North Ranchito Elementary School

8837 Olympic Blvd • Pico Rivera, CA 90660 • (562) 801-5031 • Grades K-5
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2013-14 School Accountability Report Card
Published During the 2014-15 School Year

El Rancho Unified School District
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Principal's Message

Mission Statement: The mission of the staff, parents, and community of North Ranchito is to prepare our students to participate, appreciate, and flourish in the rich cultural heritage of their community and to successfully navigate through an increasingly globalized world. To prepare our students to be global citizens, we will foster a nurturing climate that promotes humanity and a passion for lifelong learning. Driven by research-based principles, we are committed to providing our students with the tools to promote creativity, critical-thinking, self-reliance, and cooperation. In meeting these goals we, as teachers and leaders, employ established educational theory, innovative strategies, Standards-based instruction and assessment, data analysis, and reflection to promote the academic excellence of all students.

At North Ranchito, every staff member at the school is focused on improving student achievement in all areas. The staff, students, and community believe the goal of education is to produce citizens who will make a positive contribution to our society. We believe that all students can learn and succeed. We have high expectations and standards for our students in the area of academics. A knowledgeable, creative, and dedicated staff works effectively each day to provide a Standards-based instructional program to 495 students. All students from preschool to fifth grade are the focus of all school programs.

At our school this year, our areas of focus are reading comprehension, vocabulary development, math application, writing strategies, and increased use of technology for all students. As a team we continuously analyze data, and collaborate to ensure success for all our students. Standardized assessments assist us to make informed decisions about instruction through our State, District, and local measures. Our school is driven by a Standards-based curriculum that is set by guidelines created by the State of California. In addition, we utilize research-based strategies and professional development to achieve our goals. Students of all abilities, from a variety of linguistic and socioeconomic levels, come together as a learning community at North Ranchito. The school community expects all students to achieve high standards as we have established in our Single Plan for Student Achievement (SPSA).

Students approach their education with dedication and enthusiasm. Grade K-5 students receive Trimester Awards where the top performing students are recognized in the areas of reading, math, and citizenship. They are eager to receive these awards and challenge each other on the dynamic education derived from our Standards-based curriculum.

North Ranchito teachers are extremely well qualified to handle the challenge of delivering a Standards based education to a bright and diverse student body. Many teachers live in the community and are bilingual and bicultural. Emotionally invested in the school, they arrive early, work late, and serve in leadership roles. This is truly a testament to the tireless work and efforts of our staff on the behalf of the students and families that they serve.

The School Site Council (SSC) and Parent-Teacher Organization (PTO) are very active on campus and meet regularly to discuss how to bolster student achievement and school climate. As part of our technology goals and in an effort to promote parent participation, our parents will be offered the opportunity to participate in a series of workshops that focus on technology education and use of the Internet to support student academic goals.

The community of North Ranchito is vibrant and enthusiastic. We will continue to reach for the stars and raise expectations for our school in the pursuit of excellence.

School Passion Statement
We at North Ranchito Elementary School will not rest until each student achieves academic success. To accomplish this goal we all commit to working together collaboratively, respectfully, with focus and
flexibility through the Response to Intervention model.

District Mission Statement
The mission of the El Rancho Unified School District, in partnership with the community, is to provide an innovative and challenging learning environment that promotes excellence. We will prepare students as
lifelong learners to succeed academically, intellectually, socially, emotionally and culturally.

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at (562) 801-5031.

2013-14 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kinder.	81
Gr. 1	71
Gr. 2	72
Gr. 3	98
Gr. 4	91
Gr. 5	79
Total	492

2013-14 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	1.2
Filipino	0.4
Hispanic or Latino	97.2
Native Hawaiian/Pacific Islander	0.0
White	0.8
Two or More Races	0.2
Socioeconomically Disadvantaged	90.9
English Learners	45.9
Students with Disabilities	14.0

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			
North Ranchito Elementary School	**12-13**	**13-14**	**14-15**
Fully Credentialed	22	21	22
Without Full Credential	2	0	0
Teaching Outside Subject Area of Competence	0	0	0
El Rancho Unified School District	**12-13**	**13-14**	**14-15**
Fully Credentialed	♦	♦	365
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
North Ranchito Elementary School	**12-13**	**13-14**	**14-15**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.00	0.00
Districtwide		
All Schools	94.94	5.06
High-Poverty Schools	94.94	5.06
Low-Poverty Schools	0.00	0.00

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

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

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

Textbooks and Instructional Materials Year and month in which data were collected: October 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Reading, Houghton Mifflin (K-6) 2009
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Mathematics, MacMillan/McGraw-Hill 2010
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Science, MacMillan/McGraw-Hill (K-5) 2009
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	History-Social Science for California, Scott Foresman (K-5) 2009
ELD The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Avenues, Hampton-Brown (K-5) 2009

School Facility Conditions and Planned Improvements (Most Recent Year)

North Ranchito Elementary School opened in 1951. There are 33 classrooms on the campus. The average size is 1,090 square feet. The school also has a library/technology lab, teacher workroom, one office building, and a cafeteria. There is one health care office and one bed. There are two athletic fields and two parking lots.

