

South Ranchito Dual Language Academy

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

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

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



El Rancho Unified School District

9333 Loch Lomond Dr.
Pico Rivera
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District Governing Board

Aurora R. Villon, Ed.D.
Jose Lara
Gabriel Orosco
Rachel Canchola
Teresa L. Merino, Ph.D.

District Administration

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Mark Matthews
Assistant Superintendent, Human Resources
Manoj Roychowdhury
Assistant Superintendent, Business Services
Katherine Aguirre
Director, Special Education
Dora Soto-Delgado
Director, Student Services
Reynaldo Reyes
Director, Alternative/Adult Education

Principal's Message

Welcome to South Ranchito Dual Language Academy. 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 Common Core State Standards in all subjects. South Ranchito receives Title I and LCFF funding.

In preparation for the 21st Century, South Ranchito teachers have been teaching to the 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 engagement 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.

South Ranchito Dual Language Academy also provides after-school tutorial services as well as Saturday School for all students. We encourage parents to communicate with their child's teacher or principal to receive these services.

School Mission Statement

The mission of South Ranchito Dual Language Academy, 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

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2015-16 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 124 |
| Grade 1 | 82 |
| Grade 2 | 83 |
| Grade 3 | 90 |
| Grade 4 | 87 |
| Grade 5 | 90 |
| Total Enrollment | 556 |

| 2015-16 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0 |
| American Indian or Alaska Native | 0.2 |
| Asian | 0.4 |
| Filipino | 0.2 |
| Hispanic or Latino | 98.9 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 0 |
| Two or More Races | 0.2 |
| Socioeconomically Disadvantaged | 86.9 |
| English Learners | 57.4 |
| Students with Disabilities | 10.3 |
| Foster Youth | 2.5 |

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 Dual Language Academy | 14-15 | 15-16 | 16-17 |
| With Full Credential | 22 | 22 | 22 |
| Without Full Credential | 2 | 1 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| El Rancho Unified School District | 14-15 | 15-16 | 16-17 |
| With Full Credential | ♦ | ♦ | 356 |
| Without Full Credential | ♦ | ♦ | 7 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 14 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| South Ranchito Dual Language | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

Core Academic Classes Taught by Highly Qualified Teachers

| 2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| Districtwide | | |
| All Schools | 96.2 | 3.8 |
| High-Poverty Schools | 96.2 | 3.8 |
| 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 2016-17)

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: January 2017 | |
|--|---|
| 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)

South Ranchito Dual Language Academy 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 SBAC computer adaptive exams that replaced the 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, that is 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 one night custodian. The head custodian also cleans 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: 1/18/2017 | | | | |
|---|---------------|------|------|---|
| 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 | | | |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/18/2017

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|---|
| | Good | Fair | Poor | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | | |
| 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | 37 | 22 | 30 | 51 | 42 | 43 | 60 | 56 | 54 |

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

| Grade Level | 2015-16 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 19.8 | 20.9 | 24.2 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| 2015-16 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| ELA | 24 | 25 | 35 | 40 | 44 | 48 |
| Math | 16 | 19 | 22 | 25 | 34 | 36 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

| Group | Number of Students | | Percent of Students | |
|---------------------------------|--------------------|-------------------|---------------------|------------------------|
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 92 | 91 | 98.9 | 29.7 |
| Male | 52 | 51 | 98.1 | 27.5 |
| Female | 40 | 40 | 100.0 | 32.5 |
| Hispanic or Latino | 90 | 89 | 98.9 | 29.2 |
| Socioeconomically Disadvantaged | 84 | 83 | 98.8 | 27.7 |
| English Learners | 31 | 31 | 100.0 | 16.1 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 86 | 86 | 100.0 | 30.2 |
| | 4 | 89 | 86 | 96.6 | 18.6 |
| | 5 | 92 | 91 | 98.9 | 26.4 |
| Male | 3 | 52 | 52 | 100.0 | 30.8 |
| | 4 | 47 | 44 | 93.6 | 11.4 |
| | 5 | 52 | 51 | 98.1 | 21.6 |
| Female | 3 | 34 | 34 | 100.0 | 29.4 |
| | 4 | 42 | 42 | 100.0 | 26.2 |
| | 5 | 40 | 40 | 100.0 | 32.5 |
| Asian | 3 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Filipino | 5 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 85 | 85 | 100.0 | 29.4 |
| | 4 | 89 | 86 | 96.6 | 18.6 |
| | 5 | 90 | 89 | 98.9 | 27.0 |
| Socioeconomically Disadvantaged | 3 | 80 | 80 | 100.0 | 30.0 |
| | 4 | 74 | 73 | 98.7 | 17.8 |
| | 5 | 84 | 83 | 98.8 | 25.3 |
| English Learners | 3 | 48 | 48 | 100.0 | 31.3 |
| | 4 | 38 | 37 | 97.4 | 2.7 |
| | 5 | 31 | 31 | 100.0 | 9.7 |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

