

Von Renner Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

| | |
|--|---|
| School Name | Von Renner Elementary School |
| Street | 1388 Patchett Drive |
| City, State, Zip | Newman CA 95360 |
| Phone Number | 209-862-2868 |
| Principal | Danny Cope |
| Email Address | dcope@nclUSD.k12.ca.us |
| School Website | https://www.nclUSD.org/o/von-renner-elementary |
| County-District-School (CDS) Code | 50-73601-6025753 |

2023-24 District Contact Information

| | |
|-------------------------|--|
| District Name | Newman-Crows Landing Unified School District |
| Phone Number | (209) 862-2933 |
| Superintendent | Randy Fillpot |
| Email Address | rfillpot@nclUSD.k12.ca.us |
| District Website | www.nclUSD.k12.ca.us |

2023-24 School Description and Mission Statement

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 and become college and career ready.

What Makes Von Renner Unique:

- Von Renner was established in 1960 and has been serving students of the Newman community for 63 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: Special Education, Behavioral Support, Social Skills, Counseling, and Speech and Language 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 academic best practices, and cohesion among staff will contribute to one

2023-24 School Description and Mission Statement

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

BE KIND!

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 107 |
| Grade 1 | 90 |
| Grade 2 | 83 |
| Grade 3 | 87 |
| Grade 4 | 87 |
| Grade 5 | 91 |
| Total Enrollment | 545 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.4% |
| Male | 50.6% |
| Black or African American | 0.2% |
| Filipino | 0.2% |
| Hispanic or Latino | 91.4% |
| Native Hawaiian or Pacific Islander | 0.2% |
| Two or More Races | 1.7% |
| White | 6.4% |
| English Learners | 48.8% |
| Foster Youth | 0.6% |
| Homeless | 0.2% |
| Migrant | 2.2% |
| Socioeconomically Disadvantaged | 65.9% |
| Students with Disabilities | 8.3% |

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.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 19.20 | 79.38 | 119.70 | 80.01 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.60 | 2.45 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 5.00 | 20.62 | 11.60 | 7.76 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 6.60 | 4.43 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 7.90 | 5.34 | 18854.30 | 6.86 |
| Total Teaching Positions | 24.20 | 100.00 | 149.60 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 20.20 | 81.82 | 127.50 | 82.44 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.50 | 2.02 | 5.40 | 3.55 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.00 | 8.08 | 7.80 | 5.06 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.00 | 4.04 | 4.10 | 2.68 | 11953.10 | 4.28 |
| Unknown | 1.00 | 4.04 | 9.60 | 6.24 | 15831.90 | 5.67 |
| Total Teaching Positions | 24.70 | 100.00 | 154.70 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 4.00 | 1.00 |
| Misassignments | 1.00 | 1.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 5.00 | 2.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|---|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 1.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 1.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 4.1 | 4.1 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 10 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

No textbook insufficiency exists. Yearly Williams inspection was very positive in all areas.

Year and month in which the data were collected

9/2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|--|-----------------------------|--|
| Reading/Language Arts | Benchmark Advanced/ Adelante | Yes | 0 |

| | | | |
|-----------------------------------|------------------------------|-----|---|
| Mathematics | Eureka Math /Engage New York | Yes | 0 |
| Science | Inspire Science 2022 | Yes | 0 |
| History-Social Science | Harcourt 2006 | Yes | 0 |
| Foreign Language | N/A | | |
| Health | N/A | | |
| Visual and Performing Arts | N/A | | |

School Facility Conditions and Planned Improvements

The 97.24%, 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.

Year and month of the most recent FIT report

9/2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| 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 Facility Rate

| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 30 | 37 | 35 | 35 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 16 | 19 | 18 | 18 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 267 | 260 | 97.38 | 2.62 | 36.92 |
| Female | 148 | 144 | 97.30 | 2.70 | 37.50 |
| Male | 119 | 116 | 97.48 | 2.52 | 36.21 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 237 | 230 | 97.05 | 2.95 | 34.78 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 23 | 23 | 100.00 | 0.00 | 56.52 |
| English Learners | 116 | 114 | 98.28 | 1.72 | 26.32 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 193 | 187 | 96.89 | 3.11 | 34.76 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 29 | 29 | 100.00 | 0.00 | 13.79 |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 267 | 262 | 98.13 | 1.87 | 19.47 |
| Female | 148 | 145 | 97.97 | 2.03 | 17.24 |
| Male | 119 | 117 | 98.32 | 1.68 | 22.22 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 237 | 232 | 97.89 | 2.11 | 17.67 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 23 | 23 | 100.00 | 0.00 | 34.78 |
| English Learners | 116 | 116 | 100.00 | 0.00 | 12.07 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 193 | 189 | 97.93 | 2.07 | 17.46 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 29 | 29 | 100.00 | 0.00 | 10.34 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 12.63 | 13.33 | 15.31 | 19.59 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 93 | 90 | 96.77 | 3.23 | 13.33 |
| Female | 50 | 48 | 96.00 | 4.00 | 10.42 |
| Male | 43 | 42 | 97.67 | 2.33 | 16.67 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 85 | 82 | 96.47 | 3.53 | 12.20 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 35 | 35 | 100.00 | 0.00 | 8.57 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 75 | 72 | 96.00 | 4.00 | 11.11 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

