



Rancho Viejo Middle School

985 N. Cawston • Hemet, CA 92545 • (951) 765-6287 • Grades 6-8

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<http://ranchoviejo.hemetusd.org/>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Hemet Unified School District

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District Governing Board

Mrs. Marilyn Forst
Mr. Patrick Searl
Mrs. Megan Haley
Mr. Vic Scavarda
Mr. Jim Smith
Mr. Ross Valenzuela
Mr. Joe Wojcik

District Administration

Dr. Barry L. Kayrell
Superintendent

Dr. Barry L. Kayrell
Superintendent

Dr. David Horton
Assistant Superintendent
Educational Services

Dr. LaFaye Platter
Deputy Superintendent
Human Resources

Vince Christakos
Assistant Superintendent
Business Services

School Description

At RVMS we foster and support a student centered approach, which provides an atmosphere where a child's social, emotional, and academic needs are equally important. We understand that all students have special talents and we plan on providing the opportunities for students to develop these talents.

To support these goals the RVMS staff:

- Will be committed to leading our diverse population
- Will provide a variety of academic, physical, and social experiences
- Will maintain a safe learning environment for all students
- Will keep student success at the forefront of all decisions

The mission of Rancho Viejo Middle School is to provide a safe learning environment where kids feel connected to school. ALL students will learn and grow through a variety of educational experiences.

District Profile

Hemet Unified School District covers one of the largest geographic areas of any district in California. It covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of over 21,157 students. Preschool centers at nine school locations, eleven elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a vocational education focused charter high school, a science-based charter Middle School, an Adult Education Center, Independent Study Programs, a Home School Program, and a self-paced on-line instruction program offer a wide variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure attainment of the California Content Standards and passing the California High School Exit Exam. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

Hemet Unified School District's Core Values

1. It is the District's responsibility to provide a structure and framework in which students and staff can succeed.
2. All students can develop their intellect and improve their academic achievement level in each subject each year.
3. It is the District's responsibility to recruit, train and retain the very best staff to work in the Hemet Unified School District.
4. Good first teaching is the most powerful tool for improving student achievement.
5. It is the District's responsibility to provide alternative education opportunities that create pathways to success for students who do not do well in a traditional setting.
6. The maintenance and development of students' nutritional and physical well being supports and enhances intellectual development and academic achievement.
7. Participation in activities such as academic competitions, music, drama, sports, clubs and other "non-academic" endeavors develops the human spirit and provides balance between the intellectual, physical and emotional/social development of our students.
8. The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we think of ourselves as a district.
9. It is the District's responsibility to respond positively to the changing needs of our community and students.
10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

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 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 at (951) 765-6287 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	385
Grade 7	398
Grade 8	417
Total Enrollment	1,200

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.7
American Indian or Alaska Native	0.8
Asian	1.1
Filipino	0.8
Hispanic or Latino	62.1
Native Hawaiian or Pacific Islander	0.3
White	20.3
Two or More Races	2.9
Socioeconomically Disadvantaged	88.4
English Learners	15.3
Students with Disabilities	15
Foster Youth	0.9

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 Viejo Middle School	13-14	14-15	15-16
With Full Credential	44	48	48
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	10	4	3
Hemet Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1061
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	57

Teacher Misassignments and Vacant Teacher Positions at this School			
Rancho Viejo Middle School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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

2014-15 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	98.9	1.1
Districtwide		
All Schools	96.5	3.5
High-Poverty Schools	96.4	3.6
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 2015-16)

