

# Rancho Del Rey Middle 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

|  |   |
|--|---|
| <b>School Name</b>                       | Rancho Del Rey Middle School  |
| <b>Street</b>                            | 1174 East J Street  |
| <b>City, State, Zip</b>                  | Chula Vista, CA, 91910-7040   |
| <b>Phone Number</b>                      | 619-397-2500  |
| <b>Principal</b>                         | Ulisses Hernandez   |
| <b>Email Address</b>                     | ulisses.hernandez@sweetwaterschools.org   |
| <b>School Website</b>                    | <a href="http://rdr.sweetwaterschools.org/">http://rdr.sweetwaterschools.org/</a> |
| <b>County-District-School (CDS) Code</b> | 37684116114276  |

## 2023-24 District Contact Information

|                         |  |
|-------------------------|--|
| <b>District Name</b>    | Sweetwater Union High School District                                      |
| <b>Phone Number</b>     | (619) 691-5555   |
| <b>Superintendent</b>   | Moises Aguirre, Ed.D.  |
| <b>Email Address</b>    | moises.aguirre@sweetwaterschools.org                                       |
| <b>District Website</b> | <a href="http://www.sweetwaterschools.org/">www.sweetwaterschools.org/</a> |

## 2023-24 School Description and Mission Statement

Rancho del Rey Middle School follows a modified year-round schedule. Opened in July 1997, we now serve approximately 1,619 7th and 8th grade students from the communities of Rancho del Rey and Otay Ranch in eastern Chula Vista, California. In May 2001, 2007 and again in 2011, Rancho del Rey Middle School received the honor of being recognized as a “California Distinguished School.” Rancho Del Rey was also a recipient of the Gold Ribbon School award in 2017.

Quality teaching and learning is Rancho del Rey’s number-one priority. We hold our students to both high academic and citizenship standards. Our administrators, teachers, counselors, and support staff base all decisions on what’s best for our students. Special emphasis is placed on a rigorous academic curriculum in all subject areas at Rancho del Rey Middle School. Students are heterogeneously grouped and are able to select accelerated courses in English, Science, and Social Science. Our curriculum is standards-driven and project-oriented, and students have opportunities to use a variety of learning channels to help them be successful. Our Resource Specialist Program provides the opportunity for special education learners to be mainstreamed with support in the core subject areas. English Learners also are supported within a mainstream setting through Structured English Immersion (SEI) classes and English Language Development (ELD) courses. In addition, Rancho del Rey has a Spanish-English Dual Immersion Program that is offered to students who want to become biliterate and bicultural.

Rancho del Rey Middle School is dedicated to the personal well-being and academic excellence of each member of our learning community. Together we practice and celebrate both pride in ourselves and respect for others. Students in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of college and career.

Mission Statement - The mission of Rancho Del Rey Middle School, an innovative learning community that embraces a multicultural perspective, is to ensure that all students achieve academic and personal success that empowers them as life-long learners through an educational system that is distinguished by a:

Student-centered system of support that meets the academic, social, physical and emotional needs of the students.

Rigorous standards-based curriculum that is differentiated to fulfill the needs of each student.  
Safe and secure environment that is conducive to learning and to the principles of respect.

## 2023-24 School Description and Mission Statement

Highly qualified collegial staff.

Community that celebrates diversity and values positive contribution to society.

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 7                 | 842                |
| Grade 8                 | 764                |
| <b>Total Enrollment</b> | <b>1,606</b>       |

### 2022-23 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 47.3%                       |
| Male                                | 52.7%                       |
| American Indian or Alaska Native    | 0.4%                        |
| Asian                               | 5%                          |
| Black or African American           | 6.2%                        |
| Filipino                            | 19.7%                       |
| Hispanic or Latino                  | 48%                         |
| Native Hawaiian or Pacific Islander | 0.4%                        |
| Two or More Races                   | 6.7%                        |
| White                               | 12.6%                       |
| English Learners                    | 9.3%                        |
| Foster Youth                        | 0.2%                        |
| Homeless                            | 0.5%                        |
| Migrant                             | 0.1%                        |
| Socioeconomically Disadvantaged     | 25.6%                       |
| Students with Disabilities          | 12.6%                       |

