



# Rancho Elementary School

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

Elisa Holston-Arteaga, Principal  
elisa.holstonarteaga@lmsvschools.org  
<https://www.lmsvschools.org/rancho/>

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



### La Mesa-Spring Valley School District

4750 Date Avenue  
La Mesa, CA 91942-9214  
(619) 668-5700  
[www.lmsvschools.org](http://www.lmsvschools.org)

#### District Governing Board

Dr. Emma Turner, Board President  
Rebecca McRae, Board Vice President  
Chardá Fontenot, Clerk  
Megan Epperson, Board Member  
Jim Long, 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  
Valerie Ranum  
Director, Business Services  
Jill Whittenberg  
Director, Child Nutrition  
Xavier Thomas  
Director, Classified Personnel  
Seth Boomgarden  
Director, Fiscal Services  
Camille Antaky  
Director, Information Technology  
Jason Brust  
Director, Maintenance, Operations & Facilities  
Cara Lawler  
Director, Technology & Learning Resources  
Nick Richard  
Director, Transportation

### School Description

Rancho Campus is a diverse community school with 341 students in attendance, including preschool through sixth grade. We are committed to creating a caring and focused learning community that fosters connectedness and prepares our students for personal and academic success. At Rancho, every child is known and experiences authentic connection with our dedicated staff.

Expert teachers curate meaningful learning experiences that engage and support students to meet the rigorous expectations of California State Standards. We offer a broad course of study that leverages the power of technology with one to one devices for students in grades one to six to better address individual needs and to make learning relevant and engaging. From our comprehensive and individualized reading and math instruction to motivating hands-on projects in literature, science and social studies with a real-world and socially conscious lens, our children are nurtured, challenged, and inspired to soar and transform.

Teachers work collaboratively to establish goals for student learning, align instruction and monitor student progress through lesson reflection and data analysis. Instruction is differentiated to scaffold learning for students at varying levels and classroom teachers work with a dedicated team of intervention and support staff to provide extra support for students in need of additional assistance through a tiered intervention system. We are also home to 3 special day classes that serve students with moderate to severe disabilities. Student efficacy is promoted as students are supported to understand learning objectives and set personal goals for improvement. Social emotional learning is prioritized through daily classroom activities and augmented through Safe School Ambassadors and Anchored 4 Life under the leadership of our full time social worker.

## 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	44
Grade 1	58
Grade 2	51
Grade 3	58
Grade 4	44
Grade 5	43
Grade 6	46
Total Enrollment	344

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	12.8
Asian	1.5
Filipino	8.7
Hispanic or Latino	63.7
Native Hawaiian or Pacific Islander	0.3
White	8.4
Two or More Races	4.7
Socioeconomically Disadvantaged	73.5
English Learners	26.7
Students with Disabilities	13.7
Homeless	3.5

## 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 Rancho Elementary	17-18	18-19	19-20
With Full Credential	22	21	21
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for La Mesa-Spring Valley	17-18	18-19	19-20
With Full Credential	♦	♦	516
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Rancho 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: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>TK, Houghton Mifflin-Harcourt, Journeys - Year Adopted 2009  K – 6th, McGraw-Hill, Wonders - Year Adopted 2016  K – 3rd, McGraw-Hill, Maravillas - Year Adopted 2016  7th – 8th, McGraw-Hill, StudySync - Year Adopted 2015</p> <p>Supplemental Instructional Materials:  Cambrium Learning, Read Well - Year Adopted 2013  McGraw-Hill, Flex Literacy - Year Adopted 2017  McGraw-Hill, Wonder Works - Year Adopted 2016</p> <p>English Language Development  TK, Hampton Brown, Avenues - Year Adopted 2011  K – 6th, McGraw-Hill, Wonders, English Language Development - Year Adopted 2016  7th – 8th, McGraw-Hill, StudySync, English Language Development - Year Adopted 2009</p> <p>The textbooks listed are from most recent adoption: Yes  Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>TK – 5th, Houghton Mifflin-Harcourt, Expressions - Year Adopted 2015  6th College Board, Springboard - Year Adopted 2015  6th – 8th, College Preparatory Math - Year Adopted 2019</p> <p>Supplemental Instructional Materials:  Moby Max - Year Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes  Percent of students lacking their own assigned textbook: 0</p>
Science	<p>TK-5th, Pearson Scott-Foresman, California Science - Year Adopted 2007  6th – 8th, Holt, Rinehart &amp; Winston, Holt California Science - Year Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes  Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>TK – 5th, Pearson Scott-Foresman, History-Social Science for California - Year Adopted 2006  6th, Glencoe McGraw-Hill, Discovering our Past - Year Adopted 2006  7th – 8th, National Geographic, World History &amp; US History - Year Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes  Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>6th – 8th, Prentice Hall, Realidades - Year Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes  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)**

