



Von Renner Elementary School

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

Heather Vargas, Principal
hvargas@nclUSD.k12.ca.us
vonrenner.nclUSD.org

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



Newman-Crows Landing Unified

School District

1162 Main St.
Newman, CA 95360
(209) 862-2933
www.nclUSD.k12.ca.us

District Governing Board

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

District Administration

Randy Fillpot
Superintendent
Dave Kline
Director of Human Resources
Kim Bettencourt
Director of Curriculum and Instruction
Alice Solis
Director of Student Services
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 Adult ESL.
- Von Renner has strong involvement from our Parent Teacher Organization (PTO) which provides : family movie nights, , 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, 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	75
Grade 1	72
Grade 2	97
Grade 3	82
Grade 4	78
Grade 5	73
Total Enrollment	477

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.8
Asian	0.2
Filipino	0
Hispanic or Latino	86.4
Native Hawaiian or Pacific Islander	0.2
White	10.3
Two or More Races	1.7
Socioeconomically Disadvantaged	81.1
English Learners	49.9
Students with Disabilities	10.7
Foster Youth	0.4

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			
Von Renner Elementary School	14-15	15-16	16-17
With Full Credential	17	23	24
Without Full Credential	0	3	2
Teaching Outside Subject Area of Competence	0	0	0
Newman-Crows Landing Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	135
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Von Renner Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.5	9.5
Districtwide		
All Schools	98.9	1.1
High-Poverty Schools	98.9	1.1
Low-Poverty Schools	100.0	0.0

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

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

Textbooks and Instructional Materials Year and month in which data were collected: 9/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin 2001 Medallion 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Engage New York 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton Mifflin 2007 Foss 2007 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

School Facility Conditions and Planned Improvements (Most Recent Year)

The 99.52% Exemplary 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: 9/9/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	19	28	34	41	44	48
Math	13	19	20	24	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	26	25	42	46	39	46	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.7	26	16.4

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	78	76	97.4	42.1
Male	34	33	97.1	39.4
Female	44	43	97.7	44.2
Hispanic or Latino	61	60	98.4	35.0
White	12	11	91.7	72.7
Socioeconomically Disadvantaged	58	57	98.3	36.8
English Learners	20	20	100.0	5.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	82	82	100.0	20.7
	4	74	74	100.0	25.7
	5	73	72	98.6	37.5
Male	3	46	46	100.0	21.7
	4	42	42	100.0	23.8
	5	42	41	97.6	29.3
Female	3	36	36	100.0	19.4
	4	32	32	100.0	28.1
	5	31	31	100.0	48.4
Black or African American	3	--	--	--	--
	4	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	69	69	100.0	17.4
	4	61	61	100.0	24.6
	5	65	64	98.5	39.1
White	3	--	--	--	--
	4	11	11	100.0	36.4
	5	--	--	--	--
Two or More Races	3	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	59	59	100.0	18.6
	4	65	65	100.0	24.6
	5	60	59	98.3	35.6
English Learners	3	39	39	100.0	12.8
	4	37	37	100.0	13.5
	5	29	28	96.5	14.3
Students with Disabilities	3	--	--	--	--
	4	12	12	100.0	8.3
	5	13	13	100.0	7.7
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	82	82	100.0	18.3
	4	74	74	100.0	21.9
	5	73	73	100.0	17.8
Male	3	46	46	100.0	17.4
	4	42	42	100.0	26.8
	5	42	42	100.0	23.8
Female	3	36	36	100.0	19.4
	4	32	32	100.0	15.6
	5	31	31	100.0	9.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	69	69	100.0	14.5
	4	61	61	100.0	18.3
	5	65	65	100.0	20.0
White	3	--	--	--	--
	4	11	11	100.0	45.5
	5	--	--	--	--
Two or More Races	3	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	59	59	100.0	15.3
	4	65	65	100.0	20.3
	5	60	60	100.0	21.7

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	39	39	100.0	12.8
	4	37	37	100.0	13.5
	5	29	29	100.0	6.9
Students with Disabilities	3	--	--	--	--
	4	12	12	100.0	
	5	13	13	100.0	7.7
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

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. 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, teacher communication programs (Class Dojo, Remind 101, Artsonia, Edmodo, etc.). Parent conferences, Monthly Homework Diners, Back to School Night, Open House, progress reports and report cards.

Opportunities for parent involvement include:

- School Site Council
- Migrant Education/ Parent Advisory Committee
- Trainings or workshops offered by Family Resource Center
- Site Representatives on district committees
- 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 School Climate State Priority (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 five times a year. The Safety Plan is updated, reviewed and approved annually. 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.

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	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.2	1.9
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	3.1	3.8
Expulsions Rate	0.3	0.2	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2010-2011
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	50.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.25
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	0.6
Resource Specialist	0
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	27	24	24				3	3	4			
1	24	25	18			2	3	3	2			
2	28	25	20			2	2	3	2			
3	27	23	25				2	3	4			
4	25	30	30				2	2	3			
5	30	25	28				2	2	3			

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 2016-2017 include: Eureka Math planning, Training and development with the use of the Rigor and Relevance Framework, Technology integration training and training related to our new ELA pilot 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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,863	\$42,063
Mid-Range Teacher Salary	\$69,512	\$64,823
Highest Teacher Salary	\$87,336	\$84,821
Average Principal Salary (ES)	\$97,505	\$101,849
Average Principal Salary (MS)	\$92,677	\$107,678
Average Principal Salary (HS)	\$111,438	\$115,589
Superintendent Salary	\$160,377	\$169,152
Percent of District Budget		
Teacher Salaries	38%	35%
Administrative Salaries	6%	6%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,445.62	\$1146.42	\$4299.20	\$72,197.00
District	♦	♦	\$4299.20	\$69,078
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			0.0	7.4
Percent Difference: School Site/ State			-8.3	14.5

* Cells with ♦ do not require data.

Types of Services Funded

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.