

# Granite Oaks Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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/fg/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.

## 2022-23 School Contact Information

<b>School Name</b>	Granite Oaks Middle School
<b>Street</b>	2600 Wyckford Boulevard
<b>City, State, Zip</b>	Rocklin, CA 95765
<b>Phone Number</b>	916.315.9009
<b>Principal</b>	Jay Holmes
<b>Email Address</b>	jholmes@rocklinusd.org
<b>School Website</b>	<a href="https://goms.rocklinusd.org/">https://goms.rocklinusd.org/</a>
<b>County-District-School (CDS) Code</b>	31750856116057

## 2022-23 District Contact Information

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

## 2022-23 School Overview

Granite Oaks is a seventh and eighth grade middle school located just north of Sacramento in Rocklin, California with a student enrollment of approximately 1053. Our school opened in the fall of 1999.

Our teachers are divided into teams of teachers that are called academies. Each academy has approximately 140 students. Students spend five periods out of a seven-period day in core subjects (language arts, mathematics, science, and social studies). Academy teachers use a common student-free planning time to design flexible scheduling that better accommodates core lessons. Departments are divided into grade level Professional Learning Communities. Each PLC monitors student progress to assure students are meeting the rigorous standards-based academic Essential Skills and Concepts developed by the school. In this environment, teachers are better able to network with each other to assist students who may need extra help and support.

Out of a seven period day, four periods are scheduled for core academics, and one period is for enrichment. The enrichment period is a time that can be used in a variety of ways, such as extra research, guest speakers, intervention, computer lab time, extra study time, reading, more academics, etc. The remaining two periods of the seven-period day are reserved for one period of physical education and one period for an elective. The electives currently available at Granite Oaks for both grades include Band, Chorus, Art, Orchestra, Family Consumer Science, Publications (Yearbook), Manufacturing Technology, Computer Science and Spanish. Students may take Honor Band, Student Government, or Broadcasting before school. We also offer S.T.E.M. and GATE programs for both 7th and 8th grade.

### Mission Statement

Our mission at Granite Oaks Middle School, a leader in collaborative and dynamic learning, is to inspire all students to develop their unique abilities with a well-balanced, quality educational experience through high academic standards and diverse extra curricular opportunities strengthened by engagement with our families and community.

### Strategies

We will use a variety of collaborative programs to support students with academics, social and emotional growth.

We will provide multiple pathways for students to engage in extra curricular and community based activities.

We will continue to provide and implement technological advancements to meet the needs of our 21st century learners.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	436
Grade 8	531
Total Enrollment	967

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.3
Asian	13.4
Black or African American	1.2
Filipino	4.0
Hispanic or Latino	14.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	7.8
White	56.6
English Learners	2.2
Foster Youth	0.0
Homeless	0.1
Migrant	0.0
Socioeconomically Disadvantaged	9.4
Students with Disabilities	10.5

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	42.80	84.79	577.80	89.83	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	1.98	5.20	0.82	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	12.20	1.91	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.20	6.50	25.90	4.04	12115.80	4.41
<b>Unknown</b>	3.30	6.71	21.90	3.40	18854.30	6.86
<b>Total Teaching Positions</b>	50.50	100.00	643.20	100.00	274759.10	100.00

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	46.00	94.73	582.10	90.21	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.00	0.93	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.60	1.36	8.40	1.30	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	12.10	1.89	11953.10	4.28
<b>Unknown</b>	1.80	3.89	36.50	5.67	15831.90	5.67
<b>Total Teaching Positions</b>	48.60	100.00	645.30	100.00	279044.80	100.00

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.60
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.60

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.00
Local Assignment Options	2.60	0.00
<b>Total Out-of-Field Teachers</b>	3.20	0.00

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	2.20
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

## School Facility Conditions and Planned Improvements

Granite Oaks completed construction of its campus in the spring of 2000. The buildings are grouped to form a courtyard design, which allows students to move about the campus in a safe and orderly manner. There are six fully equipped science classrooms, thirty two regular education classrooms, a music room, a home economics room, and art room, two technology exploration rooms, a gymnasium, a multipurpose room, a library, a computer lab, and administration facilities. District safety inspections and cleanings are performed daily.

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, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces			X	Water stained ceiling tiles, holes in ceiling tiles, formica damage, broken ceiling tile, peeling wallpaper,
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Ethernet outlet covers broken, electrical cover cracked/missing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Chipping paint.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door at E1 doesn't open and close properly, bent weather stripping,

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	72	N/A	66	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	62	N/A	58	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes 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
<b>All Students</b>	970	931	95.98	4.02	71.64
<b>Female</b>	478	457	95.61	4.39	80.74
<b>Male</b>	492	474	96.34	3.66	62.87
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	133	131	98.50	1.50	83.21
<b>Black or African American</b>	14	12	85.71	14.29	33.33
<b>Filipino</b>	39	39	100.00	0.00	79.49
<b>Hispanic or Latino</b>	141	135	95.74	4.26	68.89
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	103	97	94.17	5.83	65.98
<b>White</b>	537	514	95.72	4.28	70.62
<b>English Learners</b>	21	17	80.95	19.05	5.88
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	50	46	92.00	8.00	60.87
<b>Socioeconomically Disadvantaged</b>	108	102	94.44	5.56	54.90
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	113	107	94.69	5.31	20.56

