



# Granite Oaks Middle School

2600 Wyckford Boulevard • Rocklin, CA 95765 • 916.315.9009 • Grades 7-8

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



**Rocklin Unified School District**  
2615 Sierra Meadows Drive  
Rocklin, CA 95677  
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### District Governing Board

Todd Lowell  
Camille Maben  
Wendy Lang  
Susan Halldin  
Eric Stevens

### District Administration

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

### School Description

Granite Oaks is a seventh and eighth grade middle school located just north of Sacramento in Rocklin, California with a student enrollment of approximately 1086. 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 the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	526
Grade 8	455
<b>Total Enrollment</b>	<b>981</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.4
Asian	10.2
Filipino	3.5
Hispanic or Latino	11.7
Native Hawaiian or Pacific Islander	0.2
White	64.4
Two or More Races	7.6
Socioeconomically Disadvantaged	10.2
English Learners	1
Students with Disabilities	9.5
Foster Youth	0.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Granite Oaks Middle School	15-16	16-17	17-18
With Full Credential	44	45	49
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	01
Rocklin Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	50
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Granite Oaks Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	2

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Textbooks and Instructional Materials Year and month in which data were collected: 6-1-2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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, twenty-three 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	75	73	71	70	48	48
Math	68	67	61	62	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	510	494	96.9	91.9
Male	258	252	97.7	94.8
Female	252	242	96.0	88.8
Asian	39	39	100.0	97.4
Filipino	15	15	100.0	100.0
Hispanic or Latino	62	61	98.4	82.0
White	348	335	96.3	92.5
Two or More Races	31	30	96.8	96.7
Socioeconomically Disadvantaged	55	54	98.2	79.6
Students with Disabilities	45	41	91.1	63.4

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	93	92	83	82	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	9.1	25.1	58.3

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

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	999	984	98.5	73.27
<b>Male</b>	526	518	98.48	68.15
<b>Female</b>	473	466	98.52	78.97
<b>Black or African American</b>	19	19	100	68.42
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	102	102	100	89.22
<b>Filipino</b>	28	28	100	67.86
<b>Hispanic or Latino</b>	116	114	98.28	71.05
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	644	631	97.98	71.79
<b>Two or More Races</b>	79	79	100	73.42
<b>Socioeconomically Disadvantaged</b>	105	100	95.24	50
<b>English Learners</b>	43	43	100	55.81
<b>Students with Disabilities</b>	100	96	96	16.67
<b>Foster Youth</b>	--	--	--	--

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

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	999	985	98.6	66.97
Male	526	519	98.67	66.6
Female	473	466	98.52	67.38
Black or African American	19	19	100	52.63
American Indian or Alaska Native	--	--	--	--
Asian	102	102	100	86.27
Filipino	28	28	100	64.29
Hispanic or Latino	116	115	99.14	60.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	644	631	97.98	65.45
Two or More Races	79	79	100	71.79
Socioeconomically Disadvantaged	105	102	97.14	36.27
English Learners	43	43	100	53.49
Students with Disabilities	98	94	95.92	14.89
Foster Youth	--	--	--	--

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

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

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

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2017-18)

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.

#### State Priority: School Climate

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

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

#### School Safety Plan

All schools in the district have a Comprehensive School Safety Plan approved by the School Site Council 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: January, 2017

Date Last Discussed With Staff: September, 2016

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.9	3.22	2.45
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.4	2.49	2.2
Expulsions Rate	0.08	0.06	0.07
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

#### D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		57.1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	1.23
Psychologist	.8
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.8
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	493

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	67	27	72	6	5	5		28		8	2	8
Mathematics	67	28	68	4	4	4		25		11	5	8
Science	66	28	58	6	3	8		28		8	2	8
Social Science	66	27	62	6	5	7		28		8	2	8

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

#### Professional Development provided for Teachers

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,599	\$48,522
Mid-Range Teacher Salary	\$68,191	\$75,065
Highest Teacher Salary	\$92,299	\$94,688
Average Principal Salary (ES)	\$124,400	\$119,876
Average Principal Salary (MS)	\$120,002	\$126,749
Average Principal Salary (HS)	\$136,515	\$135,830
Superintendent Salary	\$228,718	\$232,390
Percent of District Budget		
Teacher Salaries	42%	37%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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

### DataQuest

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

### Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6232	630	5602	73045
District	♦	♦	6893	\$74,097
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			-18.7	2.7
Percent Difference: School Site/ State			-1.3	-1.6

\* Cells with ♦ do not require data.