

2021 - 2022 School Accountability Report Card - Executive Summary



Zehnder Ranch Elementary

9880 Denali Circle
Elk Grove, CA 95757
916-793-3300

Board of Education

Beth Albiani
Nancy Chaires Espinoza
Carmine S. Forcina
Gina Jamerson
Dr. Crystal Martinez-Alire
Anthony "Tony" Perez
Sean J. Yang

Hours of Operation

Zehnder Ranch Elementary School's office is open Monday through Friday from 8:15 AM to 3:45 PM.

School Highlights and Awards

Family Leadership Council
English Language Advisory Committee
GATE
VAPA opportunities
Future Pack Leaders
School Wide Writing Events
Horns Up! Independent Reading Initiative
Math Generation Initiative
School Wide Community Leadership and Social Action
Basketball, Volleyball, and Track & Field

Student Demographics

| | School | District |
|---------------------|--------|----------|
| Enrollment | 1,313 | 63,130 |
| English Learners | 170 | 9,477 |
| Languages Spoken | 21 | 96 |
| Students of Poverty | 287 | 30,945 |
| GATE | 80 | 5,743 |

SOURCE: 2020 - 2021, California Dept. of Education

Population by Ethnicity

| Ethnicity | Percentage |
|-------------------|------------|
| African American | 6% |
| American Indian | 0% |
| Asian | 37% |
| Filipino | 18% |
| Hispanic | 17% |
| Pacific Islander | 1% |
| Two or More Races | 10% |
| White | 12% |

SOURCE: 2020 - 2021, California Dept. of Education

Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: <http://www.egusd.net/academics/assessments/school-accountability-report-cards/>

A Message From the Principal

Zehnder was designed to provide students with access to high quality instruction along with coaching for students from teachers and administrators on leadership and advocacy. Zehnder's mission is anchored to ensuring that our students learn to advocate for themselves and others and take on a leadership role in their community. Our focus on social action connects to our school's namesake, Mr. John B. Zehnder and the Zehnder Family. They have made a difference in their community and we want to teach our students to do the same. In addition to ensuring that students have access to high quality instruction, we also aim to create a partnership with parents and support all students' social and emotional learning. From a teaching perspective, data analysis of student progress shows that our students need access to explicit direct instruction in problem solving in mathematics, vocabulary development, and support developing the strategies to understand complex reading material. Our teachers are here to make that and much, much more happen for students. Expert instruction is our aim and professional development is provided to ensure that students have equitable access to teachers who have the talent to reach all learners.

Show up! Work hard! Be you!

Cheryl B. Quilatan, Principal

Parental Involvement

Zehnder Ranch has adopted a model for family engagement that seeks to engage all family members by involving them in Family Leadership Council (FLC). There are no fees to join. This year, most of FLCs fundraising will be devoted to extending our playground. FLC also organizes and promotes family involvement events.

We have a parent liaison who regularly connects with parents and finds ways for families to be involved in our independent Reading Program. You can contact Kathy Lao for volunteer opportunities at (916) 793-3300.

Teacher Credentials and Misassignments

In the 2019-2020 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned.

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

Teacher Credentials (School Year 2019 - 2020)

| | |
|--------------------------|----|
| Total Number of Teachers | 58 |
| Total Full Credentials | 58 |

SOURCE: 2021 - 2022, EGUSD

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2019 - 2020)

| Indicator | Number |
|--|--------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

Note: Our district doesn't have access to the matched CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2019 - 2020)

| Authorization/Assignment | Number |
|---|--------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

Note: Our district doesn't have access to the matched CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

Class Assignments (School Year 2019 - 2020)

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

Note: Our district doesn't have access to the matched CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future. Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

School Facility Conditions and Planned Improvement

Zehnder Ranch is one of the district's newest facilities located in the southernmost part of the city. Zehnder currently has 1298 students on a four track, year-round calendar. Our campus has 36 classrooms, a library, a technology lab, a Learning Center, an administrative office, and a Multipurpose Room. Campus construction was completed in July 2017.

Our school has two playground areas with multiple surfaces for students; one area is designed expressly for kindergarten students while the other is for grades 1-6. Our students also have a premium running track, soccer goals, and volleyball equipment.

EGUSD takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, our district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

District maintenance staff ensures repairs necessary to keep the school in working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools. A summary of these standards is available at the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district funds routine restricted maintenance beyond the State required minimum and uses local resources to fund projects previously considered part of the state DMP. The district's complete deferred maintenance plan is available at the district office.

There are no corrective actions necessary at this time.

None at this time.

