Rancho San Diego 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/fg/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

School Name	Rancho San Diego Elementary School
Street	12151 Calle Albara
City, State, Zip	El Cajon, CA 92019
Phone Number	619-588-3211
Principal	Jennifer Brown
Email Address	brownje@cajonvalley.net
School Website	https://www.cajonvalley.net/rancho
County-District-School (CDS) Code	37-67991-6106025

2023-24 District Contact Information

District Name	Cajon Valley Union School District
Phone Number	619-588-3000
Superintendent	David Miyashiro
Email Address	miyashirod@cajonvalley.net
District Website	www.cajonvalley.net

2023-24 School Description and Mission Statement

Our vision:
Our community of learners develop life skills and a growth mindset in order to become happy, productive, and compassionate members of our global society.

Our mission:
We prepare for meaningful lives and contribute to our communities by embodying a love for learning and an environment of kindness, curiosity, and respect.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	82
Grade 2	75
Grade 3	95
Grade 4	95
Grade 5	88
Total Enrollment	542

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.6%
Male	55.4%
American Indian or Alaska Native	0.6%
Asian	6.1%
Black or African American	2.6%
Filipino	0.2%
Hispanic or Latino	24%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	4.4%
White	55.2%
English Learners	17.9%
Homeless	0.6%
Socioeconomically Disadvantaged	59%
Students with Disabilities	18.6%

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)	24.00	96.00	672.10	86.04	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	10.90	1.40	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	25.70	3.29	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	25.60	3.29	12115.80	4.41
Unknown	1.00	4.00	46.70	5.98	18854.30	6.86
Total Teaching Positions	25.00	100.00	781.20	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)	24.50	95.15	743.40	89.88	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.90	2.04	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	12.10	1.46	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.97	23.30	2.82	11953.10	4.28
Unknown	1.00	3.88	31.30	3.79	15831.90	5.67
Total Teaching Positions	25.70	100.00	827.10	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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	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
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.20
Total Out-of-Field Teachers	0.00	0.20

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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	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	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	LANGUAGE ARTS and ELD TK Robert-Leslie Publishing: The InvestiGator Club - Let's Investigate, Adopted 2022	Yes	0

TK, Avenues, Pre-K, (Teacher's Edition only), Hampton Brown, Adopted 2005
TK Houghton Mifflin: HSP California Excursions 2010, (Spanish) Houghton Mifflin Harcourt, Adopted 2012

K-5 Bilingual: Maravillas & Wonders ELA/ELD, Houghton Mifflin, Adopted 2003
K-5 NatGeo-Reach for Reading ELA/ELD, Cengage Learning, Adopted 2018

1-5 Everyday Spelling 2000 (Spanish), Scott Foresman Addison Wesley, Adopted 2000

4-8, REACH - Intervention, SRA, Adopted 2005
4-8, Read 180 - Intervention, Scholastic, Adopted 2005

6-8 StudySync ELA/ELD, McGraw Hill Education, Adopted 2018
6-8, Inside: Language, Literacy, & Content 2009, National Geographic/Hampton Brown, Adopted 2010 (ELA/ELD for Newcomers)
6-8 Holt Literature & Language Arts 2000 (Spanish), Holt, Adopted 2003

Mathematics	TK Robert-Leslie Publishing: The InvestiGator Club - Let's Investigate, Adopted 2022 TK Hands-On Standards Mathematics (translated), ETA Cuisinaire, Adopted 2012 K-5, California GoMath, Houghton Mifflin Harcourt, Adopted 2015 K-8, California GoMath (Spanish Edition), Houghton Mifflin Harcourt, Adopted 2015 6-8, California GoMath, Houghton Mifflin Harcourt, Adopted 2014	Yes	0
Science	SCIENCE TK Robert-Leslie Publishing: The InvestiGator Club - Let's Investigate, Adopted 2022 TK Hands-On Standards Science (translated) Spanish, ETA Cuisinaire, Adopted 2012 K California Science 2008 (Spanish Edition) [Teacher flip chart only], MacMillan McGraw-Hill, Adopted 2007 K-5, California Science 2008, Macmillan McGraw-Hill, Adopted 2007 1-5 California Science 2008 (Spanish Edition), MacMillan McGraw-Hill, Adopted 2007 6-8, Amplify Science, Amplify Education, Inc., Adopted 2020	Yes	0
History-Social Science	HISTORY-SOCIAL SCIENCE TK Robert-Leslie Publishing: The InvestiGator Club - Let's Investigate, Adopted 2022 TK, Houghton Mifflin: HSP California Excursions 2010, Houghton Mifflin Adopted 2012 K-5, History/Social Science for California, Scott Foresman, Adopted 2006	Yes	0