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes 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
<b>All Students</b>	970	929	95.77	4.23	61.60
<b>Female</b>	478	457	95.61	4.39	64.25
<b>Male</b>	492	472	95.93	4.07	59.02
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	133	130	97.74	2.26	82.31
<b>Black or African American</b>	14	12	85.71	14.29	8.33
<b>Filipino</b>	39	39	100.00	0.00	76.92
<b>Hispanic or Latino</b>	141	135	95.74	4.26	53.73
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	103	98	95.15	4.85	58.16
<b>White</b>	537	512	95.34	4.66	59.10
<b>English Learners</b>	21	20	95.24	4.76	10.53
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	50	46	92.00	8.00	47.83
<b>Socioeconomically Disadvantaged</b>	108	103	95.37	4.63	38.61
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	113	106	93.81	6.19	18.87

## 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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	51.44	NT	46.16	28.5	29.47

## 2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	525	487	92.76	7.24	51.44
<b>Female</b>	270	248	91.85	8.15	52.42
<b>Male</b>	255	239	93.73	6.27	50.42
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	67	64	95.52	4.48	59.38
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	22	20	90.91	9.09	45
<b>Hispanic or Latino</b>	76	73	96.05	3.95	38.36
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	48	43	89.58	10.42	60.47
<b>White</b>	300	276	92	8	53.62
<b>English Learners</b>	12	12	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	30	27	90	10	22.22
<b>Socioeconomically Disadvantaged</b>	56	53	94.64	5.36	34.62
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	62	60	96.77	3.23	11.86

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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 5	97.8%	97.4%	91.9%	96.3%	94.0%
Grade 7	95.2%	95.2%	95.2%	96.4%	97.6%
Grade 9	95.0%	96.0%	97.1%	96.4%	98.0%

## 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.

#### 2022-23 Opportunities for Parental Involvement

Parental involvement is available through our school's parent/teacher Falcon Club and our Site Council. Both have regular meetings and many opportunities to assist students and staff. Those areas include chaperoning on school field trips and at dances, organizing donations for our academic pep rally, participating in career day, cooking for the staff luncheon, organizing Staff Appreciation Day, selling yearbooks, as well as lending a hand with morning library duties. Contact school office at 916-315-9009 for more information.

#### 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1004	994	163	16.4
Female	499	492	62	12.6
Male	505	502	101	20.1
American Indian or Alaska Native	4	4	3	75.0
Asian	136	136	9	6.6
Black or African American	15	13	6	46.2
Filipino	39	39	1	2.6
Hispanic or Latino	148	146	33	22.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	78	77	11	14.3
White	561	557	93	16.7

English Learners	27	27	8	29.6
Foster Youth	2	2	1	50.0
Homeless	5	3	1	33.3
Socioeconomically Disadvantaged	121	117	37	31.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	128	127	38	29.9

## 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.83	1.38	2.45
Expulsions	0.00	0.03	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.39	2.49	0.76	2.29	0.20	3.17
Expulsions	0.09	0.10	0.01	0.04	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.49	0.10
Female	1.00	0.00
Male	3.96	0.20
American Indian or Alaska Native	0.00	0.00
Asian	2.21	0.00
Black or African American	20.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.56	0.00
White	1.60	0.18
English Learners	11.11	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.96	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.03	0.00

## 2022-23 School Safety Plan

All schools in the district have a Comprehensive School Safety Plan approved by the School Site Council and school district board. This plan 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. Granite Oaks Middle School developed and implemented a safe school plan for various emergency situations. Students and staff regularly practice fire, evacuation and lockdown drills in preparation for emergency situations.

Date of Last Review/Update: February 2022

Date Last Discussed With Staff: September, 2022

## 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	28	8	39	23
Mathematics	30	4	11	21
Science	30	3	12	20
Social Science	28	6	15	17

## 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	25	10	24	8
Mathematics	24	15	18	11
Science	24	11	20	12
Social Science	25	11	19	13

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	14	14	15
Mathematics	25	12	16	13
Science	27	7	8	21
Social Science	26	8	11	18

## 2021-22 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	483.5

## 2021-22 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	0.1

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$7,615	\$1,125	\$6,491	\$90,061
District	N/A	N/A	\$7,882	\$88,507
Percent Difference - School Site and District	N/A	N/A	-19.4	1.7
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-1.6	1.9

## 2021-22 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).

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,930	\$54,370
Mid-Range Teacher Salary	\$75,842	\$82,681
Highest Teacher Salary	\$102,655	\$106,610
Average Principal Salary (Elementary)	\$137,270	\$135,283
Average Principal Salary (Middle)	\$140,173	\$141,244
Average Principal Salary (High)	\$160,968	\$152,955
Superintendent Salary	\$262,486	\$264,367
Percent of Budget for Teacher Salaries	41%	33%
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	2020-21	2021-22	2022-23
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**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3
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