Rancho de la Nación Elementary School

1830 E. Division St. • National City, CA 91950 • (619) 336 8100 • Grades K 6
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2017 18 School Accountability Report Card
Published During the 2018 19 School Year

National School District
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School Description

Welcome to Rancho de la Nación, home of the Mighty Mustangs! We are a TK – 6 school dedicated to providing an exceptional educational experience to the students and families of our community. Rancho de la Nación is located in National City, California, a diverse community south of San Diego. Students at Rancho de la Nación continue to make incremental growth year after year due to the hard work, dedication and commitment of our staff, students, and parents.

Rancho is committed to making every student feel safe and welcome in our school community. We do this through teaching and reminding students to Be Respectful, Be Responsible, Be Safe, and Be Kind. I am proud to be part of a school that values such a positive, inclusive culture that teaches, recognizes and supports students to be compassionate human beings.

Student achievement is of the highest priority at Rancho and we do this through rigorous lessons that are designed to help students master the Common Core State Standards. We work with all students to support them in achieving proficiency in the standards using specific strategies and holding all to high expectations. We believe students learn best through meaningful, engaging activities and we work to provide a rich learning environment in every classroom, every day.

Family engagement is a critical piece to student achievement and families are always welcome at Rancho. We encourage you to join our PTA, volunteer, and to participate in the number of family engagement activities we plan throughout the year. You are the key to your child's success. Together, as a team, we can ensure your child thrives academically, socially and emotionally.

Rancho de la Nación Guiding Principles

At Rancho de la Nación, we believe:
- that every individual is valued, to be treated respectfully and with dignity.
- in mutual cooperation for ensuring our school is a safe place, emotionally and physically for all.
- in shared responsibility for focused, powerful learning which permeates all our decisions and actions.

Mission Statement

Rancho de la Nación will provide a quality education in a safe environment for students and parents through the collaboration of dedicated staff, students, and parents using quality learning tools. We will work together to develop students who become independent, lifelong learners, and future productive citizens.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017 18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	65
Grade 1	72
Grade 2	66
Grade 3	69
Grade 4	65
Grade 5	57
Grade 6	56
Total Enrollment	450

2017 18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.1
American Indian or Alaska Native	0.0
Asian	1.6
Filipino	5.3
Hispanic or Latino	85.6
Native Hawaiian or Pacific Islander	0.9
White	3.1
Socioeconomically Disadvantaged	87.8
English Learners	63.3
Students with Disabilities	9.8
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Rancho de la Nación Elementary School	**16 17**	**17 18**	**18 19**
With Full Credential	21	19	20
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
National School District	**16 17**	**17 18**	**18 19**
With Full Credential	♦	♦	224
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rancho de la Nación Elementary	**16 17**	**17 18**	**18 19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: January 10, 2019	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton-Mifflin-Harcourt GO MATH! 2015/2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015 **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)

Rancho de la Nación's main campus was built in 1989. There have been and continue to be renovations and improvements at the site since it's opening.

These include:

- 2005-2006 School year - Addition of office facilities and multipurpose building which houses kitchen for serving hot meals for Rancho de la Nación students; new library to accommodate K-6 students; renovation of lower campus buildings (kindergarten and rooms 1-6).
- 2006-2007 – Landscaping/hardscaping in the passageway between the upper campus buildings.
- 2007-2008 - Landscaping in courtyard of lower campus buildings; bulletin boards and signage in the new multipurpose room.
- 2018 - The parking lot was repaved and striped.

Ongoing—Maintenance of site with new paint, plants, flowers, grass and new playground equipment. Rancho de la Nación has 19 regular classrooms, a resource room for literacy support personnel, a room for the Resource Specialist Program, offices for support personnel (speech and language therapists, psychologist and counselor), and a library.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and 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.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/14/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No Findings.
Interior: Interior Surfaces	Good	Boys RR, Rm 16, Rm 18, and Rm 19: Ceiling tiles stained. Work order submitted for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No Findings.
Electrical: Electrical	Good	Room K2: 7 light bulb bad. Top Girls RR: Light needs lens. Work order submitted for repairs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 16: Sink faucet missing spring. Room 19: Sink water draining slow. Work order submitted for repairs.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/14/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Safety: Fire Safety, Hazardous Materials	Good	No Findings.
Structural: Structural Damage, Roofs	Good	MPR, Rm 16, Rm 18, and Rm 19: Roof leak. Work order submitted for repairs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Boys RR: Door needs replacing.
Overall Rating	**Good**	

B. Pupil Outcomes

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

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017 18 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3 8 and 11)**					
	School		**District**		**State**	
	16 17	**17 18**	**16 17**	**17 18**	**16 17**	**17 18**
ELA	34.0	39.0	41.0	43.0	48.0	50.0
Math	30.0	32.0	31.0	33.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	16 17	**17 18**	**16 17**	**17 18**	**16 17**	**17 18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject area of physical education