	K-5 Historia/Ciencias Sociales para California 2006, Scott Foresman, Adopted 2006 6-8, History Alive, Teachers Curriculum Institute (TCI), Adopted 2006 6-8 Historia Viva, Teachers Curriculum Institute (TCI), Adopted 2006		
Health	HEALTH K-2, Primarily Health 1998, Wright Group, Adopted 1998 4-5, Healthy You 1996, Harcourt Brace, Adopted 2000 6-8, Positive Prevention Plus, Positive Prevention Plus, Adopted 2016 6-8, Project ALERT 2000, Best Foundation, Adopted 2003	Yes	0
Visual and Performing Arts	K-8, Music and You 1988, Macmillan Publishing Company, Adopted 1990	Yes	0

School Facility Conditions and Planned Improvements

General
The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on 05/05/2022 and is available at the Facilities, Maintenance and Operations office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description
This school has 25 permanent classrooms and 1 portable classroom, a library, a multipurpose room, a computer lab, and an administration building. The main campus was built in 1986 and modernized in 2003. The library and computer lab were constructed in 2004. The school's Administration area has been remodeled.

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
The school is cleaned every other night by a cleaning crew. Work performed includes: sweeping, vacuuming, and mopping floors, emptying trash, cleaning sinks, filling dispensers, and dusting rooms, as scheduled. Grounds are maintained by District groundskeeping staff. There is one full-time day custodian. This day custodian is responsible for daily restroom cleaning, cleaning eating and food preparation areas, daily grounds clean up, minor facility repairs, and special emergency clean ups. Carpets are shampooed and tile flooring is cleaned and refinished every winter, spring, and summer break. A thorough deep cleaning of all areas is done every summer. District administration works daily with custodial and grounds supervisors to ensure a clean, safe school.

Deferred Maintenance Budget
The District allocates funds for completion of deferred maintenance projects which consist of major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior paint, and floor systems. These funds were recently used to resurface the school's asphalt parking lot.

Year and month of the most recent FIT report	Aug 2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		.Ceiling Tiles replaced & work orders created for other demarcations.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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
English Language Arts/Literacy (grades 3-8 and 11)	58	56	36	33	47	46
Mathematics (grades 3-8 and 11)	44	46	24	23	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
All Students	282	278	98.58	1.42	56.12
Female	124	122	98.39	1.61	66.39
Male	158	156	98.73	1.27	48.08
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	72.22
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	65	98.48	1.52	46.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100.00	0.00	59.46
White	153	151	98.69	1.31	56.95
English Learners	59	58	98.31	1.69	18.97
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	177	173	97.74	2.26	47.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	52	92.86	7.14	15.38

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
All Students	282	279	98.94	1.06	45.52
Female	124	122	98.39	1.61	45.90
Male	158	157	99.37	0.63	45.22
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	66	100.00	0.00	40.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100.00	0.00	40.54
White	153	151	98.69	1.31	46.36
English Learners	59	59	100.00	0.00	22.03
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	177	174	98.31	1.69	37.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	53	94.64	5.36	16.98

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
Science (grades 5, 8 and high school)	37.50	42.35	20.43	21.95	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
All Students	88	88	100.00	0.00	40.91
Female	44	44	100.00	0.00	45.45
Male	44	44	100.00	0.00	36.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	22	100.00	0.00	40.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	50	50	100.00	0.00	44.00
English Learners	15	15	100.00	0.00	6.67
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	51	100.00	0.00	35.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	6.67

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	97.7	97.7	97.7	97.7	97.7

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

Parent Participation:

Successful education requires a strong partnership between parents and the school. To foster this partnership, we encourage parents to be involved in their child's education through regular communication with teachers and school staff. While parent conferences are held in November, we encourage you to talk with your child's teacher throughout the year. You can assist your child's progress by monitoring class work, providing a structured time for homework, reviewing progress reports, and becoming involved in school activities.

The following District and site committees are designed to foster parent involvement:

District Committees:

Superintendent's Parent Advisory Council (PAC) – Parent representatives from each school meet with the Superintendent to receive information and give input about activities at the schools. The PAC meets three times in a school year.

