

# Rancho Santa Margarita Intermediate School

21931 Alma Aldea • Rancho Santa Margarita, CA 92688 • (949) 459-8253 • Grades 7-8

Dr. Rick Jameson, Principal

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### **Saddleback Valley Unified School District**

25631 Peter A. Hartman Way  
Mission Viejo CA, 92691  
(949) 586-1234  
www.svusd.org

#### **District Governing Board**

Suzy Swartz

Ginny Faye Aitkens

Dolores Winchell

Dennis Walsh

Don Sedgwick

#### **District Administration**

Dr. Clint Harwick  
**Superintendent**

Terry Stanfill  
**Assistant Superintendent, Human Resources**

Geri Partida  
**Assistant Superintendent, Business**

Dr. Kathy Dick  
**Assistant Superintendent, Educational Services**

Tammy Blakely  
**Assistant to the Superintendent/Director, Pupil Services**

Laura Ott  
**Director, Secondary Education**

Terry Petersen  
**Director, Elementary Education**

Diane Lohrman  
**Director, Special Education/SELPA**

### **School Description**

Rancho Santa Margarita Intermediate School (RSM) is a comprehensive intermediate school serving seventh and eighth grade students. We serve the communities of Rancho Santa Margarita, Trabuco Canyon, and Foothill Ranch.

At RSM our mission is to focus on learning for all. Our staff works collaboratively to give our students a rich and meaningful educational experience that fosters a lifelong love of learning. Our students work hard, set and reach goals, develop successful interpersonal and workplace skills, and leave here better prepared for life's challenges.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (949) 459-8253.

| 2013-14 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Gr. 7                                     | 700                |
| Gr. 8                                     | 722                |
| <b>Total</b>                              | <b>1,422</b>       |

| 2013-14 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 1.8                         |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 7.1                         |
| Filipino                            | 2.7                         |
| Hispanic or Latino                  | 20.0                        |
| Native Hawaiian/Pacific Islander    | 0.1                         |
| White                               | 62.0                        |
| Two or More Races                   | 5.8                         |
| Socioeconomically Disadvantaged     | 16.7                        |
| English Learners                    | 5.3                         |
| Students with Disabilities          | 10.3                        |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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                                |       |       |       |
|--|-------|-------|-------|
| Rancho Santa Margarita Intermediate School         | 12-13 | 13-14 | 14-15 |
| <b>Fully Credentialed</b>                          |       | 54    | 56    |
| <b>Without Full Credential</b>                     |       | 0     | 0     |
| <b>Teaching Outside Subject Area of Competence</b> |       | 0     | 0     |
| Saddleback Valley Unified School District          | 12-13 | 13-14 | 14-15 |
| <b>Fully Credentialed</b>                          | ♦     | ♦     |       |
| <b>Without Full Credential</b>                     | ♦     | ♦     |       |
| <b>Teaching Outside Subject Area of Competence</b> | ♦     | ♦     |       |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Rancho Santa Margarita   | 12-13 | 13-14 | 14-15 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

| 2013-14 Percent of Classes In Core Academic Subjects<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |   |
|---|-------------------------------------|---|
| Location of Classes   | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School   | 100.00                              | 0.00                                    |
| Districtwide  |                                     |   |
| All Schools   | 100.00                              | 0.00                                    |
| High-Poverty Schools  | 100.00                              | 0.00                                    |
| Low-Poverty Schools   | 100.00                              | 0.00                                    |

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: November 2014**

| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption  |
|---|---|
| <p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>  | <p>High Point Basics Student Book<br/>Adopted 2004</p> <p>Holt Literature and Language Arts<br/>Adopted 2004</p> <p>Scholastic Read 180<br/>Adopted 2004</p>  |
| <p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>            | <p>Big Ideas Math Course 2 by Big Ideas Learning<br/>Adopted 2014</p> <p>Glencoe Math Accelerated by McGraw-Hill<br/>Adopted 2014</p> <p>California Math Course 3 by McGraw-Hill<br/>Adopted 2014</p> <p>Algebra 1: Analyze, Connect, Explore California by Houghton Mifflin Harcourt<br/>Adopted 2014</p> <p>Glencoe Geometry, Calif. Edition<br/>Adopted 2005</p> |
| <p><b>Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>                | <p>Prentice Hall CA Science Explorer: Focus/Life Science<br/>Adopted 2008</p> <p>Prentice Hall CA Science Explorer: Focus/Physical Sci.<br/>Adopted 2008</p>  |
| <p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p> | <p>World His., Med./Early Mod./Holt, Rinehart &amp; Winston<br/>Adopted 2007</p> <p>U.S. History, Ind. to 1914 by Holt, Rinehart &amp; Winston<br/>Adopted 2007</p>   |

