



# Rancho Verde Elementary School

14334 Pioneer Road • Apple Valley, CA 92307 • (760) 247-2663 • Grades K-6

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<https://sites.google.com/avusd.org/ranchoverde-new/home>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Apple Valley Unified School District

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#### District Governing Board

Dennis K. Bender

Donna Davis

Maria Okpara

Rick Roelle

Wilson So  
President

#### District Administration

Trenae Nelson  
Superintendent

Pat Schlosser  
Assistant Superintendent,  
Educational Services

Dustin Conrad  
Assistant Superintendent, Human  
Resources

Matthew Schulenberg  
Assistant Superintendent,  
Administrative Services

### School Description

Rancho Verde Elementary school is a PreK-6 campus that services our neighborhood students and a small portion of students from other schools within the district who are overflowed. Rancho Verde provides services to students with special needs and identified English Language Learners. As a Professional Learning Community (PLC), we value weekly opportunities to collaborate with our colleagues to apply best instructional practices in the classroom, plan lessons and assess student learning. Curriculum such as Orton-Gillingham (Phonics), McGraw Hill, Benchmark (English Language Arts), Fountas and Pinnell (Guided Reading), Units of Study (Writing) and Go Math! (Math) with Cognitively Guided Instruction (CGI) strategies allows for a more interactive approach with hands-on learning and technology in the classroom. One of our site goals is that all students exiting 3rd grade are reading at or above the 3rd grade level. Outside of regular school hours, students are supported with tutoring and After School Education & Safety (ASES) programs.

Rancho Verde students (Grades 1-6) participate in 200 minutes of physical education every 10 school days, as required by law. By law (California Education Code Section 60800), all public local educational agencies in California are required to administer the Physical Fitness Test (PFT) to all students in fifth grade. The PFT was last administered to our students in Spring of 2018. The PFT assesses each students' level of health-related fitness. Each teacher designs the curriculum for their physical education program. Parents and guardians understand their child's fitness levels as they receive a report stating the results of their student's test. This allows teachers, parents, and guardians to monitor changes in the student's fitness levels.

Within our new efforts at Positive Behavior Interventions and Supports (PBIS), our school motto is "Rancho Verde RoadRunnerS are Respectful, Responsible and Safe!" Our staff has created sitewide expectations of behavior as well as grade level classroom expectations. Lessons are taught and reviewed with the students to reinforce the positive behaviors. Students are identified and rewarded for the good behaviors they exhibit on a daily basis. Our Student of the Day participates in the morning message to the school and qualifies to be chosen as a Student of the Month. We use Character Counts! as a positive behavior intervention curriculum that focuses on 6 pillars of character traits we want everyone to exhibit: Trustworthiness, Respectfulness, Responsibility, Fairness, Caring and Citizenship. We believe and teach that it is important to be TRRFCC (sounds like "terrific").

### Mission Statement-

Rancho Verde, where students, staff and parents learn together.

## 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	121
Grade 1	97
Grade 2	86
Grade 3	106
Grade 4	90
Grade 5	84
Grade 6	99
<b>Total Enrollment</b>	<b>683</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.9
American Indian or Alaska Native	0.3
Asian	1.6
Filipino	0.1
Hispanic or Latino	58.6
Native Hawaiian or Pacific Islander	0.3
White	28
Two or More Races	2.2
Socioeconomically Disadvantaged	87.8
English Learners	17
Students with Disabilities	8.9
Foster Youth	2.5
Homeless	3.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Rancho Verde	17-18	18-19	19-20
With Full Credential	32	30	28
Without Full Credential	2	4	4
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Apple Valley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	524
Without Full Credential	♦	♦	79
Teaching Outside Subject Area of Competence	♦	♦	10

### Teacher Misassignments and Vacant Teacher Positions at Rancho Verde Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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)**

On April 13th, 2017 the Governing Board of the Apple Valley Unified School District of San Bernardino County met in Regular Session and approved the English Language Arts textbook adoption for grades K through six. For grades K through 3, McGraw Hill Reading Wonders was adopted and grades 4 through 6 adopted Benchmark Advance. On December 7th, 2017 the Governing Board of the Apple Valley Unified School District of San Bernardino County met in Regular Session and approved the English Language Arts textbook adoption of McGraw Hill-World of Wonders for TK. On April 12th, 2018 the Governing Board of the Apple Valley Unified School District of San Bernardino County met in Regular Session and approved the Math textbook adoption of Houghton Mifflin - California Go Math for grades K-5.

