



Rancho Santa Margarita Intermediate School

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

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



Saddleback Valley Unified School District

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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 our campus better prepared for life's challenges.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	673
Grade 8	662
Total Enrollment	1,335

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.4
Asian	8.8
Filipino	3.1
Hispanic or Latino	24.4
Native Hawaiian or Pacific Islander	0.1
White	53
Two or More Races	8.4
Socioeconomically Disadvantaged	15.4
English Learners	6.7
Students with Disabilities	10.9
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Rancho Santa Margarita Intermediate School	15-16	16-17	17-18
With Full Credential	54	56	54
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	54
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rancho Santa Margarita	15-16	16-17	17-18
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.

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

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: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Study Sync Adopted 2016</p> <p>English 3D Adopted 2016</p> <p>Scholastic Read 180 Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Big Ideas Math Course 2 by Big Ideas Learning Adopted 2014</p> <p>Glencoe Math Accelerated by McGraw-Hill Adopted 2014</p> <p>California Math Course 3 by McGraw-Hill Adopted 2014</p> <p>Algebra 1: Analyze, Connect, Explore California by Houghton Mifflin Harcourt Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Prentice Hall CA Science Explorer: Focus/Life Science Adopted 2008</p> <p>Prentice Hall CA Science Explorer: Focus/Physical Sci. Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>World His., Med./Early Mod./Holt, Rinehart & Winston Adopted 2007</p> <p>U.S. History, Ind. to 1914 by Holt, Rinehart & Winston Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

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, a larger facility was built to house our burgeoning instrumental program and a fitness room for PE.

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: November 2017					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces		X		Stained/broken ceiling tiles, to be replaced by plant foreman. Torn/lifting carpet, to be repaired by contractor. damaged tack board, to be repaired by contractor. damaged countertop, to be repaired by contractor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X			light out, to be replaced by plant foreman. missing light lens, to be replaced by maintenance. Missing outlet cover, to be replaced by District.	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		lifting concrete, to be repaired by contractor	
Overall Rating	Exemplary	Good	Fair	Poor	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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	71	71	65	64	48	48
Math	59	60	50	51	36	37

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	658	643	97.7	86.2
Male	317	310	97.8	86.5
Female	341	333	97.7	85.9
Asian	55	53	96.4	92.5
Filipino	17	17	100.0	82.4
Hispanic or Latino	122	121	99.2	66.9
White	394	384	97.5	90.9
Two or More Races	49	48	98.0	89.6
Socioeconomically Disadvantaged	103	100	97.1	71.0
English Learners	37	36	97.3	33.3
Students with Disabilities	65	63	96.9	58.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	90	86	79	77	60	56

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	12.5	21.7	57.3

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	"1,343"	"1,281"	95.38	71.46
Male	694	676	97.41	66.17
Female	649	605	93.22	77.36
Black or African American	19	19	100	57.89
Asian	119	118	99.16	91.53
Filipino	36	34	94.44	76.47
Hispanic or Latino	325	311	95.69	56.45
White	714	676	94.68	74.07
Two or More Races	117	110	94.02	77.27
Socioeconomically Disadvantaged	225	213	94.67	45.75
English Learners	148	144	97.3	48.61
Students with Disabilities	149	143	95.97	25.35

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,342	1,274	94.93	59.89
Male	694	672	96.83	59.52
Female	648	602	92.9	60.3
Black or African American	19	19	100	31.58
Asian	119	117	98.32	86.32
Filipino	36	34	94.44	70.59
Hispanic or Latino	324	313	96.6	42.81
White	714	672	94.12	62.05
Two or More Races	117	106	90.6	69.81
Socioeconomically Disadvantaged	225	213	94.67	32.86
English Learners	148	148	100	33.78
Students with Disabilities	149	142	95.3	14.79

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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 (SSC) or English Language Advisory Committee (ELAC), 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 State priority: School Climate (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 expectations and procedures, 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. Two part-time campus supervisors monitor the campus daily.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.25	3.25	1.75
Expulsions Rate	0.36	0	0.22
District	2014-15	2015-16	2016-17
Suspensions Rate	1.7	1.84	1.78
Expulsions Rate	0.15	0.14	0.2
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.5
Library Media Services Staff (Paraprofessional)	.49
Psychologist	.8
Speech/Language/Hearing Specialist	.8
Average Number of Students per Staff Member	
Academic Counselor	890

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	27	27	22	11	11	22	26	26	32	14	14	8
Mathematics	25	25	16	1	1	6				1	1	
Science	31	31	32	2	2	2	23	23	13	19	19	26
Social Science	29	29	30	6	6	5	26	26	19	14	14	20

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

Professional Development provided for Teachers

Staff development focuses on the CA Common Core State Standards for ELA and Math, Next Generation Science Standards for Science, the National Core Arts Standards for Visual and Performing Arts, and the Model Curriculum Standards for CTE. At the site level, we continue our own learning via Professional Learning Communities and the Instructional Rounds process with a focus on Technology and Argument Writing in all areas of the curriculum.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$47,808
Mid-Range Teacher Salary	\$75,274	\$73,555
Highest Teacher Salary	\$101,806	\$95,850
Average Principal Salary (ES)	\$128,234	\$120,448
Average Principal Salary (MS)	\$130,828	\$125,592
Average Principal Salary (HS)	\$147,958	\$138,175
Superintendent Salary	\$296,984	\$264,457
Percent of District Budget		
Teacher Salaries	39%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5674.43	40.93	5633.50	116272.57
District	♦	♦	5633.50	\$82,270
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			0.0	45.1
Percent Difference: School Site/ State			-0.8	53.3

* Cells with ♦ do not require data.

Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

- * Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
- * Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
- * Provide appropriate, current instructional materials.
- * Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- * Support continued implementation of strategies for Designated and Integrated ELD.
- * Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- * Expand Advancement Via Individual Determination (AVID).
- * Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- * Expand Counseling Services.
- * Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

DataQuest

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

Internet Access

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