Learning Environment Task Force (LETF) – This committee monitors a comprehensive plan that maximizes facility use and improves the quality of program offerings at the school. Parent representatives and staff meet as needed.

Local Control Advisory Committee/Title I District Advisory Council (LCAC/DAC) – Is comprised of parents, facilitators from Title I schools, community members and staff. Title I parent representatives are provided an opportunity to not only receive information regarding Title I programs, but also participate in the development of the District's Local Control Advisory Plan (LCAP) by giving input to improve student achievement.

District English Learner Advisory Committee (DELAC) - This committee meets almost every month and provides opportunities for representatives from each school to learn about District and State programs for English learners. We value and encourage community input as we strive to build meaningful relationships between district staff and our families.

2023-24 Opportunities for Parental Involvement

Local Control Accountability Plan (LCAP) - School districts in California are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). Cajon Valley LCAP Committee meaningfully engages a broad group of stakeholders comprised of parents, community members and school and district staff members to provide input in the development of the plan to identify annual goals, specific actions, and measures of student progress. The LCAP guides decision making about actions and services for all students in the district including low-income students, English Learners and foster youth.

School Site Committees:

School Site Council (SSC) – The School Site Council meets every other month and is comprised of parents, staff, and the principal. The School Site Council makes decisions for the school through the development and implementation of the Comprehensive School Plan for Student Achievement. The SSC approves categorical budget expenditures focused on improving student achievement.

English Learner Advisory Committee (ELAC) - This committee advises the principal and staff on the site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement. ELAC also assists in providing feedback and evaluating the instructional program for students who are learning English.

School Events:

Each year parents are invited to Welcome Back Events, such as Family Teacher Teams, Spring Open House, and School Site Council meetings. Our PTA sponsors numerous family events, class field trips, and supports STEAM (Science, Technology, Engineering, Arts, and Math) with funding for materials and curriculum development. In addition, our site involves parents through classroom volunteers, PTA meetings, and Community Meet-Ups with the Principal. Some of the family events the RSD PTA may host include Movie Night, Dances, and our Fun Run. Our students benefit from strategic planning to support areas of strength for them including the arts, language development, tutoring, dance instruction, and sports through our after school program.

Parent Education:

The Cajon Valley Union School District is committed to supporting families through a strong parent education program. The district and sites offer parent training opportunities which include virtual and in-person single and multiple session workshops that empower parents to support their children with both academic and social-emotional needs. Workshops and classes are based on parent/student needs and parent interests.

The Family and Community Engagement (FACE) Department develops and supports parent education opportunities through collaboration with district departments and site staff members who facilitate parent education workshops.

In addition, the district collaborates with various community agencies to support effective parent education. The district promotes parent education through the San Diego County Office of Education's sponsored conferences, Grossmont Adult Education, the WorkForce Partnership, East County Career Center, Grossmont Community College Career Center, Rady Children's Hospital, International Rescue Committee, California Collaborative of Educational Excellence, The Brookings Institute, and the California Engagement Initiative.

By empowering and educating staff, we are better able to listen to and address the needs of our parents through educational opportunities. The FACE Department provides professional development for school and district staff to help further deepen the collective understanding of what it means to authentically engage families to support their children. Staff trainings include, but are not limited to, an introduction to Family and Community Engagement, Positive Home Visits, developing Family Teacher Teams, and understanding community challenges and barriers.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	577	564	147	26.1
Female	255	250	63	25.2
Male	322	314	84	26.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	34	33	5	15.2
Black or African American	15	15	1	6.7
Filipino	1	1	0	0.0
Hispanic or Latino	135	134	41	30.6
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	24	24	8	33.3
White	326	315	80	25.4
English Learners	125	121	35	28.9
Foster Youth	1	1	0	0.0
Homeless	3	3	3	100.0
Socioeconomically Disadvantaged	371	364	113	31.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	125	124	45	36.3

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	0.89	1.21	0.67	2.72	5.18	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.21	0
Female	0	0
Male	2.17	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	0.74	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.53	0
English Learners	0.8	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.62	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.6	0

2023-24 School Safety Plan

Rancho San Diego School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually. For the 2023-2024 school year, it was approved by the School Site Council on 11/28/2023 and discussed and reviewed by the staff on 12/04/2023.

