

Rancho San Joaquin Middle School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/ .

2024-25 School Contact Information

School Name	Rancho San Joaquin Middle School
Street	4861 Michelson Drive
City, State, Zip	Irvine, CA 92612
Phone Number	(949) 936-6500
Principal	Kimberly Snowden
Email Address	KimberlySnowden@iusd.org
School Website	rancho.iusd.org
Grade Span	7-8
County-District-School (CDS) Code	30-73650-6071179

2024-25 District Contact Information

District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Dr. Terry Walker
Email Address	TerryWalker@iusd.org
District Website	www.iusd.org

2024-25 School Description and Mission Statement

Rancho San Joaquin is proud of being named a California Distinguished School twice and a National Blue Ribbon School of Excellence. This honor is reflective of our commitment to creating an educational environment that helps all children achieve success.

The school built a foundation for teaching and learning by focusing on analytical thinking, performance assessment, ethical values, and work habits. Our talented and dedicated staff is committed to helping students learn to use their minds well and to be life long learners. Through the positive behavior system (PBIS) Rancho R.U.L.E.S. implemented at Rancho, our students

2024-25 School Description and Mission Statement

will be good citizens who are caring and ethical individuals in this ever-changing diverse world.

Rancho San Joaquin School — located in the village of University Park — has approximately 865 7th and 8th students enrolled in the 2024-2025 school-year. Although English speaking students make up the majority of the student population, the student body includes a variety of ethnic backgrounds and languages. Rancho San Joaquin Middle School is also a title 1 school for the 2024-2025 school year.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	438
Grade 8	440
Total Enrollment	878

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
Asian	42.5
Black or African American	3
Filipino	2.1
Hispanic or Latino	11.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	9.6
White	31
English Learners	9.5
Homeless	0.8
Socioeconomically Disadvantaged	22.7
Students with Disabilities	9.6

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.10	90.60	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	9.40	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	39.10	2.85	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	51.70	3.77	18854.30	6.86
Total Teaching Positions	17.70	100.00	1371.80	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.70	79.80	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	5.03	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.40	0.79	11953.10	4.28
Unknown/Incomplete/NA	4.50	15.13	83.80	5.82	15831.90	5.67
Total Teaching Positions	29.80	100.00	1441.50	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.

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)	27.30	85.47	1264.80	91.33	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.14	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	2.28	13.00	0.94	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	4.34	18.80	1.36	11746.90	4.23
Unknown/Incomplete/NA	2.50	7.87	86.20	6.22	14303.80	5.15
Total Teaching Positions	32.00	100.00	1384.90	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.60	1.50	0.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.60	1.50	0.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.5
Local Assignment Options	0.00	0.00	0.8
Total Out-of-Field Teachers	0.00	0.00	1.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.00	6.1	3.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0.6

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
Foreign Language	All students enrolled in a Foreign Language class is provided an individual textbook or instructional material. All textbooks purchased are board approved.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The school, originally built in 1971, was modernized in 2001 and is surrounded by attractive grounds and landscaping. There are 34 classrooms, including 6 newly renovated science classrooms and two modules or portables. In addition to boys and girls locker rooms, students have access to a weight room and cardio lab. Other facilities include a moderately sized library, a newly renovated multipurpose room, an outdoor quad, and extensive field and court space. In 2023, our Wellness Center "The Ranch" was added to support students. All of these facilities are kept in good repair and our custodial staff and district support personnel take great pride in maintaining an attractive, clear, and safe school. The tennis courts were resurfaced in 2016, the basketball courts resurfaced in 2022, and the outside play equip was replaced in 2010.

