

# South Ranchito Dual Language Academy

5241 S. Passons Blvd. • Pico Rivera, CA 90660 • (562) 801-7660 • Grades K-5

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

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### El Rancho Unified School District

9333 Loch Lomond Dr.  
Pico Rivera, CA 90660  
(562) 801-7300  
[www.erusd.org](http://www.erusd.org)

#### District Governing Board

Aurora R. Villon, Ed.D., President  
Gabriel A. Orosco, Vice President  
Lorraine M. De La O, Clerk  
Teresa L. Merino, Ph.D., Member  
Jose Lara, Member

#### District Administration

Karling Aguilera-Fort,  
**Superintendent**  
Mark Matthews  
**Assistant Superintendent, Human  
Resources**  
Jacqueline A. Cardenas  
**Assistant Superintendent,  
Educational Services**  
Dora Soto-Delgado  
**Director, Student Services**  
Reynaldo Reyes  
**Director, Alternative/Adult  
Education**  
Dean Cochran  
**Director, Special Education**

### School Description

South Ranchito Dual Language Academy is located in Pico Rivera, California and has been a landmark in the Pico Rivera community for many years. Demographic information for South Ranchito Dual Language Academy consists of 539 students enrolled, which 87% are from a low socioeconomic status. The school has a population of 57% English learners. Of the 539 students enrolled at South Ranchito, 535 are Hispanic or Latino.

Our classes consist of general education classrooms, dual language immersion classrooms, and our Transitional Kindergarten class, and we also have three Autism Focus classes servicing students in K-5. South Ranchito Dual Language Academy offers a strong curriculum focused on the California Common Core State Standards. Reading, English Language Development, Writing, Mathematics, Science, Social Studies, and physical education provide the foundation for student success. We implement Project-Based Learning to enrich 21st Century Skills.

### 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.

## 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	132
Grade 1	87
Grade 2	79
Grade 3	80
Grade 4	81
Grade 5	80
<b>Total Enrollment</b>	<b>539</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0.2
Filipino	0
Hispanic or Latino	99.3
Native Hawaiian or Pacific Islander	0.2
White	0.2
Two or More Races	0.2
Socioeconomically Disadvantaged	78.1
English Learners	50.3
Students with Disabilities	10.8
Foster Youth	1.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	15-16	16-17	17-18
<b>With Full Credential</b>	22	22	22
<b>Without Full Credential</b>	1	1	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
El Rancho Unified School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	348
<b>Without Full Credential</b>	♦	♦	7
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at this School			
South Ranchito Dual Language	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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: December 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading, Houghton Mifflin (K-6) Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Go Math! 2015, Houghton Mifflin Harcourt (K-5) Adopted 2017 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) Adopted 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) Adopted 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) Adopted 2009  Maravillas, McGraw-Hill Education (K-2) Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

South Ranchito Dual Language Academy is a closed campus. Visitors must report to the main office to sign-in, show I.D., and obtain a visitor's pass. Additionally, visitors must sign-out in our office log. The most recent Facility Inspection Tool (FIT) data indicates the school is clean and well kept. Our school overall rating on the FIT report is "good." An overall rating of good signifies the school is maintained in good repair with a number of non-critical deficiencies noted.

Parent volunteers assist in the daily morning drop off zone area to improve safety and the traffic flow on the main street (Passons Blvd.). In November 1, 2017 our Innovation Lab opened for students to create, design, innovate and learn. The Innovation Lab is a maker space and STEM lab all in one where coding, robotics, and Project Based Learning takes place.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/18/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 9/18/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	25	25	40	40	48	48
<b>Math</b>	19	14	25	26	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	22	30	42	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	25.3	19.3	9.6

\* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	244	243	99.59	24.69
Male	138	137	99.28	24.09
Female	106	106	100	25.47
Asian	--	--	--	--
Hispanic or Latino	242	241	99.59	24.48
White	--	--	--	--
Socioeconomically Disadvantaged	201	201	100	23.88
English Learners	160	159	99.38	23.27
Students with Disabilities	19	19	100	5.26
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	244	244	100	13.93
Male	138	138	100	15.94
Female	106	106	100	11.32
Asian	--	--	--	--
Hispanic or Latino	242	242	100	13.64
White	--	--	--	--
Socioeconomically Disadvantaged	201	201	100	14.43
English Learners	160	160	100	13.75
Students with Disabilities	19	19	100	5.26
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (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 2017-18)

South Ranchito Dual Language Academy has a strong group of parent volunteers and community business supporters. Parent volunteers help teachers prepare classroom materials, assist in the classroom, and in various school functions. The Parent-Teacher Organization (PTO) is actively involved in fundraising for field trips and recognizing students for their academic achievements. PTO host fundraising events such as the Scholastic Book Fair, Popcorn Sale, and Movie Night that help raise funds for students.

School Site Council (SSC) and ELAC (English Learners Advisory Committee), our parent advisory groups, provide recommendations and suggestions to the principal in regards to the school's instructional program. Members of these groups which include teachers, parents, and classified employees, work with the principal to develop, review and evaluate school improvement programs and school budgets. The members of these committees are elected by their peers.

Parents are encouraged to be partners in the education of their child. Our Digital Learning Coach (DLC) facilitates parent workshops through School Smarts. Parents have the opportunity to participate in a series of workshops focusing on anti-bullying and PBIS. The Digital Learning Coach also offers tiered computer classes, so that parents have access and can utilize the school and district websites as a resource for information as well as assist with their child's education and support the development of 21st Century skills.

For more information on how to become involved at the school, please contact PTO Representative Ms. Monica Hernandez at (562) 801-7660.

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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 November 2017 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 recess and lunch.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.3	0.3	0.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.0	2.3	2.4
Expulsions Rate	0.0	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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	0
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	21	21	2	3	3	3	3	3			
1	22	21	25	1	2	1	3	2	2			
2	24	21	23	1	2	2	3	2	2			
3	30	23	29		1		1	3	3	2		
4	29	22	29		1		3	3	3			
5	28	23	23	1	1	1		3	3	3		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,132	\$46,511
Mid-Range Teacher Salary	\$69,928	\$73,293
Highest Teacher Salary	\$88,949	\$92,082
Average Principal Salary (ES)	\$115,031	\$113,263
Average Principal Salary (MS)	\$115,720	\$120,172
Average Principal Salary (HS)	\$129,126	\$131,203
Superintendent Salary	\$233,000	\$213,732
Percent of District Budget		
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,867.00	\$139.90	\$4,727.09	\$77,593.20
District	◆	◆	\$7,942.34	\$76,336
State	◆	◆	\$6,574	\$74,476
Percent Difference: School Site/District			-40.5	1.6
Percent Difference: School Site/ State			-28.1	4.2

\* 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
- 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)

**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.