Grade Level	2017 18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	26.4	11.3	7.5

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

School Year 2017 18 CAASPP Assessment Results English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	252	248	98.41	39.11
Male	142	140	98.59	36.43
Female	110	108	98.18	42.59
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	15	15	100.00	66.67
Hispanic or Latino	211	209	99.05	38.28
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	222	220	99.10	38.18
English Learners	176	172	97.73	39.53
Students with Disabilities	32	32	100.00	6.25
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017 18 CAASPP Assessment Results Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	252	250	99.21	32
Male	142	140	98.59	34.29
Female	110	110	100	29.09
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	15	15	100	46.67
Hispanic or Latino	211	210	99.53	30.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	222	221	99.55	30.32
English Learners	176	174	98.86	29.31
Students with Disabilities	32	32	100	9.38
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
The SARC Provides the following information relevant to the Parental Involvement State Priority:

Contact Person Name: Kathy Melanese

Phone Number: (619) 336-8100

Home/School Partnership:
• Weekly School Newsletter
• Parent Workshops
• Coffee with the Principal
• Regular Principal/Parent Meetings
• School Site Council (SSC)
• PTA Meetings
• English Language Advisory Committee (ELAC)
• Student Recognition Assemblies
• School Events (Breakfast with Books, Open House, Back-to-School Night, etc.)
• PTA/Family Events (Fall Festival, Movie Night, etc.)
• Home-School Multi-Lingual Notification System
• Student Council Spirit Days
• Updated information on our school Marquee
• Daily activity board at school entrance
• Automated telephone call out system, emails, texts and voice messages

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
SB187 Safety Plan
Date the plan was last updated: December, 2018
Date the plan was last reviewed with the staff: December, 2018

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to
learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions			
School	**2015 16**	**2016 17**	**2017 18**
Suspensions Rate	0.2	1.6	1.6
Expulsions Rate	0.0	0.0	0.0
District	**2015 16**	**2016 17**	**2017 18**
Suspensions Rate	1.0	2.6	1.5
Expulsions Rate	0.0	0.0	0.0
State	**2015 16**	**2016 17**	**2017 18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	1.0 District
Nurse	1.0 District
Speech/Language/Hearing Specialist	0..8
Resource Specialist (non-teaching)	
Other	1 Language Arts Specialist
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+**		
	2015 16	**2016 17**	**2017 18**	**2015 16**	**2016 17**	**2017 18**	**2015 16**	**2016 17**	**2017 18**	**2015 16**	**2016 17**	**2017 18**
K	18	20	22	3	2	1	1	2	2			
1	20	21	23	2	1		1	2	3			
2	20	21	21	2	1	1	1	2	2			
3	16	22	19	4		2		3	2			
4	29	32	33				2	2	1			1
5	33	28	29					2	2	1		
6	32	26	28				2	2	2	1		
Other		8			1							

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

Professional Development provided for Teachers

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

The primary focus for professional development at Rancho de la Nacion for the last three years has been in the areas of English language arts and math. We have had a specific focus on supporting English learners in these content areas. The basis for these choices were on overall school achievement data. In the year 2016-17 we spent most of our professional development time on how to support reading comprehension in grade level texts and how to build the Foundational Skills. All teachers received about five hours of professional development on reading comprehension during our early release days. K-3 teachers also received two full school days of professional development on the foundational skills.

In 2017-18, we continued to review the strategies for effective ELA instruction at staff meetings, and added professional development in the area of math, specifically developing number sense, problem-solving and using language in math class. All teachers received three hours of professional development with a consultant on our early release days. Two additional hours were spent with the consultant during the school day in grade-level specific sessions.

The focus for the 2018-19 school year will be learning the CA ELA/ELD Framework. All teachers are receiving two and a half days of professional development during the school day to receive this training. The goal is to strengthen understanding of the standards, specific pedagogy for each grade level and the integration of ELD. All teachers are also participating in three to six days of professional development in the mathematical practices, standards and pedagogy. Teachers have the option to attend the professional development on breaks or during the school day.

All professional development includes follow-up to ensure appropriate implementation and to have time to refine and improve the new instructional strategies they are learning. Some ways in which the follow-up occurs is through in-class coaching or modeling, staff meetings, and during grade-level data teams.

FY 2016 17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$47,161	$50,084
Mid-Range Teacher Salary	$67,240	$80,256
Highest Teacher Salary	$100,634	$100,154
Average Principal Salary (ES)	$136,874	$125,899
Average Principal Salary (MS)	$0	$130,255
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$200,349	$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	6.0	5.0

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

FY 2016 17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	5,350	359	4,991	70,632
District	♦	♦	4,571	$74,205
State	♦	♦	$7,125	$80,910
Percent Difference: School Site/District			9.2	3.1
Percent Difference: School Site/ State			-12.1	-6.0

*   Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I $104,118
LCAP Supplemental and Concentration Funds $282,272
Total $386,390

DataQuest

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

Internet Access

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