## **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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 51.10         | 77.35          | 1140.10         | 69.11            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 2.50            | 0.15             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 6.00            | 0.37             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.10          | 0.18           | 57.40           | 3.48             | 12115.80     | 4.41          |
| <b>Unknown</b>   | 14.80         | 22.46          | 443.50          | 26.88            | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 66.10         | 100.00         | 1649.70         | 100.00           | 274759.10    | 100.00        |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 58.40         | 89.12          | 1443.50         | 85.46            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 12.40           | 0.73             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 24.50           | 1.45             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 56.80           | 3.36             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 7.10          | 10.88          | 151.70          | 8.98             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 65.50         | 100.00         | 1689.00         | 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    |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 0.00    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00    | 0.00    |
| Local Assignment Options                               | 0.10    | 0.00    |
| <b>Total Out-of-Field Teachers</b>                     | 0.10    | 0.00    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 2       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 2       |

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 |   | November 2022               |  |
|---|---|-----------------------------|--|
| Subject   | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts                           | Language Arts textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted | Yes                         | 0.0  |

|   |  |     |     |
|---|--|-----|-----|
|   | consistent with the textbook cycle in 2017-2018. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>   |     |     |
| <b>Mathematics</b>                                | Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. Middle school texts for Compacted Integrated Math 7 (CIM7), Integrated Math 1 (IMI), Integrated Math 2, Integrated Math 7 (IM7), Integrated Math 8 (IM8) were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a> | Yes | 0.0 |
| <b>Science</b>                                    | Textbooks and instructional materials were adopted consistent with the textbook cycle 2013-2014. Middle school texts were selected from the state adopted list. Middle school Science was adopted 2021-2022. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>   | Yes | 0.0 |
| <b>History-Social Science</b>                     | Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>   | Yes | 0.0 |
| <b>Foreign Language</b>                           | Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>   | Yes | 0.0 |
| <b>Health</b>                                     | Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-2009. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>   | Yes | 0.0 |
| <b>Visual and Performing Arts</b>                 | Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>   | Yes | 0.0 |
| <b>Science Laboratory Equipment (grades 9-12)</b> | N/A  | N/A | 0.0 |

## School Facility Conditions and Planned Improvements

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. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

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

### Age of School Buildings

This school has 25 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1998. Additional classrooms were constructed in 1999.

The school opened in 1998 with 12 classrooms and a multipurpose room.

### Maintenance and Repair

District maintenance staff ensure 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 district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems

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

11/14/22

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned   |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X         |           |           | Burnt a/c motor. W/out #58665   |
| <b>Interior:</b><br>Interior Surfaces                               | X         |           |           | Broken ballard light w/out #43371-next to restroom, Bad Clock w/out #56883, Ceiling tiles ordered to cover open areas. W/ot #57407, 800 POD water leak-flush meter w/out #57961, Replaced damaged carpet w/out #42665, light bulbs replaced 30 ft high w/out #55158, Paints all relo doors and ramps w/out #44624, Window seals and screws repair w/out #58274 / door sweeps replace w/out #58102, Split system unit needed in main MDF w/out #48813, Replace wall paper in work room w/out #57557 / w/out #57425 |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X         |           |           |   |
| <b>Electrical</b>   | X         |           |           |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains          | X         |           |           | Broken faucet girls 800 RR w/out #58540,  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                  | X         |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                      | X         |           |           | Roof water leak w/out #32442 w/out #33762,  |



## School Facility Conditions and Planned Improvements

|   |   |  |  |
|---|---|--|--|
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |  | Drinking fountain next to 400 girls restroom no power w/out #56759, Repair deteriorating exterior wall. W/out #57634, Metal ramp rusted and with holes . W/out #55762, Asphalt request basketball and volleyball w/out #56841 and #56839 |
|---|---|--|--|

## 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<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 66                | 63                | 50                  | 48                  | 47               | 46               |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 43                | 42                | 26                  | 26                  | 33               | 34               |

