

# Rancho de la Nación 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/fq/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

<b>School Name</b>	Rancho de la Nación Elementary School
<b>Street</b>	1830 E. Division Street
<b>City, State, Zip</b>	National City, CA 91950
<b>Phone Number</b>	(619) 336-8100
<b>Principal</b>	Estephany Conlon
<b>Email Address</b>	econlon@nsd.us
<b>School Website</b>	www.nsd.us
<b>County-District-School (CDS) Code</b>	37-68221-6108559

## 2023-24 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website</b>	www.nsd.us

## 2023-24 School Description and Mission Statement

Welcome to Rancho de la Nación, home of the Mighty Mustangs! We are a K–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 de la Nación 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 as part of our Positive Behavioral Interventions and Supports and Multi-Tiered Systems of Supports. 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 de la Nación 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 students 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 de la Nación. 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.

## 2023-24 School Description and Mission Statement

### 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 this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	41
Grade 2	51
Grade 3	47
Grade 4	53
Grade 5	55
Grade 6	63
<b>Total Enrollment</b>	<b>378</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6%
Male	48.1%
Asian	0.8%
Black or African American	1.6%
Filipino	6.1%
Hispanic or Latino	84.9%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	1.1%
White	2.1%
English Learners	52.9%
Homeless	5.8%
Socioeconomically Disadvantaged	89.2%
Students with Disabilities	16.1%

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.70	94.37	226.90	93.41	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.00	1.24	12115.80	4.41
<b>Unknown</b>	1.00	5.63	13.00	5.35	18854.30	6.86
<b>Total Teaching Positions</b>	17.70	100.00	242.90	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.30	93.46	193.80	91.50	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.00	0.47	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.00	1.42	11953.10	4.28
<b>Unknown</b>	1.00	6.54	14.00	6.61	15831.90	5.67
<b>Total Teaching Positions</b>	15.30	100.00	211.80	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
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	0.00	0.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

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
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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

Year and month in which the data were collected		08/23/2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt California Go Math! 2015/2016	Yes	0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	Yes	0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008	Yes	0%
<b>Foreign Language</b>	Benchmark Advanced/Adelante for English Language Development 2020	Yes	0%

## School Facility Conditions and Planned Improvements

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.
- 2019 - The exterior of the school was repainted and a school garden was built in the lower quad.

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.

**Year and month of the most recent FIT report**

08/09/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Rm 19: Ceiling tile stained. Lower Level Gender Neutral RR: Ceiling tile stains. MPR/Cafe: Ceiling tile rightside stage loose. MPR Dressing Rm: Shelving not secured to wall, fall hazard. Action Taken: Work orders submitted.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X		Rm 20: Microwave and fridge plugged into power strips. Rm 16 Arts: Fridge and microwave plugged in power strip. Rm 6 Speech: Fridge and microwave plugged in power strip. Action Taken: Work orders submitted.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Girls RR: Two loose toilet seats. Lower Girls RR: Left toilet seat leak. Action Taken: Work orders submitted.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Rm 12 MTSS: Pencil sharpener cover missing. Custodial: Outside paint on door peeling. Action Taken: Work orders submitted.
<b>Structural:</b> Structural Damage, Roofs	X		Boys RR: Ramp rattles and screen missing. Action Taken: Work orders submitted.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Rm 15 STEM: Outside screen has hole. Staff RR: Rust on bottom of the door. Action Taken: Work orders submitted.

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	29	34	33	31	47	46
<b>Mathematics</b> (grades 3-8 and 11)	19	27	22	25	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
<b>All Students</b>	221	216	97.74	2.26	33.80
<b>Female</b>	119	116	97.48	2.52	37.93
<b>Male</b>	102	100	98.04	1.96	29.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	10	90.91	9.09	--
<b>Hispanic or Latino</b>	190	187	98.42	1.58	32.09
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	104	101	97.12	2.88	18.81
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	17	17	100.00	0.00	41.18
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	138	134	97.10	2.90	30.60
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	44	41	93.18	6.82	9.76

## 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
<b>All Students</b>	221	215	97.29	2.71	26.51
<b>Female</b>	119	116	97.48	2.52	21.55
<b>Male</b>	102	99	97.06	2.94	32.32
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	10	90.91	9.09	--
<b>Hispanic or Latino</b>	190	187	98.42	1.58	27.27
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	104	101	97.12	2.88	21.78
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	17	17	100.00	0.00	11.76
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	138	133	96.38	3.62	23.31
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	44	41	93.18	6.82	9.76

