South Ranchito Dual Language Academy

5241 S. Passons Blvd. • Pico Rivera, CA 90660 • (562) 801-7660 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

El Rancho Unified School District
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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 41% English learners. Of the 495 students enrolled at South Ranchito, 488 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 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	80
Grade 2	98
Grade 3	80
Grade 4	65
Grade 5	74
Grade 6	1
Total Enrollment	501

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
Asian	0.4
Hispanic or Latino	98.4
Native Hawaiian or Pacific Islander	0.2
White	0.6
Two or More Races	0.2
Socioeconomically Disadvantaged	82
English Learners	40.7
Students with Disabilities	11.4
Foster Youth	0.6
Homeless	0.6

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 for South Ranchito Dual	17-18	18-19	19-20
With Full Credential	22	22	22
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for El Rancho Unified	17-18	18-19	19-20
With Full Credential	♦	♦	350
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at South Ranchito Dual Language Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2019-20)

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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Ready to Advance CA Edition, Benchmark Education (TK) Adopted 2018 Benchmark Advance CA Edition, Benchmark Education (K-6) Adopted 2018 Listos y Adelante CA Edition, Benchmark Education (TK) Adopted 2018 Benchmark Adelante, Benchmark Education (K-5) Adopted 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Frog Street Pre-K (formerly Splash; 2013), Frog Street Press Adopted 2017 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 Spanish 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 Historia-Ciencias Sociales para CA, 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	English Language Development Component, Benchmark Advance (K-5) Adopted 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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: 9/9/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	39	31	42	43	50	50
Math	24	25	26	29	38	39

Note: 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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):
• Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.2	23.0	21.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	218	213	97.71	30.99
Male	116	112	96.55	25.89
Female	102	101	99.02	36.63
Black or African American	--	--	--	--
Hispanic or Latino	211	207	98.10	31.40
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	176	171	97.16	29.82
English Learners	123	120	97.56	27.50
Students with Disabilities	19	18	94.74	5.56
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	218	215	98.62	25.12
Male	116	114	98.28	28.07
Female	102	101	99.02	21.78
Black or African American	--	--	--	--
Hispanic or Latino	211	209	99.05	25.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	176	173	98.30	26.59
English Learners	123	122	99.19	23.77
Students with Disabilities	19	18	94.74	5.56
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)
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 December 2019 by our school's Safety Committee comprised of a group of teachers. The Safety Committee updates the staff roster and duties, takes inventory of safety supplies both in the classroom and in our district bin. Also, the Safety Committee assists 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 a 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.0	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.5	2.9
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	5		22	1	4		21	2	3	
1	25		3		25		3		25		3	
2	24	1	2		22	1	4		20	1	3	
3	21	2	2		23	1	2		23	1	3	
4	27		3		21	1	3		27		2	
5	27		3		26		3		23	1	3	
Other**	8	1										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	11	12

The district provides professional learning opportunities to meet the needs of administrators, teachers, and support staff at all levels of the organization: Beginning Teachers Support and Assessment (BTSA); Peer Assistance Review (PAR) for veteran teachers; District and site administrators; Teachers and support staff; and Digital Learning Coaches.

Three full days and approximately 18 half days of professional learning were offered at our school sites in the 2018-19 school year. The topics addressed were based on teachers' need assessment surveys, student assessment data analysis, and district and school-wide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site as needed. In addition, teachers and support staff also attend off-site workshops or conferences.

2018-19 Analysis of data led to the identification of professional learning priorities. Whole group instruction, small group differentiated instruction, and designated English language development supported strengthening language arts instruction at the elementary level. Professional learning in mathematics focused on the Standards for Mathematics Practice, in conjunction with problem-solving and modeling and data analysis at the middle school level. At the high school, professional learning was prioritized for the Expository Reading and Writing Course which develops students' academic literacy in rhetorical and analytical reading, writing, and thinking. All schools participated in professional learning opportunities centered on data literacy. Professional development is provided during modified day schedules, pupil-free days, release days, and conferences/workshops outside the district. Professional learning is supported through in-class coaching, teacher-principal meetings, observations, and demonstration lessons.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,977	$49,084
Mid-Range Teacher Salary	$72,725	$76,091
Highest Teacher Salary	$97,462	$95,728
Average Principal Salary (ES)	$118,355	$118,990
Average Principal Salary (MS)	$122,472	$125,674
Average Principal Salary (HS)	$130,732	$137,589
Superintendent Salary	$215,004	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	35%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$5,349.71	$139.57	$5,210.14	$82,574.00
District	N/A	N/A	$8,905.40	$80,688.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-52.4	3.0
School Site/ State	-34.4	5.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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
- Language Arts, Mathematics Cadres
- Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)
- Positive Behavioral Interventions and Supports (PBIS)
- Career Technical Education (CTE)
- International Baccalaureate (IB)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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.