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 1601                    | 1516                 | 94.69                 | 5.31                      | 63.41                          |
| <b>Female</b>  | 763                     | 728                  | 95.41                 | 4.59                      | 67.77                          |
| <b>Male</b>  | 838                     | 788                  | 94.03                 | 5.97                      | 59.39                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 81                      | 77                   | 95.06                 | 4.94                      | 79.22                          |
| <b>Black or African American</b>                     | 101                     | 95                   | 94.06                 | 5.94                      | 38.30                          |
| <b>Filipino</b>                                      | 316                     | 307                  | 97.15                 | 2.85                      | 81.43                          |
| <b>Hispanic or Latino</b>                            | 765                     | 713                  | 93.20                 | 6.80                      | 56.24                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 125                     | 118                  | 94.40                 | 5.60                      | 66.95                          |
| <b>White</b>   | 200                     | 196                  | 98.00                 | 2.00                      | 65.13                          |
| <b>English Learners</b>                              | 141                     | 119                  | 84.40                 | 15.60                     | 9.24                           |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 121                     | 115                  | 95.04                 | 4.96                      | 62.61                          |
| <b>Socioeconomically Disadvantaged</b>               | 437                     | 405                  | 92.68                 | 7.32                      | 49.88                          |
| <b>Students Receiving Migrant Education Services</b> | --                      | --                   | --                    | --                        | --                             |
| <b>Students with Disabilities</b>                    | 204                     | 182                  | 89.22                 | 10.78                     | 20.44                          |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 1598                    | 1533                 | 95.93                 | 4.07                      | 42.22                          |
| <b>Female</b>  | 761                     | 724                  | 95.14                 | 4.86                      | 39.14                          |
| <b>Male</b>  | 837                     | 809                  | 96.65                 | 3.35                      | 44.98                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 81                      | 76                   | 93.83                 | 6.17                      | 71.05                          |
| <b>Black or African American</b>                     | 98                      | 94                   | 95.92                 | 4.08                      | 20.21                          |
| <b>Filipino</b>                                      | 316                     | 311                  | 98.42                 | 1.58                      | 60.45                          |
| <b>Hispanic or Latino</b>                            | 765                     | 729                  | 95.29                 | 4.71                      | 33.43                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 125                     | 120                  | 96.00                 | 4.00                      | 44.17                          |
| <b>White</b>   | 200                     | 191                  | 95.50                 | 4.50                      | 45.79                          |
| <b>English Learners</b>                              | 141                     | 132                  | 93.62                 | 6.38                      | 4.55                           |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 121                     | 116                  | 95.87                 | 4.13                      | 45.69                          |
| <b>Socioeconomically Disadvantaged</b>               | 434                     | 403                  | 92.86                 | 7.14                      | 31.84                          |
| <b>Students Receiving Migrant Education Services</b> | --                      | --                   | --                    | --                        | --                             |
| <b>Students with Disabilities</b>                    | 203                     | 184                  | 90.64                 | 9.36                      | 9.29                           |

## 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<br>(grades 5, 8 and high school) | 45.81          | 42.66          | 25.00            | 25.05            | 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                                  | 759              | 735           | 96.84          | 3.16               | 42.59                   |
| Female  | 366              | 354           | 96.72          | 3.28               | 40.11                   |
| Male  | 393              | 381           | 96.95          | 3.05               | 44.88                   |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                      |
| Asian   | 51               | 49            | 96.08          | 3.92               | 67.35                   |
| Black or African American                     | 48               | 45            | 93.75          | 6.25               | 26.67                   |
| Filipino                                      | 157              | 156           | 99.36          | 0.64               | 55.77                   |
| Hispanic or Latino                            | 346              | 331           | 95.66          | 4.34               | 34.44                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| Two or More Races                             | 52               | 51            | 98.08          | 1.92               | 50.98                   |
| White   | 98               | 96            | 97.96          | 2.04               | 40.63                   |
| English Learners                              | 60               | 55            | 91.67          | 8.33               | 1.82                    |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 61               | 60            | 98.36          | 1.64               | 41.67                   |
| Socioeconomically Disadvantaged               | 194              | 184           | 94.85          | 5.15               | 30.98                   |
| Students Receiving Migrant Education Services | --               | --            | --             | --                 | --                      |
| Students with Disabilities                    | 101              | 95            | 94.06          | 5.94               | 12.63                   |

## 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 7     | 45%                           | 67%   | 67%  | 68%  | 68%                      |

## 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

Research shows a direct correlation between parent involvement and student academic success. Therefore, it is our belief at Rancho del Rey Middle School that parents must become partners in the education of their children. Here at Rancho del Rey we have made it our mission to equip parents with the tools they need in order to participate in the education of their children whether or not they can physically volunteer at school.

