

Rancho San Joaquin Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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.

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2025-26 School Contact Information

School Name	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

2025-26 District Contact Information

District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Cassie Parham
Email Address	CassieParham@iusd.org
District Website	www.iusd.org

2025-26 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 will be good citizens who are caring and ethical individuals in this ever-changing diverse world.

2025-26 School Description and Mission Statement

Rancho San Joaquin School — located in the village of University Park — has approximately 870 7th and 8th students enrolled in the 2025-2026 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 2025-2026 school year.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	410
Grade 8	450
Total Enrollment	860

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
American Indian or Alaska Native	0.2
Asian	47.3
Black or African American	2.7
Filipino	2.4
Hispanic or Latino	12.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	8.7
White	26
English Learners	12
Homeless	0.6
Socioeconomically Disadvantaged	22.3
Students with Disabilities	9.4

A. Conditions of Learning **State Priority: Basic**

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.7	79.8	1300.2	90.2	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.5	0.24	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	5.03	42.5	2.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.4	0.79	11953.1	4.28
Unknown/Incomplete/NA	4.5	15.13	83.8	5.82	15831.9	5.67
Total Teaching Positions	29.8	100	1441.5	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.3	85.47	1264.8	91.33	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.14	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	2.28	13	0.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	4.34	18.8	1.36	11746.9	4.23
Unknown/Incomplete/NA	2.5	7.87	86.2	6.22	14303.8	5.15
Total Teaching Positions	32	100	1384.9	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.1	87.03	1270.8	90.43	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	0.07	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	1.15	38.1	2.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.88	38.3	2.73	12112.8	4.34
Unknown/Incomplete/NA	3.1	8.94	56.9	4.05	13705.8	4.91
Total Teaching Positions	34.6	100	1405.3	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.50	0.7	0.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.50	0.7	0.4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.5	0
Local Assignment Options	0.00	0.8	1
Total Out-of-Field Teachers	0.00	1.3	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.1	3.9	2.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0.6	1.7

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

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

Year and month in which the data were collected: October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade 7 – 8 - - StudySync: Reading & Writing Companion - (McGraw Hill) Adoption Year: 2017	0%
Mathematics	Grade 7 - Springboard Mathematics - Course 2 Student Ed (The College Board) Adoption Year: 2014-15 Enh Math 7/8 - Springboard Mathematics - Course 2 Student Ed (The College Board), Course 3 Student Ed Adoption Year: 2014-15 Grade 8 - Springboard Mathematics - Course 3 Student Ed (The College Board) Adoption Year: 2014-15 MS Enhanced Math I - CA Integrated Mathematics - Volume I & II (Houghton Mifflin) Adoption Year: 2014-15	0%
Science	Grade 7 - STEMscopes Middle School Science, 2023 OpenSciEd 7th Grade (opensci.org) Adoption Year: 2020 Grade 8 - STEMscopes Middle School Science, 2023 OpenSciEd 8th Grade (opensci.org) Adoption Year: 2020	0%
History-Social Science	Grade 7 - IMPACT World History & Geography - Medieval & Early Modern Times (McGraw Hill) Adoption Year: 2019 Grade 8 - IMPACT United States History & Geography - Growth & Conflict (McGraw Hill) Adoption Year: 2019	0%
Foreign Language	Grade 7 - ¡Así se dice! Adoption Year: 2019 Grade 8 - ¡Así se dice! 2 Adoption Year: 2020	0%
Health	Grade 7 - Teen Talk Adoption Year: 2017	0%

Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	0%
Science Laboratory Equipment (grades 9-12)	N/A	0%

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

10/21/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		B2: 4. CEILING TILES HAS HOLE B3: 4. CEILING TILES HAS HOLE C3: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE CRACKED WITH HOLES 12. WALL IS CRACKED C6: 4. CEILING TILES IS CRACKED E1: 4. FORMICA IS BROKEN AND MISSING ON COUNTERS F1: 4. CEILING TILES IS CRACKED 11. PLUG IN AIR FRESHENER IN USE G1: 4. CEILING TILES ARE CRACKED G6: 4. CEILING TILES HAVE HOLES H3: 4. CEILING TILES IS LOOSE H4: 4. WATER STAIN CEILING TILES LOUNGE: 4. WATER STAIN CEILING TILES MPR: 4. WATER STAIN CEILING TILES RM J2: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			B6: 7. LIGHT DIFFUSER IS CRACKED C1: 7. WATER STAIN IN LIGHT DIFFUSER C3: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE CRACKED WITH HOLES 12. WALL IS CRACKED F4: 7. LIGHT PANEL IS OUT G3: 7. LIGHT PANEL IS OUT

