



# EL RANCHO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT  
Karling Aguilera-Fort

June 12, 2018

To: Members of the District Advisory Council (DAC) and District English Learner Advisory Council (DELAC)  
From: Karling Aguilera-Fort, Superintendent  
Subject: Response to DAC and DELAC's 5/30/18 Review of ERUSD's LCAP Goals, Actions, and Services

Dear DAC and DELAC Parent Members,

I wish to extend my gratitude, along with the appreciation of the Board of Education, for the time and attention you have committed to the review of the district's LCAP goals, actions, and services. It has been a privilege to partner with you in support of students, their families, our staff, and the El Rancho learning community.

The following are my responses to the questions posed at the meeting on May 30, 2018:

### **1. Will the LCAP Survey Results be published?**

*The district disseminated information to students' families and the community through the district and school websites. Additionally, the district provided a letter to inform families of the LCAP survey opportunity for input which was distributed to families by each school. Some survey questions were multiple choice and others were open-ended.*

*The surveys were used internally by district staff to understand families and the community's expressed needs of schools and the district. A synthesis of the open-ended survey responses was provided to DAC and DELAC representatives and is summarized herein along with the multiple-choice responses. This written response to DAC and DELAC representatives, which includes survey data, is available online on the district's website. Survey data was used to evaluate the extent to which goals, actions, and services in the LCAP continue to meet the needs of students and their families or need to be refined.*

*Please see final pages of this document for Parent/Community LCAP survey responses.*

### **2. Will the LCAP Survey Results be placed on the ERUSD website for easy access?**

*Yes, the district will post the information on the district's website under the "About Us" tab and under the Local Control Accountability Plan area.*

### **3. What other measures is the district taking to share the LCAP information and results to gain quick access, and make it easy to reach without having to navigate within the layers of information? It is not clear to parents where to find the LCAP information.**

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**Mark Matthews**  
Assistant Superintendent  
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**Jacqueline A. Cardenas**  
Assistant Superintendent  
Educational Services

ADMINISTRATION  
**Dora Soto-Delgado**  
Director  
Student Services

**Reynaldo Reyes**  
Director  
Alternative/Adult Education

**Dean Cochran**  
Director  
Special Education

*The challenge that parents may encounter may be due to navigation and online accessibility. During DAC and DELAC meetings, an agenda item will be added provide time to guide parents on how to quickly access the LCAP.*

**4. Why was the timeline for the LCAP not posted?**

*Multiple forms are used to post information related to the development and implementation of the LCAP. Agendas and resources include and are not limited to meetings of the: Board of Education; School Site Council; English Language Advisory Committee; District Advisory Council; and District English Language Advisory Committee. The district website also provides information in compliance with established LCAP regulations.*

**5. Why was the Summer Science School Program moved to Rivera Elementary from Birney Tech Academy?**

*Last year most schools, including Birney Tech Academy, hosted a summer program. Actual attendance in last year's summer program was low, despite multiple attempts to increase enrollment. This year the program will be hosted at three elementary schools located across the district (Rio Vista Elementary, Rivera Elementary, and South Ranchito Dual Language Academy) and will include students from all elementary sites. The district makes an effort to provide all sites with the opportunity to host the summer program on a rotation basis.*

**6. Are there any metrics being used in regards to how much class sizes have been reduced?**

*Yes, the LCAP includes information related to the actual class size ratio. The information is as follows from 2016-17 to 2017-18:*

- *Transitional kindergarten and kindergarten class size decreased by one for a student to teacher ratio from 23.3:1 to 22.3:1.*
- *Grades 1 and 2 class size decreased by 1.2 from 26.3:1 to 25.1:1.*
- *Grades 3 class size increased by 0.1 from 21.6:1 to 21.7:1.*
- *Grades 4 and 5 class sizes decreased by 1.6 from 27.1 to 25.5:1.*
- *Grades 6-8 class size decreased by .25 from 24.75:1 to 24.5:1.*

**7. Why was ROTC Program removed from the EL Rancho High School campus?**

*ROTC was facilitated by Sergeant Mick approximately five years ago. When he retired, his position was not replaced.*

**8. How are we competing with surrounding High Schools and the other pathways available?**

*Our district is just as competitive or more than the surrounding high schools. We have the following Career Technical Education (CTE) Pathways: Project Lead the Way (PLTW) - Biomedical Science; PLTW-Engineering; Digital Arts; Advancement Via Individual Determination (AVID); Hospitality; Medical; Construction and Building.*

**9. Is there a possibility to bring back the eliminated position for the Deputy Officer at El Rancho High School?**

*Safety and security are a priority for the district. The district and the El Rancho learning community share concerns related to prevention, intervention, and education. The Board is discussing this item.*