Year and month of the most recent FIT report

11/4/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: G2: 2. AC IS NOT WORKING PROPERLY (PER TEACHER)
Interior: Interior Surfaces		X		B1: 4. CEILING TILES HAVE HOLES C1: 4. WATER STAIN CEILING TILES C3: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE CRACKED WITH HOLES 12. WALL IS CRACKED C5: 4. CEILING TILES ARE LOOSE E1: 4. FORMICA IS BROKEN AND MISSING ON COUNTERS F5: 4. WATER STAIN CEILING TILES IN COMMON AREA G5: 4. CEILING TILE HAS HOLE H2: 4. WATER STAIN CEILING TILES H3: 4. WATER STAIN CEILING TILES RM J2: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			G6: 7. LIGHT DIFFUSERS ARE CRACKED
Electrical	X			C3: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE CRACKED WITH HOLES 12. WALL IS CRACKED F3: 7. LIGHT DIFFUSER IS CRACKED
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			F8: 10. EMERGENCY EXIT LIGHT IS OUT TOWARDS OUTDOOR COURTS
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

				C3: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE CRACKED WITH HOLES 12. WALL IS CRACKED P 1: 12. DRY ROT ON SKIRTING AT RAMP ENTRY
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	78	80	75	73	46	47
Mathematics (grades 3-8 and 11)	72	72	69	69	34	35

2023-24 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	887	864	97.41	2.59	79.72
Female	428	415	96.96	3.04	81.69
Male	459	449	97.82	2.18	77.90
American Indian or Alaska Native	--	--	--	--	--
Asian	388	377	97.16	2.84	88.06
Black or African American	29	26	89.66	10.34	34.62
Filipino	17	17	100.00	0.00	64.71
Hispanic or Latino	96	95	98.96	1.04	61.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	83	80	96.39	3.61	87.50
White	272	267	98.16	1.84	77.82
English Learners	86	71	82.56	17.44	22.54
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	214	206	96.26	3.74	65.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	76	98.70	1.30	24.00

2023-24 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	886	873	98.53	1.47	72.39
Female	427	422	98.83	1.17	71.09
Male	459	451	98.26	1.74	73.61
American Indian or Alaska Native	--	--	--	--	--
Asian	387	385	99.48	0.52	89.61
Black or African American	29	26	89.66	10.34	19.23
Filipino	17	17	100.00	0.00	52.94
Hispanic or Latino	96	94	97.92	2.08	39.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	83	80	96.39	3.61	82.50
White	272	269	98.90	1.10	62.83
English Learners	86	82	95.35	4.65	36.59
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	214	208	97.20	2.80	49.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	76	98.70	1.30	26.32

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	70.79	67.13	64.04	61.99	30.29	30.73

2023-24 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
All Students	451	443	98.23	1.77	66.14
Female	218	215	98.62	1.38	66.05
Male	233	228	97.85	2.15	66.23
American Indian or Alaska Native	--	--	--	--	--
Asian	185	183	98.92	1.08	76.50
Black or African American	14	13	92.86	7.14	23.08
Filipino	--	--	--	--	--
Hispanic or Latino	47	46	97.87	2.13	32.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	42	97.67	2.33	83.33
White	152	149	98.03	1.97	63.76
English Learners	34	33	97.06	2.94	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	115	112	97.39	2.61	45.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	42	95.45	4.55	23.81

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.

2023-24 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. 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	70.77%	62.18%	64.73%	69.61%	71.23%

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.

2024-25 Opportunities for Parental Involvement

The parents and community play a crucial part of the programs and success of Rancho Middle School. The parents provide support through numerous activities such as; volunteering in the office, chaperoning dances, participating in field trips, and helping supervise other activities.

The formal avenues for parents to demonstrate their support is through our PTA, School Site Council, ELAC, and other committees where their feedback and creative ideas help shape the instructional programs.

