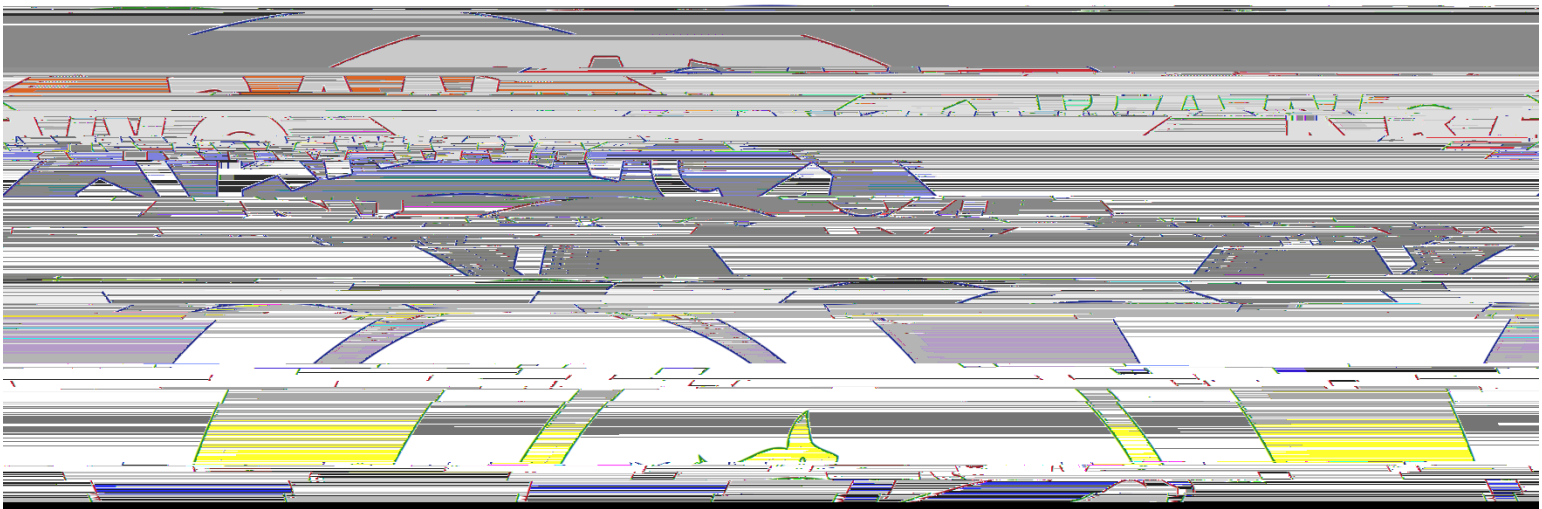
Naranca Elementary

2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Naranca Elementary
Street	1030 Naranca Avenue
City, State, Zip	El Cajon, CA 92021
Phone Number	619-588-3087
Principal	Michael Wallace
Email Address	wallacem@cajonvalley.net
School Website	https://www.cajonvalley.net/naranca
County-District-School (CDS) Code	37-67991-6037725

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	0.2
Asian	10.0
Black or African American	12.3
Filipino	0.6
Hispanic or Latino	37.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.7
White	34.2
English Learners	54.5
Foster Youth	1.2
Homeless	1.2
Migrant	0.0
Socioeconomically Disadvantaged	84.1
Students with Disabilities	12.0

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)	28.50	91.94	672.10	86.04	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	10.90	1.40	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.23	25.70	3.29	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.23	25.60	3.29	12115.80	4.41
Unknown	0.50	1.61	46.70	5.98	18854.30	6.86
Total Teaching Positions						

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	22	N/A	36	N/A	47
Mathematics (grades 3-8 and 11)	N/A	12	N/A	24	N/A	33

2021-22 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	Percent Met or Exceeded
All Students	391	341	87.21	12.79	21.70
Female	171	151	88.30	11.70	24.50
Male	220	190	86.36	13.64	19.47

2021-22 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.

