

# North Ranchito Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

## 2021-22 School Contact Information

<b>School Name</b>	North Ranchito Elementary School
<b>Street</b>	8837 East Olympic Blvd.
<b>City, State, Zip</b>	Pico Rivera
<b>Phone Number</b>	5628017630
<b>Principal</b>	Rachel Aguirre
<b>Email Address</b>	raguirre@erUSD.org
<b>School Website</b>	<a href="https://nre.erUSD.org/">https://nre.erUSD.org/</a>
<b>County-District-School (CDS) Code</b>	19-64527-6013353

## 2021-22 District Contact Information

<b>District Name</b>	El Rancho Unified School District
<b>Phone Number</b>	(562) 801-7310
<b>Superintendent</b>	Frances Esparza, Ed.D.
<b>Email Address</b>	fesparza@erUSD.org
<b>District Website Address</b>	www.erUSD.org

## 2021-22 School Overview

### School Description

At our school, the 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. Grades TK-5 students receive Trimester Awards where the top performing students are recognized in the areas of reading, math, and PBIS Model Citizen. 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 Common Core 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.

Our goal is to work in a partnership with our parents and community to bolster student achievement and school climate.

## 2021-22 School Overview

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.

### North Ranchito Elementary School 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.

### North Ranchito Elementary School Vision Statement

North Ranchito is a school where 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 400 students. All students from Transitional Kindergarten to fifth grade are the focus of all school programs.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	66
Grade 2	65
Grade 3	68
Grade 4	68
Grade 5	58
<b>Total Enrollment</b>	<b>398</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
Asian	0.8
Filipino	0.3
Hispanic or Latino	97.7
Two or More Races	0.5
White	0.8
English Learners	28.1
Foster Youth	0.8
Homeless	1.5
Socioeconomically Disadvantaged	80.9
Students with Disabilities	17.1

### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

**Year and month in which the data were collected**

December, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Ready to Advance CA Edition, Benchmark Education (TK) Adopted 2018 Benchmark Advance CA Edition, Benchmark Education (K-5) Adopted 2018	Yes	0%

	English Language Development Component, Benchmark Advance (K-5) Adopted 2018		
<b>Mathematics</b>	Go Math! 2015, Houghton Mifflin Harcourt (K-5) Adopted 2017	Yes	0%
<b>Science</b>	California Science, MacMillan/McGraw-Hill (K-5) Adopted 2009	Yes	0%
<b>History-Social Science</b>	History-Social Science for California, Scott Foresman (K-5) Adopted 2009	Yes	0%
<b>Foreign Language</b>		Yes	0%
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

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, teachers, supervisors and support staff carry two-way radios to maintain contact with office staff and administration in case of emergency.

**Year and month of the most recent FIT report**

12/15/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Working with custodial staff to secure items as needed
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	Custodial staff has made repairs and/or submitted work orders as needed.
<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	Working with custodial staff to make necessary repairs.

**Overall Facility Rate**

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	196	NT	NT	NT	NT
<b>Female</b>	96	NT	NT	NT	NT
<b>Male</b>	100	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	189	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	53	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	153	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	196	NT	NT	NT	NT
Female	96	NT	NT	NT	NT
Male	100	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	189	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	53	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	153	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

ERUSD Interim Assessment Student Groups	ERUSD Interim Assessment Total Enrollment	ERUSD Interim Assessment Number Tested	ERUSD Interim Assessment Percent Tested	ERUSD Interim Assessment Percent Not Tested	ERUSD Interim Assessment Percent At or Above Grade Level
All Students	203	194	95.5%	4.5%	20%
Female	98	95	96.9%	3.1%	17%
Male	105	99	94.2%	5.8%	22%
American Indian or Alaska Native	5	5	100%	0%	20%

<b>Asian</b>	5	4	80%	20%	75%
<b>Black or African American</b>	1	1	100%	0%	0%
<b>Filipino</b>	0	0	N/A	N/A	0
<b>Hispanic or Latino</b>	193	187	96.8%	3.2%	18%
<b>Native Hawaiian or Pacific Islander</b>	0	0	N/A	N/A	0
<b>Two or More Races</b>	7	1	14.2%	85.8%	0%
<b>White</b>	2	2	100%	0	50%
<b>English Learners</b>	59	51	86.4%	13.6%	1%
<b>Foster Youth</b>	1	1	100%	0%	0%
<b>Homeless</b>	2	2	100%	0%	50%
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	25	18	72%	28%	33%
<b>Students Receiving Migrant Education Services</b>	0	0	N/A	N/A	N/A
<b>Students with Disabilities</b>	30	23	76.6%	23.4%	8%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>ERUSD Interim Assessment Student Groups</b>	<b>ERUSD Interim Assessment Total Enrollment</b>	<b>ERUSD Interim Assessment Number Tested</b>	<b>ERUSD Interim Assessment Percent Tested</b>	<b>ERUSD Interim Assessment Percent Not Tested</b>	<b>ERUSD Interim Assessment Percent At or Above Grade Level</b>
<b>All Students</b>	203	200	98.5%	1.5%	21%
<b>Female</b>	98	96	97.9%	2.1%	19%
<b>Male</b>	105	104	99%	1%	23%
<b>American Indian or Alaska Native</b>	5	5	100%	0%	20%
<b>Asian</b>	5	4	80%	20%	100%
<b>Black or African American</b>	1	1	100%	0%	0%
<b>Filipino</b>	0	0	N/A	N/A	0
<b>Hispanic or Latino</b>	193	193	100%	0%	19%
<b>Native Hawaiian or Pacific Islander</b>	0	0	N/A	N/A	0%
<b>Two or More Races</b>	7	1	14.2%	85.8%	0%
<b>White</b>	2	2	100%	0%	50%
<b>English Learners</b>	59	56	94.9%	5.1%	1%
<b>Foster Youth</b>	1	1	100%	0%	0%
<b>Homeless</b>	2	2	100%	0%	50%
<b>Military</b>	N/A	N/A	N/A	N/A	N/A

