

Rancho Rosal Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



RANCHO ROSAL
DISCOVERING THE FUTURE

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 Rosal Elementary School
Street	3535 Village at the Park Drive
City, State, Zip	Camarillo, CA 93012
Phone Number	(805) 383-5350
Principal	Jacey Dexter
Email Address	JDexter@pleasantvalleysd.org
School Website	www.pleasantvalleysd.org/Domain/16
Grade Span	K-5
County-District-School (CDS) Code	56-72553-0110502

2024-25 District Contact Information

District Name	Pleasant Valley School District
Phone Number	(805) 389-2100
Superintendent	Dr. Danielle Cortes
Email Address	dcortes@pleasantvalleysd.org
District Website	www.pleasantvalleysd.org

2024-25 School Description and Mission Statement

Principal’s Message
 Rancho Rosal is an exemplary school made possible by a dedicated team of parents, teachers, staff, and students. Our school is an example of excellence in education. Teachers work together in Professional Learning Communities (PLC) to provide a quality educational program where students learn at high levels. Instruction is differentiated so that every student has the opportunity to reach his or her full potential. “Building a 21st Century School for a 21st Century Student” is a central idea at Rancho Rosal. Beyond academics, students also learn the importance of being responsible and caring people who lead with integrity. We focus on creating a positive school culture that addresses students’ social-emotional well-being with a school-wide

2024-25 School Description and Mission Statement

positive behavior plan, a social-emotional curriculum, and a focus on student leadership. We build on the concepts of respect, responsibility, and cooperation. Like our mascot, the stallion, our school represents pride and strength. Our students are challenged daily to master academic standards, be creative thinkers, problem solvers, communicators, caring individuals, and lifelong learners. Mastery is measured by ongoing and recurring authentic and standards-based assessments. Working as a Professional Learning Community, student achievement will be supported by research-based instructional strategies.

Rancho Rosal Mission Statement

At Rancho Rosal Elementary we empower our students to learn at high levels, lead with integrity, and grow to their potential.

School Profile

Rancho Rosal is one of nine elementary schools in the Pleasant Valley School District. Rancho Rosal opened its doors in September of 2007. Rancho Rosal is a transitional kindergarten through 5th-grade school in PVSD. Currently, our student enrollment is 576 students with a diverse and evolving school community that fosters the whole child while developing a love for life-long learning. Our educational philosophy is based on mutual respect, ongoing communication, and shared decision-making. The student body demographics are 37.8% white, 45.5% Hispanic, 5.7% Asian, 3.8% Filipino, and 1.6% black/African American. Our English Language Learners represent 13% of the student population. Socioeconomically disadvantaged students represent 33% of the student population. Rancho Rosal's special education program includes the Resource Specialist Program and Special Day Classes making up 16% of the student population. Rancho Rosal receives tremendous support from our very active Parent/Teacher Association and local community business leaders. In 2014, the school was recognized as a California Distinguished School validating the exemplary academic and extra-curricular programs on site. Classes at Rancho Rosal are arranged on a traditional calendar schedule.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	130
Grade 1	82
Grade 2	79
Grade 3	103
Grade 4	105
Grade 5	102
Total Enrollment	601

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.4
Male	54.6
Asian	5
Black or African American	1.7
Filipino	4.2
Hispanic or Latino	45.1
Native Hawaiian or Pacific Islander	0.3
Two or More Races	4.7
White	39.1
English Learners	12.1
Homeless	7
Migrant	0.5
Socioeconomically Disadvantaged	37.9
Students with Disabilities	20.3

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)	22.90	87.27	261.20	86.48	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.80	3.20	1.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.60	4.84	12115.80	4.41
Unknown/Incomplete/NA	2.30	8.93	21.90	7.26	18854.30	6.86
Total Teaching Positions	26.30	100.00	302.00	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)	22.50	83.33	296.80	88.26	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	1.85	4.20	1.26	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.60	1.39	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.50	3.14	11953.10	4.28
Unknown/Incomplete/NA	4.00	14.81	19.90	5.93	15831.90	5.67
Total Teaching Positions	27.00	100.00	336.30	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)	22.00	83.02	284.50	86.77	231142.40	100.00
Intern Credential Holders Properly Assigned	0.50	1.89	1.90	0.60	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	7.55	12.40	3.80	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	2.25	11746.90	4.23
Unknown/Incomplete/NA	2.00	7.55	21.50	6.58	14303.80	5.15
Total Teaching Positions	26.50	100.00	327.90	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	1.00	0.00	1
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.00	2

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	4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.20	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

Instructional Materials (School Year 2023-24)

The school district held a public hearing on October 19, 2023 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

October, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Adopted in 2016	Yes	0
Mathematics	Eureka Math Adopted in 2014	Yes	0
Science	Amplify (K-5) Adopted 2022	Yes	0
History-Social Science	Studies Weekly Adopted in 2020	Yes	0

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

School Facility Conditions and Planned Improvements

School Facilities

Rancho Rosal Elementary was originally constructed in 2006 and is comprised of 21 permanent classrooms, 12 portable classrooms, one multipurpose room, a library, a Maker Space, a staff lounge, and two playgrounds.