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

Our school dates from 1993. We have seven permanent structures. Included in this configuration are ten science labs, one art room, five vocational education classes, a 300-seat theater with a band room, and athletic facilities that include an indoor gymnasium, a 400-meter track, and four soccer/softball fields. Measure B bonds enabled us to renovate our fields, add video security, and provide additional shade structures to our campus for 2005–2006. In 2006–2007, we built a larger facility to house our burgeoning instrumental program and a fitness room for PE in time for the start of school in 2007–2008. In 2008–2009, we replaced fencing around the school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10-9-14

| System Inspected   | Repair Status    |             |             | Repair Needed and Action Taken or Planned   |
|--|------------------|-------------|-------------|---|
|  | Good             | Fair        | Poor        |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | [X]              | [ ]         | [ ]         |   |
| <b>Interior:</b><br>Interior Surfaces                                      | [X]              | [ ]         | [ ]         | Stained/broken/missing ceiling tiles, to be replaced by custodian. Carpet torn, to be replaced. Wall corner damaged and door needs painting, to be repaired by painter.   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | [X]              | [ ]         | [ ]         |   |
| <b>Electrical:</b><br>Electrical   | [X]              | [ ]         | [ ]         | Burnt out light bulbs, to be replaced by custodian. Data box needs to be secured, to be repaired by electrician.  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | [X]              | [ ]         | [ ]         | Missing soap dispenser, to be replaced by custodian.  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | [X]              | [ ]         | [ ]         | TV needs earthquake strap, to be installed by maint. Pencil sharpener needs cover. to be replaced by maint.   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | [X]              | [ ]         | [ ]         |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | [X]              | [ ]         | [ ]         |   |
| <b>Overall Rating</b>  | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation. |
|  | [ ]              | [X]         | [ ]         |   |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|---------|--|-------|-------|----------|-------|-------|-------|-------|-------|
|         | School   |       |       | District |       |       | State |       |       |
|         | 11-12  | 12-13 | 13-14 | 11-12    | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science | 91   | 89    | 91    | 79       | 81    | 81    | 60    | 59    | 60    |

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### STAR Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|---------|--|-------|-------|----------|-------|-------|-------|-------|-------|
|         | School   |       |       | District |       |       | State |       |       |
|         | 10-11  | 11-12 | 12-13 | 10-11    | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA     | 82   | 80    | 76    | 71       | 74    | 71    | 54    | 56    | 55    |
| Math    | 76   | 76    | 74    | 65       | 65    | 65    | 49    | 50    | 50    |
| HSS     | 82   | 83    | 77    | 69       | 71    | 71    | 48    | 49    | 49    |

\* STAR Program was last administered in 2012-13. 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.

#### Academic Performance Index Ranks - Three-Year Comparison

| API Rank        | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide       | 10      | 10      | 9       |
| Similar Schools | 5       | 5       | 4       |

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### 2013-14 Percent of Students Meeting Fitness Standards

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 7           | 10.8  | 18.3   | 61.7   |

\* 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.

#### 2013-14 CAASPP Results by Student Group

| Group   | Percent of Students Scoring at Proficient or Advanced |
|---|---|
|   | Science (grades 5, 8, and 10)                         |
| All Students in the LEA                       | 81  |
| All Student at the School                     | 91  |
| Male  | 91  |
| Female  | 91  |
| Black or African American                     | 75  |
| American Indian or Alaska Native              |   |
| Asian   | 95  |
| Filipino                                      | 95  |
| Hispanic or Latino                            | 78  |
| Native Hawaiian/Pacific Islander              |   |
| White   | 95  |
| Two or More Races                             | 94  |
| Socioeconomically Disadvantaged               | 77  |
| English Learners                              | 35  |
| Students with Disabilities                    | 92  |
| Students Receiving Migrant Education Services |   |

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### API Growth by Student Group – Three-Year Comparison

| Group                            | Actual API Change |       |       |
|----------------------------------|-------------------|-------|-------|
|                                  | 10-11             | 11-12 | 12-13 |
| All Students at the School       | 5                 | -3    | -18   |
| Black or African American        |                   |       |       |
| American Indian or Alaska Native |                   |       |       |
| Asian                            |                   | -6    | -6    |
| Filipino                         |                   |       |       |
| Hispanic or Latino               | 6                 | -10   | -26   |
| Native Hawaiian/Pacific Islander |                   |       |       |
| White                            | 2                 | -4    | -12   |
| Two or More Races                |                   |       |       |
| Socioeconomically Disadvantaged  | 25                | -20   | -13   |
| English Learners                 |                   |       |       |
| Students with Disabilities       | 33                | 21    | -19   |

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement

Formal opportunities for parent involvement include volunteering (in the office, in classrooms, in the library, or by assisting with student activities or events), by serving on an official school committee, such as our School Site Council or English Language Advisory Committee, or by joining RSM's Student-Teacher-Parent-Organization (STPO) or Music Boosters Organization. Informal opportunities include attending school events, such as Back-to-School Night, Open House, and parent education nights or student recognition ceremonies, as well as constructively communicating with teachers, supporting and complying with school and district policies, and staying abreast of school activities by reading our weekly newsletter and staff communications on student progress. The contact person for parent involvement is Jane Pinniger, Office Manager.

### State Priority: School Climate

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

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

### School Safety Plan

We review our comprehensive safety plan in the fall of each year. This plan ensures a safe and orderly school environment and outlines school rules and procedures, crime and disaster procedures, and policies about acceptance or dismissal of students. In addition to practicing regular drills, including an evacuation drill on the first day of school, we maintain emergency supplies and train our staff in emergency procedures. One full-time campus supervisor monitors the campus from 7:30 a.m. to 3:15 p.m. daily.

