

North Ranchito Elementary School

8837 Olympic Blvd • Pico Rivera, CA 90660 • (562) 801-5031 • Grades K-5

Rachel Aguirre, Principal

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<http://nre.erusd.org/>

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



El Rancho Unified School District

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Pico Rivera

(562) 942-1500

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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, communication and collaboration. In meeting these 21st century 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 470 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 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.

District Mission Statement

The El Rancho Unified School District will actively partner with the community as its leading educational institution that provides a technology rich and innovative learning environment for all students. Students will be challenged to become college and career ready and life-long Learners.

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 (562) 801-5031 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	80
Grade 2	68
Grade 3	73
Grade 4	90
Grade 5	91
Total Enrollment	477

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
Asian	0.8
Filipino	0.2
Hispanic or Latino	97.9
White	0.2
Two or More Races	0.4
Socioeconomically Disadvantaged	92.5
English Learners	41.9
Students with Disabilities	14.5
Foster Youth	1.7

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

North Ranchito Elementary School	13-14	14-15	15-16
With Full Credential	21	22	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
El Rancho Unified School District	13-14	14-15	15-16
With Full Credential	◆	◆	347
Without Full Credential	◆	◆	7
Teaching Outside Subject Area of Competence	◆	◆	14

Teacher Misassignments and Vacant Teacher Positions at this School

North Ranchito Elementary	13-14	14-15	15-16
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

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	100.0	0.0
Districtwide		
All Schools	96.0	4.0
High-Poverty Schools	96.0	4.0
Low-Poverty Schools	0.0	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)

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 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading, Houghton Mifflin (K-6) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	California Mathematics, MacMillan/McGraw-Hill 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science, MacMillan/McGraw-Hill (K-5) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History-Social Science for California, Scott Foresman (K-5) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Avenues, Hampton-Brown (K-5) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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: 09/22/15				
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		Clean underneath paper towel dispenser & toilet base by 12/31/15 Deep cleaning needed in Girls RR #3 by 12/31/15
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 09/22/15

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.10	23.90	35.90

* 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 for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	28	35	44
Math	18	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.

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	42
All Student at the School	40
Male	30
Female	51
Hispanic or Latino	38
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	9
Students with Disabilities	38
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.

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	41	36	40	52	51	42	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.

**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	3	74	71	95.9	52	32	11	3
	4	92	91	98.9	47	23	21	9
	5	92	92	100.0	45	18	21	15
Male	3	74	39	52.7	51	36	13	0
	4	92	44	47.8	57	23	16	5
	5	92	50	54.3	56	20	12	10
Female	3	74	32	43.2	53	28	9	6
	4	92	47	51.1	38	23	26	13
	5	92	42	45.7	31	17	31	21
Black or African American	4	92	1	1.1	--	--	--	--
Asian	3	74	2	2.7	--	--	--	--
	4	92	1	1.1	--	--	--	--
Hispanic or Latino	3	74	68	91.9	53	32	10	3
	4	92	89	96.7	47	22	21	9
	5	92	89	96.7	46	19	19	15
Two or More Races	3	74	1	1.4	--	--	--	--
	5	92	3	3.3	--	--	--	--
Socioeconomically Disadvantaged	3	74	63	85.1	51	35	11	3
	4	92	82	89.1	50	23	18	9
	5	92	84	91.3	45	18	21	14
Students with Disabilities	3	74	8	10.8	--	--	--	--
	4	92	21	22.8	86	10	5	0
	5	92	12	13.0	100	0	0	0
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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	3	74	72	97.3	46	36	17	1
	4	92	91	98.9	51	29	19	2
	5	92	92	100.0	64	21	9	7
Male	3	74	39	52.7	41	36	21	3
	4	92	44	47.8	57	23	16	5
	5	92	50	54.3	74	18	2	6
Female	3	74	33	44.6	52	36	12	0
	4	92	47	51.1	45	34	21	0
	5	92	42	45.7	52	24	17	7
Black or African American	4	92	1	1.1	--	--	--	--
Asian	3	74	2	2.7	--	--	--	--
	4	92	1	1.1	--	--	--	--
Hispanic or Latino	3	74	69	93.2	48	35	16	1
	4	92	89	96.7	51	29	18	2
	5	92	89	96.7	66	20	7	7
Two or More Races	3	74	1	1.4	--	--	--	--
	5	92	3	3.3	--	--	--	--
Socioeconomically Disadvantaged	3	74	64	86.5	48	31	19	2
	4	92	82	89.1	52	27	18	2
	5	92	84	91.3	64	23	7	6
Students with Disabilities	3	74	8	10.8	--	--	--	--
	4	92	21	22.8	81	10	10	0
	5	92	12	13.0	100	0	0	0
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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

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, 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 November 2015.

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	2012-13	2013-14	2014-15
Suspensions Rate	4.24	4.61	1.50
Expulsions Rate	0.00	0.18	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.69	4.36	4.04
Expulsions Rate	0.03	0.18	0.02
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	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	61.5	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	25	20	19		2	1	3	2	3			
1	28	29	26				2	2	3			
2	27	28	25				4	3	2			
3	24	25	23	1	1	1	3	3	3			
4	32	32	33				2	1			1	2
5	29	30	29	1		1	3	3				3
Other		16			1							

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.50
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	.5
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.

Professional Development provided for Teachers

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
- Buck Institute for Education - Project-Based Learning (PBL)
- Digital Learning Coaches

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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,130	\$42,315
Mid-Range Teacher Salary	\$63,860	\$66,451
Highest Teacher Salary	\$81,231	\$85,603
Average Principal Salary (ES)	\$105,444	\$105,079
Average Principal Salary (MS)	\$104,056	\$111,005
Average Principal Salary (HS)	\$121,608	\$121,310
Superintendent Salary	\$198,996	\$189,899
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	6%

* 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	\$4,101	\$337	\$3,764	\$72,162
District	◆	◆	\$1,536	\$69,720
State	◆	◆	\$5,348	\$69,257
Percent Difference: School Site/District			145.1	-15.3
Percent Difference: School Site/ State			-35.5	-15.0

* Cells with ◆ do not require data.

Types of Services Funded

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, Mathematics and Science Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)

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.