



# Rancho Elementary School

8845 Noeline Avenue • Spring Valley, CA 91977 • 619.668.5885 • Grades K-6

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



La Mesa-Spring Valley School District  
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### District Governing Board

Jim Long, Board President  
Dr. Emma Turner, Board Vice President  
Rebecca McRae, Clerk  
Megan Epperson, Board Member  
Chardá Fontenot, Board Member

### District Administration

David Feliciano  
Superintendent  
Jennifer Nerat  
Asst. Superintendent, Business Services  
Tina Sardina  
Asst. Superintendent, Human Resources  
Guido Magliato  
Asst. Superintendent, Learning Support  
Deann Ragsdale  
Asst. Superintendent, Student Supports  
Meg Jacobsen  
Executive Director, Innovation & Engagement  
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Nick Richard  
Director, Transportation

### 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.

### School Description

Rancho Campus is an ethnically diverse community school with 351 students in attendance, including preschool through sixth grade. We provide a high-quality education with a targeted focus in literacy and math for all students. Additionally, we have an excellent special education program that works with students from birth through sixth grade. We believe our school-wide focus on literacy and our high academic expectations are key to our continued academic growth. The strength of our program lies in the commitment to student success embraced by all members of the school staff and Rancho Campus parents.

We attribute our success to strong professional development, the ongoing collaborative work of our grade level teams, and our commitment to delivering high-level instruction based on the California State Standards. We routinely analyze student data to identify students' successes and areas that need more assistance to achieve mastery. Student progress is closely monitored. Students not making adequate progress are given targeted assistance with state-approved research-based interventions and the expertise of a reading intervention teacher.

Rancho Campus supports our English learners with daily instruction in English Language Development (ELD) and incorporates Guided Language Acquisition Design (GLAD) strategies into our core program. PACE (Program for Acceleration, Challenge, and Enrichment) students are challenged through differentiation of instruction and more rigorous activities in both language arts and math. Rancho Campus is proud of our Safe School Ambassador program, our Anchored 4 Life program, and our Prevention and Early Intervention grant that contribute to our school-wide character education program, which are all facilitated by our on-site social worker.

### 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	63
Grade 1	49
Grade 2	61
Grade 3	58
Grade 4	44
Grade 5	51
Grade 6	56
<b>Total Enrollment</b>	<b>382</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13.4
American Indian or Alaska Native	0.3
Asian	1.6
Filipino	9.7
Hispanic or Latino	59.9
Native Hawaiian or Pacific Islander	0.5
White	8.9
Socioeconomically Disadvantaged	75.9
English Learners	25.1
Students with Disabilities	16.5
Foster Youth	0.5

### 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			
Rancho Elementary School	16-17	17-18	18-19
With Full Credential	30	22	21
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
La Mesa-Spring Valley School District	16-17	17-18	18-19
With Full Credential	◆	◆	529
Without Full Credential	◆	◆	16
Teaching Outside Subject Area of Competence	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at this School

Rancho Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* 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 2018-19)**

2018-19 La Mesa - Spring Valley School District Adopted Curriculum

Textbooks and Instructional Materials	
Year and month in which data were collected: October, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Transitional Kindergarten-Houghton Mifflin Harcourt-Journeys, Level K - Year Adopted 2009</p> <p>K-5: McGraw-Hill Wonders, California Edition 6 - Year Adopted 2016</p> <ul style="list-style-type: none"> <li>• Kindergarten: Reading/Writing Workshop Volumes 1-10; Smart Start; Literature Big Books (30 titles);</li> </ul> <p>Close Reading Companion; ELD-My Language Book</p> <ul style="list-style-type: none"> <li>• 1st: Reading/Writing Workshop (1.1-1.4); Literature Anthology (1.1-1.4); Close Reading Companion; ELD-My Language Book</li> <li>• 2nd-5th: Reading Writing Workshop; Literature Anthology; Close Reading Companion; ELA-ELD Companion Worktext (Expanding/Bridging volume or Emerging Unit Books [6 total] 6</li> </ul> <p>McGraw Hill Wonders - English Language Development Program - Year Adopted 2016</p> <p>Cambium Learning - Read Well - Year Adopted 2013</p> <p>McGraw-Hill Flex Literacy - Year Adopted 2017</p> <p>McGraw-Hill Wonder Works (4-5) - Year Adopted 2016</p> <p>McGraw-Hill Study Sync - Year Adopted 2003</p> <p>McGraw-Hill Study Sync English Language Development Program - Year Adopted 2009</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>Houghton Mifflin Harcourt - Math Expressions (TK - 6th) - Year Adopted 2015</p> <p>College Board - SpringBoard Mathematics, Clurse 1 (6th) - Year Adopted 2015</p> <p>SRA - Number Worlds - Year 2010</p> <p>Moby Max - Year Adopted 2015</p> <p>iPass - Year Adopted 2010</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>SciencePearson Scott-Foresman— &lt;California Science - Year Adopted 2007</p> <p>Holt Rinehart Winston—Holt California Earth - Year Adopted 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>Pearson Scott-Foresman— History-Social Science for California - Year Adopted 2006</p> <p>Kindergarten: Learn &amp; Work - Year Adopted 2006</p> <p>1st: Time &amp; Place - Year Adopted 2006</p> <p>2nd: Then &amp; Now - Year Adopted 2006</p> <p>3rd: Our Community - Year Adopted 2006</p> <p>4th: Our California - Year Adopted 2006</p> <p>5th: Our Nation Glencoe McGraw-Hill — Discovering our Past 6th: Ancient Civilizations - Year Adopted 2006</p> <p>Glencoe McGraw-Hill— Discovering our Past - Year Adopted 2006</p> <p>7th: Medieval and Early Modern Times - Year Adopted 2006</p> <p>8th: The American Journey to World War I - Year Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<p>Prentice Hall—Realidades - Year Adopted 2004</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
 Year and month in which data were collected: **October, 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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)**

This school is inspected continuously throughout the year by the Maintenance and Operations Department staff. Work orders are generated and repairs and/or maintenance is performed as required.