Our community has become a contributing member of Rancho through their kind donations for our Rancho R.U.L.E.S. (Positive Behavior Program) as they have helped provide rewards for students that are recognized for their appropriate behaviors.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	925	914	105	11.5
Female	445	442	44	10.0
Male	480	472	61	12.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	401	397	17	4.3
Black or African American	29	28	8	28.6
Filipino	18	18	1	5.6
Hispanic or Latino	107	104	32	30.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	88	87	7	8.0
White	280	278	39	14.0
English Learners	100	97	16	16.5
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	232	225	46	20.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	92	90	25	27.8

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 and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.12	2.75	3.89	0.86	1.04	0.93	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.03	0.04	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.89	0.00
Female	4.04	0.00
Male	3.75	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	1.50	0.00
Black or African American	41.38	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.35	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.27	0.00
White	2.14	0.00
English Learners	5.00	0.00
Foster Youth	0.00	0.00
Homeless	18.18	0.00
Socioeconomically Disadvantaged	8.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.13	0.00

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 School Safety Plan

Rancho San Joaquin Middle School is committed to creating an orderly, physically safe, and emotionally secure learning environment for every student. Our school safety mission is to help students develop sound judgment and ethical behavior, while promoting student self-esteem through positive work habits and attitudes.

The Safe School Plan for Rancho San Joaquin Middle School is evaluated yearly and amended, as needed by the school site council or school safety planning committee. Key elements of the plan include:

1. procedures for maintaining a safe and orderly environment;
2. student behavior data;
3. school crime data;
4. intervention programs;
5. school rules and discipline policies;
6. suspension and expulsion policies;
7. discrimination and harassment policies;
8. hate crime policies;
9. child abuse reporting procedures;
10. Ingress and egress procedures;
11. A disaster response plan.

Rancho continues to train its staff in CPR/First Aid, use of the AED, disaster preparedness, (Earthquake, Fire and Lockdown situations) and search and rescue techniques. This plan was last approved by our School Site Council on October 7, 2024.

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	27	3	24	2
Mathematics	27	3	24	3
Science	31		23	3
Social Science	28	2	21	5

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	28	5	10	10
Mathematics	29	4	18	9
Science	31	1	14	12
Social Science	30	3	12	12

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	28	6	15	11
Mathematics	30	5	11	14
Science	31	2	16	11
Social Science	31	2	11	15

2023-24 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	439

2023-24 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)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$7,131	\$296	\$6,835	\$104,895
District	N/A	N/A	6,746	\$97,544
Percent Difference - School Site and District	N/A	N/A	1.3	7.3
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-44.7	10.3

Fiscal Year 2023-24 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Maintain positive behavioral intervention and support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Federal funds are designed to supplement state resources by narrowing funding gaps for at-risk students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)

Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All schools identified for Title I operate Schoolwide Programs

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$56,160	\$56,573
Mid-Range Teacher Salary	\$100,301	\$87,186
Highest Teacher Salary	\$129,651	\$119,665
Average Principal Salary (Elementary)	\$165,053	\$148,486
Average Principal Salary (Middle)	\$171,613	\$154,835
Average Principal Salary (High)	\$196,955	\$170,008
Superintendent Salary	\$376,853	\$338,699
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Professional development is targeted at our Continuous School Improvement goals of increasing the percentage of students who score at standard or higher on the CAASP English/Language Arts, Science and Mathematics. Specific areas of focus include the development of successful intervention strategies to assist low achieving students, the alignment of curriculum with content standards, the development of anchor assessments for writing, a sheltered science class for EL students, implementation of remedial math programs and increased departmental and cross-curricular collaboration.

In addition to 3 full-day PD sessions (August, October, and February), Rancho utilizes regularly scheduled late start days to provide staff members time to collaborate within departments, meet as an entire staff and provide individual teacher time to help improve the instructional program. Rancho's professional development calendar utilizes a 8:55am late start on Tuesdays and Thursdays. This allows for 12 professional development meetings, 9 school-wide meetings, 6 individual teacher sessions, 7 special committee meetings that focus on culture/climate, PBIS, and safety, and the remainder are focused on collaborative time for our Professional Learning Community (PLC) teams.

The major focuses during the 2024-2025 school year are a positive school environment and student achievement. We are examining data and digging into our tiered systems of supports, "best practices" for PBIS, instruction, assessment, and interventions. Teachers and other faculty members are involved in regularly scheduled meetings to plan and share successful strategies that work for students. The emphasis is to provide numerous interventions before formal assessments need to be implemented.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	15