

South Ranchito Elementary School

5241 S. Passons Blvd. • Pico Rivera, CA 90660 • (562) 801-5177 • Grades K-5

Melissa Garcia, Principal

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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

Welcome to South Ranchito Elementary School. Parents and staff work together to provide a safe and nurturing environment to maximize learning. We believe all students can and will learn. We provide a strong focus on literacy, encouraging students to read for enjoyment, and to use reading to seek information. Instruction is organized around the California State Standards in all subjects. South Ranchito Elementary receives Title I and LCFF funding.

In preparation for the 21st Century, South Ranchito teachers have been teaching to the new Common Core State Standards. By setting and enforcing rigorous and challenging standards and assessments; students at South Ranchito are being challenged on a daily basis in order to acquire the skills necessary to be successful in college, work and to compete in a global economy.

Parental involvement is a very important part of South Ranchito's educational plan. We encourage all parents to read with their children, to monitor their academic progress, and to participate in school functions. Our school and District also offers a variety of educational workshops for our community.

Our school also provides after-school tutorial services as well as Saturday School for all students and we encourage parents to communicate with their child's teacher or principal to receive these services.

School Mission Statement

The mission of South Ranchito Elementary School, in partnership with the community, is to provide a quality education that encourages creative and critical thinking in a supportive environment. We are committed to providing an enriched curriculum with high expectations for all students which emphasizes the skills, concepts and processes necessary for the technological and cultural challenges of the 21st century. Our commitment is to prepare students to be productive citizens and lifelong learners in a culturally diverse and a technologically advanced society. All teachers at South Ranchito are highly qualified as specified by NCLB and teach with an emphasis on 21st-century skills of communication, collaboration, creativity, and critical thinking.

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) 801-5177.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	124
Gr. 1	89
Gr. 2	99
Gr. 3	85
Gr. 4	109
Gr. 5	93
Total	599

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	0.7
Hispanic or Latino	98.8
Native Hawaiian/Pacific Islander	0.0
White	0.2
Two or More Races	0.2
Socioeconomically Disadvantaged	91.5
English Learners	52.9
Students with Disabilities	8.7

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

South Ranchito Elementary School	12-13	13-14	14-15
Fully Credentialed	23	23	22
Without Full Credential	1	2	2
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

South Ranchito Elementary	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)

South Ranchito Elementary School was built in 1952. It has 30 classrooms, a library with 3,500 books and 150 computers, and a cafeteria/multipurpose room that includes a stage. In addition, last year we purchased 35 iPads stored in a computer lab – K-5 students attend weekly computer literacy classes. In preparation for the new SBAC computer adaptive exams that are replacing the past CST paper/ pencil tests, the district purchased a classroom set of chrome books that our 3-5th grade currently utilizes on a weekly basis. Teachers and students have access to the Internet from their classrooms, and all school facilities, including the stage, are handicap accessible.

Students at South Ranchito enjoy the playground — which includes a jungle gym and an apparatus to build upper body strength as well as volleyball and basketball courts — foursquare, dodgeball, and tetherball areas, as well as relay lanes and hopscotch. South Ranchito is staffed with a head custodian and two night custodians. Night custodians also clean adjacent District offices.

El Rancho Unified School District sends groundskeepers on a rotating basis, one day per week. In 2009 our District added an additional parking lot and a drop-off area to improve safety and the traffic flow on the main street (Passons Blvd.). Parent volunteers as well as teacher volunteers assist in the daily morning drop off.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 11/19/2014

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]	[]	Fix damaged plaster/paint by 12/31/14 Replace stained kitchen tiles by 12/31/14
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/19/2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	[]	[]	[X]		Remove excessive floor to ceiling paper on walls by 12/31/14
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 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	30	44	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	38	42	42	45	50	50	54	56	55
Math	49	57	64	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	2	3	4
Similar Schools	2	3	4

* 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	25.3	24.2	29.5

* 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	40
Female	35
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	38
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	35
English Learners	8
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	-9	16	8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-8	17	7
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	0	11	13
English Learners	1	32	16
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

South Ranchito Elementary School has a strong group of volunteers and community supporters. Volunteers help our staff prepare classroom materials, assist in the classroom, in the office, in school beautification projects, and in various school functions. The Parent-Teacher Organization (PTO) is actively involved in educational projects such as field trips and recognizing students for their efforts, and also host fundraising events such as the Scholastic Book Fair, Sees Candy Sale, Movie Night, Christmas Boutique, and other events that help to raise money for all students at South Ranchito Elementary School.

