



Ranchos Middle School

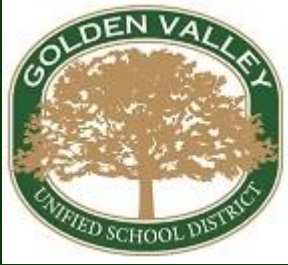
12455 Rd. 35 1/2 • Madera, CA 93636 • 559-645-3550 • Grades 7-8

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

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Golden Valley Unified School District

37479 Ave 12

Madera, CA, 93636

559-645-3570

www.gvUSD.k12.ca.us

District Governing Board

Brian Freeman

Mona Diaz

Maria Knobloch

Andy Wheeler

Steven Lewis

District Administration

Andrew Alvarado

Superintendent

Andrew Alvarado

Superintendent

Kevin Hatch

**Assistant Superintendent of
Educational Services**

Kuljeet Mann

Director of Human Resources

Maryann Henry

Manager of Business Services

School Description

Ranchos Middle School resides in a 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.

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 council agreed to an acronym to describe the vision of the school:

Motivated
University Bound
Successful
Teamwork
Academic Achievers
Next generation leaders
Goal oriented
Super 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 <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.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	130
Grade 8	162
Total Enrollment	292

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1
Asian	3.1
Filipino	1.4
Hispanic or Latino	34.2
Native Hawaiian or Pacific Islander	0
White	58.9
Two or More Races	0.7
Socioeconomically Disadvantaged	40.4
English Learners	3.1
Students with Disabilities	9.9
Foster Youth	1

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

	14-15	15-16	16-17
Ranchos Middle School			
With Full Credential	16	13.8	12.5
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Golden Valley Unified School District			
With Full Credential	♦	♦	90
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

	14-15	15-16	16-17
Ranchos Middle School			
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

**2015-16 Percent of Classes In Core Academic Subjects
Core Academic Classes Taught by Highly Qualified Teachers**

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* 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 2016-17)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2016

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	Holt McDougal Algebra 1, 2008 California Mathematics Course 2: Pre-Algebra, 2008 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

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: 6/20/2016

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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/20/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	76	68	56	76	66	62	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	8.6	22.7	52.3

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	53	56	54	57	44	48
Math	35	40	39	42	34	36

* 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	161	152	94.4	55.9
Male	77	70	90.9	52.9
Female	84	82	97.6	58.5
Hispanic or Latino	58	56	96.6	41.1
White	89	82	92.1	65.9
Socioeconomically Disadvantaged	79	74	93.7	44.6
Students with Disabilities	22	16	72.7	12.5

* 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	133	131	98.5	68.7
	8	161	158	98.1	45.9
Male	7	76	75	98.7	68.0
	8	77	74	96.1	32.4
Female	7	57	56	98.3	69.6
	8	84	84	100.0	57.8
Hispanic or Latino	7	43	42	97.7	59.5
	8	58	58	100.0	37.9
White	7	84	83	98.8	71.1
	8	89	86	96.6	50.6
Socioeconomically Disadvantaged	7	49	48	98.0	56.3
	8	79	77	97.5	35.1
Students with Disabilities	8	22	20	90.9	5.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	133	130	97.7	52.3
	8	133	130	97.7	52.3
Male	7	76	75	98.7	53.3
	8	76	75	98.7	53.3
Female	7	57	55	96.5	50.9
	8	57	55	96.5	50.9
Hispanic or Latino	7	43	42	97.7	35.7
	8	43	42	97.7	35.7
White	7	84	82	97.6	59.8
	8	84	82	97.6	59.8
Socioeconomically Disadvantaged	7	49	48	98.0	35.4
	8	49	48	98.0	35.4

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 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 (School Year 2016-17)

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. Felipe Piedra at 645-3550.

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

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 2016 by the RMS faculty. These changes were approved by the Golden Valley Unified School District Board of Trustees on October 25, 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	7.6	8.3
Expulsions Rate	9.3	0.0	0.3
District	2013-14	2014-15	2015-16
Suspensions Rate	5.7	5.4	6.5
Expulsions Rate	0.0	0.0	0.2
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	40.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	560

* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	27	26	22	2	1	3	10	13	6	2		
Mathematics	29	26	28	1	2	0	7	10	8	3		1
Science	33	33	28			0	5	5	10	5	5	0
Social Science	32	32	33			0	4	6	9	6	4	1

* 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

In 2009-10, the GVUSD launched Explicit Direct Instruction as the focus of professional development. 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. Madera County Office of Education in-services also are utilized towards this end.

Up to three full in-service days are annually built into the District calendar to provide professional development to teachers and staff. Due to budget cuts, the number of full days was reduced to two in 2010-2011 and then one in 2011-2012. Two full professional development days were restored in 2012-2013 and three full days in 2013-2014 and 2014-2015. 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 2014-2015 school year we have had over 25 days where select teachers attended conferences to develop instructional strategies, and ensure appropriate implementation of the new 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 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. Teachers are also required to observe each other a minimum of five times a semester focusing on positive strategies that their peers are utilizing.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,515	\$42,063
Mid-Range Teacher Salary	\$55,145	\$64,823
Highest Teacher Salary	\$69,802	\$84,821
Average Principal Salary (ES)	\$86,425	\$101,849
Average Principal Salary (MS)	\$94,120	\$107,678
Average Principal Salary (HS)	\$102,901	\$115,589
Superintendent Salary	\$130,529	\$169,152
Percent of District Budget		
Teacher Salaries	35%	35%
Administrative Salaries	9%	6%

* 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.

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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,552	\$248	\$4,314	\$56,263
District	♦	♦	\$5,317	\$58,465
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			-18.9	-3.8
Percent Difference: School Site/ State			-24.0	-16.5

* Cells with ♦ do not require data.