**10. Is it not important to build relationships regarding safety for our students, parents, and community?**

*Building relationships occurs through communication and collaboration. Our district staff works closely with the Pico Rivera Sheriff's Station staff to ensure the safety of students, staff, and the Pico Rivera community. Fostering trust among and between organizations is a priority and ongoing effort.*

**11. Why was nothing done for the Gifted and Talented Education (GATE) Enrichment Program at the elementary or middle schools this year?**

*During the last three academic school years, GATE enrichment classes were provided on Saturdays for a four-week period with a contract with MAD science of Los Angeles. With the transition of new administration, the direction was for schools to provide the GATE enrichment during the school day, with the extra support provided by the Digital Learning Coaches. This enabled students with different learning needs to access GATE strategies and enrichment as part of their regular programming during the school day.*

**12. Are there any partnerships with the City or with Rio Hondo College for enrichment?**

The Early College Academy Program with Rio Hondo College offers concurrent enrollment opportunities for students, enabling them to earn transferrable credits while in high school. *Examples of classes include: Speech; Anthropology; Sociology; English; and Music Appreciation. Five classes are offered to El Rancho High School students, with two in the fall and two in the spring, during first period or after school and 1 in the summer. All courses are transferrable to the UC and CSU system. Additionally, students may pursue an Associates of Arts (AA) in Automotive Technology if they choose.*

*The high school has a partnership with the Lions Club, Trick-or-Treat for hunger, Relay for Life, Teen Court, and the City to use facilities for soccer games.*

**13. Why is there not enough articulation between elementary and middle schools, as well as vertical articulation? Why do we not have enough articulation between the grade spans?**

*Elementary and middle schools have various opportunities for vertical and horizontal articulation. Yearly, teacher representatives from all school sites participate in monthly Curriculum Council meetings for vertical TK-12 articulation in the areas of English language arts, mathematics, science, visual and performing arts, English learner programs, and ethnic studies. At monthly teacher-led Curriculum Council meetings, teachers share strategies related to curriculum, instruction, and assessment to best support students' needs. The teacher representatives then take the information back to colleagues at their respective school sites for dissemination on early release or late start (high school) days. Additionally, this year during district-wide professional development student-free days, elementary and middle school teachers had access to grade-span specific training in math strategies for TK-8 continuity of programs and vertical articulation. Horizontal articulation across schools is provided for program planning and some examples include: Physical Education, AVID, PLTW, Visual and Performing Arts, Science, and Ethnic Studies. Opportunities for horizontal and vertical articulation for next year will be extended for teachers of specific programs such as Spanish and other curricular areas.*

**14. Do we have a TenMarks program within the district?**

*TenMarks is a computer-based platform to help support students in mathematics and writing. This past year, Rivera Elementary School provided students with access to TenMarks, which was funded out of the school site budget. Rivera Elementary School will not offer the program in the upcoming year.*

**15. What is the district going to do when a teacher resigns to go to a different district, because of higher monetary compensation? For example, we are going to be losing our Sign Language teacher at the ERHS. Will that teacher be replaced and what is going to happen to that course?**

*When teachers resign from the district, the Human Resources department takes the lead to collaborate with school sites to determine teaching needs and takes steps to post and fill positions district-wide. The plan is to replace the American Sign Language position at ERHS.*

**16. Is the district going to be providing safety locks, tinting the windows in the Innovation Labs located at the school sites, and will teachers and students receive training for an active shooter?**

*Safety measures, including safety locks and tinting are being evaluated district-wide. Staff at all school sites receive safety training to include responding to active shooter scenarios.*

**17. How are funds allocated so that all sport groups are funded equally at the high school? Does the size of the sports team play a determining factor in the amount of the funding it receives? Take for example Golf vs. Football, the monetary support is not the same and we need to support all athletes, especially when they show promise and skills.**

*The high school principal works with the athletic director to determine the sports program needs for the academic calendar. The amount allocated is a standard amount for all teams except for football, which has the greatest financial need based on player safety and equipment. The school funds the following for each sport regardless of size and where applicable: 1. transportation; 2. referee fees; 3. coaches stipends; 4. uniforms; 5. field maintenance/ set-up; 6. safety equipment; 7. athletic equipment; 8. athletic trainer; 9. first aid supplies; 10. athletic director; 11. tournament fees; and 12. athletic end of the year awards.*

**18. What is the definition of Extended Learning in the LCAP?**

*The definition of extended learning is any activity that occurs outside of the school day or year. Examples include activities and programs which may be offered before school, after school, on weekends, and/or during the summer.*

**19. Is extended learning an effective program or process in the district?**

*Extended learning opportunities may include enrichment, intervention, and attendance recovery. Enrichment and intervention provide direct support to students to bolster achievement and are effective learning support programs. At the elementary level there has been positive participation rates, but in the middle and high school, the after-school program attendance is a challenge due to students' participation in a variety of after school activities. Attendance recovery on Saturdays provides the opportunity for the district to gain back lost revenue due to chronic absenteeism. It also has been beneficial to provide students with time to make up for missed seat time.*