2022-23 Opportunities for Parental Involvement

three-year Local Control and Accountability Plan (LCAP). Cajon Valley LCAP Committee meaningfully engages a broad group of stakeholders comprised of parents, community members and school and district staff members to provide input in the

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	823	777	293	37.7
Female	383	358	129	36.0
Male	440	419	164	39.1
American Indian or Alaska Native	1	1	0	0.0
Asian	100	92	17	18.5
Black or African American	98	98	49	50.0
Filipino	4	4	0	0.0
Hispanic or Latino	292	281	139	49.5
Native Hawaiian or Pacific Islander	4	1	1	100.0
Two or More Races	20	18	7	38.9
White	285	265	70	26.4
English Learners	464	444	129	29.1
Foster Youth	12	10	7	70.0
Homeless	10	10	8	80.0
Socioeconomically Disadvantaged	748	708	270	38.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	103	102	45	44.1

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.44	2.20	2.4o.375

2022-23 School Safety Plan

Naranca School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		3	1
1	23		3	
2	24		3	
3	22	1	3	
4	30		1	
5	26		2	1
6				
Other	22	4	7	

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Grade Level	Average Class Size	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$13,037	$5,888	$7,148	$72,167
District	N/A	N/A	$7,698	$81,971
Percent Difference - School Site and District	N/A	N/A	-7.4	-12.7
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	8.1	-18.9

2021-22 Types of Services Funded

A variety of supplemental services are available at Naranca School, funded by the school's categorical budgets: Title I, Title III, Supplemental Concentration, Basic, and Donation. These extra support services include reading and math interventions for low-performing students during the instructional day, before and/or after-school academic programs, in classroom assistance, or small group personalized support during the instructional day. In addition to the classroom teacher, instructional services are delivered by learning support teachers, and English language development assistants. Along with the academic supplemental services, Naranca School ofc-1(up personal)-1(iz80i(he)-1( )1(cl)rh8ent assistants. Along wi)-1(t)1(h)-1( )1(the aca)-1(demic.de4

2020-21 Teacher and Administrative Salaries

Professional Development

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

Certificated and support staff participate in workshops offered within the District (in person and virtual), offered by the San Diego County Office of Education, local universities or outside vendors as appropriate.
An online professional learning platform, Cajon 365, which includes Cajon Valley Union School District offerings for the year is accessible to all staff. This includes our district initiatives, safety, mandated trainings, and professional learning for new staff.
Professional Learning is available for certificated personnel as well as classified staff members who work with students. Site categorical fund expenditures must be approved by the School Site Council.
Professional Learning opportunities are offered during summer, winter, and spring intersession (in person and virtual), as well as during the school year. Certificated staff who attend workshops during the year are frequently called upon to present relevant information and teaching techniques during site and district professional development sessions.
Full day release and after-school workshops and trainings are also available.

In the 2020-21 school year, elementary and middle school teachers were released for one-half day each trimester to collaborate with grade level/department peers, analyze student work, review formative assessment data, develop lesson plans and identify instructional strategies to meet student needs. In addition, workshops on the topics listed below were offered prior to and during the school year:

Applied Behavioral Analysis Workshop for Special Education Teachers
Beable (online literacy supplemental program)
ELPAC Training
Cognitively Guided Instruction for Math (CGI)
Distance Learning Training
Engineering Design in the Classroom
ELD: Designated/Integrated
Family Engagement
Guided Language Acquisition and Design (GLAD)
Google Apps for Education (GAFE)
Imagine Learning (online supplementary program for ELD)
Mild/Moderate Transitional Training for Special Education Teachers
Moderate/Severe Special Education Classroom Quality Indicators
Next Generation Science Standards
Number Talks
Positive Prevention Plus Curriculum (middle school science teachers)
Professional Assault Crisis Training (ProAct)
Presentation Literacy: Guiding Students Through the Integration of Speaking and Listening
Presentation Literacy of Knowledge and Ideas to Create a TED style Student Talk
ST Math training
Sanford Harmony
Social Emotional Learning

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2