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

AB 1246, added Education Code Section 60210, which allows the district to use any instructional materials, not just state-adopted, as long as they are aligned with the academic content standards. The EC 60119 has a new section (e) with a reference to the Common Core State Standards (CCSS). The section states: "For the purpose of transitioning to instructional materials that are aligned with the common core academic content standards, it is the intent of the Legislature that textbooks, instructional materials, and supplemental instructional materials be deemed to be aligned with the content standards pursuant to subdivisions (a) and (c), and be deemed consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to subdivision (a) if the textbooks, instructional materials, supplemental instructional materials, or a combination of any such materials are aligned to the content standards adopted pursuant to Section 60605 or 60605.8." This addition means that materials aligned to either the 1997 standards or the 2010 CCSS standards for mathematics and English Language Arts are compliant with Williams Act requirements. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 9-1-15 that each pupil, including English learners, in the district in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
Reading/Language Arts				
K-5	Open Court Reading	SRA/McGraw Hill	2002	5/02
6-8	Holt Literature & Lang Arts	Harcourt Brace	2003	5/02
9-12	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	6/03
English Language Development				
K-5	English Now! V 2.0	LitConn, Inc.	2007	12/06
6-12	English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12	High Point	National Geographic	2001	6/05
Mathematics				
K-5	Scott Foresman - Addison Wesley enVisionMath - California	Pearson Scott Foresman	2010	6/08
6-8	McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell (Houghton Mifflin)	2008	6/08
8	California Algebra Readiness	McDougal, Littell and Company	2008	6/08
8	California Pre-Algebra	McDougal, Littell and Company	2008	12/11
8-12	California Geometry	McDougal Littell	2007	6/08
9-12	Algebra 1	McDougal, Littell	2008	6/08
9-12	Geometry, Concepts and Skills	McDougal Littell	2005	6/08
9-12	Algebra 2	McDougal Littell	2007	6/08
9-12	Integrated Mathematics I & II	McDougal Littell	2002	5/04
9-12	PreCalculus with Limits, 5th Edition	McDougal Littell	2008	6/08
13	Calculus	Addison Wesley	1999	6/99
13	Trigonometry, 6th Edition	Turner, Brooks, Cole	2008	6/08

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
Social Science				
K-5	History-Social Science for California	Pearson, Scott-Foresman	2006	6/07
6	History Alive! The Ancient World	Teachers' Curriculum Institute	2005	6/07
7	History Alive! The Medieval World	Teachers' Curriculum Institute	2005	6/07
8	History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	6/07
9	World Geography	McDougal Littell	2006	6/07
9	Health	Prentice Hall	2011	11/09
11	World History, The Modern World	Prentice Hall	2007	6/07
12	US History, Modern America	Prentice Hall	2008	6/07
13	Magruder's American Government / American Govt. 10th E. (AP)	Prentice Hall Houghton Mifflin	1992/1994	6/07 & 12/06
13	Economics, Principles in Action Economics, 7th Ed.	Prentice Hall South-Western	2001/20072005	6/07 & 12/06
13	Western Civilization	Thomson Learning, Inc.	2006	1/06
Foreign Language				
6-8	Dime! Uno	McDougal Littell	1997	
9-12	Deutsch Aktuell, 1, 2 & 3	Paradigm Publications	1998	7/01
9-12	Bienvenue, French 1	Glencoe	1998	7/00
9-12	A bord, French 2	McDougal Littell	2000	6/00
9-12	En voyage, French 3 & 4	McDougal Littell	2003	6/27
9-12	En español! 1 & 2	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antología de Literatura en Español, Tomo I (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antología de Literatura en Español, Tomo II (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas (AP)	McDougal Littell	2003	6/27
----Science----				
K-5	Harcourt Science California Edition	Harcourt Brace	2001	3/01
6	Earth Science	Holt, Rinehart & Winston	2001	3/01
7	Life Science	Holt, Rinehart & Winston	2001	3/01
8	Physical Science	Holt, Rinehart & Winston	2001	3/01
9	California Earth Science	Prentice Hall	2006	6/08
10-12	California Biology	Prentice Hall	2007	6/08
10-12	Hole's Human Anatomy & Physiology	Glenco McGraw Hill	2010	6/08
10-12	Holt Physics California Edition	Holt	2007	6/08
12-13	Holt Modern Chemistry	Holt	2010	6/08
12-13	Astronomy - Journey to The Cosmic Frontier, 5th Edition	Glenco McGraw Hill	2008	6/08
12-13	Integrated Principles of Zoology	McGraw Hill	2006	1/06
----Health----				
K-5	Health and Fitness	Harcourt, Inc.	2006	7/05
6-8	Decisions for Health	Holt, Rinehart & Winston	2005	7/05
Visual & Performing Arts				
9-12	Music Appreciation	McGraw Hill	2000	12/01
9-12	Stage Makeup	Watson-Guption	1999	12/01
9-12	Simply 3D	Micrografx	1998	4/00

