



# Ivey Ranch Elementary School

4275 Via Rancho Road • Oceanside CA, 92057 • (760) 966-4800 • Grades K-5

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



### Oceanside Unified School District

2111 Mission Avenue  
Oceanside CA, 92058  
(760) 966-4000  
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#### District Governing Board

Eleanor Juanita Evans, President

Mike Blessing, Vice President

Eric Joyce, Clerk

Raquel Alvarez, Member

Stacy Begin, Member

#### District Administration

Julie Vitale, Ph. D.

**Superintendent**

Shannon Soto, Ed. D.

**Deputy Superintendent**

Todd McAteer

**Associate Superintendent Human  
Resources**

Mercedes Lovie, Ed. D.

**Associate Superintendent Business  
Services**

### School Description

Welcome to Ivey Ranch Elementary, home of the Coyotes!

#### **Ivey Ranch Vision Statement:**

We believe our school is a community of students, staff, and families working together to ensure ALL students reach their full potential. We expect our students to question, communicate, creatively solve problems, think critically, and work collaboratively with others. Students are guided to be responsible people of character who strive to make the world a better place.

Our Instructional foci for the year include: Ivey Ranch will continue to build student literacy, develop conceptual understanding of mathematics, and foster understanding of and appreciation for social and natural sciences. We work toward cultivating a culture of thinking and emphasize our responsibility to grow as independent and collaborative thinkers.

#### **We embrace:**

- 1.) Literacy for all and in all curricular and social areas
- 2.) Providing a safe and nurturing environment
- 3.) Using Professional Learning Communities as a means to improve, measure, and monitor student learning with research based strategies
- 4.) Daily demonstration of personal commitment to the academic and social success of every member of our school community
- 5.) Purposeful integration of technology

Ivey Ranch Elementary is located in the Rancho Del Oro neighborhood of Oceanside. The school is a hub of this strong community where parents are on campus throughout the day in various capacities. Ivey Ranch was honored in 2000 and 2006 as a California Distinguished School. We were honored as a National Blue Ribbon school in 2001. The K-5 facility, built in 1991, is comprised of 32 classrooms, a multi-purpose room, cafeteria and a library. We have between 2 and 7 desktop computers in each classroom, a 3:5 ratio of Chromebooks to students in grades 1-5, and wireless access throughout the school.

Students at Ivey Ranch Elementary are motivated and supported to be active participants in achieving their long and short term academic and personal goals. Ivey Ranch teachers follow the district and state guidelines with a commitment to implementing the research-affirmed practices and strategies, all the while utilizing time efficiently and creating a safe and supportive environment. Parent partnerships are integral to ensure that each child develops the intellectual and emotional capacities to be a life-long learner. We welcome every family to become a part of our community of learners. Our goal is to involve all students and families in every aspect of the culture of community and thinking at Ivey Ranch.

## 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	99
Grade 1	111
Grade 2	120
Grade 3	120
Grade 4	131
Grade 5	119
Total Enrollment	700

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.1
Asian	6.3
Filipino	3.7
Hispanic or Latino	35.4
Native Hawaiian or Pacific Islander	2.3
White	36.6
Two or More Races	10.6
Socioeconomically Disadvantaged	34.6
English Learners	7.9
Students with Disabilities	10
Homeless	0.3

## 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 Ivey Ranch Elementary	17-18	18-19	19-20
With Full Credential	35	0.0	32
Without Full Credential	0.0	0.0	0
Teaching Outside Subject Area of Competence	0.0	0.0	0

Teacher Credentials for Oceanside Unified	17-18	18-19	19-20
With Full Credential	♦	♦	854.72
Without Full Credential	♦	♦	0.00
Teaching Outside Subject Area of Competence	♦	♦	9.00

### Teacher Misassignments and Vacant Teacher Positions at Ivey Ranch Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0.0	0.0	0
Total Teacher Misassignments*	0.0	0.0	0
Vacant Teacher Positions	0.0	0.0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

### Textbooks and Instructional Materials

Year and month in which data were collected: Sept. 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Houghton Mifflin Reading California: Adopted 2003 <ul style="list-style-type: none"> <li>• Big Books (Grade K)</li> <li>• Textbooks (Grades 1-5)</li> </ul> Houghton Mifflin ELD, Adopted 2011 <ul style="list-style-type: none"> <li>• Practice Books (K-5)</li> </ul> K-5 ELD: Houghton Mifflin ELD: Practice Books, Adopted 2011
<b>Mathematics</b>	Houghton Mifflin Harcourt GoMath!, Adopted 2016 <ul style="list-style-type: none"> <li>• Student Edition</li> </ul>
<b>Science</b>	FOSS, Delta Education: Science Kits, Adopted 2008
<b>History-Social Science</b>	Reflections/Harcourt, Adopted 2007 <ul style="list-style-type: none"> <li>• Big Books (Grade K-1)</li> <li>• Textbooks (Grades 2-5)</li> </ul>

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

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

#### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 11/8/2019

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	CONF RM: 4. WATER STAIN CEILING TILES LAB/ RM 17: 4. WATER STAIN CEILING TILES P RM 14: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON WEST EAVE RM 7: 4. WATER STAIN CEILING TILES RM 9: 4. WATER STAIN CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	KITCHEN: 11. PAINT IS CHIPPING ON DOOR P RM 10: 11. PAINT IS CHIPPING ON WEST EAVE 12. FOUNDATION IS SINKING AT WEST END P RM 11: 11. PAINT IS CHIPPING ON WEST EAVE P RM 12: 11. PAINT IS CHIPPING ON WEST EAVE P RM 13: 11. PAINT IS CHIPPING ON WEST EAVE P RM 14: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON WEST EAVE P-RM 21: 11. PAINT IS CHIPPING ON SIDING