### Suspensions and Expulsions

| School           | 11-12 | 12-13 | 13-14 |
|------------------|-------|-------|-------|
| Suspensions Rate | 3.1   | 3.5   | 2.6   |
| Expulsions Rate  | 0.1   | 0.1   | 0.1   |
| District         | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 3.3   | 2.9   | 1.9   |
| Expulsions Rate  | 0.1   | 0.1   | 0.2   |
| State            | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 5.7   | 5.1   | 4.4   |
| Expulsions Rate  | 0.1   | 0.1   | 0.1   |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## D. Other SARC Information

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

| 2013-14 Adequate Yearly Progress Overall and by Criteria |        |          |
|--|--------|----------|
| AYP Criteria   | School | District |
| Made AYP Overall   |        |          |
| Met Participation Rate: English-Language Arts            |        |          |
| Met Participation Rate: Mathematics                      |        |          |
| Met Percent Proficient: English-Language Arts            |        |          |
| Met Percent Proficient: Mathematics                      |        |          |
| Met API Criteria   |        |          |

| 2014-15 Federal Intervention Program                |        |           |
|---|--------|-----------|
| Indicator   | School | District  |
| Program Improvement Status                          |        | In PI     |
| First Year of Program Improvement                   |        | 2013-2014 |
| Year in Program Improvement                         |        | Year 1    |
| Number of Schools Currently in Program Improvement  |        | 7         |
| Percent of Schools Currently in Program Improvement |        | 87.5      |

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

| Academic Counselors and Other Support Staff at this School |      |
|--|------|
| Number of Full-Time Equivalent (FTE)                       |      |
| Academic Counselor   | 1    |
| Counselor (Social/Behavioral or Career Development)        |      |
| Library Media Teacher (Librarian)                          | .49  |
| Library Media Services Staff (Paraprofessional)            |      |
| Psychologist   | .5   |
| Social Worker  |      |
| Nurse  |      |
| Speech/Language/Hearing Specialist                         | .4   |
| Resource Specialist  |      |
| Other  | .49  |
| Average Number of Students per Staff Member                |      |
| Academic Counselor   | 1400 |

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

| Average Class Size and Class Size Distribution |      |    |    |                       |    |    |       |    |    |     |    |    |
|--|------|----|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Average Class Size                             |      |    |    | Number of Classrooms* |    |    |       |    |    |     |    |    |
|  |      |    |    | 1-20                  |    |    | 21-32 |    |    | 33+ |    |    |
| Grade  | 12   | 13 | 14 | 12                    | 13 | 14 | 12    | 13 | 14 | 12  | 13 | 14 |
| English  | 30.2 | 27 | 26 | 10                    | 16 | 16 | 10    | 16 | 18 | 33  | 27 | 22 |
| Math   | 32   | 31 | 30 | 6                     | 7  | 7  | 15    | 15 | 22 | 31  | 28 | 18 |
| Science  | 33.8 | 34 | 33 | 2                     | 2  | 2  | 3     | 6  | 16 | 43  | 36 | 25 |
| SS   | 32.7 | 33 | 31 | 5                     | 6  | 6  | 9     |    | 7  | 39  | 40 | 33 |

\* 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.

| FY 2012-13 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$30,000        | \$41,761                                     |
| Mid-Range Teacher Salary                       | \$69,313        | \$66,895                                     |
| Highest Teacher Salary                         | \$93,743        | \$86,565                                     |
| Average Principal Salary (ES)                  | \$112,050       | \$108,011                                    |
| Average Principal Salary (MS)                  | \$118,747       | \$113,058                                    |
| Average Principal Salary (HS)                  | \$127,831       | \$123,217                                    |
| Superintendent Salary                          | \$274,263       | \$227,183                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 45              | 38   |
| Administrative Salaries                        | 5               | 5  |

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

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

| Level                                    | Expenditures Per Pupil |            |              | Average Teacher Salary |
|--|------------------------|------------|--------------|------------------------|
|  | Total                  | Restricted | Unrestricted |                        |
| School Site                              | \$4,687                | \$65       | \$4,622      | \$96,656               |
| District                                 | ♦                      | ♦          | \$4,644      | \$77,428               |
| State                                    | ♦                      | ♦          | \$4,690      | \$70,720               |
| Percent Difference: School Site/District |                        |            | -11%         | 10%                    |
| Percent Difference: School Site/ State   |                        |            | -17%         | -9%                    |

**Types of Services Funded at Rancho Santa Margarita Intermediate School**

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests
- (c) an API of at least 740 or growth of at least one point.

**Professional Development provided for Teachers at Rancho Santa Margarita Intermediate School**

Staff development focused on transitioning to the CA Common Core State Standards. Training and assistance was developed, monitored, and funded by the school district, and including contracting with the University of California, Irvine for Literacy training in English, history, and math. At the site level, we continued our own learning via Professional Learning Communities and the Data Teams process.