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 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 Fair	Repair wall surfaces and baseboards.
<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	
<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

### 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	51	52	53	53	50	50
Math	26	35	40	42	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	26.8	19.5	7.3

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	181	180	99.45	51.67
Male	94	94	100.00	53.19
Female	87	86	98.85	50.00
Black or African American	19	19	100.00	47.37
Asian	--	--	--	--
Filipino	16	15	93.75	80.00
Hispanic or Latino	118	118	100.00	44.92
White	14	14	100.00	57.14
Two or More Races	11	11	100.00	72.73
Socioeconomically Disadvantaged	153	152	99.35	49.34
English Learners	65	64	98.46	46.88
Students with Disabilities	23	23	100.00	17.39
Homeless	11	11	100.00	0.00

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	181	181	100.00	34.81
Male	94	94	100.00	39.36
Female	87	87	100.00	29.89
Black or African American	19	19	100.00	26.32
Asian	--	--	--	--
Filipino	16	16	100.00	62.50
Hispanic or Latino	118	118	100.00	27.12
White	14	14	100.00	57.14
Two or More Races	11	11	100.00	45.45
Socioeconomically Disadvantaged	153	153	100.00	33.99
English Learners	65	65	100.00	27.69
Students with Disabilities	23	23	100.00	0.00
Homeless	11	11	100.00	0.00

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)

Family and parent engagement is a priority at Rancho Elementary School. Parents are actively involved in governance through SSC (School Site Council), and ELAC (English Learner Advisory Council) with elections held yearly. Both parent groups meet regularly and review student progress and academic programs and make recommendations to support student success, overseeing the School Plan for Student Achievement (SPSA). ELAC provides further guidance on programs for English Learners. The PTA meets monthly and organizes several valuable events that help to foster strong community bonds. They also assist with coordinating our active parent volunteers. Rancho hosts several regular events to bring families onto our campus such as weekly community circles, monthly Family Reading Fridays, and family lunches to help cultivated trust and connectivity. Our Parent-Family Engagement 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.9	0.5	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.3	4.0	4.6
Expulsions Rate	0.0	0.0	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*	688.0

\* 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	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	4.0
Resource Specialist (non-teaching)	.8
Other	2.6

\* 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	20	1	3		27		3		20	1	2	
1	26		1		26		1		23		2	
2	24		3		28		2		25		2	
3	32		1		28		1		28		2	
4	25	1	1	1	35			1	29		1	
5	35			1	22	1	1		30		1	
6	34			2	25	1	2		25	1	2	
Other**	12	1			20	1	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	63	92	71

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.

New for the 2019-20 school year is our Blended Professional Development program which will offer online professional development options while still offering face-to-face professional development. Some of the professional learning that we will offer includes: Igniting ELD multi-year seminars where teachers learn and implement strategies for designated and integrated ELD and using formative assessment to guide standards-based instruction, Mindful Math where participants will develop deeper understandings of math teaching and how to enrich it while making the District math curriculum more accessible to their students, and ProAct, which teaches participants techniques they can use to deescalate a child's behavior. 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, online courses, and one-on-one coaching and modeling. Select teachers also attend conferences and workshops offered through outside agencies. District staff also partners with principals providing professional development at site learning days and staff meetings.

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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,772	\$45,741
Mid-Range Teacher Salary	\$71,738	\$81,840
Highest Teacher Salary	\$103,837	\$102,065
Average Principal Salary (ES)	\$139,958	\$129,221
Average Principal Salary (MS)	\$135,888	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$225,239	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
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

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

#### 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	\$5,309.34	\$335.65	\$4,973.69	\$66,920.00
District	N/A	N/A	\$5,837.70	\$86,058.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-16.0	-25.0
School Site/ State	-40.6	-21.0

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.