<b>Socioeconomically Disadvantaged</b>	25	25	100%	0	20%
<b>Students Receiving Migrant Education Services</b>	0	0	N/A	N/A	N/A
<b>Students with Disabilities</b>	30	29	96.6%	3.4%	6%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	60	NT	NT	NT	NT
<b>Female</b>	30	NT	NT	NT	NT
<b>Male</b>	30	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	58	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	17	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	45	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	NT	NT	NT	NT

## B. Pupil Outcomes

### 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 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. Parents play a great role in their child's education through a variety of avenues, such as the School Site Council (SSC) and Parent Teacher Organization (PTO). 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, English-Language Development (ELD) courses, health/drug awareness education, math and writing workshops, and other numerous activities for parents at our school are all offered bilingually. We typically provide opportunities for parents to visit the school by providing venues for participation through Back-to-School Night, Open House, Career Day and various other student-centered activities. In response to the recent pandemic, virtual opportunities are provided for parent involvement.

For more information on how to become involved at the school, please contact Principal Rachel Aguirre at (562) 801-7630

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	418	417	74	17.7
Female	201	201	39	19.4
Male	217	216	35	16.2
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	406	405	73	18.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	4	4	1	25.0
English Learners	134	133	25	18.8
Foster Youth	6	6	1	16.7
Homeless	9	9	4	44.4
Socioeconomically Disadvantaged	341	340	68	20.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	74	73	13	17.8

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.21	0.00	2.90	0.04	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.09	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	2.16	2.45
<b>Expulsions</b>	0.00	0.08	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 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 to alert school staff in the event of an emergency. 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 October 2021.

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 is a safe and conducive environment for learning.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	
1	26		2	
2	24		3	
3	28		2	
4	30		2	
5	26	1	2	
6				
Other	11	1		

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	
1	25		2	
2	32		2	
3	31		2	
4	27		2	
5	30		2	
6				
Other	16	3	1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	2	
1	26		2	
2	30		2	
3	32		2	
4	31		2	
5	27		2	
6				
Other	13	4		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,844.05	\$326.14	\$5,517.90	\$85,490.00
District	N/A	N/A	\$9,682.40	\$79,462
Percent Difference - School Site and District	N/A	N/A	-54.8	7.3
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-41.9	5.3

## 2020-21 Types of Services Funded

The following programs and services are available in the district to support and assist students:

- Tutor.com
- After School Tutoring
- ELPAC Academy
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Language Arts, Mathematics Cadres
- Technology
- Positive Behavioral Interventions and Supports (PBIS)
- Digital Learning Coaches (DLC)
- Interim Assessments
- Next Generation Science Standards Support

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$48,725	\$51,029
<b>Mid-Range Teacher Salary</b>	\$73,860	\$78,583
<b>Highest Teacher Salary</b>	\$98,982	\$99,506
<b>Average Principal Salary (Elementary)</b>	\$123,006	\$124,576
<b>Average Principal Salary (Middle)</b>	\$124,828	\$131,395
<b>Average Principal Salary (High)</b>	\$135,128	\$144,697
<b>Superintendent Salary</b>	\$215,004	\$240,194
<b>Percent of Budget for Teacher Salaries</b>	33%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

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.

Professional development is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site and at the district level as needed. In addition, teachers and support staff also have the opportunity to participate in virtual workshops or conferences.

Traditionally, the 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 has traditionally been 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12	12	

# El Rancho Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	El Rancho Unified School District
<b>Phone Number</b>	(562) 801-7310
<b>Superintendent</b>	Frances Esparza, Ed.D.
<b>Email Address</b>	fesparza@erUSD.org
<b>District Website Address</b>	www.erUSD.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4294	531	12.37	87.63	57.39
Female	2060	273	13.25	86.75	65.17
Male	2234	258	11.55	88.45	49.21
American Indian or Alaska Native	--	--	--	--	--
Asian	19	1	5.26	94.74	--
Black or African American	17	1	5.88	94.12	--
Filipino	21	1	4.76	95.24	--
Hispanic or Latino	4174	524	12.55	87.45	57.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	1	6.25	93.75	--
White	43	3	6.98	93.02	--
English Learners	728	23	3.16	96.84	13.64
Foster Youth	38	6	15.79	84.21	--
Homeless	42	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	3119	363	11.64	88.36	54.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	528	39	7.39	92.61	7.89

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4294	507	11.81	88.19	31.85
Female	2060	254	12.33	87.67	39.11
Male	2234	253	11.32	88.68	24.49
American Indian or Alaska Native	--	--	--	--	--
Asian	19	0	0.00	100.00	--
Black or African American	17	0	0.00	100.00	--
Filipino	21	1	4.76	95.24	--
Hispanic or Latino	4174	502	12.03	87.97	31.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	2	12.50	87.50	--
White	43	2	4.65		--
English Learners	728	27	3.71	96.29	3.85
Foster Youth	38	5	13.16	86.84	--
Homeless	42	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	3119	349	11.19	88.81	29.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	528	37	7.01	92.99	2.78

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

