



Von Renner Elementary School

1388 Patchett Drive • Newman CA 95360 • 209-862-2868 • Grades K-5

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



Newman-Crows Landing Unified School District

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District Governing Board

Janice Conforti President

RoseLee Hurst

Paul Wallace, Clerk

Tim Bazar

Vernon Snodderly

District Administration

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Superintendent

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Director of Human Resources

Kim Bettencourt
Director of Curriculum and
Instruction

Alyssa Souza
Director of Special Education

Caralyn Mendonca
Director of Fiscal Services

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Director of Maintenance and
Operations

School Description

Our mission is to value the unique and diverse needs of our students while holding high expectations for all so they can develop academically, intellectually, and socially. Our goal is to increase student achievement, support our dual language immersion strand, and provide all students opportunities to be successful in the 21st century.

What Makes Von Renner Unique:

- Von Renner was established in 1960 and has been serving students of the Newman community for over 50 years.
- Von Renner has a high percentage of students remain at the school throughout their K-5 elementary school experience.
- Von Renner's teaching staff has taught generations of students and has resulted in parents trusting the staff and the school with their children.
- Von Renner houses the District's Dual Language Immersion program.
- Von Renner offers many services including GATE, Special Education, Behavioral Support, Social Skills, Counseling, and Speech services.
- Von Renner has strong involvement from our Parent Teacher Organization (PTO) which provides : family events, assemblies, and the annual harvest carnival.

The Von Renner Staff is committed to character education and excellence and it is our intent to encourage a community of lifelong learners who function responsibly, positively, and productively in society. As our dual language immersion strand, traditional strand, and special education strand work independently at times, it is our expectation that collaboration within cohorts, the full implementation of CCSS, the use of common best practices through the ICLE Framework, and cohesion among staff will contribute to one common goal: student growth and achievement. The Von Renner staff teaches the whole child and an appreciation of the arts, specifically, art, music, and language, are deeply rooted in the culture at Von Renner.

Von Renner's Core Values:

Kind- Be Nice to People

Hard-Workers- Stay Focused

Remain Positive- Never Give Up

Problem Solvers- Try New Things

Academic Tenacity- Always Achieve

Safe and Respectful- To Others, Our School, and Ourselves

BE KIND!

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	89
Grade 1	97
Grade 2	96
Grade 3	88
Grade 4	84
Grade 5	113
Total Enrollment	567

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	0.2
Hispanic or Latino	88.4
Native Hawaiian or Pacific Islander	0.5
White	8.1
Two or More Races	2.1
Socioeconomically Disadvantaged	74.4
English Learners	43.9
Students with Disabilities	12.7
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 for Von Renner	17-18	18-19	19-20
With Full Credential	23	24	22
Without Full Credential	3	3	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Newman-Crows	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Von Renner 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	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: 9/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advanced/ Adelante The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math /Engage New York The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton Mifflin 2007 Foss 2007 Mystery Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The 99.70% Exemplary FIT rating is a reflection of the overall condition of the facilities at Von Renner Elementary School. It was noted on the report that there has been great improvements to the overall appearance and functionality on the campus.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 9/9/2019

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

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	23	26	41	40	50	50
Math	24	20	25	25	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	15.3	17.1	6.3

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	284	284	100.00	26.06
Male	132	132	100.00	21.97
Female	152	152	100.00	29.61
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	243	243	100.00	24.28
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.00	35.71
Two or More Races	11	11	100.00	36.36
Socioeconomically Disadvantaged	214	214	100.00	22.43
English Learners	136	136	100.00	20.59
Students with Disabilities	42	42	100.00	7.14
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	284	284	100.00	20.42
Male	132	132	100.00	21.97
Female	152	152	100.00	19.08
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	243	243	100.00	17.70
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.00	35.71
Two or More Races	11	11	100.00	36.36
Socioeconomically Disadvantaged	214	214	100.00	17.29
English Learners	136	136	100.00	15.44
Students with Disabilities	42	42	100.00	2.38
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Von Renner parents are encouraged to participate in school activities with school wide programs to develop a positive, supportive relationship with the school, home, and community. They are invited to join our school site council and/or they may contact our parent engagement representative, Claudia Diaz. Our goal is to facilitate a partnership to support student achievement. The Von Renner staff communicates to parents in the following ways: school newsletters, flyers, district calendar, phone, and most frequently with teacher communication programs (Class Dojo, Artsonia, Edmodo, etc.). Parent conferences, Homework Dinners, Back to School Night, Open House, and 2nd Cup of Coffee meetings are opportunities to bridge home-school connections.