Cleaning Process

Two full-time custodians ensure that the cleaning of the school is maintained to provide a clean and safe school.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair, and works orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

Year and month of the most recent FIT report

11/27/24

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			
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.

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)	48	52	57	58	46	47
Mathematics (grades 3-8 and 11)	43	51	46	47	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	309	302	97.73	2.27	52.32
Female	147	145	98.64	1.36	57.24
Male	162	157	96.91	3.09	47.77
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	53.33
Black or African American	--	--	--	--	--
Filipino	14	13	92.86	7.14	76.92
Hispanic or Latino	136	134	98.53	1.47	35.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	63.64
White	128	125	97.66	2.34	67.20
English Learners	26	26	100.00	0.00	11.54
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	94	92	97.87	2.13	33.70
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	96	91	94.79	5.21	13.19

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	309	302	97.73	2.27	51.32
Female	147	145	98.64	1.36	48.97
Male	162	157	96.91	3.09	53.50
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	53.33
Black or African American	--	--	--	--	--
Filipino	14	13	92.86	7.14	69.23
Hispanic or Latino	136	134	98.53	1.47	35.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	63.64
White	128	125	97.66	2.34	65.60
English Learners	26	26	100.00	0.00	11.54
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	94	92	97.87	2.13	31.52
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	96	91	94.79	5.21	17.58

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)	30.77	32.04	41.37	43.07	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	104	103	99.04	0.96	32.04
Female	50	50	100.00	0.00	34.00
Male	54	53	98.15	1.85	30.19
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	52	51	98.08	1.92	11.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	39	100.00	0.00	48.72
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.00	0.00	18.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	3.03

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	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.

2024-25 Opportunities for Parental Involvement

Parent Involvement

Rancho Rosal Elementary greatly benefits from its supportive parents/caregivers who volunteer in classrooms and participate on the School Site Council and English Learner Advisory Committee. Our Parent Teacher Association supports the school through fundraising and volunteerism, providing a wide range of enrichment for our students such as P.E., art, technology and field trips. The School Site Council and English Learner Advisory Committee help inform decisions about school budgets and programs.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	636	629	125	19.9
Female	291	287	53	18.5
Male	345	342	72	21.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	31	31	1	3.2
Black or African American	13	13	4	30.8
Filipino	25	24	4	16.7
Hispanic or Latino	289	285	71	24.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	28	7	25.0
White	247	246	38	15.4
English Learners	80	80	16	20.0
Foster Youth	--	--	--	--
Homeless	49	49	16	32.7
Socioeconomically Disadvantaged	260	256	70	27.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	155	153	37	24.2

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
1.35	0.33	0.79	2.44	2.51	2.56	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	0.79	0.00
Female	0.34	0.00
Male	1.16	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	1.04	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.81	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	2.04	0.00
Socioeconomically Disadvantaged	0.77	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.58	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

Safe School Plan

The safety of students and staff is a primary concern of Rancho Rosal Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is

2024-25 School Safety Plan

reviewed and updated in the fall of each year by the School Safety Committee. All revisions are communicated to both the classified and certificated staff annually during fall and spring. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised by Campus Supervisors during lunch and recess, and teachers before and after school. There is a designated area for student drop off and pick up. Las Colinas utilizes the Raptor visitor management security system.

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	21	1	3	
1	19	4		
2	23		4	
3	18	4	1	
4	24	1	3	
5	26	1	3	
Other	13	1		

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	24		5	
1	20	4		
2	21		4	
3	20	1	4	
4	25	1	1	1
5	25	1	2	
Other	21	1	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	14	3	1	
1	25		3	
2	24		3	
3	21	1	3	
4	20	2	3	
5	20	1	4	
Other	19	1	2	

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	576:1

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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.6
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	1.5
Other	

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	\$9,620	\$1,849	\$7,771	\$83,046
District	N/A	N/A	\$8,072	\$86,460
Percent Difference - School Site and District	N/A	N/A	-3.8	-4.0
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-32.4	-14.8

Fiscal Year 2023-24 Types of Services Funded

Students at Rancho Rosal receive WIN Time intervention 3 days a week. Reading intervention is offered 5 days a week. Math intervention is offered for students not mastering grade level standards for 2nd through 5th grade. Students are identified by teachers based on assessment data collected and analyzed through Professional Learning Communities (PLC).

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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,452	\$58,553
Mid-Range Teacher Salary	\$89,312	\$93,924
Highest Teacher Salary	\$111,708	\$119,489
Average Principal Salary (Elementary)	\$134,033	\$149,898
Average Principal Salary (Middle)	\$134,919	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$227,300	\$270,432
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Staff Development

As part of the cycle of continuous improvement, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Professional development is ongoing and based on teacher surveys, principal observation, and on examining ways to best support the planning, instruction, and assessment of State Standards and adopted curricula. The district offers professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers are also provided with time to assess student achievement and work collaboratively to design

Professional Development

instruction that is aligned to California State Standards utilizing adopted curricula. The district offered three or more staff development days a year for the past three years.

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	3	4	4