School Facility Good Repair Status

Date of facilities inspection : 11/14/2021

| Items Inspected | Repair Status | | | Repair Needed |
|---|---------------|------|------|---------------|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | No |
| Interior: Interior Surfaces | X | | | No |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | No |
| Electrical: Electrical | X | | | No |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | No |
| Safety: Fire Safety, Hazardous Materials | X | | | No |
| Structural: Structural Damage, Roofs | X | | | No |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | No |

| | Exemplary | Good | Fair | Poor |
|------------------------|-----------|------|------|------|
| Overall Summary | X | | | |

SOURCE: 2021 - 2022, EGUSD

Class Size

In Elk Grove schools, our research shows that small class sizes lead to higher student engagement and academic achievement. It has been a top priority in our district to reduce class sizes. For the 2021 - 2022 school year, class sizes are 24 to 1 in Transitional Kindergarten through 3rd grade, and 28 to 1 in 4th through 6th grades.

| School Average | |
|-----------------------|----|
| Kindergarten | 25 |
| Grade 1 | 24 |
| Grade 2 | 26 |
| Grade 3 | 26 |
| Grade 4 | 34 |
| Grade 5 | 30 |
| Grade 6 | 26 |

SOURCE: 2020 - 2021, California Dept. of Education

California Assessment of Student Performance and Progress Results for All Students (School Year 2020 - 2021)

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|---|--------------------|--------------------|--------------------|--------------------|--------------------|
| | School | | District | | State | |
| | 2019 - 2020 | 2020 - 2021 | 2019 - 2020 | 2020 - 2021 | 2019 - 2020 | 2020 - 2021 |
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Professional Development

Pursuing excellence in teaching and learning and advocating for equity for all students is the hallmark of the teaching practitioners here at Zehnder Ranch. The following professional learning is provided to our teachers:

- Book Study for Get Up or Give Up
- Explicit direct instruction and Executing Well Crafted Lessons
- Applying Culturally Competent Practices to Support Social and Emotional Learning
- Data Based Questioning and Accessing Complex Text
- Effective Instruction in Reading Comprehension focused on vocabulary development, use of reading strategies, and unlocking reading skills
- Full implementation of common core math and the 8 Mathematical Practices using Go Math curriculum
- Brain Based teaching and learning
- Calibrated writing instruction and use of shared writing rubrics
- Decision Making Model using RESULTS
- English Language Development Instructional Practices
- Social Emotional Learning Curriculum

School Safety Plan

Creating a physically and emotionally safe school is our number one priority. Students are supervised by a staff member from the moment they arrive on campus before school until they leave campus after school. Visitors are required to sign in at the office upon arrival as our school gates and classrooms are locked at all times. All adults retrieving students are required to show state issued identification. Our Safety Plan was reviewed with staff in February 2021.

Specialized Programs

English Learners access the core curriculum in the regular education classroom with additional support from classroom teachers during daily intervention periods.

Students identified to participate in our district's Gifted and Talented Education program receive support designed to enrich, not accelerate, their learning. Enrichment in the form of technology based instruction in coding and robotics is available to students.

Our student leadership team, Future Pack Leaders, plan and organize school wide events that support the ZR community. They partner with ZR staff to support student learning and are positive role models.

Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

| Teachers | EGUSD 50,000+ ADA | State Average 20,000+ ADA |
|---------------------------------|-------------------|---------------------------|
| Beginning | \$47,193 | \$50,897 |
| Midrange | \$67,621 | \$78,461 |
| Highest | \$98,138 | \$104,322 |
| Principals | | |
| Elementary | \$125,579 | \$131,863 |
| Middle | \$122,900 | \$137,086 |
| High | \$133,715 | \$151,143 |
| District Superintendent | \$363,331 | \$297,037 |
| Share of budget used for | | |
| Teachers' Salaries | 35.0% | 32.0% |
| Administrative Salaries | 4.0% | 5.0% |

SOURCE: 2019 - 2020, California Dept. of Education

District Administration

Christopher R. Hoffman
Superintendent

Mark Cerutti
Deputy Superintendent,
Education Services and Schools

Bindy Grewal
Assistant Superintendent,
Elementary Education

Shannon Hayes
Chief Financial Officer

Steve Mate
Chief Technology Officer

Craig Murray
Assistant Superintendent,
Secondary Education

Robert Pierce
Deputy Superintendent,
Business Services and Facilities
Administration

Xanthi Soriano
Director of Communications and PIO

David E. Reilly
Associate Superintendent

Amreek Singh
Chief Human Resources Officer

Discipline

| | School | District |
|-------------|--------|----------|
| Suspensions | 0.0% | 0.1% |
| Expulsions | 0.0% | 0.0% |

SOURCE: 2020 - 2021, California Dept. of Education

Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

| | |
|---------------------------|--------|
| Total Students (Oct 2020) | 63,130 |
| Elementary Schools | 42 |
| Middle Schools | 9 |
| High Schools | 9 |
| Alternative Schools | 4 |
| Charter Schools | 1 |
| Adult Education Schools | 1 |
| Special Education Schools | 1 |