School Facility Conditions and Planned Improvements (Most Recent Year)

Rancho Viejo is a state of the art facility that is in it's fifth year of operation. At this time there are no needed structural improvements.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/18/2015

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				Library R/R: BOYS HOLE IN WALL.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				604: 1 LIGHT OUT. 707: 4 LIGHTS OUT. 804: 1 LIGHT OUT. Girls outside R/R: 2 TOILETS & 1 DRYER NOT WORKING. Office: 1 LIGHT OUT.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			100 boys R/R: USED FOR STORAGE 100 girls R/R: USED FOR STORAGE 305: 1 FAUCET HAS NO WATER. 306: 4 FAUCET HAS NO WATER. 307: Drinking fountain not working. 406: FAUCET HAS NO WATER. 500 GIRLS OUTSIDE RESTROOM: FAUCET PRESSURE TOO LOW. 505: No water. 507: Broken faucet. NO WATER. 509: No water. 603: NO WATER. 606: FAUCET PRESSURE TOO HIGH. 1 LIGHT IS OUT. 609: Sink does not work, drinking fountain does not work. NO WATER. 709: Drinking fountain HAS NO WATER. Boys locker room 1012: NO WATER FAUCET. Girls locker room 1011: 1 SINK does not work outside. Girls outside R/R: 2 TOILETS & 1 DRYER NOT WORKING. GYM: 2 - Drinking fountain does not work, Cover missing off of Exit sign. outside girls R/R: Sink does not work.
Safety: Fire Safety, Hazardous Materials	X				
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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	24	33	44
Math	12	22	33

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	48	58	58	47	48	45	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.50	24.20	21.00

* 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.

2014-15 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	45
All Student at the School	58
Male	65
Female	53
Black or African American	47
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	59
White	68
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	22
Students with Disabilities	56
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	396	388	98.0	51	30	15	4
	7	403	389	96.5	41	32	23	4
	8	430	420	97.7	35	38	24	3
Male	6		191	48.2	57	28	11	4
	7		189	46.9	44	33	17	4
	8		210	48.8	47	33	18	1
Female	6		197	49.7	46	31	18	5
	7		200	49.6	38	31	28	4
	8		210	48.8	23	42	30	4
Black or African American	6		46	11.6	57	35	9	0
	7		46	11.4	63	22	13	0
	8		53	12.3	51	38	11	0

