

El Rancho Charter School

181 South Del Giorgio Rd. • Anaheim • 714-997-6238 • Grades 7-8

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

El Rancho Charter School

181. S. Del Giorgio Dr.
Anaheim Hills, Ca, 92808
(714) 997-6238
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District Governing Board

Michele Walker- Principal
Fran Loeffler- Business Manager
Jennifer Berkson- Parent
Jennifer Carillo- Parent
Mandana Nowroozi- Parent
Latisha Lorenz- Teacher
Nicole Zakharin- Teacher
Ryan Lane- Classified
Craig Floerke- Community Member

District Administration

Superintendent

Deputy Superintendent- Educational
Services

Assistant Superintendent- Business
Services/CBO

Assistant Superintendent- Human
Resources

School Description

Welcome to El Rancho Charter School! We are honored to offer a high quality education to the middle school students in Anaheim Hills. We are extremely proud of our achievements and awards that we have attained over the last several years. With the new CAASPP assessment in place, the goal is to continue to implement interventions for struggling students, analyze common assessments, and align our courses with 21st Century learning standards that focus on critical thinking and problem solving skills. We have implemented our expertise in the use of the Professional Learning Community model to make this happen. We have also created positive changes by instituting a bi-weekly Tutorial to help struggling students. Additionally, El Rancho has added two period math and English blocks designed to give students additional time to master concepts. El Rancho currently offers iPad English, history, and science this academic year, including honors sections for all three subjects. We are proud of our rigorous and engaging course offerings, which include over 45 different elective choices.

Our second major goal is the construction of a new state-of-the-art science building and athletic gymnasium. The El Rancho Charter Board has selected the architect and developer that will construct both new buildings. Construction began June 2016 and we look forward to the facility opening for the start of the 2017-18 school year. These new additions will mean that El Rancho will have one of the top middle school facilities in Southern California.

We are very proud of the most recent awards we have received. In 2013, we were recognized for the second time as a California Distinguished School. Also, in that year, The Orange County Register named El Rancho as the number one middle school in the county. In 2015, El Rancho was again recognized by the State of California in winning the first ever Golden Ribbon Award. As part of this award, the school was additionally recognized for our exemplary arts programs.

El Rancho is always looking for new and innovative ways to offer a rich academic program that maximizes learning and challenges all of our students. Our charter status gives us the ability to “think outside the box” and gives us the autonomous edge we need to offer a site-specific program reflective of our learners’ needs.

Michele Walker, Principal

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	590
Grade 8	562
Total Enrollment	1,152

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	19.1
Filipino	3.6
Hispanic or Latino	18.8
Native Hawaiian or Pacific Islander	0.4
White	52.3
Two or More Races	2.2
Socioeconomically Disadvantaged	13.7
English Learners	3.7
Students with Disabilities	6.6
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

El Rancho Charter School	14-15	15-16	16-17
With Full Credential		40	40
Without Full Credential			
Teaching Outside Subject Area of Competence			
El Rancho Charter School	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

El Rancho Charter School	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

**2015-16 Percent of Classes In Core Academic Subjects
Core Academic Classes Taught by Highly Qualified Teachers**

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials Year and month in which data were collected: 9/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Timeless Voices, Timeless Themes: Bronze Level - Prentice Hall Adopted in 2002 Timeless Voices, Timeless Themes: Silver Level - Prentice Hall Adopted in 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Math 7- McGraw-Hill Adopted in 2015 Math 7 Accelerated - McGraw-Hill Adopted in 2015 Math 8 - McGraw-Hill Adopted in 2015 Algebra: Structure and Method - McDougal Littell Adopted in 2000 Geometry - McDougal Littell Adopted in 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Life Science - Holt Adopted in 2007 California Physical Science - Holt Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Discovering Our Past: Medieval and Early Modern Times - Glencoe/McGraw Hill Adopted in 2006 Discovering Our Past: The American Journey to World War I - Glencoe/McGraw Hill Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The facilities at El Rancho Charter School are in excellent condition and rated “exemplary” by the State of California. Since the school converted to charter eleven years ago, we have invested more than two million dollars in improving and updating our facilities. Many of the improvements relate to student safety and comfort. The biggest improvement was the replacement of the school’s heating and air conditioning system. Enhancements have been made to student bathrooms and several P.E. areas including the weight room. A new student lunch shelter has been added and we are in the process of building a new state-of-the-art science building and gymnasium. In an effort to make our facilities as energy efficient as possible, we are working with the City of Anaheim to install energy saving enhancements and efficiency projects. To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we’ve answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 08/19/2016

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

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	97	94	92	73	68	64	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	8.7	15.3	67.6

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	69	72	50	53	44	48
Math	56	62	38	40	34	36

