



Von Renner Elementary School

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

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



Newman-Crows Landing Unified School District

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District Governing Board

Janice Conforti President
RoseLee Hurst
Paul Wallace, Clerk
Tim Bazar
Vernon Snodderly

District Administration

Randy Fillpot
Superintendent
Ryan Smith
Director of Human Resources
Kim Bettencourt
**Director of Curriculum and
Instruction**
Alyssa Souza
Director of Special Education
Caralyn Mendonca
Director of Fiscal Services
Matt Vargas
**Director of Maintenance and
Operations**

School Description

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

What Makes Von Renner Unique:

- Von Renner was established in 1960 and has been serving students of the Newman community for over 50 years.
- Von Renner has a high percentage of students remain at the school throughout their K-5 elementary school experience.

- Von Renner's teaching staff has taught generations of students and has resulted in parents trusting the staff and the school with their children.
- Von Renner houses the District's Dual Language Immersion program.
- Von Renner offers many services including GATE, Special Education, Behavioral Support, Social Skills, Counseling, and Speech services.
- Von Renner has strong involvement from our Parent Teacher Organization (PTO) which provides : family events, assemblies, and the annual harvest carnival.

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

Von Renner's Core Values:

Kind- Be Nice to People

Hard-Workers- Stay Focused

Remain Positive- Never Give Up

Problem Solvers- Try New Things

Academic Tenacity- Always Achieve

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

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
Kindergarten	87
Grade 1	97
Grade 2	77
Grade 3	74
Grade 4	108
Grade 5	79
Total Enrollment	522

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.6
Asian	0.0
Filipino	0.0
Hispanic or Latino	90.2
Native Hawaiian or Pacific Islander	0.2
White	6.7
Socioeconomically Disadvantaged	82.0
English Learners	48.9
Students with Disabilities	11.7
Foster Youth	1.0

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			
Von Renner Elementary School	16-17	17-18	18-19
With Full Credential	24	23	24
Without Full Credential	2	3	3
Teaching Outside Subject Area of Competence	0	0	0
Newman-Crows Landing Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	138
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Von Renner Elementary 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)

Textbooks and Instructional Materials Year and month in which data were collected: 9/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advanced/ Adelante The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton Mifflin 2007 Foss 2007 Mystery Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
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 98.73% Good FIT rating is a reflection of the overall condition of the facilities at Von Renner Elementary School. It was noted on the report that there has been great improvements to the overall appearance and functionality on the campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/9/2018		
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	Good	

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	24.0	23.0	41.0	41.0	48.0	50.0
Math	18.0	24.0	24.0	25.0	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.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.7	20.0	17.3

* 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.

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	261	260	99.62	22.86
Male	129	129	100.00	24.79
Female	132	131	99.24	21.09
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	228	227	99.56	22.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.00	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	209	208	99.52	20.00
English Learners	146	145	99.32	15.33
Students with Disabilities	39	39	100.00	5.26
Students Receiving Migrant Education Services	--	--	--	--
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	262	260	99.24	23.58
Male	129	129	100	27.97
Female	133	131	98.5	19.53
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	228	227	99.56	21.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	24	96	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	209	208	99.52	20.41
English Learners	146	145	99.32	17.52
Students with Disabilities	40	39	97.5	5.13
Students Receiving Migrant Education Services	--	--	--	--
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)

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

Opportunities for parent involvement include:

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

State Priority: School Climate

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

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

School Safety Plan

Von Renner provides a safe and clean learning environment for students, staff, parents, and the community. Von Renner's School Site Safety Committee is comprised of teachers, classified staff, the school administrator, and parents. The Safety committee meets three times a year. The Safety Plan is updated, reviewed and approved annually. The School safety plan was updated in September 2018 and approved by the School Board, October 8th, 2018.

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

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

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.9	3.1	2.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.8	6.1	5.4
Expulsions Rate	0.0	0.2	0.1
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	0.25
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.3
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1.75
Resource Specialist (non-teaching)	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	20

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			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
K	25	24	22			2	3	4	2			
1	18	18	24	2	4		2		4			
2	23	20	19		4	4	4					
3	26	21	19		1	3	3	4	1			
4	24	27	23			1	3	3	4			
5	22	23	26	1	1		3	3	3			

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

Professional Development provided for Teachers

Teachers are provided with staff development at Von Renner Elementary School twice a month in addition to district professional development opportunities. The teaching staff is also provided with an hour weekly to meet within their professional learning communities to evaluate data and instruction. Priorities for staff development in 2018-2019 include: ELD training, NGSS Science training and planning, training and development with the use of the Rigor and Relevance Framework, and training supporting our Benchmark ELA adoption. The priorities were selected and assessed by evaluating current programs and data and the need to shift pedagogy to respond to 21st century demands. Teachers are supported with methods and implementation with the use of exemplar videos, assistance from the district technology coach, assistance from the district curriculum director, and with tools and resources from administration.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,119	\$45,681
Mid-Range Teacher Salary	\$74,448	\$70,601
Highest Teacher Salary	\$93,111	\$89,337
Average Principal Salary (ES)	\$102,353	\$110,053
Average Principal Salary (MS)	\$105,299	\$115,224
Average Principal Salary (HS)	\$122,929	\$124,876
Superintendent Salary	\$176,916	\$182,466
Percent of District Budget		
Teacher Salaries	34.0	33.0
Administrative Salaries	5.0	6.0

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

Types of Services Funded

Von Renner provides students with general and special education services. In addition, our school site offers a K-5 dual language immersion program. We provide both a special day class and resource support to students with disabilities. Von Renner provides bi-weekly GATE Opportunities for students that excel. Other enrichment and extra-curricular programs include an after-school program, a music program, and before school clubs which include a garden club, ukulele club, and art club.

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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,824.41	\$1,697.46	\$5,126.95	\$72,205.42
District	◆	◆	\$8,082.08	\$74,927.31
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			-44.7	-3.7
Percent Difference: School Site/ State			-32.6	1.1

* 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.