The principal, teachers, and playground supervisors monitor students during lunch, recess, before school, and after school. They are trained by the school administration to encourage students to be respectful, be responsible, and be safe. In addition, our supervisors carry two-way radios to maintain contact with office staff and administration in case of emergency.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/23/2014				
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]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/23/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
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 Pupil Achievement State Priority (Priority 4):
• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
• The Academic Performance Index; and
• The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	11-12	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**
Science	34	41	37	51	53	51	60	59	60

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

STAR Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	10-11	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**
ELA	48	48	43	45	50	50	54	56	55
Math	61	64	59	40	44	46	49	50	50
HSS				45	49	46	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2010-11**	**2011-12**	**2012-13**
Statewide	5	5	3
Similar Schools	6	6	5

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

Grade Level	**2013-14 Percent of Students Meeting Fitness Standards**		
	4 of 6	**5 of 6**	**6 of 6**
5	12.7	26.6	25.3

* 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.

2013-14 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	51
All Student at the School	37
Male	39
Female	34
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	37
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	38
English Learners	23
Students with Disabilities	
Students Receiving Migrant Education Services	

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

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	10-11	**11-12**	**12-13**
All Students at the School	4	7	-41
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	7	7	-40
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	2	12	-40
English Learners	-10	20	-31
Students with Disabilities			

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
The staff at North Ranchito believes that the first and most important teachers of our students are their parents. Parents, grandparents, and guardians are an integral part of the educational process at North Ranchito. They play a vital role in their children's success at school. In order to build a strong link between home and school, parents and families are invited to attend school events and activities.

At North Ranchito, we are extremely proud of our parents and community members that participate in all school activities. North Ranchito has set ambitious goals for parent involvement in our SPSA. All programs for parents are aggressively advertised with classes gaining recognition for best attendance. Parents play a great role in their child's education through a variety of avenues, such as the SSC, PTO, and as classroom volunteers. Parents have an opportunity to contribute to their child's education and work in partnership with the school to provide the highest quality education for their children. Parents on the PTO and SSC play a very active role in supporting the schools goals.

The site, in partnership with the District and community resources, offers many resources for parents. Parenting classes, advisory boards, reading workshops, English-Language Development (ELD) courses, health/drug awareness education, Accelerated Reader Night, math and writing workshops, and other numerous activities for parents at our school are all offered bilingually. We also provide an opportunity for parents to visit the school by providing venues for participation through Back-to-School Night, Fall Festival, Winter and Spring Program, Halloween Parade, Career Day, and various other student-centered activities.

For more information on how to become involved at the school, please contact Principal Rachel Aguirre at (562) 801-5031.

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
The School Safety Plan addresses all issues of staff and student safety, including plans for quick and orderly evacuations. The School Safety Plan outlines a communication system that allows the school community and local emergency services to mobilize a response to immediate concerns. North Ranchito employs two-way radios, a public address system, and a code of sirens to alert the school. Classrooms are equipped with an emergency kit containing disaster supplies and a system of colored cards that alert the School Safety Committee to trapped or injured students or staff. The School Safety Plan was last reviewed, updated, and discussed with the school faculty and put into practice October 2014.

North Ranchito provides a safe, attractive campus that meets the needs of students and staff. Earthquake and fire drills are conducted regularly to prepare all students and staff for emergency situations. In order to ensure effective preparedness in case of an emergency, the staff reviews each drill and maintains disaster emergency supplies.

The safety of the students and the staff is always a high priority. Our commitment is to provide a safe environment for learning. North Ranchito School is a secured campus. School staff members supervise student playgrounds and District police units are available to further ensure the safety of children before, during, and after school.

It is our goal to ensure North Ranchito School is a safe and conducive environment for learning.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	3.3	4.2	4.6
Expulsions Rate	0.0	0.0	0.2
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	6.6	5.7	4.4
Expulsions Rate	0.2	0.0	0.2
State	5.7	5.1	4.4
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

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

Average Class Size and Class Size Distribution

| | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	19.3	25	20	2		2	2	3	2	0		
Gr. 1	22.8	24	24	1	1	1	3	2	2	0		
Gr. 2	30	19	18	0	2	2	3	3	2	0		
Gr. 3	24	23	25	1	1	1	2	3	3	0		
Gr. 4	32	19	23	0	2	2	1	2	1	2		1
Gr. 5	28.3	25	20	0	1	2	3	3	2	0		

* 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	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.50
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.50
Resource Specialist	
Other	

Average Number of Students per Staff Member

Academic Counselor	

* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,431	$41,243
Mid-Range Teacher Salary	$62,802	$64,893
Highest Teacher Salary	$79,885	$83,507
Average Principal Salary (ES)	$96,384	$103,404
Average Principal Salary (MS)	$100,080	$109,964
Average Principal Salary (HS)	$129,684	$120,078
Superintendent Salary	$41,000	$183,557
Percent of District Budget		
Teacher Salaries	38	40
Administrative Salaries	4	6

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

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

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
	Total	Restricted	Unrestricted	
School Site	$3,519	$495	$3,024	$57,588
District	♦	♦	$2,619	$67,975
State	♦	♦	$4,690	$67,762
Percent Difference: School Site/District			15.5	-15.3
Percent Difference: School Site/ State			-35.5	-15.0

Types of Services Funded at North Ranchito Elementary School

The following programs and services are available in the district to support and assist students:

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Supplemental Educational Services (PI Years 2-5 only)
- Advancement Via Individual Determination (AVID)
- Language Arts and Mathematics Curriculum Councils
- Technology
- Advanced Placement Classes

Professional Development provided for Teachers at North Ranchito Elementary School

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages:

- Beginning Teachers Support and Assessment (BTSA) program, as approved by the State of California, which provides experienced mentor support for all new teachers earning their California Clear Credential
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies
- Certificated and Staff Training
- Site Administrator Training
- Common Core Professional Development Teams

We dedicate three full days and approximately 18 half days toward professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, and district and schoolwide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and special population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.