



Ranchos Middle School

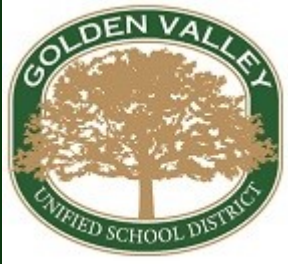
12455 Rd. 35 1/2 • Madera, CA 93636 • 559-645-3550 • Grades 7-8

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http://www.edline.net/pages/Ranchos_Middle_School

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Golden Valley Unified School District

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District Governing Board

Brian Freeman
Mona Diaz
Maria Knobloch
Andy Wheeler
Steven Lewis

District Administration

Rodney Wallace
Superintendent
Kevin Hatch
Assistant Superintendent of
Educational Services
Kuljeet Mann
Director of Human Resources and
Student Services
Maureen Hester
Director of Business Services

School Description

Ranchos Middle School resides in a state of the art facility adjacent to Liberty High School. The school is located in a rural, residential area 10 miles east of the city of Madera and 10 miles northwest of the city of Fresno. The Golden Valley Unified School District was established in 1998 and is led by a five-person school board. Webster Elementary School and Sierra View Elementary School are the sites in the school district from which Ranchos Middle School receives its student body. Interdistrict transfer students contribute to the student population. Students from Ranchos Middle School promote after 8th grade to Liberty High School. Currently Ranchos Middle School has 326 students in 7th and 8th grade enrolled for the 2018-2019 school year.

School Vision

At Ranchos Middle School, students, teachers, administrators, and parents constitute a learning community. The members of this community work in collaboration to assure that everyone is a productive citizen, that each citizen values learning as a goal, and that each learner exhibits positive character traits such as trustworthiness, respect, responsibility, fairness, caring and citizenship. As a collaborative group, the site counsel agreed to an acronym to describe the vision of the school:

M otivated
U niversity Bound
S uccessful
T eamwork
A cademic Achievers
N ext generation leaders
G oal oriented
S uper Athletes

School Mission

The mission of Ranchos Middle School (RMS) is to provide all students with the opportunity to be successful. RMS is committed to motivating all students to be academic achievers. Through teamwork we set the foundation for the next generation of leaders.

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 <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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	147
Grade 8	156
Total Enrollment	303

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	1.0
Asian	2.3
Filipino	0.3
Hispanic or Latino	43.9
Native Hawaiian or Pacific Islander	0.0
White	46.9
Socioeconomically Disadvantaged	45.5
English Learners	2.3
Students with Disabilities	9.9
Foster Youth	0.3

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			
Ranchos Middle School	16-17	17-18	18-19
With Full Credential	12.5	13	14
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Golden Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	99
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Ranchos Middle School	16-17	17-18	18-19
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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt McDougal Literature 7, 2012 Literature 8, 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson Envision 2.0 Middle Grades - 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Focus on Life Science 2008 Focus on Physical Science 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Holt McDougal United States History: Independence to 1914 2006 World History: Medieval to Early Modern Times 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Percent of students lacking their own assigned textbook: 0
Health	Positive Prevention Plus The textbooks listed are from most recent adoption: Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	60.0	61.0	59.0	60.0	48.0	50.0
Math	45.0	40.0	45.0	48.0	37.0	38.0

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.1	25.5	34.9

* 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 2017-18 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	306	303	99.02	61.39
Male	158	157	99.37	59.87
Female	148	146	98.65	63.01
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	138	137	99.28	55.47
White	141	139	98.58	66.19
Two or More Races	12	12	100.00	58.33
Socioeconomically Disadvantaged	144	141	97.92	52.48
English Learners	34	34	100.00	41.18
Students with Disabilities	35	35	100.00	11.43
Foster Youth	--	--	--	--

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 2017-18 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	305	300	98.36	40
Male	157	154	98.09	39.61
Female	148	146	98.65	40.41
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	138	136	98.55	37.5
White	141	138	97.87	42.03
Two or More Races	12	12	100	41.67
Socioeconomically Disadvantaged	143	139	97.2	30.22
English Learners	34	34	100	20.59
Students with Disabilities	35	34	97.14	2.94
Foster Youth	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

Parental and community involvement is a very important component of the Ranchos Middle School program. The students, teachers, and administration at Ranchos Middle School are very fortunate to have strong support from parents who serve in many ways. Parents serve on School Site Council to provide input on the instructional program and advice on the use of categorical funding. Parents also participate in the RMS Booster organization. Volunteers are readily available to support ongoing school activities. Principal Round-tables are held regularly to allow parents and community members to visit with the principal, ask questions or voice concerns that they might have.