The district held a public hearing on September 6, 2018 to validate the availability of standards-aligned and state-adopted textbooks and instructional materials to each pupil. The Board adopted Resolution #1819-03 which certifies that all students in the district has, or will have prior to the end of the eighth week of school, sufficient textbooks or instructional materials, or both.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: August 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<ul style="list-style-type: none"> <li>McGraw-Hill World of Wonder, 2017- TK</li> <li>McGraw-Hill Wonders Grades, 2017- K-3</li> <li>Benchmark Advance, 2017 Grades- 4-6</li> <li>Houghton Mifflin Company/ Scholastic: Read 180, 2015- Grades 4-8</li> </ul> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<ul style="list-style-type: none"> <li>California Go Math Elementary, Houghton Mifflin, 2018 - Grades K-5</li> <li>California Go Math Middle School, Houghton Mifflin , 2016- Grade 6-8</li> </ul> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<ul style="list-style-type: none"> <li>Pearson Scott Foresman: Scott Foresman California Science (Big Books), 2008 - Kindergarten</li> <li>Pearson Scott Foresman: Scott Foresman California Science, 2008 - Grades 1-5</li> <li>McDougal Littell: McDougal Littell California Middle School Science Series, 2007 - Grade 6 - Earth Science</li> </ul> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<ul style="list-style-type: none"> <li>MacMillan/McGraw-Hill: California Vistas (Big Books), 2007 - Kindergarten</li> <li>MacMillan/McGraw-Hill: California Vistas, 2007 - Grades 1-2</li> <li>Pearson Scott Foresman: Scott Foresman History-Social Science for California, 2007 - Grades 3-5</li> <li>Pearson Prentice Hall: Prentice Hall Social Studies, 2007 - Grades 6</li> </ul> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

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

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

"Effective with the October 2017 Facility Inspection, Apple Valley Unified School District determined to hire a third party independent consultant to inspect the facilities of the District and complete the annual Facility Inspection Tool (FIT) Reports. This procedure has established consistent inspection methodologies and reporting procedures on our annual FIT Reports."

Rancho Verde consists of 23 permanent classrooms, a permanent cafeteria (constructed between 1967 and 1969), 19 re-locatable classrooms and a main office. Classrooms are also used for our After School Education & Safety (ASES) and tutoring programs. The school is deep cleaned every night with maintenance/cleaning occurring throughout the day. A safety inspection of the campus is conducted daily by the lead custodian before teachers and students arrive. Rancho Verde is inspected by the plant supervisor and administrator regularly to ensure that the campus is clean, safe, and functional for our staff and students. Restrooms are checked periodically throughout each school day to ensure cleanliness and functionality. Site custodians follow set procedures daily to ensure that a clean and safe environment is maintained. Minor repairs are performed by site custodial staff. Major repairs are reported through an online system for district personnel to fix.

An annual facilities inspection, using the state-adopted Facilities Inspection Tool, is conducted to ensure that the campus is in good repair. District maintenance personnel evaluate the facility throughout the year, make necessary repairs, and plan long-term projects with the site administrator. In the 2019 FIT report, the Rancho Verde campus received an overall score of "fair". The Interior Surfaces (ceiling tiles) was the area that needed the most attention. The most recent site inspection was completed during the week of 10/14 - 10/18 of 2019.

