

Rancho Canada Elementary School

21801 Winding Way • Lake Forest CA, 92630 • (949) 768-5252 • Grades K-6

Dr. Larry Hausner (2014-2015), Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Saddleback Valley Unified School District

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School Description

We are excited about our new programs and the improvements we have made to our campus and curriculum. The PTA, our school, and our district collaborated to provide our students with enrichment and tutorial programs throughout the year. Enrichment programs, after school tutoring for EL students, science labs, Art Masters, PE, instrumental music, general music, and chorus, support classroom instruction.

We recognize students for their attributes of good citizenship and academic performance at Student of the Month assemblies, monthly flag ceremonies, and Sunshine Awards. The Rancho Cañada Student Council did a wonderful job promoting school spirit with music at lunch time and other spirit activities during the school year.

The Rancho Cañada students continue to do their very best every day, inside and outside the classroom.

Tom Potwora, PRINCIPAL

Dr. Larry Hausner will assume the principalship in September 2014

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (949) 768-5252.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	83
Gr. 1	96
Gr. 2	89
Gr. 3	113
Gr. 4	95
Gr. 5	95
Gr. 6	114
Total	685

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.0
Asian	6.7
Filipino	1.0
Hispanic or Latino	25.0
Native Hawaiian/Pacific Islander	0.3
White	56.8
Two or More Races	6.3
Socioeconomically Disadvantaged	24.5
English Learners	15.6
Students with Disabilities	16.4

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			
Rancho Canada Elementary School	12-13	13-14	14-15
Fully Credentialed		26	28
Without Full Credential		0	0
Teaching Outside Subject Area of Competence		0	0
Saddleback Valley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Rancho Canada Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	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

2013-14 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	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

* 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 2014-15)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

Textbooks and Instructional Materials

Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>High Point Basics Student Book Adopted 2004</p> <p>HM Reading: A Legacy of Literature Adopted 2004</p> <p>Holt Literature and Language Arts Adopted 2004</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Math Expressions by Houghton Mifflin Harcourt Adopted 2014</p> <p>Go Math by Houghton Mifflin Harcourt Adopted 2014</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Scott Foresman California Science K-5 Adopted 2008</p> <p>Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Reflections by Harcourt Adopted 2007</p> <p>World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Rancho Cañada dates from 1976. Our school underwent modernization and Measure B construction in the summer of 2006 to replace old portable classrooms, refurbish the wood structures surrounding our building, refurbish rest rooms and classrooms, enlarge the multipurpose room, complete playing field improvements, and install a new intercom system as well as covers for the lunch, field, and kindergarten areas. The project was completed in the summer of 2007. Our children, teachers, staff, and community now have a new school to enjoy for years to come.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10-9-14

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]	[]	[]		Broken or missing ceiling tiles, will be replaced by custodian
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[X]	[]	[]		Light bulbs burnt out, will be replaced by custodian
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 [X]	Good []	Fair []	Poor []	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	84	80	84	79	81	81	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	74	77	76	71	74	71	54	56	55
Math	76	77	75	65	65	65	49	50	50
HSS				69	71	71	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	8	9	8
Similar Schools	6	7	8

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.5	33.3	41.7

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	81	
All Student at the School	84	
Male	85	
Female	82	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	70	
Native Hawaiian/Pacific Islander		
White	88	
Two or More Races		
Socioeconomically Disadvantaged	67	
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-6	8	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-1	31	-20
Native Hawaiian/Pacific Islander			
White	-21	14	-1
Two or More Races			
Socioeconomically Disadvantaged		39	-31
English Learners		25	-46
Students with Disabilities	-25	55	-3

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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

Rancho Cañada has a very active and supportive PTA. The PTA sponsors a highly successful annual Jog-a-Thon, which funds the school's technology improvements, new playground equipment, the Art Masters program, Red Ribbon Week, Discovering Science, the Reflections program, academic and cultural assemblies, Family Fun Nights, the book fair, Muffins with Mom, and the sixth grade completion ceremony. The SSC allocates school improvement funds to maintain an effective library and computer lab, to provide professional development opportunities for staff, and to purchase software and classroom materials.

Parents volunteer in the classrooms and accompany classes on field trips. We encourage parents who wish to become more involved in our school to contact their children's teacher or call Lorraine Tonick at (949) 768-5252. For information about the PTA, contact our PTA president.

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

We review and update our district-approved Safety Plan annually. The plan addresses a safe and orderly school environment, disaster procedures, building and safety standards, and student behavior. The safety plan was discussed and approved by our School Site Council. Our PTA maintains emergency food and water supplies, and provides a part-time health aide to assist with health and safety issues. We expect students to follow our school's safety guidelines on the school grounds and within the building. School employees (campus supervisors/teachers) supervise the playgrounds at recess as well as before and after school. Our staff and the PTA collaborate each year to update our disaster preparedness program, which includes monthly safety drills.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	2.8	2.1	0.4
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	3.3	2.9	1.9
Expulsions Rate	0.1	0.1	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		87.5

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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

* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	27.7	29	28	0			3	3	3	0		
Gr. 1	24	25	19	1	1	2	4	3	3	0		
Gr. 2	28	22	18	0	2	3	3	3	2	0		
Gr. 3	27.8	20	23	1	3	2	3	2	3	0		
Gr. 4	35	23	24	0	2	2	0	1		3	1	2
Gr. 5	33.7	27	24	0	1	2	1			2	3	2
Gr. 6	34.7	25	29	0	1	1	0	3		3		3

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$41,761
Mid-Range Teacher Salary	\$69,313	\$66,895
Highest Teacher Salary	\$93,743	\$86,565
Average Principal Salary (ES)	\$112,050	\$108,011
Average Principal Salary (MS)	\$118,747	\$113,058
Average Principal Salary (HS)	\$127,831	\$123,217
Superintendent Salary	\$274,263	\$227,183
Percent of District Budget		
Teacher Salaries	45	38
Administrative Salaries	5	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,089	\$102	\$3,987	\$83,857
District	♦	♦	\$4,644	\$77,428
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-22%	-1%
Percent Difference: School Site/ State			-27%	-18%

Types of Services Funded at Rancho Canada Elementary School

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests
- (c) an API of at least 740 or growth of at least one point.

Professional Development provided for Teachers at Rancho Canada Elementary School

This year our staff development days were focused on aligning our curriculum with state and district standards, assessing student writing, using walk through data to assist in instruction, and developing SMART Goals. Teachers meet regularly in grade-level groups to review student work, plan instruction, and develop strategies to assist students who are not meeting grade-level standards.