## 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
<b>Science</b> (grades 5, 8 and high school)	10.91	13.79	16.82	18.43	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
<b>All Students</b>	58	58	100.00	0.00	13.79
<b>Female</b>	36	36	100.00	0.00	16.67
<b>Male</b>	22	22	100.00	0.00	9.09
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	54	54	100.00	0.00	14.81
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	29	29	100.00	0.00	6.90
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	37	37	100.00	0.00	10.81
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	100	100	100	100	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

The SARC Provides the following information relevant to the Parental Involvement State Priority:

Contact Person Name: Matilde Rosas  
Phone Number: (619) 336-8150

Home/School Partnership:

- Parent Workshops
- Coffee with the Principal
- Regular Principal/Parent Meetings
- School Site Council (SSC)
- PTA Meetings
- English Language Advisory Committee
- Student Recognition Assemblies
- School Events
- PTA/Family Events
- Home-School Multi-Lingual Notification System
- School Spirit Days
- Updated information on our school Marquee
- Automated telephone call out system, emails, texts and voice messages

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	419	407	175	43.0
Female	214	209	89	42.6
Male	204	197	86	43.7
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	1	50.0
Black or African American	8	8	1	12.5
Filipino	30	28	13	46.4
Hispanic or Latino	349	340	140	41.2
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	7	7	5	71.4
White	10	9	4	44.4
English Learners	242	238	101	42.4
Foster Youth	0	0	0	0.0
Homeless	24	24	7	29.2
Socioeconomically Disadvantaged	365	355	152	42.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	78	41	52.6

### 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	1.21	1.91	0.00	1.12	1.89	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.91	0
Female	0.47	0
Male	3.43	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	2.01	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.24	0
Foster Youth	0	0
Homeless	8.33	0
Socioeconomically Disadvantaged	2.19	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.02	0

## 2023-24 School Safety Plan

### SB187 Safety Plan

Date the plan was last updated: February 2023

Date the plan was last reviewed with the staff: December 2023

The Comprehensive School Safety Plan includes data regarding school climate, 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. Safety information is also provided in each classroom in a highly accessible flip-book that is reviewed with staff at the beginning of every school year.

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.

## 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	18	1		
1	23		2	
2	22	1	1	
3	22		2	
4	33		1	
5	33		1	
6	29		2	
Other	14	4		

### 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	18	2		
1	23		2	
2	20	1	1	
3	23		2	
4	29		2	
5	28		2	
6	30		2	
Other	12	2		



## 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	17	3	1	0
1	20	2	0	0
2	24	0	2	0
3	22	0	2	0
4	24	0	2	0
5	28	0	2	0
6	32	0	2	0
Other	13	1	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	756

## 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

## 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	\$11,450	\$2,628	\$8,822	\$93,002
District	N/A	N/A	\$8,822	\$90,126
Percent Difference - School Site and District	N/A	N/A	0.0	7.7
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	28.9	9.4

## Fiscal Year 2022-23 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. Additional funding will be used to provide professional development for teachers on how to better accelerate student learning, to buy supplemental classroom materials, to provide supplemental support during the school day and to provide after school learning for students.

Title I Fund: \$76,259

LCAP Supplemental and Concentration Fund: \$140,159

Total: \$216,418

## 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	\$51,555	\$54,046
Mid-Range Teacher Salary	\$76,669	\$84,515
Highest Teacher Salary	\$110,714	\$110,867
Average Principal Salary (Elementary)	\$129,136	\$136,841
Average Principal Salary (Middle)	\$0	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$216,806	\$217,473
Percent of Budget for Teacher Salaries	32.54%	32.43%
Percent of Budget for Administrative Salaries	5.29%	5.62%

## Professional Development

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. During the 2022-23 school year all teachers at Rancho de la Nación School received approximately 25 hours of professional development in Learning How English Works through the California Literacy Project in order to strengthen our understanding and supports for multi-lingual learners. During the 2023-24 school year teachers will be receiving an additional 25 hours of professional development in integrated language development during math conversations. The use of these academic conversations will also be integrated into all other core subject areas. In addition, through our MTSS Leadership team, data release days and site-based professional development days, teachers are actively receiving professional development in multi-tiered systems of support. Additionally, we have four Teachers on Special Assignment (TOSA) that provide workshops in the area of Math, Language Arts, Science and English Language Development. They are available to support in an of those areas should it be requested at a site, grade or individual level. 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.

Our counselors have received training on the Sanford Harmony social-emotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	22	20	20