The campus has undergone modernization during the 2004-2005 school year and received additional upgrades funded by the district bond passage. All state mandated improvements have been completed and a new kindergarten facility was completed seven years ago.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No repair needed.
<b>Interior:</b> Interior Surfaces	Poor	Most of the deficiencies in this system are with ceiling tiles. Damaged (cracks/holes/stained) tiles will be replaced mainly by site personnel. District Maintenance & Operations (M&O) personnel will supply the tiles and repair roofs to prevent leaks that cause water stains. All but two carpet concerns were corrected by M&O last year. We have a new tear in one carpet, which has been repaired but was still noted. We also have a stain on a carpet that is unable to be removed but does not effect the safety or function of the carpet.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	No repair necessary. An email will be sent to all staff to remind of the guidelines for maintaining 24" clearance to ceiling. A followup inspection will be scheduled for 12/20/2019.
<b>Electrical:</b> Electrical	Good	Both electrical issues have already been corrected.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Noted issues (loose fountain handle/drips/leak) will be fixed by M&O. Work orders are in the system.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Evacuation maps have been posted in rooms where it was noted they were missing. Several of the identified rooms did have evacuation maps posted that the inspector missed. Our school is scheduled to be painted this summer, which will correct all "paint is peeling" issues.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	Dry rot on exterior walls will be repaired by M&O prior to the school being painted. Work orders will be placed in the system and the work will be done by district Maintenance & Operations personnel.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The three door issues will be corrected by district Maintenance and Operations (M&O) crew. Noted trip hazards from asphalt/cement uprisings will also be corrected by M&O. All safety concerns will be given highest priority.
<b>Overall Rating</b>	Fair	88.39% is a slight improvement from last year's rating. Our biggest area of need remains with ceiling tiles, which requires constant maintenance due to roof leaks. Over the course of last year, three of our portables were re-roofed, The paint job we are scheduled for this summer will also have a positive effect on our overall rating.

## 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	33	35	42	42	50	50
Math	14	20	27	26	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	15.9	28.4	20.5

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	360	358	99.44	34.92
Male	168	167	99.40	34.73
Female	192	191	99.48	35.08
Black or African American	24	24	100.00	29.17
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	218	218	100.00	31.19
White	101	99	98.02	43.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	317	315	99.37	34.60
English Learners	81	81	100.00	29.63
Students with Disabilities	32	32	100.00	6.25
Foster Youth	--	--	--	--
Homeless	19	18	94.74	5.26

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	360	358	99.44	20.11
Male	168	167	99.40	25.15
Female	192	191	99.48	15.71
Black or African American	24	24	100.00	8.33
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	218	218	100.00	18.81
White	101	99	98.02	24.24
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	317	315	99.37	20.63
English Learners	81	81	100.00	19.75
Students with Disabilities	32	32	100.00	3.13
Foster Youth	--	--	--	--
Homeless	19	18	94.74	5.26

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)

This has been an area of focus for our school. Currently (2019-20), we have a group of very dedicated parents who serve our students as approved volunteers through our Parent-Teacher Organization (PTO), English Learner Advisory Committee (ELAC)/District English Learner Advisory Committee (DELAC), School Site Council (SSC), District Advisory Committee (DAC) and as classroom aides or field trip chaperones. We regularly thank each of these parents for their support but also prepare a special "Thank You" recognition event where staff get to honor those volunteers for their time/energy.

Over the next year, the principal and staff will work at improving the level of parent involvement within our school. A portion of school funds is allocated to pay the costs of fingerprinting for our parents. Free TB testing is (at times) able to be offered to our parents in conjunction with our Family Outreach program and affiliations with Granite Hills High School and Heritage- Victor Valley Medical Group. These combined efforts create a situation where becoming an approved volunteer can be a no cost process. Efforts are being made to create a warm and inviting atmosphere for all of our parents, including offering translation and/or childcare, where appropriate. Activities (such as Fall Festival, Literature Night, STEM Night) throughout the year will allow parents and students to build a strong connection to their school as they attend and create memories.

New this year, Parents Matter is a program of workshops offered to our parents. Parents are invited to attend 25 minute workshops on scheduled nights that provide information on Aeries gradebook/Parent portal, counseling resources, homework support, etc. Food, translation and childcare are provided to encourage families to attend. A recognition certificate will be provided to those who attend

### 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

Rancho Verde developed its School Safety Plan over a decade ago, and with the support of the site Safety Committee and School Site Council, updates and approves the body of the document annually. In 2016, the district provided a template to promote consistency within all schools and Rancho Verde adopted the use of that template for its Safety Plan.

The site Safety Plan encompasses not only school safety issues, but the campus' Disaster Plan and the procedures and assignments associated with that document. Some of the topics covered in the plan include: the assessment of current crime status on campus (as provided by school police), a list of positive programs available which promote school safety, child abuse reporting procedures, the school Dress Code and discipline rules, and all of the information regarding disaster drill procedures and staff assignments. Staff members are provided a copy of the annually revised Safety Plan. Lock down, fire, and earthquake drills are performed throughout the year. These are scheduled within the site but also reported to the district via a Google Calendar we use internally to maintain a record of such drills.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.3	1.6	1.7
Expulsions Rate	0.4	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.3	4.6	5.1
Expulsions Rate	0.4	0.2	0.2

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*	1366.0

\* 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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
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		5		24		5		24		5	
1	24		4		22		4		24		4	
2	24		4		24		4		22	1	3	
3	24		3		23		4		24		4	
4	32		2	1	24	1	2		24	1	3	
5	32		3		28	1	3		25		3	
6	39		3	1	30	2	3	1	29	2	3	1
Other**	10	3										

\*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	29	29	29

In the Apple Valley Unified School District, Professional Development (PD) occurs at the site level as well as in conjunction with the district office.