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	6		3	0.8	--	--	--	--
	7		5	1.2	--	--	--	--
	8		3	0.7	--	--	--	--
Asian	6		4	1.0	--	--	--	--
	7		3	0.7	--	--	--	--
	8		4	0.9	--	--	--	--
Filipino	6		2	0.5	--	--	--	--
	7		3	0.7	--	--	--	--
	8		4	0.9	--	--	--	--
Hispanic or Latino	6		244	61.6	51	30	14	5
	7		244	60.5	39	35	22	4
	8		255	59.3	35	37	25	2
Native Hawaiian or Pacific Islander	6		3	0.8	--	--	--	--
	7		2	0.5	--	--	--	--
White	6		69	17.4	49	30	14	6
	7		79	19.6	35	29	33	3
	8		93	21.6	29	39	28	4
Two or More Races	6		17	4.3	53	18	24	6
	7		7	1.7	--	--	--	--
	8		7	1.6	--	--	--	--
Socioeconomically Disadvantaged	6		346	87.4	53	29	14	4
	7		323	80.1	44	32	21	2
	8		354	82.3	36	38	23	3
English Learners	6		66	16.7	80	18	2	0
	7		55	13.6	73	25	2	0
	8		53	12.3	62	32	6	0
Students with Disabilities	6		58	14.6	88	12	0	0
	7		55	13.6	76	15	5	0
	8		57	13.3	75	18	5	0
Students Receiving Migrant Education Services	7		2	0.5	--	--	--	--
	8		2	0.5	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	396	387	97.7	54	29	11	5
	7	403	386	95.8	56	31	7	2
	8	430	417	97.0	62	27	8	2
Male	6		191	48.2	57	25	11	6
	7		186	46.2	59	27	9	3
	8		210	48.8	66	24	7	3
Female	6		196	49.5	51	33	11	5
	7		200	49.6	54	36	6	1
	8		207	48.1	59	30	9	2
Black or African American	6		46	11.6	63	24	9	2
	7		45	11.2	78	13	7	0
	8		51	11.9	86	10	4	0
American Indian or Alaska Native	6		3	0.8	--	--	--	--
	7		5	1.2	--	--	--	--
	8		3	0.7	--	--	--	--
Asian	6		4	1.0	--	--	--	--
	7		3	0.7	--	--	--	--
	8		4	0.9	--	--	--	--
Filipino	6		2	0.5	--	--	--	--
	7		3	0.7	--	--	--	--
	8		4	0.9	--	--	--	--
Hispanic or Latino	6		243	61.4	55	28	12	5
	7		242	60.0	55	32	7	1
	8		255	59.3	61	29	8	1
Native Hawaiian or Pacific Islander	6		3	0.8	--	--	--	--
	7		2	0.5	--	--	--	--
White	6		69	17.4	45	38	9	7
	7		79	19.6	48	39	8	3
	8		92	21.4	54	33	8	5
Two or More Races	6		17	4.3	53	35	12	0
	7		7	1.7	--	--	--	--
	8		7	1.6	--	--	--	--
Socioeconomically Disadvantaged	6		345	87.1	54	29	11	4
	7		321	79.7	58	29	7	2
	8		351	81.6	64	26	9	2

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	6		66	16.7	82	12	5	0
	7		55	13.6	69	22	2	0
	8		53	12.3	87	8	6	0
Students with Disabilities	6		58	14.6	90	7	0	0
	7		53	13.2	92	8	0	0
	8		57	13.3	96	2	0	0
Students Receiving Migrant Education Services	7		2	0.5	--	--	--	--
	8		2	0.5	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

Parent involvement opportunities are available to all parents at all schools. These offerings are available in both English and Spanish. These opportunities include, Parent Project® (secondary), Parent Project Jr.® (elementary), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parent Engagement Leadership Institute (PELI), and a district-wide PTA/ELAC community event, named, "Hemet Posada," and the District Curriculum Council.

It is the goal of Rancho Viejo to be the hub of community involvement by building strong relationships with parents and community stakeholders. There is no stronger team than staff, students, and parents working together to provide a safe, rigorous and meaningful education for our students! We have a very strong PTSA and are excited to continue our WATCH D.O.G.S. (Dads of Great Students) program this year. For our non-English speaking parents, we offer an English Language Advisory Committee (ELAC) to help keep all parents informed and involved. It is our hope to get as many parents on campus as possible to provide positive role models and adult mentors to our students. RVMS has also take advantage of some new technology tools that help support parent involvement as well.

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

COMPREHENSIVE SCHOOL SITE SAFETY PLAN

Board approved: March 17, 2015

Per Board Policy 0450 and Education Code 32288, the school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site. Each school shall review and update its safety plan by March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32286). Each school shall forward the safety plan to the Board for approval. (Education Code 32288). The Board shall review the comprehensive districtwide and/or school safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation. The Board shall approve the plan at a regularly scheduled meeting. A copy of the Safe School Plan is available at the school site.

The Comprehensive Safe School Plan includes data regarding California Healthy Kids Survey, crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5.

Included in this section are the emergency procedures for Rancho Viejo Middle School. We place school safety as one of our top priorities and are always looking for ways to make this a safer campus for students and staff