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			F1: 4. CEILING TILES IS CRACKED 11. PLUG IN AIR FRESHENER IN USE F3: 10. EMERGENCY EXIT LIGHT IS NOT WORKING IN HALLWAY
Structural: Structural Damage, Roofs	X			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 Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	80	78	73	74	47	48
Mathematics (grades 3-8 and 11)	72	74	69	70	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	887	862	97.18	2.82	77.84
Female	413	401	97.09	2.91	82.29
Male	474	461	97.26	2.74	73.97
American Indian or Alaska Native	--	--	--	--	--
Asian	427	412	96.49	3.51	85.44
Black or African American	23	22	95.65	4.35	27.27
Filipino	20	20	100.00	0.00	95.00
Hispanic or Latino	106	103	97.17	2.83	58.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	79	79	100.00	0.00	86.08

White	229	224	97.82	2.18	73.21
English Learners	111	96	86.49	13.51	23.96
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	14	12	85.71	14.29	75.00
Socioeconomically Disadvantaged	211	199	94.31	5.69	58.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	74	93.67	6.33	27.03

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	887	873	98.42	1.58	74.08
Female	413	406	98.31	1.69	72.91
Male	474	467	98.52	1.48	75.11
American Indian or Alaska Native	--	--	--	--	--
Asian	427	422	98.83	1.17	89.55
Black or African American	23	22	95.65	4.35	27.27
Filipino	20	20	100.00	0.00	80.00
Hispanic or Latino	106	105	99.06	0.94	44.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	79	78	98.73	1.27	80.77
White	229	224	97.82	2.18	60.71
English Learners	111	107	96.40	3.60	42.06
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	14	12	85.71	14.29	58.33

Socioeconomically Disadvantaged	211	202	95.73	4.27	54.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	74	93.67	6.33	19.18

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	67.13	74.07	61.99	63.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	458	456	99.56	0.44	74.07
Female	220	219	99.55	0.45	75.34
Male	238	237	99.58	0.42	72.88
American Indian or Alaska Native	0	0	0	0	0
Asian	230	228	99.13	0.87	84.21
Black or African American	14	14	100.00	0.00	21.43
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	41	41	100.00	0.00	85.37
White	117	117	100.00	0.00	67.24
English Learners	44	43	97.73	2.27	26.19
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	105	103	98.10	1.90	48.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	16.67

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	91.51%	89.62%	92.69%	84.91%	93.87%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	919	908	76	8.4
Female	426	422	30	7.1
Male	493	486	46	9.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	443	438	13	3.0
Black or African American	26	25	9	36.0
Filipino	21	21	2	9.5
Hispanic or Latino	111	110	24	21.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	79	77	6	7.8
White	234	232	21	9.1
English Learners	128	124	16	12.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	229	225	39	17.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	89	23	25.8

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.75	3.89	1.63	1.04	0.93	0.92	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.04	0.01	0.02	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.63	0.00
Female	1.41	0.00
Male	1.83	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.45	0.00
Black or African American	7.69	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.27	0.00
White	2.56	0.00
English Learners	2.34	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.93	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.69	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.

2025-26 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 6, 2025.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	6	9	17
Mathematics	28	7	14	11
Science	29		25	5
Social Science	30	2	10	16

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	878

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,381	\$515	\$6,866	\$108,791
District	N/A	N/A	7,069	\$103,831
Percent Difference - School Site and District	N/A	N/A	1.3	10.9
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-44.3	13.9

Fiscal Year 2024-25 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 school 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.

Fiscal Year 2024-25 Types of Services Funded

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 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,726	\$60,863
Mid-Range Teacher Salary	\$106,670	\$93,575
Highest Teacher Salary	\$137,884	\$125,548
Average Principal Salary (Elementary)	\$174,086	\$157,645
Average Principal Salary (Middle)	\$184,591	\$165,341
Average Principal Salary (High)	\$210,425	\$182,580
Superintendent Salary	\$421,400	\$357,064
Percent of Budget for Teacher Salaries	31.12%	30.36%
Percent of Budget for Administrative Salaries	5.33%	4.88%

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 March), 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 2025-2026 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	15	15