



El Rancho Charter School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

El Rancho Charter School

181. S. Del Giorgio Dr.
Anaheim, CA 92808
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District Governing Board

Michele Walker- Principal
Fran Loeffler- Business Manager
Craig Floerke- Community Member
Scott Castro - Teacher
Brad Vargyas- Teacher
Jennifer Berkson- Parent
Jennifer Carillo- Parent
Megan Lungsberg- Parent
Natasha Garabedien- Classified

District Administration

Gunn Marie Hansen, Ph. D.
Superintendent
David Rivera
Assistant Superintendent- Business Services/CBO

William Kissee
Assistant Superintendent- Human Resources

Elizabeth Truex
Assistant Superintendent - Educational Services

Ronald Lebs
Assistant Superintendent - Facilities Planning

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 interventions for all of our students, analyze common assessments, and align our courses with 21st Century learning standards that focus on critical thinking and problem solving skills. During our collaboration meetings, we make full use of the Professional Learning Community model to deliver new AVID strategies and technology resources to our teaching staff. We continue to implement a bi-weekly Tutorial directed towards helping students with specific deficiencies in course content or state testing claims. Additionally, El Rancho has added a two period math block designed to give students additional time to master concepts. We are proud of our rigorous and engaging course offerings, which include over 45 different elective choices.

This year we concluded the construction of a new state-of-the-art science building and athletic gymnasium. Staff, students, and parents were all amazed to see the final product. Our science classrooms and labs have created an engaging learning environment for students to get practical experience while learning the Next Generation Science Standards. Our gymnasium is home to 2 basketball courts, 2 volleyball courts, and enough bleachers to sit 1000 students. Our dance studio has allowed our award winning musical theatre program the perfect place to rehearse for their shows.

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. This year we are working towards our goal of becoming an AVID National Demonstration School. This process is all encompassing and takes multiple years to accomplish; but the benefit of this achievement reaches all of the students on our campus.

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 <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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	581
Grade 8	616
Total Enrollment	1,197

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.3
Asian	19.4
Filipino	3.2
Hispanic or Latino	19.8
Native Hawaiian or Pacific Islander	0.3
White	49.8
Socioeconomically Disadvantaged	16.0
English Learners	2.5
Students with Disabilities	6.5
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
El Rancho Charter School	16-17	17-18	18-19
With Full Credential	40	40	42
Without Full Credential		2	1
Teaching Outside Subject Area of Competence		0	0
El Rancho Charter School	16-17	17-18	18-19
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	16-17	17-18	18-19
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 2018-19)

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: 10/2018	
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: Your Common Core Edition Course 2 Volume 1 – McGraw Hill (consumable) Adopted in 2016 Math: Your Common Core Edition Course 2 Volume 2 – McGraw Hill (consumable) Adopted in 2016 Math: Your Common Core Edition Course 3 Volume 1 – McGraw Hill (consumable) Adopted in 2016 Math: Your Common Core Edition Course 3 Volume 2 – McGraw Hill (consumable) Adopted in 2016 Math 7 Accelerated – McGraw Hill Adopted in 2016 Math 8 Accelerated – McGraw Hill Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Discovery Education Science Tech Book (Digital) - Discovery Adopted 2017 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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

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 fifteen 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 have completed the construction of 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. This year we completed a retro fit for our entire school lighting to be LED.

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: 09/20/2018		
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	72.0	73.0	54.0	57.0	48.0	50.0
Math	60.0	65.0	40.0	43.0	37.0	38.0

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**School Year 2017-18 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	1189	1182	99.41	72.84
Male	586	583	99.49	67.41
Female	603	599	99.34	78.13
Black or African American	21	21	100.00	52.38
American Indian or Alaska Native	--	--	--	--
Asian	233	233	100.00	87.55
Filipino	31	31	100.00	87.10
Hispanic or Latino	236	236	100.00	61.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	591	584	98.82	70.89
Two or More Races	49	49	100.00	75.51
Socioeconomically Disadvantaged	185	184	99.46	58.70
English Learners	74	74	100.00	41.89
Students with Disabilities	80	78	97.50	21.79
Foster Youth	--	--	--	--

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 2017-18 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	1,189	1,181	99.33	65.11
Male	586	583	99.49	65.01
Female	603	598	99.17	65.22
Black or African American	21	21	100	38.1
American Indian or Alaska Native	--	--	--	--
Asian	233	233	100	83.69
Filipino	31	31	100	70.97
Hispanic or Latino	235	235	100	50.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	592	584	98.65	63.53
Two or More Races	49	49	100	65.31
Socioeconomically Disadvantaged	185	184	99.46	45.65
English Learners	74	74	100	41.89
Students with Disabilities	81	78	96.3	14.1
Foster Youth	--	--	--	--

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 2018-19)

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 State priority: School Climate (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	2015-16	2016-17	2017-18
Suspensions Rate	5.7	2.4	1.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.1	3.1	2.8
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

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	1.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	2.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	300

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	29.0	29.0	30.0	11	13	7	13	10	16	23	25	24
Mathematics	29.0	28.0	28.0	6	13	9	23	12	20	17	23	17
Science	33.0	37.0	37.0	3	2	1	5	3	3	27	28	34
Social Science	34.0	35.0	35.0	2	2	2	7	3	4	25	29	28

* 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. We are currently implementing Google Classroom and all of it's creative suites into our classes to help develop engaging lessons; teachers are getting trained through our professional development days on how best to access this technology. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

2018-2019: 4.0

2017-2018: 4.0

2016-2017: 4.0

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,001	\$47,903
Mid-Range Teacher Salary	\$77,520	\$74,481
Highest Teacher Salary	\$104,334	\$98,269
Average Principal Salary (ES)	\$124,320	\$123,495
Average Principal Salary (MS)	\$130,865	\$129,482
Average Principal Salary (HS)	\$150,755	\$142,414
Superintendent Salary	\$240,000	\$271,429
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,609	\$206	\$7,403	\$86,942
District	◆	◆	\$9,241	\$82,084
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-22.1	7.0
Percent Difference: School Site/ State			11.9	9.3

* Cells with ◆ 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

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 <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.