Local, statewide, and national businesses and foundations also support South Ranchito Elementary with donations such as classroom library books and through various items such as dental services for families without insurance. In September 2014, We had a local bank donate backpacks and other various school supplies and the Cisneros Foundation donated a book bag to every kindergarten student. For the last three years, Nestle and Superior Grocers donated \$1,000 to our school to promote nutrition, health and wellness education.

We have a very active School Site Council and English Language Learner Council that meets the first Tuesday of each month. We also offer regular Parent Educational classes to our school community. This year our goal is to offer parent classes in the area of computer literacy. In addition, a parent survey was administered to parents online and support as well as access to a computer was provided by South Ranchito at our annual Back to School Night, in order to support parents and provide workshops on topics that they are interested in. Parents were interested in topics such as more information on assisting a parent with a child who has ADHD, anxiety, depression as well as improvement in their child's social skills and other topics such as bullying. Also, academically, parents were interested in improving their child's reading skills, especially in the area of reading comprehension, and the school's Accelerated Reader Program, writing and math skills, primarily in reasoning and word problems and receiving more information on the new California Common Core State Standards. Parents also chose school flyers as the best means of communication for these types of events.

Volunteer parents from our PTO run our after school and holiday student and community events, as well as our annual Talent Show and 5th grade activities and promotion. This year, volunteers are participating in the Response to Intervention (RTI) process. For more information on how to become involved at the school, please contact PTO President Mona Nunez at (562) 801-5177.

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 (SSP) was reviewed and updated in October 2014 by our school's Safety Committee comprised of a group of teachers who update the staff roster and duties, take inventory of safety supplies both in the classroom and in our district bin, and assist the principal in assigning teachers to specific duties, and plan our drills on our yearly school staff calendar. The SSP includes procedures for emergency situations, such as fire, earthquakes, and lockdown procedures. Our district was the recipient of the Readiness and Emergency Management for Schools Grant. The extent of our training is very comprehensive.

Staff members have been assigned specific roles during emergency procedures. We have monthly earthquake and fire drills (announced and unannounced) at various times during the school day. Each classroom has a backpack with emergency supplies.

Our school implements a closed-campus policy before the school day begins. School gates remain locked during school hours. All visitors must report to the main office and are to follow procedures as directed by office staff. Students are supervised at all times, including lunch and recess.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	5.2	2.8	4.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	6.6	5.7	4.4
Expulsions Rate	0.2	0.0	0.2
State	11-12	12-13	13-14
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	2009-2010	2008-2009
Year in Program Improvement	Year 4	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

* 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												
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.	23.3	19	21	1	2	1	3	3	5	0		
Gr. 1	28	20	18	0	2	2	3	3	3	0		
Gr. 2	28	23	20	0	1	2	4	3	3	0		
Gr. 3	20.8	23	21	1	1	1	4	4	3	0		
Gr. 4	30.7	25	22	0	1	2	3	3	3	0		
Gr. 5	28.4	28	19	1	1	2	2	3	3	2		

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

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	\$3,503	\$550	\$2,953	\$72,071
District	♦	♦	\$2,619	\$67,975
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			12.8	6.0
Percent Difference: School Site/ State			-37.0	6.4

Types of Services Funded at South 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)
- Advancement Via Individual Determination (AVID)
- Language Arts and Mathematics Curriculum Councils
- Technology
- Advanced Placement Classes

Professional Development provided for Teachers at South 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. At grade level meetings, teachers collaboratively develop a yearly plan to address Math and ELA standards and assessments. In addition, teachers at South Ranchito Elementary School conduct self assessments of their grade level strategy implementation and identification for areas of improvement based on ERUSD's benchmark exams.

Due to our PI status, we have identified areas of focus that the principal, RTI coach, English Language Learner Representative, English Language Arts Curriculum Council, Math Curriculum Council, and Science Curriculum Council Representatives will address at our monthly staff meetings. Topics addressed will be:

- 1) Training all teaching staff on Close Reading and Text Dependent Questions with integrated focus on Performance Tasks.
- 2) Training all teaching staff on the Common Core Instructional Shifts in Math and the 8 Math Practices with a focus on Instructional Delivery.
- 3) Training all teaching staff on all 9 new ELD standards.
- 4) Providing Information and Training on Instructional Rounds and conduct rounds for both ELA/ELD and Math.