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	BOYS RR: 12. SIGN IS BROKEN AT ENTRY/ INJURY HAZARD (SEE PIC) P RM 10: 11. PAINT IS CHIPPING ON WEST EAVE 12. FOUNDATION IS SINKING AT WEST END RM 24: 12. DRY ROT ON EXTERIOR BEAM AT ENTRY RM 25: 12. DRY ROT ON EXTERIOR BEAM AT ENTRY RM 26: 12. DRY ROT ON EXTERIOR BEAM AT ENTRY (SEE PIC)
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	61	65	45	46	50	50
Math	64	61	36	36	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	23.1	18.2	25.6

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	370	361	97.57	65.37
Male	179	176	98.32	57.95
Female	191	185	96.86	72.43
Black or African American	11	11	100.00	36.36
American Indian or Alaska Native	--	--	--	--
Asian	22	21	95.45	76.19
Filipino	13	12	92.31	75.00
Hispanic or Latino	112	110	98.21	57.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	151	150	99.34	72.00
Two or More Races	41	39	95.12	61.54
Socioeconomically Disadvantaged	143	140	97.90	50.71
English Learners	41	40	97.56	52.50
Students with Disabilities	38	34	89.47	11.76
Students Receiving Migrant Education Services	--	--	--	--

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	370	360	97.30	61.11
Male	179	176	98.32	61.36
Female	191	184	96.34	60.87
Black or African American	11	11	100.00	18.18
American Indian or Alaska Native	--	--	--	--
Asian	22	21	95.45	71.43
Filipino	13	11	84.62	81.82
Hispanic or Latino	112	110	98.21	54.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	151	150	99.34	66.00
Two or More Races	41	39	95.12	66.67
Socioeconomically Disadvantaged	143	140	97.90	49.29
English Learners	41	40	97.56	62.50
Students with Disabilities	38	34	89.47	23.53
Students Receiving Migrant Education Services	--	--	--	--

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)

Ivey Ranch thrives on the contributions and expertise of volunteers. Parent volunteers log in almost 800 hours monthly and participate in the School Site Council, PTO, English Language Advisory Committee, District Advisory councils, tutoring, regular classroom support, student celebrations including Coyote Lunch Bunch and Reading Counts, and office and school events. Our PTO is an extremely hard-working group dedicated to providing support to our school with fund-raising events, family fun-night activities, organizing spirit and recognition events, and facilitating opportunities for families to learn more about our school.

To volunteer, contact classroom teachers or our PTO president at [www.iveyranchpto.com](http://www.iveyranchpto.com). Parents can also stay involved through our Ivey Ranch PTO page on Facebook, and by following Ivey Ranch Elementary on Twitter and Instagram at @IRaCoyote and #coyotesconnect.

### 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

School custodians ensure a clean and safe campus on a daily basis and work collaboratively with district personnel to address site needs. We conduct monthly inspections of the playground. Staff reviews emergency procedures at the beginning of each school year and engage in practice drills with students each month. The campus is secured during the school day, and there is access only through the front office during school hours. The school office staff greets and identifies all visitors. All visitors must sign in and receive a visitor's badge to be on campus.

We provide campus supervision before school, at recess and lunch. We also employ crossing guards before and after school. Ongoing collaboration with local police agencies supports with developing safe ingress and egress process.

We revise the Safe School Plan every spring and review it throughout the year with staff and parents. Our main goals are to continue training and practicing for crisis response and to ensure that the campus is secure. We also provide training for staff on bullying and conflict management. We use strategies found in the Second Step program, class meetings, and counseling services to support social-emotional development. We work with families to connect them with outside resources to provide support for a variety of different needs if/when necessary.

School plans are reviewed by community, students, and staff in January to enhance clarity.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	1.4	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.8	2.5
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

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

#### Student Support Services Staff (School Year 2018-19)

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

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	4		20	5			24		4	
1	18	6			23		5		27		4	
2	21	1	5		23	1	4		26		4	
3	21	2	4		20	3	3		22		6	
4	32		5		24		5		33		2	2
5	27		5		31		5		29		4	
Other**					13	1			7	2		

\*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

Teachers are focusing on professional development related to our School Plan goals. These goals were selected based on review of our 2019 CAASPP data as well as community feedback in the LCAP survey. Ivey Ranch staff analyze data to make decisions that advance student achievement. School goals focus upon improving academics, creating inviting environments, increasing opportunities for including families, and supporting the growth of students with a native language other than English.

Teachers are developing their expertise in using the newly-adopted Benchmark Advance literacy curriculum and focusing upon best practices to meet the needs of English Language Learners. This includes examining new instructional strategies as well as additional social emotional practices that develop comfortable learning environments.

Professional development is delivered in a variety of ways including on-site and off-site training, bi-weekly Professional Learning Community meetings, staff workshops, online collaboration with colleagues, peer observation, and individual mentoring as needed. Teachers are supported by their grade level and site administration. Administration work with district level leadership to monitor students data for the purpose of ensuring that staff have the resources necessary to successfully implement all professional development.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,351	\$51,374
Mid-Range Teacher Salary	\$75,082	\$80,151
Highest Teacher Salary	\$98,969	\$100,143
Average Principal Salary (ES)	\$123,269	\$126,896
Average Principal Salary (MS)	\$127,602	\$133,668
Average Principal Salary (HS)	\$130,709	\$143,746
Superintendent Salary	\$257,005	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	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/).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11576.55	3274	8302.54	\$78,408
District	N/A	N/A	\$9,137.87	\$81,388.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-9.6	-3.7
School Site/ State	10.1	-4.5

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.



**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.