At Rancho del Rey we have worked with our community and our parent groups to develop a Parent Involvement Policy and School-Family Compact that is reflective of our commitment to our students' academic success. In an effort to provide parents and our community with relevant school information, Rancho del Rey uses a variety of ways to connect and engage with our parents. Administration, teachers, counselors, and support staff communicate regularly with parents through automated and personal phone calls, email, correspondences, online grading programs, parent meetings and events, new student orientation, Open House, Back to School Night, Coffee with the Principal, our RDR Parent Newsletter, and through our school website.

In addition, there are many organized opportunities for parents to become involved at Rancho del Rey. We host events such as performing arts, physical education, and robotics events that involve our community. Our ELAC committee meets regularly, and we take special care to target the parents of Short-Term English Learners to support a smooth transition to the California school system. Parents serve on our school site council (SSC), English Language Advisory Council (ELAC), District Parent Advisory Council, (DPAC), and District English Language Advisory Council (DELAC). Parents are also encouraged to volunteer on site to work in the office and/or the library or to become a long term volunteer working with individual classroom teachers.

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 1699                  | 1673                                    | 304                       | 18.2                     |
| Female  | 815                   | 802                                     | 158                       | 19.7                     |
| Male  | 884                   | 871                                     | 146                       | 16.8                     |
| Non-Binary                                    | 0                     | 0                                       | 0                         | 0.0                      |
| American Indian or Alaska Native              | 8                     | 8                                       | 2                         | 25.0                     |
| Asian   | 83                    | 81                                      | 6                         | 7.4                      |
| Black or African American                     | 115                   | 109                                     | 32                        | 29.4                     |
| Filipino                                      | 325                   | 323                                     | 32                        | 9.9                      |
| Hispanic or Latino                            | 817                   | 806                                     | 172                       | 21.3                     |
| Native Hawaiian or Pacific Islander           | 8                     | 8                                       | 3                         | 37.5                     |
| Two or More Races                             | 116                   | 115                                     | 19                        | 16.5                     |
| White   | 213                   | 209                                     | 35                        | 16.7                     |
| English Learners                              | 171                   | 169                                     | 50                        | 29.6                     |
| Foster Youth                                  | 5                     | 5                                       | 1                         | 20.0                     |
| Homeless                                      | 8                     | 8                                       | 4                         | 50.0                     |
| Socioeconomically Disadvantaged               | 482                   | 470                                     | 150                       | 31.9                     |
| Students Receiving Migrant Education Services | 1                     | 1                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 229                   | 221                                     | 62                        | 28.1                     |

### 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           | 6.98           | 8.30           | 0.05             | 5.57             | 6.15             | 0.20          | 3.17          | 3.60          |
| Expulsions  | 0.00           | 0.17           | 0.00           | 0.00             | 0.07             | 0.08             | 0.00          | 0.07          | 0.08          |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 8.3              | 0               |
| Female  | 7.85             | 0               |
| Male  | 8.71             | 0               |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              | 0                | 0               |
| Asian   | 1.2              | 0               |
| Black or African American                     | 17.39            | 0               |
| Filipino                                      | 4.31             | 0               |
| Hispanic or Latino                            | 9.06             | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 11.21            | 0               |
| White   | 8.45             | 0               |
| English Learners                              | 16.37            | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 0                | 0               |
| Socioeconomically Disadvantaged               | 12.24            | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 13.54            | 0               |

## 2023-24 School Safety Plan

Each year, Sweetwater schools review and update their Comprehensive School Safety Plan. Disaster and evacuation drills are scheduled periodically throughout the school year. Rancho del Rey Middle School's safety plan is updated yearly. The plan is presented to our School Site Council and our faculty during the first quarter of the school year. The safety committee meets once a month to review and update the plan as needed. The site safety team debriefs on the scheduled drills and actively seeks to utilize best practices recommended by our district Student Support Services Department.

Key Elements of the Plan:

<https://docs.google.com/document/d/1xLrQFDrRNQvUp4dRKrocKzQrYVO5wWuH/edit?usp=sharing&oid=109702820897906403509&rtpof=true&sd=true>

- Develop Site Safety Binder (distributed to all school staff)
- Train all staff on emergency procedures.
- Comply with all required safety drills.
- Assess all safety concerns in a timely manner and collaborate with our First Responders as needed.
- Identify strategies and programs that promote safety on campus for students and staff.

