

Rancho San Joaquin Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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	Mike Modeer
Email Address	mikemodeer@iusd.org
Website	http://www.ranchoms.org/
County-District-School (CDS) Code	30-73650-6071179

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

School Description and Mission Statement (School Year 2019-20)

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.

Rancho San Joaquin School — located in the village of University Park — has approximately 840 7th and 8th students enrolled in the 2019-2020 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 and the school hosts the district's English Language Learner Program.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	417
Grade 8	416
Total Enrollment	833

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
Asian	47.9
Filipino	1.4
Hispanic or Latino	9.7
Native Hawaiian or Pacific Islander	0.1
White	29.1
Two or More Races	9.8
Socioeconomically Disadvantaged	17.2
English Learners	14.2
Students with Disabilities	7.3
Homeless	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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	37.80	36.20	38.00	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	5.60	4.00	4.00	75.64

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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 2019-20)

Year and month in which data were collected: October 2019

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, 2019. 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, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. 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, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. 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%

School Facility Conditions and Planned Improvements (Most Recent Year)

The school, originally built in 1971, was modernized in 2001 and is surrounded by attractive grounds and landscaping. There are 32 classrooms, including four computer labs 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 with computer access, a multipurpose room, an outdoor quad, and extensive field and court space. 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 and basketball courts were resurfaced in 2016, and the outside play equip was replaced in 2010.

Thanks to Measure E, Rancho will have 6 new Science classrooms. 4 existing rooms were completely remodeled and updated. 2 additional Science rooms were constructed on site.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/21/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	B4: 4. WATER STAIN CEILING TILES C3: 4. CEILING TILE IS CRACKED/ CEILING TILE HAS HOLE LOUNGE: 4. WATER STAIN CEILING TILES NURSE: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	F2: 7. WATER STAIN IN LIGHT DIFFUSER
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	B2: 11. PAINT IS CHIPPING ON DOOR P 2:
Structural: Structural Damage, Roofs	Good	P 1: 13. GUTTER HAS HOLES AND RUSTED
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	H1: 14. TRIP HAZARD ON WALKWAY
Overall Rating	Good	

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. 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); 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	83	84	77	78	50	50
Mathematics (grades 3-8 and 11)	84	83	74	74	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	838	815	97.26	2.74	84.17
Male	424	410	96.70	3.30	81.95
Female	414	405	97.83	2.17	86.42
Black or African American	14	14	100.00	0.00	28.57
American Indian or Alaska Native					
Asian	406	390	96.06	3.94	88.72
Filipino	--	--	--	--	--
Hispanic or Latino	82	81	98.78	1.22	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	236	232	98.31	1.69	82.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	87	86	98.85	1.15	93.02
Socioeconomically Disadvantaged	152	149	98.03	1.97	63.76
English Learners	187	166	88.77	11.23	62.05
Students with Disabilities	58	58	100.00	0.00	51.72
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	838	832	99.28	0.72	83.29
Male	424	421	99.29	0.71	84.56
Female	414	411	99.28	0.72	82.00
Black or African American	14	14	100.00	0.00	21.43
American Indian or Alaska Native					
Asian	406	405	99.75	0.25	93.58
Filipino	--	--	--	--	--
Hispanic or Latino	82	82	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	236	234	99.15	0.85	80.34
Two or More Races	87	86	98.85	1.15	83.72
Socioeconomically Disadvantaged	152	151	99.34	0.66	62.91
English Learners	187	183	97.86	2.14	74.86
Students with Disabilities	58	58	100.00	0.00	39.66
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	12.9	21.3	57.8

Note: 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.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

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, and ELAC, 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.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.0	3.1	1.9	1.6	1.2	1.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	28	8	13	12	26	10	13	10	28	6	14	10
Mathematics					30	2	16	10	32	1	15	10
Science	31		20	6	31		12	14	30		22	5
Social Science	28	5	14	13	28	4	16	11	27	7	12	12

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.3
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.1

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,160	\$335	\$5,825	\$93,064
District	N/A	N/A	\$5,630	\$81,988.00
Percent Difference - School Site and District	N/A	N/A	3.4	9.4
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-20.7	11.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The Local Control Funding Formula has replaced California’s previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased 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) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,823	\$48,612
Mid-Range Teacher Salary	\$85,411	\$74,676
Highest Teacher Salary	\$110,405	\$99,791
Average Principal Salary (Elementary)	\$121,327	\$125,830
Average Principal Salary (Middle)	\$147,385	\$131,167
Average Principal Salary (High)	\$165,402	\$144,822
Superintendent Salary	\$320,910	\$275,796
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

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 9:30 late start on each Wednesday. This allows for 10 school-wide meetings, 6 individual teacher sessions, and the remainder are focused on collaborative time for our Professional Learning Community (PLC) teams.

The major focus during the 2019-2020 school year is a "Focus on Fundamentals". We are examining data and digging into "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 these students. The emphasis is to provide numerous interventions before formal assessments need to be implemented.