**20. How can the district prioritize concerns, so that student climate is better and how can the district communicate with parents when this going to happen?**

*The district works directly with schools to support professional learning for the staffs. Training opportunities have focused on Positive Behavior Intervention Supports (PBIS) and Restorative Practices. The district communicates details of training opportunities with school site personnel and parents may not be made aware of the training due to intermittent training schedules. For climate and safety concerns that need to be communicated to students' families, communication may be through text, telephone contact, letters, and/or emails.*

**21. How is the district going to continue to improve the food/menu/ salad bar for students in the district, and can we get student feedback via the student surveys?**

*On an ongoing basis, the Food Services department evaluates menus and refinements are made. Menus meet all federal and state requirements and are Healthy Hungry Free Kids Act compliant. New menu options are healthier and depend upon funding. Surveys at sites, coupled with monitoring of what is eaten and wasted, helps*

to inform decisions around menu offerings. Student survey data is used for internal planning and not published, however, data is shared with the District's Wellness Committee. Parents/community are needed to serve on the committee and interested parties may contact Mrs. Soto-Delgado, Director of Student Services, for further information. For further information about menus, please inquire with Billie Saavedra, Director of Food Services.

**22. My child has received frozen food, once all the fresh food items are passed out, how can this happen?**  
*Participation rates indicate that students prefer pre-packaged food and do not prefer "scratch" cooking. A variety of fresh and heated from frozen foods are provided throughout the week.*

**23. How is the district going to provide enough food/ better food and enough time for students, so that all students have time to eat?**  
*Enough food is being served and is based on pre-determined portions set forth by state and federal guidelines. Students lunch periods vary by school site and concerns may be brought to the principal's attention.*

**24. The School SARC report for STEAM Academy at Burke showed a bad grade due to the boys' locker room needing painting as well as having chipped paint, this concern was reported back in November, but the locker room has not been repainted, and why has this not been addressed?**  
*The boys' locker room is in need of re-painting and efforts to repaint will happen over summer once the locker rooms are not in use. Scratches that were etched into the faces of lockers have been repainted to provide a more appealing appearance.*

**25. The playground equipment at Durfee Elementary needs to be repaired, when will this be done?**  
*Equipment is aging. Durfee Elementary staff is working with the district to determine the next steps to go about repairs and/or replacement.*

**26. How does the district define Disability within the LCAP?**  
*In the LCAP, Students with Disabilities include any students who are eligible for and receive Special Education Services.*

**The following are responses to the LCAP Parent/Community survey based on 622 responses.**

**1. Please select how you are an ERUSD partner.**

- a. 95.2% Parent or Guardian
- b. 4.8% Community Member

**2. My child feels safe at school.**

- a. 93% Agree
- b. 5% Disagree
- c. 2% No opinion

**3. My child's school is safe and well maintained.**

- a. 90.2% Agree
- b. 5% Disagree
- c. 4.8% No opinion

**4. My child feels welcomed at school.**

- a. 93.7% Agree

- b. 4% Disagree
- c. 2.3% No opinion

**5. My child's school provides high quality-instruction, support and enrichment.**

- a. 85% Agree
- b. 4% Disagree
- c. 9% No opinion
- d. 2% Other

**6. My child's school involves me in decision-making committees at the school site or district level.**

- a. 76.1% Agree
- b. 4.9% Disagree
- c. 17% No opinion
- d. 2% Other

**7. My child's school invites me to meetings, school events and programs.**

- a. 91.3% Agree
- b. 1.7% Disagree
- c. 5% No opinion
- d. 2% Other

**8. What is working well at your child's school?**

- Helpful staff
- Communication
- Diverse programs and activities
- Parent involvement
- Reading
- AR
- Student learning
- Everything
- N/A

**9. How can our schools help parents and community members become more involved and participate in more school activities?**

(Trends in Open-ended Responses):

- Provide more activities
  - Parent/Child activities together
  - Include topics on: Education; Health; Reading; Curriculum; Homework Help
- Provide flexible schedules for meetings
  - Early morning; late evening
  - Provide advanced notice, at least one week ahead for parents to accommodate schedules through employer
- Greater opportunities for volunteers in the schools

**10. What can be improved at your child's school to become "Second to None"?**

(Trends in Open-ended Responses):

- Tutoring/Homework support

- Engaging activities and programs afterschool
  - Sports programs
  - Intervention
  - Academic support
- Greater access to technology
- Bullying prevention programs
- School events to engage the community
- Provide workshops for families
- Provide more volunteers in the school
- More fundraising opportunities
- Ongoing communication with families