Safety Drill Calendar:

- Fall Secure Campus: October 17th, 2023
- Fall Lockdown & Active Shooter: November 16th, 2023
- Fall Clear Room: November 8th, 2023
- Fall Earthquake & Fire Drill: September 1October 19th, 2023
- Spring Secure Campus: January 25th, 2024
- Spring Lockdown & Active Shooter: March 16th, 2024
- Spring Earthquake & Fire Drill: April 10th, 2024
- Spring Clear Room: May 15th, 2023



## 2023-24 School Safety Plan

The School Safety Plan for Rancho del Rey Middle contains the following information to ensure the safety and proper training of every individual...

- Communications plan for emergency situations. This includes an Emergency Redundancy Call List, directions to call for assistance in the event of an emergency during schools hours.
- The Magnetic Door Block Policy
- Emergency Actions for Clear Room situations, Evacuation, Earthquake, Secure Campus, and Lockdown. Each section gives information of examples of what students and staff can do during and outside of class if any of these emergencies were to happen. Each section also provides instructions, scrips, and guidance on how to conduct school-wide drills for each scenario.
- Important forms and information for emergency situations such as a Teacher "Buddy List" and its guidelines, a list of what the Emergency Folder should include, an Evacuation Student Accountability Form, and a Reunification Sign Out Sheet.
- Information, guidance, and resources in case of an Off -Site Evacuation as well as a Reunification Plan and Team Assignments and Procedures.
- Information regarding School Site Assignments and the Incident Command System and Staging Locations.
- Other important documents such as the Sweep, Search, and Rescue Map, a Primary Evacuation Route Map, an Off Site Emergency Evacuation Route Map

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 28                 | 12                                   | 17                                    | 28                                  |
| Mathematics           | 29                 | 10                                   | 26                                    | 24                                  |
| Science               | 27                 | 9                                    | 53                                    |                                     |
| Social Science        | 31                 | 5                                    | 21                                    | 29                                  |

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 29                 | 10                                   | 12                                    | 35                                  |
| Mathematics           | 31                 | 5                                    | 16                                    | 32                                  |
| Science               | 29                 | 3                                    | 53                                    |                                     |
| Social Science        | 29                 | 6                                    | 21                                    | 28                                  |

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 29                 | 9                                    | 23                                    | 24                                  |
| Mathematics           | 31                 | 5                                    | 13                                    | 31                                  |
| Science               | 29                 | 5                                    | 50                                    | 0                                   |
| Social Science        | 31                 | 4                                    | 22                                    | 26                                  |

## 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 | 365   |

## 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) | 4.4                              |
| Library Media Teacher (Librarian)                             | 1                                |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  |                                  |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other   | 4.8                              |

## 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 |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | 5823.08                      | 6.65                                | 5816.43                               | 87,617.00              |
| <b>District</b>                                      | N/A                          | N/A                                 | 9754.53                               | \$91,566               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | -50.6                                 | -1.1                   |
| <b>State</b>   | N/A                          | N/A                                 | \$7,607                               | \$97,850               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | -36.9                                 | -5.1                   |

## Fiscal Year 2022-23 Types of Services Funded

General Operations - services, materials, and support to the general education program.

Local Control & Accountability Plan - Supplemental funds to support district goal to support teaching and learning, healthy culture, parent involvement, and transparent systems. The LCAP budget funds academic tutoring, extra-duty hours for our Community Resource Facilitator, the library homework center, and supplemental library materials. With input from the English Learners Advisory Committee, the School Site Council oversees the use of LCAP allocation.

Department of Defense Education Activity Grant - The five-year grant funds initiatives to support STEM programs for military connected students: Equipment for specialized robotics advisories, field trips, extra-curricular activities, and additional third-party academic programs such as Math Space and BrainPop.

Special Education- Students with special needs resulting from a handicapping condition or achievement levels significantly below those of the majority of students have equal access to the core curriculum provided for all students. The special services received provide support and extension activities which enhance their participation in mainstream classes.

Restorative Practices - An allocation of FTEs supports community building through activities such as WEB and on-going PLC training for Restorative Practices and Social Emotional Learning.

Special Projects - Monies from agencies (e.g., federal state) earmarked for specific services. Rancho del Rey Middle School presently offers a dual language program promoting biliteracy and biculturalism.