The site Safe School Plan also includes routine and emergency disaster information, including the site Emergency Operations Plan (EOP) that aligns site emergency operations procedures with the District Emergency Operations Plan. The site EOP is updated annually.

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	24		3	
1	26		3	
2	25		3	
3	24		3	
4	30		2	1
5	30		3	
Other	17	2	3	

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	22	1	3	
1	24	1	2	1
2	23		4	
3	24		4	
4	28		3	
5	24		3	
Other	9	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	20	1	4	0
1	26	2	1	1
2	18	2	2	0
3	19	2	3	0
4	23	2	0	1
5	28	1	0	1
6	0	0	0	0
Other	10	2	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	301.11

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)	1.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.5

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	$18,143	$7,210	$10,933	$100,349
District	N/A	N/A	$7,698	$83,225
Percent Difference - School Site and District	N/A	N/A	34.7	20.2
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	49.5	13.9

Fiscal Year 2022-23 Types of Services Funded

A variety of supplemental services are available at Rancho San Diego School, funded by the school's categorical budgets: Supplemental Concentration, Basic, and Donation.

These extra support services include academic, social emotional learning programs, in-classroom, or small group instruction during the school day. In addition to the classroom teacher, instructional services are delivered by a learning loss intervention teacher and counselors on site.

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	$48,987	$54,215
Mid-Range Teacher Salary	$83,844	$86,843
Highest Teacher Salary	$114,142	$111,440
Average Principal Salary (Elementary)	$141,425	$140,851
Average Principal Salary (Middle)	$141,425	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$356,295	$252,466
Percent of Budget for Teacher Salaries	31.17%	33.16%
Percent of Budget for Administrative Salaries	5.69%	5.15%

Professional Development

Each year, teachers and support staff participate in Professional Learning, as indicated in the Comprehensive School Plan for Student Achievement (SPSA), the Local Education Agency Plan and Local Control Accountability Plan (LCAP). Priorities for professional learning are established for teacher and staff training using student achievement data, teacher needs assessment surveys, and observations of instruction. In response to these priorities, sessions are developed to support classroom implementation. Teachers requiring additional certifications to meet student needs are enrolled in appropriate programs.

Certificated and support staff participate in workshops offered within the District (in person and virtual), offered by the San Diego County Office of Education, local universities or outside vendors as appropriate.

An online professional learning platform, Cajon 365, which includes Cajon Valley Union School District offerings for the year is accessible to all staff. This includes our district initiatives, safety, mandated trainings, and professional learning for new staff. Professional Learning is available for certificated personnel as well as classified staff members who work with students. Site categorical fund expenditures must be approved by the School Site Council.

Professional Learning opportunities are offered during summer, winter, and spring intersession (in person and virtual), as well as during the school year. Certificated staff who attend workshops during the year are frequently called upon to present relevant information and teaching techniques during site and district professional development sessions.

Full day release and after-school workshops and trainings are also available.

In the 2022-23 school year, elementary and middle school teachers were released for one-half day each trimester to collaborate with grade level/department peers, analyze student work, review formative assessment data, develop lesson plans and identify instructional strategies to meet student needs. In addition, workshops on the topics listed below were offered prior to and during the school year:

- Applied Behavioral Analysis Workshop for Special Education Teachers
- Beable (online literacy supplemental program)

Professional Development

- ELPAC Training
- Cognitively Guided Instruction for Math (CGI)
- Distance Learning Training
- ELD: Designated/Integrated
- Family Engagement
- Guided Language Acquisition and Design (GLAD)
- Imagine Learning (online supplementary program for ELD)
- Mild/Moderate Transitional Training for Special Education Teachers
- Moderate/Severe Special Education Classroom Quality Indicators
- Number Talks and Problem Solving Strategies
- Personalized Learning (small group rotations, differentiated instruction)
- Positive Behavior Management
- Positive Prevention Plus Curriculum (middle school science teachers)
- Poverty Simulation
- Professional Assault Crisis Training (ProAct)
- Presentation Literacy of Knowledge and Ideas to Create a TED style Student Talk
- Science of Reading
- ST Math training
- Social Emotional Learning
- Trauma Informed Care
- Working with the ELD Standards
- World of Work
- Zones of Regulation

Support for implementation of 1:1 chromebooks, personalized learning, technology integration writing, and mathematics was provided by teacher facilitators (coaches) using both push-in and pull-out models throughout the school year.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2