Opportunities for parent involvement include:

- School Site Council
- Migrant Education/ ELAC Parent Advisory Committee
- Site Representatives on district committees
- Second Cup of Coffee
- Parent Workshops
- DELAC
- Adult ESL Classes
- Safety Committee
- Parent Volunteer Opportunities
- PTO (Parent Teacher Organization)
- Use of Class Dojo as a parent information tool

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

Von Renner provides a safe and clean learning environment for students, staff, parents, and the community. Von Renner's School Site Safety Committee is comprised of teachers, classified staff, the school administrator, and parents. The Safety committee meets three times a year. The Safety Plan is updated, reviewed and approved annually. The School safety plan was updated in September 2019 and approved by the School Board, November 12, 2019.

Student safety and supervision is a school-wide commitment and responsibility. Staff share in the responsibility of student supervision. Yard duty staff supervise students during morning recess and lunch recesses. Positive behavior intervention supports are being implemented school-wide as a measure of personal responsibility, safety, and accountability. A district School Resource Officer is available and makes regular, weekly check-ins with students and staff.

Von Renner has an active student safety patrol led by hired staff. Safety Patrol performs their duties before and after school, ensuring students enter and exit campus safely and orderly. Fire drills, earthquake drills and lock down drills are conducted regularly. All visitors report to the office and follow check-in procedures.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.1	2.5	4.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.1	5.4	6.6
Expulsions Rate	0.2	0.1	0.1

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	567.0

* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
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	24		4		22	2	2		22	1	3	
1	18	4			24		4		24		4	
2	20	4			19	4			24		4	
3	21	1	4		19	3	1		21	2	1	
4	27		3		23	1	4		21	1	3	
5	23	1	3		26		3		20	1	5	
Other**									26		1	

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

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

Teachers are provided with staff development at Von Renner Elementary School twice a month in addition to district professional development opportunities. The teaching staff is also provided with an hour weekly to meet within their professional learning communities to evaluate data and instruction. Priorities for staff development in 2019-2020 include: ELD training, NGSS Science training and planning, training and development with the use of the Rigor and Relevance Framework, and training supporting our Benchmark ELA adoption. The priorities were selected and assessed by evaluating current programs and data and the need to shift pedagogy to respond to 21st century demands. Teachers are supported with methods and implementation with the use of exemplar videos, assistance from the district technology coach, assistance from the district curriculum director, and with tools and resources from administration. ICLE personnel provide professional development opportunities to administration and teaching staff, as well as, support in goal setting and implementation.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,593	\$46,208
Mid-Range Teacher Salary	\$76,681	\$72,218
Highest Teacher Salary	\$95,724	\$92,742
Average Principal Salary (ES)	\$103,791	\$134,864
Average Principal Salary (MS)	\$111,713	\$118,220
Average Principal Salary (HS)	\$126,617	\$127,356
Superintendent Salary	\$198,456	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	33%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,759.81	\$1,470.82	\$5,288.99	\$68,074.36
District	N/A	N/A	\$11,069.00	\$74,701.00
State	N/A	N/A	\$12,147.00	\$80,680.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-70.7	-9.3
School Site/ State	-78.7	-16.9

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

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

Types of Services Funded

Von Renner provides students with general and special education services. In addition, our school site offers a K-5 dual language immersion program. We provide both a special day class and resource support to students with disabilities. We provide after school intervention for struggling students, through the Low-Performing Block Grant. Von Renner provides bi-weekly GATE Opportunities for students that excel. Other enrichment and extra-curricular programs include an after-school program, a music program, and before school clubs depending on student interest.

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.