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	568	555	97.7	91.5
Male	308	300	97.4	89.0
Female	260	255	98.1	94.5
Black or African American	14	12	85.7	66.7
Asian	104	104	100.0	97.1
Filipino	20	20	100.0	100.0
Hispanic or Latino	119	118	99.2	83.1
White	286	278	97.2	93.9
Two or More Races	12	12	100.0	83.3
Socioeconomically Disadvantaged	75	70	93.3	88.6
English Learners	19	19	100.0	52.6
Students with Disabilities	39	37	94.9	59.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	595	587	98.7	69.5
	8	567	557	98.2	73.7
Male	7	315	310	98.4	64.1
	8	307	301	98.0	68.3
Female	7	280	277	98.9	75.5
	8	260	256	98.5	80.1
Black or African American	8	14	12	85.7	41.7
Asian	7	115	115	100.0	89.6
	8	104	104	100.0	90.4
Filipino	7	22	22	100.0	90.9
	8	20	20	100.0	75.0
Hispanic or Latino	7	98	97	99.0	52.6
	8	118	118	100.0	61.0
White	7	322	315	97.8	66.9
	8	286	279	97.5	74.5
Two or More Races	7	14	14	100.0	71.4
	8	12	12	100.0	75.0
Socioeconomically Disadvantaged	7	82	81	98.8	51.3
	8	75	72	96.0	56.3

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	7	18	17	94.4	11.8
	8	19	19	100.0	10.5
Students with Disabilities	7	47	44	93.6	9.1
	8	39	37	94.9	16.2

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	595	587	98.7	59.1
	8	595	587	98.7	59.1
Male	7	315	310	98.4	56.8
	8	315	310	98.4	56.8
Female	7	280	277	98.9	61.7
	8	280	277	98.9	61.7
Asian	7	115	115	100.0	82.6
	8	115	115	100.0	82.6
Filipino	7	22	22	100.0	81.8
	8	22	22	100.0	81.8
Hispanic or Latino	7	98	97	99.0	39.2
	8	98	97	99.0	39.2
White	7	322	315	97.8	56.5
	8	322	315	97.8	56.5
Two or More Races	7	14	14	100.0	50.0
	8	14	14	100.0	50.0
Socioeconomically Disadvantaged	7	82	81	98.8	40.7
	8	82	81	98.8	40.7
English Learners	7	18	17	94.4	11.8
	8	18	17	94.4	11.8
Students with Disabilities	7	47	44	93.6	13.6
	8	47	44	93.6	13.6

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

El Rancho feels that parent involvement is key to the success of our students. As a charter school, we encourage all families to participate in school activities each school year. Parents are always welcome at El Rancho. Twice per year, we host a special visitation day where parents can shadow their students throughout the day to understand fully what their child’s academic day looks and feels like. Sometimes they are even asked to participate in the lessons! Parents also participate in a major way through our Parent – Teacher – Student Association (PTSA). This group is very active in a number of activities including fundraising, career day, international day, parent education and chaperoning of events and trips.

For information about volunteering at our school, please contact the office.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

El Rancho has developed a comprehensive safety plan to prevent, prepare, respond and recover from emergencies that are caused by nature or man. Our emergency plan is updated annually according to OUSD and FEMA guidelines and the El Rancho Charter Board reviews and adopts the new plan every March.

Student safety and quality instruction are El Rancho’s primary goals. To that end, two of our administrators have recently been certified in the FEMA Emergency Management System and are trained to be incident commanders in case of a local, state or federal emergency. El Rancho students practice quick and efficient evacuation from the buildings on campus, as well as practicing initial personal protection should an earthquake or natural disaster occur. Additionally, staff and students participate in full lockdown drills in the event of a violent intruder or situation affecting the campus. We prepare our students for every eventuality, such as practicing evacuation during a passing period or during lunch. Staff time is spent annually to develop and advise employees of their role during an emergency. Crisis response teams are mobilized during specific drills, so that in the event of a disaster, El Rancho can ensure the safety of all students, staff and faculty. Quarterly drills ensure that evacuation and response is as seamless as possible. As a staff at El Rancho, we hope for the best, but prepare for the worst.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	5.4	5.7
Expulsions Rate	3.7	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.6	2.8	3.1
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		73.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	0.8
Speech/Language/Hearing Specialist	0.8
Resource Specialist	2.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	283

* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	26	28	31	20	12	5	10	16	10	24	21	23
Mathematics	28	27	28	9	14	8	22	12	16	19	22	17
Science	32	34	34	6	3	2	5	6	7	26	26	25
Social Science	33	35	34	5	4	2	3	2	9	28	28	23

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

2015-2016: 2.0
 2014-2015: 2.0
 2013-2014: 2.0

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (ES)	\$122,017	\$115,631
Average Principal Salary (MS)	\$123,406	\$120,915
Average Principal Salary (HS)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of District Budget		
Teacher Salaries	39%	37%
Administrative Salaries	5%	5%

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

Types of Services Funded

El Rancho is able to provide our students with intervention programs on a daily basis both during the school day and after school. Within the school day, we offer support through our Skills and Success classes which teaches organization, study skills, reading comprehension skills, and supports students core classes. We also support our students through our AVID program, which teaches organization, study skills, reading and writing strategies, and analytical thinking. We also set aside thirty-two minutes twice a week for our tutorial program, which provides time during the school day for staff to re-teach concepts and for students to complete missing tests and assignments and receive homework help. We also offer an After-School Intervention program where a small group works closely with our staff to complete homework assignments and receive support in their core classes. Students can also attend Math Academy in the morning or after school to receive help with math concepts and homework. In addition, we offer homework club where students have a quiet environment to work on their homework and ask for assistance from the supervising teacher.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,090	\$191	\$7,899	\$70,777
District	♦	♦	\$5,308	\$78,819
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			48.8	-4.1
Percent Difference: School Site/ State			47.7	-3.0

* Cells with ♦ do not require data.