The district provides support for particular instructional strategies. Cognitively Guided Instruction (CGI) is a good example of this district supported PD. CGI follows a constructivist model of math instruction. It allows students to construct meaning as they work through complex, real life word problems. Teachers who use this instructional strategy need to be trained in the nuances of lesson planning (to effectively build upon prior knowledge), finding the balance between allowing students to struggle and providing instruction/guidance/feedback, and providing the necessary tools required for students to communicate their understanding in a variety of ways. Along with CGI training, district PD opportunities are provided to staff via the Frontline Education website. Staff can view all upcoming trainings and register for any that pertain to their grade level or span. In addition to this, the district supports our newly hired teachers by providing the Beginning Teacher Support and Assessment (BTSA) program. This program places each qualifying teacher with a support provider/mentor who regularly checks in with the teacher and provides supports necessary for the teacher's professional development.

At the site level, we have two days as administrators that we use exclusively for PD. In the 2019-20 calendar year, Rancho Verde held PD on August 5th and December 19th. On the 19th, teachers participated in a PD session on bullying. In addition to these full days, we also have five annual Staff Meetings and 22 Student Early Release Days (SERD). Our SERDs are used by grade levels to review student work, analyze data and increase effective instruction through dialogue. There are some days where grade levels or spans of grade levels participate in PD opportunities with administration or outside resources (ex. Active Shooter drill/Guided Reading/Para expectations/PBIS). Our Staff Meetings also allow us to hold group PD sessions. The site level also offers "between the bells" PD via our instructional coach. Our instructional coach works individually with teachers who request support. The teacher and coach work together to identify areas of need, create an achievable goal, decide how the goal will be measured and then plan out observations and other supports the teacher may need in order to meet the goal.

Last year (2018/19) and this year (2019/20), Rancho Verde's primary focus has been math instruction. A majority of our students are not meeting grade level standards, as measured by the SBAC state assessment. Online curriculum (iReady Math) was purchased by the district. We have held several PDs regarding usage of this program and continue to familiarize ourselves with the tools the program offers. Our instructional coach has introduced Number Collections to our teachers and it is beginning to be used consistently. CGI training continues to be completed by all teachers. Two types of interim assessments are used for growth monitoring purposes: interim comprehensive assessments (ICAs) and interim assessment blocks (IABs). ICAs mirror the summative assessment in scope and format, while IABs focus on smaller sets of related concepts and provide more detailed information for instructional purposes. Utilizing these components last year, we saw an 8% growth in math performance, based on state assessments.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,699	\$51,374
Mid-Range Teacher Salary	\$73,859	\$80,151
Highest Teacher Salary	\$109,273	\$100,143
Average Principal Salary (ES)	\$128,267	\$126,896
Average Principal Salary (MS)	\$132,444	\$133,668
Average Principal Salary (HS)	\$146,192	\$143,746
Superintendent Salary	\$214,821	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	4%	5%

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

#### Types of Services Funded

In addition to the regular K-12 education program, other services are funded by the general fund, categorical, and special programs. These other services include: special education, counseling, library services, child welfare and attendance, Title I, ELD (English Language Development), School Improvement Program and others. Due to our high percentage of Socio Economically Disadvantaged students, ALL Rancho Verde students qualify for the free breakfast/lunch programs. All students at Rancho Students in 1st - 6th grades identified with need for learning support are invited to participate in our tutoring program. All students who would like to participate in enrichment opportunities (such as pottery or athletics) may sign up when offered. Rancho Verde also runs an After School Education and Safety (ASES) program, which is funded directly from state grant monies. This program is available for students in 1st-6th grades.

#### 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.

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5699.03	597.31	5101.72	71174.16
District	N/A	N/A	9958.47	79336
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-64.5	-10.8
School Site/ State	-22.4	-8.5

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.