General Emergency Information

1. Be aware of all the marked exits from your room, area, and building.
2. Be aware of the primary and secondary routes to the designated assembly area.
3. Know your assigned task. If no special task assigned, stay with your students.
4. The fire/evacuation alarm is a loud intermittent tone (and flashing lights where installed). When you hear this tone, escort your students from the building in an orderly fashion and proceed to the designated assembly area.
5. When the ground starts shaking or you hear the command "Drop" announcement, Duck, Cover, and Hold. Duck down, try to get under something sturdy, and cover your head with your hands. Hold on to whatever you're under until the tone or shaking stops. Do NOT automatically evacuate your room. Evacuate only if told to do so, or if there is an immediately danger to the students.
6. When told to lockdown or you hear the European siren tone, check the area immediately outside your door. If students are close, rush them into your room and lock your door and close your curtains/blinds or otherwise cover windows that are at eye level if possible. Do not unlock your door until you hear the all clear announcement. Contact the office if you have students un-accounted for or if you have extra students

Air Pollution

In the case of a declared air pollution advisory from the South Coast Air Quality Management District, an announcement will be made by administration and the following steps will be taken for the Air Quality Index listed:

"Unhealthy for Sensitive Groups": Strenuous student activity should be carefully evaluated. Activities of less strenuous nature are more appropriate. Children having respiratory difficulties aggravated by smog, children who have notes from parent or doctors and children who are complaining about the effects of smog must be allowed to remain indoors or inactive. Outdoor exertion should be avoided by everyone.

"Unhealthy": Prolonged out door exertion should be avoided by everyone.

"Very Unhealthy": All outdoor exertion should be avoided by everyone.

Unusual, Violent or Criminal Behavior

In the event of a shooting or threat of serious violence, lockdown your room and notify office of the circumstances. A full lockdown may ensue - follow lockdown procedures accordingly.

If you witness or are the victim of other violation of the law such as assault, robbery, theft, etc., notify an administrator as soon as possible to provide details about the nature and location of the incident, and a physical description of the perpetrator and property involved.

If you observe loitering or unauthorized soliciting on campus, notify the office.

The Student Resource Officer will investigate all criminal activity.

Unusual, Violent, or Criminal Behavior

Lockdown

Intruder on Campus, Threats, Violence, Civil Disturbance or Demonstrations

If one of the above situations occurs that requires a lockdown, you will here the command "lockdown" announcement.

1. Check the area immediately outside your door. If students are close, rush them into your room.
2. Lock all doors to your room. Don't forget "pod" doors also.
3. Close curtains/blinds or otherwise cover any windows that are at eye level if possible.
4. Call the office if you have students unaccounted for or if you have extra students.
5. Do not unlock your door until you hear the all clear announcement. Exception: You may allow entry to a student or recognized staff member pounding on your door only if you can visually determine (through window) that he/she is unarmed. This is a judgment call on your part, understanding that the overriding concern must be for the safety of the larger number of people inside your room.

Earthquake — Duck, Cover, & Hold

DO NOT automatically evacuate during an earthquake

When the ground starts shaking or you hear the command "Drop" announcement, Duck, Cover & Hold.

Indoors:

1. You should duck down, get under something sturdy or cover your head with your hands, and hold onto whatever you're under until the shaking or the alarm stops.
2. Stay away from windows, shelves, or equipment on carts.
3. After the initial shock, evaluate the situation. If emergency help is needed (severe injuries, etc.), contact the office or Command Post via phone or runner.
4. If there appears to be immediate danger by staying inside your room (gas smell, fire, significant structural damage), evacuate to the designated assembly area, assisting the disabled as necessary.
5. Report missing students via the normal drill procedures.
6. Keep driveways, walkways, and dire lanes clear for emergency vehicles.
7. Assume your assigned emergency team task, if assigned, as soon as your students' needs are met.
8. Do not return to your building until advised or the all clear has sounded.

Outdoors:

1. Move quickly away from buildings, fences, trees and utility poles or wires.
2. Continue with steps 4-8 above.

Fire / Evacuation

If you see a fire:

1. Pull fire alarm.
2. Evacuate students to designated assembly area.

3. Assist the disabled in exiting the building.
4. If necessary, flash lights off and to alert the deaf or hard of hearing and write notes to explain what is happening.
5. If the fire is minor (fire in a trash can, for example), you may attempt to use a fire extinguisher or fire hose by pointing stream at base of flames. The fire department should be notified even if the fire is extinguished.
6. If the fire is larger, do not attempt to fight it.
7. Close all doors, but do not lock doors.