## 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 |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$48,003        | \$57,234                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$82,293        | \$95,467                                     |
| <b>Highest Teacher Salary</b>                        | \$107,730       | \$122,669                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$0             |  |
| <b>Average Principal Salary (Middle)</b>             | \$157,167       | \$153,476                                    |
| <b>Average Principal Salary (High)</b>               | \$167,100       | \$173,198                                    |
| <b>Superintendent Salary</b>                         | \$260,000       | \$277,572                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 32.97%          | 31.17%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 4%              | 4.46%  |

## Professional Development

Rancho del Rey's student schedule is built to accommodate weekly Friday minimum days. This permits teachers to meet in Professional Learning Communities once a week for an hour and a half. These PLC meetings allow for discussion of standards, alignment of pacing, creation of common formative assessments, calibration for evaluating student work, analysis of data, and general discussions about our learning culture. Rancho del Rey strives to offer each student timely and viable curriculum as the basis for learning.

For the 2018-19 school year Rancho Del Rey Middle continued utilizing our site curriculum specialist to support our core departments with an emphasis on our LCAP goal one of quality first instruction. We recognize the importance of providing each student with a quality education that is rigorous and accessible given the child's needs. We are also focusing on maintaining a safe and nurturing school environment in and out of the classroom to maximize a student's sense of belonging to school. Our Associated Student Body (ASB), our choice of electives and our school clubs provide our students with the opportunity to explore their areas of interest and passion. We also emphasize to our students the importance of following the Royal Way- of respecting others, yourself and learning. Our dual focus of providing our students with a rigorous education as well as providing them with a positive school experience is the key to our success as one of the top performing schools in the Sweetwater Union High School District. This year we are finalizing a military outreach program as part of a grant received to further enhance support to our families who's parents are in the service. Finally we recognize the importance of our partnership with our parents in supporting all of our students so they can maximize their potential thru middle school and beyond.

For the 2019-20 school year Rancho Del Rey Middle continued to utilize our site curriculum specialist to support our core departments with an emphasis on our LCAP goal one of quality first instruction. We recognize the importance of providing each student with a quality education that is rigorous and accessible based on the child's needs. We are also focusing on maintaining a safe and nurturing school environment in and out of the classroom to maximize a student's sense of belonging to school. As such, we have partnered with the district equity department to evaluate our implementation of Restorative Practices and other Social Emotional Learning initiatives. These efforts have taken a variety of forms, including presentations at staff meetings, off-site workshops, and forum-style PLC meetings in which we discuss our progress and our concerns. Our Associated Student Body (ASB), our choice of electives and our school clubs provide our students with the opportunity to explore their areas of interest and passion. We also emphasize to our students the importance of following the Royal Way- of respecting others, yourself and learning. Our dual focus of providing our students with a rigorous education as well as providing them with a positive school experience is the key to our success as one of the top performing schools in the Sweetwater Union High School District. This year we are finalizing a military outreach program as part of a grant received to further enhance support to our families who's parents are in the service. Finally we recognize the importance of our partnership with our parents in supporting all of our students so they can maximize their potential thru middle school and beyond.

For the 2020-2021 school year given the COVID pandemic all schools utilized the virtual learning format. We continued to

## Professional Development

provide our students with a quality education and ensured that we cognizant of the student's social emotional needs given all the challenges they were facing at home and in the virtual school environment. We implemented a professional development program that focused on staff well-being as we recognized that our teachers and counselors need to be able to sustain a healthy social emotional state to better enable them to support their student's social emotional needs. Thus we partnered with Pure Edge Inc and their Director of Programs who provided ongoing periodic workshops to the Rancho staff on strategies for educators and learners that support the social, emotional, and academic development through mindful movement and rest. Staff was also provided tech training with our online software programs including Microsoft Teams, Google Classroom, PearDeck and NearPod. While the year presented many challenges we were able to continue with our goal of providing all of our students with a quality education in a nurturing school environment.

For the 2021-2022 school year when the school reopened after the COVID pandemic, we continued to provide our students with a quality education with a greater emphasis on safety and student's social emotional needs given the needs that students returned with after spending over a year in distance learning. We continued to implement a professional development program that focused on staff well-being as we continued to recognize that our teachers and counselors need to be able to sustain a healthy social emotional state to better enable them to support their student's social emotional needs.

For the 2022-2023 school year, teachers and staff continued their emphasis of providing our students with a quality education, safety, and student's social emotional well-being. We provided professional development that focused on effective best practices that target the needs of our English Learner population. We also continued training staff on social-Emotional wellness and how to implement strategies in their lessons that target this.

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

| Subject  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 6       | 5       | 5       |