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: **October 2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Tighten toilets and replace missing floor bolt covers. Repair water fountain.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	37.0	51.0	50.0	53.0	48.0	50.0
Math	22.0	26.0	38.0	40.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	31.0	14.3	2.4

\* 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.

School Year 2017-18 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	180	176	97.78	51.14
Male	90	89	98.89	49.44
Female	90	87	96.67	52.87
Black or African American	25	25	100.00	40.00
Asian	--	--	--	--
Filipino	18	18	100.00	77.78
Hispanic or Latino	110	106	96.36	49.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	12	12	100.00	50.00
Socioeconomically Disadvantaged	150	147	98.00	50.34
English Learners	68	66	97.06	40.91
Students with Disabilities	20	20	100.00	10.00
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 2017-18 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	181	178	98.34	25.84
Male	91	90	98.9	32.22
Female	90	88	97.78	19.32
Black or African American	25	25	100	12
Asian	--	--	--	--
Filipino	18	18	100	50
Hispanic or Latino	110	108	98.18	19.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.91	50
Two or More Races	12	12	100	41.67
Socioeconomically Disadvantaged	151	148	98.01	23.65
English Learners	68	68	100	14.71
Students with Disabilities	21	20	95.24	0
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 school site

### Opportunities for Parental Involvement (School Year 2018-19)

Parents are actively involved in Rancho Campus SSC (School Site Council), PTA (Parent Teacher Association) and ELAC (English Language Advisory Council). The SSC is our governing council. Elections for parent positions on the SSC and ELAC are held yearly. SSC meetings are held six times per year and ELAC meetings are held five times per year. Both parent groups review student progress and academic programs and make recommendations to support student success. Additionally, the ELAC makes recommendations to support English Language Learners. The PTA meets monthly and organizes several valuable events and coordinates our parent volunteers. Our parent involvement plan is reviewed annually by staff and all parent groups. Contact for Parent Volunteers: Leanna Ertz, School Office Manager at 619.668.5885

### 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

Current site Comprehensive School Safety Plans (CSSP) are received by the district each year and are approved by the La Mesa-Spring Valley School Board of Education. Each site's plan outlines systems, programs, and practices in place to ensure a safe school environment including, but not limited to, child abuse reporting, disaster preparedness, campus access, and drug and alcohol education and cessation. Each site has one teacher appointed as the school's Health and Safety Officer. This person and the site principal presented their School Safety Plans to their respective School Site Council for review and acceptance prior to submission to the Board of Education.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.2	2.9	0.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.8	4.3	4.0
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.76
Psychologist	0.5
Social Worker	
Nurse	0.14
Speech/Language/Hearing Specialist	1.7
Resource Specialist (non-teaching)	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	27	20	27		1		2	3	3			
1	26	26	26				2	1	1			
2	28	24	28				2	3	2			
3	31	32	28				2	1	1			
4	29	25	35		1		2	1			1	1
5	29	35	22			1	1		1		1	
6	20	34	25	1		1	1		2		2	
Other	15	12	20	2	1	1	1		1			

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

### Professional Development provided for Teachers

Professional learning in La Mesa-Spring Valley continues evolving to cultivate capacity and efficacy of teachers so that they can ensure high levels of learning for each and every student. In recent years professional learning has emphasized developing a common language around high quality teaching and learning and building collaborative cultures that promote high levels of learning for all students through professional learning communities. This work has included a deeper dive into content standards through the selection of essential standards and discussions around mastery and effective assessment. In response to student performance data and classroom observation, current professional learning focuses on aligning instruction to standards and student experience, with extra time and resources dedicated to mathematics and English learners. Additional professional development continues to address professional learning communities, curriculum adoptions, differentiation, special education, NGSS and effective integration of technology into instruction.

With professional learning communities as a foundation, professional development is approached from multiple angles to ensure that it is relevant, timely, and targeted to both student and teacher needs. Teachers meet weekly, as a grade level or discipline, to analyze student data and discuss best practices to address the needs of each and every student. The district offers workshops and multiple-day seminars, after-school workshops, and one-on-one coaching and modeling. Professional development was offered 67 days in the 2016-17 school year and 63 days in 2017-18 school year. Professional development is being offered 74 days in the 2018-2019 school year. District staff also partners with principals providing professional development at site learning days and staff meetings. Select teachers also attend conferences and workshops offered through outside agencies.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,678	\$50,084
Mid-Range Teacher Salary	\$70,331	\$80,256
Highest Teacher Salary	\$101,801	\$100,154
Average Principal Salary (ES)	\$127,070	\$125,899
Average Principal Salary (MS)	\$133,224	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$220,823	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	4.0	5.0

\* 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/).

### Types of Services Funded

- Title I - Basic Grant Special Education
- ASES - After School Education and Safety
- Title II Part A - Improving Teacher Quality
- Title III Part A - Limited English
- Lottery - Instructional Materials

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5372.0	\$245.6	\$5126.4	\$74593.0
District	◆	◆	\$5430.4	\$84,286
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-5.8	-12.2
Percent Difference: School Site/ State			-32.6	-8.1

\* Cells with ◆ 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.