When you hear the fire alarm (intermittent, repeating alarm tone):

1. Evacuate students to the designated assembly area.
2. Assist the disabled in exiting the building.

If necessary, flash lights off and on to alert the deaf or hard of hearing and write notes to explain what is happening.

3. Close all doors, but do not lock doors.
4. Report missing students to the Incident Command Post via the method practiced during drills.
5. Keep driveways, walkways, and fire lanes clear for emergency vehicles.
6. Assume your emergency team task, if assigned, once your students' needs are met.
7. Do not return to the building until instructed to do so or the all clear has sounded.

Heightened Security Alert (H.S.A.)

Unlike earthquake, fire, etc., there may be situations that give us forewarning of reason for concern for the safety and security of your staff, students, and facility. Implementation may be requested by the Superintendent or may be called at the discretion of site administrators as their good judgement dictates. The following steps are to be taken when this alert is called.

1. Communicate to staff that we are implementing a Heightened Security Alert. This would preferably be done by announcing via Public Address system for staff to check their email for an important message. If that's unworkable for any reason, use the P.A. to announce "Attention all staff: Please implement H.S.A. procedures at this time."
2. Consider canceling field trips to extracurricular activity. If already in route, consider recalling them depending on the situation at hand and the destination.
3. Teachers are to perform a discrete visual screening of their rooms. The recommended process is to stand in the back of the room, looking left to right at floor level, and then at a 3-foot level, 6-foot level, etc. until the room has been scanned. The intent is to identify anything new, unusual or previously unrecognized, such as a package, empty desk with a backpack, a moved ceiling panel, etc. If suspicions are aroused, contact administrator and move students to another location. Otherwise, no action required.
4. Administrators shall provide an exterior presence and be watchful for anything out of place or unusual.
5. All staff is encouraged to independently review their emergency procedures flipchart or team responsibilities to facilitate a more immediate response if required.
6. Activate and distribute emergency communication equipment to team members as available.
7. Tighten physical security as appropriate (close access gates; deploy campus supervisors to grounds, etc.)
8. Allow no visitors beyond office without administrator approval. Enforce I.D. badge use.
9. Call 9-1-1 if any suspicions are aroused.

Electric Utility Failure

When the lights go out:

1. Reassure the children that this is temporary and that the lights will come back on in an hour or so.
2. Tell students that they will be staying together as a class until power is restored. Since bells, intercoms, lights, and phones will be non-functional, it's best to avoid movement of students as much as possible. Keep them in their seats to the extent reasonable.
3. If your classroom has any windows allowing enough light to at least keep from bumping into things, you'll be staying put. If your room is pitch black, turn on your flashlight and consider moving in an orderly fashion to a room (MPR, etc.) where there is perhaps better ambient light. If your flashlight works well and has good batteries and the kids are calm, stay put.
4. Pre-designated teachers send their student runners to the office for communication purposes.
5. Since reading and paper work will be difficult or impossible, go to lecture or discussion mode. You may also be able to read aloud from a book.
6. Once classroom order is established, turn off all electrical equipment (computers, etc. but not refrigerators/freezers), and all but one bank of the light switches. This helps assure a safer power-up for your equipment and the utility company.
7. Once power is restored, power up your equipment one at a time and continue normal classroom activity. Since bell schedules may now be screwed up, await announcement from the principal regarding movement to the next scheduled class.
8. Do not at any time use charcoal, gas, or propane heating devices indoors, as they create a carbon monoxide poisoning risk and an obvious fire hazard.
9. If anyone arrives at your sight claiming to be from the power company, insist on seeing proper photo identification before allowing them access.

GUIDELINES FOR EVERYONE

Before, during and after an emergency, everyone must work together as a cohesive team, with a singleness of purpose. The safety and welfare of the students and staff is the purpose of readiness. Adhering to the following guidelines will assist you in this effort.

BEFORE

1. Be aware of and understand your assigned roles and responsibilities under the Emergency Procedures Plan for your site.
2. Develop and drill a home Emergency Procedures Plan.
3. Have a buddy system.
4. Follow instructions but have an ability to improvise, if necessary.