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.

| 2022-23 California Physical Fitness Test Results | | | | | |
|--|----------------------------------|--|---|---|-----------------------------|
| This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. | | | | | |
| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
| Grade 5 | 96% | 99% | 100% | 98% | 100% |

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 regarding the school district and at each school site.

| 2023-24 Opportunities for Parental Involvement |
|---|
| <p>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, Rosie Aretaga. 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, and most frequently with teacher communication programs (Parent Square). Parent conferences, Homework Dinners, Back to School Night, Open House, and 2nd Cup of Coffee, PIQE and ELAC meetings are opportunities to bridge home-school connections.</p> <p>Opportunities for parent involvement include:</p> <ul style="list-style-type: none">School Site CouncilMigrant Education/ ELAC Parent Advisory CommitteeSite Representatives on district committeesSecond Cup of CoffeeParent WorkshopsDELACAdult ESL ClassesSafety CommitteeParent Volunteer OpportunitiesPIQEPTO (Parent Teacher Organization)Use of Parent Square as a parent information tool |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 569 | 561 | 17 | 3.0 |
| Female | 279 | 276 | 10 | 3.6 |
| Male | 290 | 285 | 7 | 2.5 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 0 | 0 | 0 | 0.0 |
| Black or African American | 1 | 1 | 0 | 0.0 |
| Filipino | 1 | 1 | 0 | 0.0 |
| Hispanic or Latino | 518 | 510 | 17 | 3.3 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 9 | 9 | 0 | 0.0 |
| White | 39 | 39 | 0 | 0.0 |
| English Learners | 277 | 273 | 3 | 1.1 |
| Foster Youth | 4 | 4 | 0 | 0.0 |
| Homeless | 5 | 5 | 3 | 60.0 |
| Socioeconomically Disadvantaged | 417 | 410 | 17 | 4.1 |
| Students Receiving Migrant Education Services | 13 | 13 | 0 | 0.0 |
| Students with Disabilities | 63 | 63 | 4 | 6.3 |

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.37 | 1.58 | 0.03 | 3.20 | 4.55 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.09 | 0.18 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.58 | 0 |
| Female | 0.36 | 0 |
| Male | 2.76 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 1.74 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 1.44 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 1.92 | 0 |
| Students Receiving Migrant Education Services | 7.69 | 0 |
| Students with Disabilities | 3.17 | 0 |

2023-24 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 administrators, 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 2023 and approved by the School Board, November, 2023.

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. Raptor system is in place to record all visitors on campus.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 23 | 2 | 2 | |
| 1 | 22 | 2 | 2 | |
| 2 | 23 | | 4 | |
| 3 | 24 | | 4 | |
| 4 | 25 | | 4 | |
| 5 | 20 | 2 | 2 | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 21 | 2 | 2 | |
| 1 | 21 | 2 | 2 | |
| 2 | 21 | 2 | 2 | |
| 3 | 20 | 2 | 2 | |
| 4 | 22 | | 4 | |
| 5 | 24 | | 4 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 21 | 3 | 2 | 0 |
| 1 | 23 | 2 | 2 | 0 |
| 2 | 21 | 2 | 2 | 0 |
| 3 | 22 | 2 | 2 | 0 |
| 4 | 22 | 1 | 3 | 0 |
| 5 | 23 | 0 | 4 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

| Title | Ratio |
|------------------------------|--------|
| Pupils to Academic Counselor | 389.29 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.4 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 2 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$8157.67 | \$1168.93 | \$6988.74 | \$76,433.07 |
| District | N/A | N/A | \$9667.19 | \$80,382 |
| Percent Difference - School Site and District | N/A | N/A | -32.2 | -11.52 |
| State | N/A | N/A | \$7,607 | \$81,984 |
| Percent Difference - School Site and State | N/A | N/A | 5.8 | -3.5 |

Fiscal Year 2022-23 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 speech services and resource support to students with special needs. We provide after school intervention for struggling students, as part of our regular school day. Other enrichment and extra-curricular programs include an after-school program, a music program, and before school clubs depending on student interest. Our Beyond the Bell, ELOP enrichment program offers robotics, music, and other activities based on student interest.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$55,678 | \$50,875 |
| Mid-Range Teacher Salary | \$84,388 | \$79,761 |
| Highest Teacher Salary | \$98,741 | \$103,045 |
| Average Principal Salary (Elementary) | \$121,613 | \$128,154 |
| Average Principal Salary (Middle) | \$130,429 | \$131,774 |
| Average Principal Salary (High) | \$143,523 | \$142,676 |
| Superintendent Salary | \$187,549 | \$211,462 |
| Percent of Budget for Teacher Salaries | 31.02% | 30.11% |
| Percent of Budget for Administrative Salaries | 5.38% | 5.49% |

Professional Development

Teachers are provided with staff development at Von Renner Elementary School at least 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 2023-2024 include: focus on writing at all grade levels, academic math development, SEL awareness and knowing a trusted adult on campus, as well as, the improvement of Special Education protocols to improve academic achievement. 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,

Professional Development

assistance from the district curriculum director, county math coach and with tools and resources from administration. School focus is to support students in goal setting and implementation/progress on goals.. Most PLC opportunities and professional development are done in a combination of Zoom and in-person training.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |