

Rancho de la Nación Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Rancho de la Nación Elementary School
Street	1830 E. Division Street
City, State, Zip	National City, CA 91950
Phone Number	(619) 336-8100
Principal	Estephany Conlon
Email Address	econlon@nsd.us
School Website	www.nsd.us
Grade Span	K-6
County-District-School (CDS) Code	37-68221-6108559

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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 de la Nación is committed to making every student feel safe and welcome in our school community and we do this through teaching and inculcating into our school culture that WE are Respectful, WE are Responsible, WE are Safe, and WE

2024-25 School Description and Mission Statement

are Kind as part of our Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Supports (MTSS). 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.

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	49
Grade 2	42
Grade 3	48
Grade 4	40
Grade 5	54
Grade 6	59
Total Enrollment	358

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	47.8
Non-Binary	0.6
Black or African American	1.4
Filipino	10.1
Hispanic or Latino	82.4
Native Hawaiian or Pacific Islander	0.8
Two or More Races	1.4
White	1.4
English Learners	53.9
Foster Youth	0.3
Homeless	5
Socioeconomically Disadvantaged	83.2
Students with Disabilities	16.5

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.70	94.37	226.90	93.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.00	1.24	12115.80	4.41
Unknown/Incomplete/NA	1.00	5.63	13.00	5.35	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.30	93.46	193.80	91.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.00	1.42	11953.10	4.28
Unknown/Incomplete/NA	1.00	6.54	14.00	6.61	15831.90	5.67
Total Teaching Positions	15.30	100.00	211.80	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	92.02	191.00	91.69	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.00	0.96	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.00	0.96	11746.90	4.23
Unknown/Incomplete/NA	1.30	7.98	13.30	6.39	14303.80	5.15
Total Teaching Positions	16.30	100.00	208.30	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

8/28/2024

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

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

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 to ensure the school's facilities continue to evolve along with our students' needs and vision.

These include:

- 2005-2006: 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.
- 2022 - 2023: Installation of the Sensory Garden in the Upstairs Playground
- 2023 - 2024: Installation of the Pickleball Court in the Upstairs Playground
- 2024 - 2025: Donation of Solar Garden Table providing additional shade and power outlet, and plans for playground updates. Equipment has been delivered.

Ongoing—Maintenance of site with ongoing repairs such as paint and landscaping such as plants, flowers, grass, etc. 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. The director of maintenance can also be contacted for urgent matter and deploys staff as needed.

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

8/7/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Deficiencies: Staff RR #2 (missing fan cover) Action Taken: Work order submitted.
Interior: Interior Surfaces			X	Deficiencies: Copy Room (stained, loose ceiling tiles), Nurse Office (comment not provided), Staff Lounge (stained ceiling tile), MPR (stage stairs have drywall damage), K2 (drywall damage), Girls RR by K2 (stained ceiling tile), Rm 2 (damaged ceiling tile near

School Facility Conditions and Planned Improvements

			<p>projector), Rm 4 (dirty carpet, missing cabinet handles), Library (stained ceiling tile NE corner), Rm 17 (stained ceiling tile by door), Rm 16 (stained ceiling tile), Rm 15 (damaged ceiling tile), Rm 11 (missing baseboard)</p> <p>Action Taken: Work orders submitted.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Deficiencies: Elec by K1 (unclean room), Rm 2 (dirty carpet)</p> <p>Action Taken: Work orders submitted.</p>
<p>Electrical</p>		X	<p>Deficiencies: Staff Lounge (coffee maker into power strip), MPR (damaged wall plate east wall), MPR Custodial Office (used battery bucket overflowing), Staff RR (need GFI receptable), Rm 10 (loose diffusers (3)), Boys RR (damaged switch), Rm 18 (microwave into power strip), Girls RR near Rm 12 (missing switch cover)</p> <p>Action Taken: Work orders submitted.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>Deficiencies: Nurse Office (no hot water), Girls RR (loose sink), Boys RR (loose faucet), Girls RR (no signage on menstrual product dispenser), Girls RR near Rm 12 (no signage on menstrual product dispenser)</p> <p>Action Taken: Work orders submitted.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>Deficiencies: Rm 8 (no cover on pencil sharpener, peeling paint on railing), Rm 18 (pencil sharpener missing cover), Rm 12 Curriculum (pencil sharpener missing cover)</p> <p>Action Taken: Work orders submitted.</p>
<p>Structural: Structural Damage, Roofs</p>		X	<p>Deficiencies: MPR (weed in gutter), K2 (fascia dry rot NW corner), Rm 4 (rotting fascia), Rm 11 (soft spot in walkway by door), Rm 18 (damaged tile plate), Rm 17 (fascia dry rot), Rm 15 (dry rot near downspout), Staff RR #2 (ramp damaged, handrails chipped, dry rot at door jamb)</p> <p>Action Taken: Work orders submitted.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X	<p>Deficiencies: Elec by K1 (damaged door bottom), Staff RR (door laminate broken), Mechanical (door damage), Room 2 (door damage), Counselor (exterior asphalt cracking, A/C door sticks), Library (missing blinds), Rm 17 (missing blind), Rm 16 (cracked asphalt, missing blinds), Rm 15 (damaged window screen), Rm 12 Curriculum (missing blinds), Staff RR (door damage), Rm 11 (damaged padding on playground, asphalt trip hazards, damaged slide, sprinkler head trip hazard)</p>

School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	34	35	31	30	46	47
Mathematics (grades 3-8 and 11)	27	27	25	24	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	204	196	96.08	3.92	35.20
Female	109	104	95.41	4.59	40.38
Male	94	91	96.81	3.19	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	18	17	94.44	5.56	47.06
Hispanic or Latino	173	166	95.95	4.05	33.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	81	76	93.83	6.17	10.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	124	119	95.97	4.03	31.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	38	92.68	7.32	5.26

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	204	200	98.04	1.96	26.50
Female	109	106	97.25	2.75	21.70
Male	94	93	98.94	1.06	31.18
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	18	17	94.44	5.56	23.53
Hispanic or Latino	173	170	98.27	1.73	27.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	81	80	98.77	1.23	11.25
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	124	121	97.58	2.42	25.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	38	92.68	7.32	5.26

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	13.79	29.79	18.43	19.16	30.29	30.73

2023-24 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
All Students	55	53	96.36	3.64	28.30
Female	31	29	93.55	6.45	27.59
Male	24	24	100.00	0.00	29.17
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	42	95.45	4.55	21.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	25	23	92.00	8.00	4.35
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	30	96.77	3.23	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	23.08

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.

2023-24 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 requires only participation results 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	96.4	96.4	94.6	96.4	85.5

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.

2024-25 Opportunities for Parental Involvement

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

Contact Person Name: Daisy Carrillo, Administrative Assistant
Phone Number: (619) 336-8151

Family and School Partnership:

- Coffee with Families
- Principal Parent Workshops with Guest Presenters
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Parent Teacher Association (PTA) Meetings and Events
- Monthly Student Recognition Assemblies
- School Events such as Math and Science Family Nights
- PTA Family Events such as Fairs and Family Dances
- Home-School Multilingual Notification System
- Student Spirit Days
- Updated information on our school Marquee
- Updated information on our school Bulletin Board
- Automated telephone call out system, emails, texts and voice messages via School Messenger
- Notices and Messaging in 'Talking Points' Application in home language
- Principal Social Media Updates via Instagram

District Level Family and School Partnership:

- District Parent Advisory Committee (DPAC)

2024-25 Opportunities for Parental Involvement

- District English Learner Advisory Committee (DELAC)
- Parent University Workshops

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	407	392	131	33.4
Female	208	203	65	32.0
Male	197	187	65	34.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	39	39	9	23.1
Hispanic or Latino	337	324	110	34.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	220	214	67	31.3
Foster Youth	--	--	--	--
Homeless	20	20	3	15.0
Socioeconomically Disadvantaged	337	328	106	32.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	76	76	31	40.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.21	1.91	0.74	1.12	1.89	1.11	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.74	0.00
Female	0.96	0.00
Male	0.51	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.45	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.89	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

SB187 Safety Plan

Date the plan was last updated and board approved: February 2024

2024-25 School Safety Plan

Date the plan was last reviewed with the staff: July 2024

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.

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	
1	20	2		
2	24		2	
3	22		2	
4	24		2	
5	28		2	
6	32		2	
Other	13	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	2		
1	24		2	
2	20	1	1	
3	23		2	
4	24		1	
5	31		1	
6	30		2	
Other	22	1	1	

2023-24 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	238.67

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$14,955	\$3,866	\$11,089	\$98,741
District	N/A	N/A	\$10,807	\$97,792
Percent Difference - School Site and District	N/A	N/A	2.6	1.0
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	2.9	4.8

Fiscal Year 2023-24 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: \$28,824

LCAP Supplemental and Concentration Fund: \$106,579

Total: \$135,403

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,195	\$57,839
Mid-Range Teacher Salary	\$83,569	\$90,040
Highest Teacher Salary	\$120,678	\$118,647
Average Principal Salary (Elementary)	\$154,082	\$144,639
Average Principal Salary (Middle)	\$0	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$236,319	\$229,986
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	5%	6%

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.

Over the course of the past 3 years there has been a significant emphasis on ELD strategies and Multilingual Learners, as well as bridging those strategies into the newly adopted Science Curriculum in the 2023-24 school year, and the new writing program, Step Up to Writing.

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 ML's. During the 2023-24 school year teachers will be receiving an additional 25 hours of professional development in integrated language development during math conversations, also known as "Math Talk" and engaging students in math games. The Step Up to Writing program focuses on calibrating student writing with the use of rubrics and giving students more ease on writing tasks, specifically On Demand Writing, in preparation for high stakes testing such as CAASPP and ELPAC.

The curriculum and programs provided and strategies embedded 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 counselor is trained on the Sanford Harmony social-emotional curriculum and provides weekly lessons in each classroom, often topical based on classroom or school-wide behaviors. The counselor also continues to attend ongoing professional development opportunities in areas such as, restorative circles, PBIS strategies and Tier 1 calming corners, etc.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