For more information on how to get involved at Ranchos Middle School, please contact Mr. Chris Imperatrice at 645-3550.

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

Ranchos Middle School has a Safe School Plan that is reviewed and updated annually. Plans are reviewed with staff annually often at the beginning of each School Year. Our RMS School Site Council (SSC) approves our Safe School Plan. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive to maintain a safe, clean, respectful and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff help keep the campus clean and litter free. Site maintenance staff surveys their campus as the first order of business each day. They insure the campus is clean, any vandalism is corrected, and that the campus is presentable and representative of the priority Golden Valley Unified School Board sets on safety and appearance. Ranchos Middle School's comprehensive safety plan was reviewed and updated in September of 2018 by the RMS faculty. The plan with any changes is approved by the Golden Valley Unified School District Board of Trustees annually.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	8.3	3.6	5.7
Expulsions Rate	0.3	0.0	0.6
District	2015-16	2016-17	2017-18
Suspensions Rate	6.5	6.4	6.1
Expulsions Rate	0.2	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	.25
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.4
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	1320

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	22.0	26.0	29.0	6	1	1	7	10	8	1		2
Mathematics	28.0	27.0	30.0	1			8	10	9	1		1
Science	29.0	27.0	30.0		1		10	9	10			
Social Science	29.0	27.0	30.0	1			7	10	8	2		2

* 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

Explicit Direct Instruction has been a focus of professional development over the years and is still the backbone to our instructional practices. All teachers in the district received training in Explicit Direct Instruction (EDI) strategies and lesson design by DataWORKS (educational research company). Administrative staff monitors the implementation through regular "Walk-Throughs" every week. New staff is trained in these strategies by administration and department chairs.

Up to three full in-service days are annually built into the District calendar to provide professional development to teachers and staff. Six early release days are also designated for professional development through the year. As funding allows, teachers are able to attend workshops and conferences off-site during the school year to meet their needs. Currently in the 2018-2019 school year we have had over 25 days where select teachers attended conferences to develop instructional strategies, and ensure appropriate implementation of the common core state standards. In addition, Beginning Teacher Support and Assessment (BTSA) is offered to new teachers through Madera County Office of Education.

The School City data management system is utilized to analyze student benchmark data on a quarterly basis. The local benchmarks are standards-based assessments developed through School City. Teachers and administrators review the data after each grading period in a Cycle of Improvement format. Reteaching and reassessment plans are then developed for standards that are not mastered by the majority of the students in each class. This is also an indicator of the areas we need to address on minimum day meetings. Department meetings are regularly held after school on modified block days. During these meetings teachers develop common curriculum maps and benchmark exams. In addition we have had planning days for our English and Math departments to develop curriculum maps that would address the standards.

This year we are focusing on specific strategies to help teachers deliver common core standards. We are also incorporating chromebooks in our classrooms and using Google Apps for Education in the classroom. Professional development in these areas will continue throughout the school year. We promote sharing new ideas among staff and encourage collaboration, not only at the middle school, but also with the high school. This allows staff to unite and create a successful secondary experience. All teachers at Ranchos Middle School have attended at least one Google Conference over the past three years. The Google platform is universally used throughout the school site as a way to deliver curriculum. Four teachers are piloting Pear Deck as a way to increase student engagement and the teachers ability to check for understanding. The Pear Deck software interfaces with the Google platform. Site administration continues to use needs assessments performed in August as a way to offer differentiated professional development for staff at Ranchos Middle School.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,065	\$45,681
Mid-Range Teacher Salary	\$58,994	\$70,601
Highest Teacher Salary	\$74,675	\$89,337
Average Principal Salary (ES)	\$93,644	\$110,053
Average Principal Salary (MS)	\$93,644	\$115,224
Average Principal Salary (HS)	\$105,786	\$124,876
Superintendent Salary	\$159,657	\$182,466
Percent of District Budget		
Teacher Salaries	32.0	33.0
Administrative Salaries	8.0	6.0

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

Types of Services Funded

The district currently provides support to students through Title I, ELA, and Supplemental funds. Reading labs and after school tutoring are the primary source of expenditures in these categories as well as salaries and professional development for teachers providing support for these students.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ranchos Middle School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Golden Valley Unified School District	2014-15	2015-16	2016-17
Dropout Rate	2.1	6.9	5.2
Graduation Rate	93.8	89.9	91.0
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$2,259.15	\$1,592.65	\$666.5	\$62,013
District	◆	◆	\$3,020.38	\$60,430
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			-127.7	0.5
Percent Difference: School Site/ State			-163.2	-11.6

* Cells with ◆ 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.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2017-18 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

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.