Female | 408 | 397 | 97.30 | 2.70 | 45.34 |
| Male | 375 | 368 | 98.13 | 1.87 | 51.36 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 42 | 42 | 100.00 | 0.00 | 61.90 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 27 | 27 | 100.00 | 0.00 | 74.07 |
| Hispanic or Latino | 170 | 160 | 94.12 | 5.88 | 31.25 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 81 | 81 | 100.00 | 0.00 | 53.09 |
| White | 451 | 443 | 98.23 | 1.77 | 51.24 |
| English Learners | 41 | 40 | 97.56 | 2.44 | 17.50 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 254 | 246 | 96.85 | 3.15 | 37.40 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 123 | 115 | 93.50 | 6.50 | 9.57 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|-------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 41.11 | 38.16 | 43.64 | 45.13 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 389 | 380 | 97.69 | 2.31 | 38.16 |
| Female | 200 | 193 | 96.50 | 3.50 | 39.38 |
| Male | 189 | 187 | 98.94 | 1.06 | 36.90 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 17 | 17 | 100.00 | 0.00 | 41.18 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 17 | 17 | 100.00 | 0.00 | 58.82 |
| Hispanic or Latino | 92 | 87 | 94.57 | 5.43 | 26.44 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 36 | 36 | 100.00 | 0.00 | 38.89 |
| White | 220 | 216 | 98.18 | 1.82 | 40.28 |
| English Learners | 19 | 19 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 121 | 118 | 97.52 | 2.48 | 28.81 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 67 | 61 | 91.04 | 8.96 | 8.20 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|-----------------------------------------------|----------------------------------------------------------|------------------------------------------------|--------------------------|
| Grade 7 | 97.2 | 96.7 | 92.6 | 96.7 | 96.7 |

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.

2025-26 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 and PBIS committees, 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. In addition, parents are invited to be a part of our Watch POG (Parents of Great Students) program. Currently, 15 POGS volunteer on campus on various days to help support appropriate student behavior during lunch. Please contact Ms. Lauer, Principal, at (916) 624-3381.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students | 814 | 806 | 110 | 13.6 |
| Female | 423 | 418 | 53 | 12.7 |
| Male | 390 | 387 | 57 | 14.7 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 45 | 45 | 6 | 13.3 |
| Black or African American | 11 | 11 | 2 | 18.2 |
| Filipino | 28 | 28 | 0 | 0.0 |
| Hispanic or Latino | 176 | 174 | 30 | 17.2 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 64 | 63 | 9 | 14.3 |
| White | 466 | 461 | 58 | 12.6 |
| English Learners | 55 | 52 | 7 | 13.5 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 11 | 11 | 3 | 27.3 |
| Socioeconomically Disadvantaged | 271 | 269 | 60 | 22.3 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 131 | 130 | 32 | 24.6 |

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 6.03 | 4.94 | 6.02 | 3.03 | 2.43 | 2.46 | 3.6 | 3.28 | 2.94 |

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

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0.25 | 0.04 | 0.03 | 0.04 | 0.08 | 0.07 | 0.06 |

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

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students | 6.02 | 0.25 |
| Female | 3.78 | 0.00 |
| Male | 8.46 | 0.51 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 4.44 | 0.00 |
| Black or African American | 9.09 | 0.00 |
| Filipino | 10.71 | 0.00 |
| Hispanic or Latino | 5.68 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 3.13 | 1.56 |
| White | 6.44 | 0.21 |
| English Learners | 12.73 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 9.09 | 0.00 |
| Socioeconomically Disadvantaged | 9.96 | 0.37 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 6.11 | 1.53 |

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

2025-26 School Safety Plan

All schools in the district have a Comprehensive School Safety Plan approved by the School Site Council. It includes an assessment of the current status of school crime, procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, 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 of Last Update: February 2025 Date of Last Review with Staff: August 2025

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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 | 24 | 11 | 19 | 5 |
| Mathematics | 25 | 10 | 18 | 6 |
| Science | 30 | 2 | 19 | 5 |
| Social Science | 34 | 2 | 15 | 9 |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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 | 5 | 19 | 5 |
| Mathematics | 25 | 9 | 21 | 3 |
| Science | 28 | 4 | 15 | 9 |
| Social Science | 33 | 3 | 14 | 10 |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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 | 25 | 8 | 17 | 7 |
| Mathematics | 24 | 10 | 18 | 6 |
| Science | 28 | 4 | 14 | 10 |
| Social Science | 28 | 4 | 18 | 6 |

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 387.5 |

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---------------------------------------------------------------|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.2 |
| Resource Specialist (non-teaching) | |
| Other | 0.1 |

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$10,917 | \$2,496 | \$8,421 | \$106,533 |
| District | N/A | N/A | \$9,917 | \$100,496 |
| Percent Difference - School Site and District | N/A | N/A | -12.3 | 9.3 |
| State | N/A | N/A | \$11,146 | \$103,743 |
| Percent Difference - School Site and State | N/A | N/A | -24.5 | 8.6 |

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$49,628 | \$62,783 |
| Mid-Range Teacher Salary | \$87,675 | \$97,783 |
| Highest Teacher Salary | \$123,234 | \$128,020 |
| Average Principal Salary (Elementary) | \$165,757 | \$160,224 |
| Average Principal Salary (Middle) | \$164,852 | \$166,992 |
| Average Principal Salary (High) | \$189,646 | \$180,971 |
| Superintendent Salary | \$340,490 | \$313,465 |
| Percent of Budget for Teacher Salaries | 36.61% | 30.05% |
| Percent of Budget for Administrative Salaries | 4.42% | 5% |

Professional Development

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Rocklin Unified Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Multi-Tiered System of Support; a commitment to research-based effective instructional practices and intervention strategies; also ensuring that all students are provided the necessary skills and prerequisites to meet post-secondary goals; and to ensure all students meet College and Career Readiness Standards.

Professional Development

Rocklin Unified School District provides 3 days of staff development annually to staff and have done this for the past three years.

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

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