DURING AND AFTER

1. Make sure you are safe.

2. Assess the situation before taking action. Check those around you. Make sure your buddy is safe.
3. Remain calm. This will keep others calm.
4. Follow instructions.
5. Use common sense.
6. Communicate confidence in yourself.
7. Be alert. Watch for potential hazards. Guard yourself from things flying through the air.
8. Evaluate each situation and follow the plan in the best possible way. Improvise as necessary and appropriate.
9. Avoid "hot wires."
10. Don't use tap water or food until you are sure it is safe.
11. Consider using a chair to break out a window if doors are blocked. Watch for jagged edges.
12. Avoid rumors.
13. Recognize distortions are real and don't argue.
14. Be an active listener.

The SAFE after school program offers both academic enrichment and positive behavior support from the end of the school day until 6 p.m. each day school is in session.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	13.68	15.60	14.88
Expulsions Rate	0.64	0.73	0.58
District	2012-13	2013-14	2014-15
Suspensions Rate	6.90	7.29	6.95
Expulsions Rate	0.26	0.23	0.34
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	20	
Percent of Schools Currently in Program Improvement	80.0	

Average Class Size and Class Size Distribution (Secondary)

Average Class Size			Number of Classrooms*									
			1-22			23-32			33+			
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	25	28	25	14	11	14	4	4	11	18	18	12
Math	24	24	25	14	15	14	5	6	8	18	17	13
Science	31	33	34	6	5	2	1	1	2	19	19	19
SS	33	34	34	4	5	2	1	1	4	19	18	17

* 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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	0
Nurse	0.33
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	621

* 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.

Professional Development provided for Teachers

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs and initiatives. The training provided through the Professional Development Academy allows teachers, administrators, and paraprofessionals to become highly skilled at providing quality leadership, instruction, and support to the district's students.

The focus of the Professional Development Academy has been on the implementation, support, and instructional improvement of California State Standards. The district's Educational Department, including Academic Coaches provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the Academic Coaches provide a variety of district and site based trainings based on data, principal feedback and, teacher survey results. Achievement data is used to determine site support and priorities for professional development opportunities. Teachers are provided with multiple opportunities throughout the school year and during the summer to participate in trainings. The PDA also supports our new teachers through our Center for Teacher Innovation (CTI) Induction Program and provides intensive coaching to support them in their new teaching assignment.

FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,161	\$43,165
Mid-Range Teacher Salary	\$66,464	\$68,574
Highest Teacher Salary	\$87,860	\$89,146
Average Principal Salary (ES)	\$118,248	\$111,129
Average Principal Salary (MS)	\$127,067	\$116,569
Average Principal Salary (HS)	\$135,629	\$127,448
Superintendent Salary	\$227,058	\$234,382
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	6%	5%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,481	\$1,109	\$3,372	\$62,347
District	♦	♦	\$4,324	\$71,130
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-22.0	-9.3
Percent Difference: School Site/ State			-28.1	-10.1

* Cells with ♦ do not require data.

Types of Services Funded

The SAFE after school program services students in grades one through eight from the time the dismissal bell rings until 6:00 PM. There are approximately 170 students enrolled in the program. The program is financed through State funds (Prop-49). The SAFE program also funds after school interventions targeting students who are scoring below proficiency on grade level standards.

Title I

Provides additional support to students by providing additional counseling services, additional classroom supplies, and tutoring programs both before and after school.

EIA/LEP/ELAP

Provides smaller class sizes by providing funding for 6th period assignments. It also provides additional classroom supplies and programs.

Other programs being funded are: Music Programs, Athletic Programs, English 3D, Read 180/System 44, AVID

OTHER PROGRAMS

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

- MAA (Medicare Admin Activities) -- \$53
- Supplemental/Concentration -- \$85,470
- Site Lottery -- \$27,727
- Title I -- \$228,561
- Spec Ed Federal Local Asst -- \$175,775
- Medi-Cal Reimbursements -- \$750
- ASES-After School Program -- \$55,865
- Special Education State/Local -- \$949,899
- Common Core State Standards -- \$62,942
- RCOE Local Grant - Friday Night Live -- \$667

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, the county, and the state. 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.