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

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 86 | 86 | 100.0 | 31.4 |
| | 4 | 89 | 87 | 97.8 | 13.8 |
| | 5 | 92 | 91 | 98.9 | 13.2 |
| Male | 3 | 52 | 52 | 100.0 | 32.7 |
| | 4 | 47 | 45 | 95.7 | 13.3 |
| | 5 | 52 | 51 | 98.1 | 11.8 |
| Female | 3 | 34 | 34 | 100.0 | 29.4 |
| | 4 | 42 | 42 | 100.0 | 14.3 |
| | 5 | 40 | 40 | 100.0 | 15.0 |
| Asian | 3 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Filipino | 5 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 85 | 85 | 100.0 | 30.6 |
| | 4 | 89 | 87 | 97.8 | 13.8 |
| | 5 | 90 | 89 | 98.9 | 13.5 |
| Socioeconomically Disadvantaged | 3 | 80 | 80 | 100.0 | 31.3 |
| | 4 | 74 | 73 | 98.7 | 16.4 |
| | 5 | 84 | 83 | 98.8 | 12.1 |
| English Learners | 3 | 48 | 48 | 100.0 | 27.1 |
| | 4 | 38 | 38 | 100.0 | 5.3 |
| | 5 | 31 | 31 | 100.0 | 3.2 |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

South Ranchito Dual Language Academy 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. PTO 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 Dual Language Academy.

Local, statewide, and national businesses and foundations also support South Ranchito Dual Language Academy with donations such as classroom library books and through various items such as dental services for families without insurance. 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 every month. We offer parent educational classes to our school community. This year we offer parent classes in the area of computer literacy. In addition, a parent survey was administered to parents 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 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 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 Representative Monica Hernandez 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 2016 by our school's Safety Committee comprised of a group of teachers. The Safety Committee update the staff roster and duties, take inventory of safety supplies both in the classroom and in our district bin. Also, the Safety Committee 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 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.0 | 3.3 | 0.3 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.4 | 4.0 | 2.3 |
| Expulsions Rate | 0.2 | 0.0 | 0.1 |
| State | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.4 | 3.8 | 3.7 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

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

| 2016-17 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 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 | 61.5 | |

| 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 | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist | 1 |
| Other | 2 |
| 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 (Elementary) | | | | | | | | | | | | |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| K | 21 | 21 | 21 | 1 | 2 | 3 | 5 | 3 | 3 | | | |
| 1 | 24 | 22 | 21 | | 1 | 2 | 3 | 3 | 2 | | | |
| 2 | 27 | 24 | 21 | | 1 | 2 | 4 | 3 | 2 | | | |
| 3 | 28 | 30 | 23 | | | 1 | 3 | 1 | 3 | | 2 | |
| 4 | 28 | 29 | 22 | | | 1 | 3 | 3 | 3 | | | |
| 5 | 28 | 28 | 23 | | 1 | 1 | 4 | | 3 | | 3 | |
| Other | 7 | | | 2 | | | | | | | | |

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 pursuing 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 student teachers are supported by university supervisors. Professional development at individual school sites is 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 Dual Language Academy 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, Digital Learning 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 professional learning communities for both ELA/ELD and Math.

| FY 2014-15 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$43,509 | \$43,821 |
| Mid-Range Teacher Salary | \$65,953 | \$69,131 |
| Highest Teacher Salary | \$83,892 | \$89,259 |
| Average Principal Salary (ES) | \$104,679 | \$108,566 |
| Average Principal Salary (MS) | \$107,440 | \$115,375 |
| Average Principal Salary (HS) | \$125,784 | \$125,650 |
| Superintendent Salary | \$206,028 | \$198,772 |
| Percent of District Budget | | |
| Teacher Salaries | 37% | 37% |
| Administrative Salaries | 5% | 6% |

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

Types of Services Funded

The 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
- Advancement Via Individual Determination (AVID)
- Language Arts, Mathematics, Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$4,974.99 | \$152.80 | \$4,822.19 | \$78,509.00 |
| District | ◆ | ◆ | \$3,311.94 | \$71,564 |
| State | ◆ | ◆ | \$5,677 | \$71,517 |
| Percent Difference: School Site/District | | | 45.6 | 9.7 |
| Percent Difference: School Site/ State | | | -15.1 | 9.8 |

* Cells with ◆ do not require data.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.