EXHIBIT A

January 10, 2018

Central Elementary School

933 E Avenue • National City, CA 91950 • (619) 336-7400 • Grades PS-6
Vanessa Lerma, Principal
vlerma@nsd.us
www.nsd.us

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

National School District
1500 N Ave.
National City, CA 91950
(619) 336-7500
http://nsd.us

District Governing Board
Maria Betancourt-Castañeda, President
Alma Sarmiento, Clerk
Barbara Avalos, Member
Brian Clapper, Member
Maria Dalla, Member

District Administration
Dr. Leighangela Brady
Superintendent

Paula Jameson-Whitney
Assistant Superintendent Educational Services

Chris Carson
Assistant Superintendent Business Services

Leticia Hernandez
Director Human Resources

School Description

Central School is located in the heart of National City. We offer a preschool through sixth grade program dedicated to developing the whole child. Our staff is committed to providing an enriching and challenging educational environment for all students. We invite you to learn more about our school by visiting our campus and seeing first hand our classrooms, programs, and dedicated staff.

At Central School,

We Promise
• A safe, nurturing learning environment
• An active partnership with parents and community
• A solid foundation in reading, writing, and problem-solving
• A focus on individual student achievement

We Believe
• All students will learn
• Student success is everyone's responsibility
• Our community's cultural diversity enriches learning opportunities

Message from Principal, Vanessa Lerma

Welcome to Central School, home of the Dolphins, where our goal is to ensure that each and every student is on track to succeed with college or career. At Central, we maintain an enriching, nurturing and productive environment where students can excel. Our knowledgeable and dedicated staff enthusiastically provides an instructional program based on the Common Core State Standards and high expectations for academic performance. We have established a safe campus that promotes personal responsibility for student behavior and mutual respect among all members of our learning community. We are implementing the PeaceBuilder program and students know the importance of being Responsible, Respectful, and Safe. Parent involvement is also important at Central School. We invite and encourage parents to become active members of our learning community. We welcome volunteers to assist with classroom or school activities or to serve as members of our parent committees and organizations on campus. We look forward to the academic, social, and personal growth of our students and to the continued development of our learning community. Go Dolphins!

About the SARC

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	108
Grade 1	88
Grade 2	75
Grade 3	86
Grade 4	87
Grade 5	92
Grade 6	87
Total Enrollment	623

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0
Asian	2.4
Filipino	4.3
Hispanic or Latino	86.8
Native Hawaiian or Pacific Islander	0.5
White	2.1
Two or More Races	2.4
Socioeconomically Disadvantaged	85.2
English Learners	64.5
Students with Disabilities	13.2
Foster Youth	0.2

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.

Teacher Credentials			
	-	-	-
With Full Credential	30	30	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
	-	-	-
With Full Credential	♦	♦	226
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Central Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: August 23,2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton-Mifflin Sopris West Read Well Sopris Read Well 2003/2004 2010-2011 2010-2011 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton-Mifflin-Harcourt GO MATH! 2015/2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

January 10, 2018

School Facility Conditions and Planned Improvements (Most Recent Year)

Central's main campus was built in 1954. Since our opening the following major renovations or improvements have been addressed:

- 1997—Relocatables were added to support class size reduction.
- 1999—Relocatables were added to support class size reduction.
- 2005—New relocatables were added for a new library computer lab, classrooms and speech and psychologist offices.
- Ongoing—The school is highly maintained with new paint, plants, flowers, grass, and new playground equipment.

Central has 20 regular classrooms and 16 relocatable buildings.

Maintenance and Repair

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

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/25/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No findings
Interior: Interior Surfaces		X		Cracked ceiling tile in kitchen, stained ceiling tiles in Classroom 6a, 24, 25, 29a, 29b,29, and K/1 classroom and restroom, stained carpet in Classroom 1, peeling point in Classroom 9. Maintenance and Operations will repair ceiling tiles as soon as possible. Carpet is being replaced on a rotational basis. Until then, individual rooms will be spot cleaned and all carpets are cleaned on a rotational basis.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No findings
Electrical: Electrical	X			Classroom 13 light out, has been replaced. Classroom 31 missing junction box cover, has been replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			K1 fountain too high. Will be replaced in 2018.
Safety: Fire Safety, Hazardous Materials	X			No findings
Structural: Structural Damage, Roofs	X			No findings
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Classroom 12, loose door handle repaired, Classroom 32 door locked repaired.
Overall Rating	**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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	48	45	41	34	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	29.7	16.5	6.6

* 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.

2016-17 CAASPP Results for All Students						
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	41	44	40	41	48	48
Math	35	36	29	31	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	95	94	99.0	44.7
Male	49	48	98.0	50.0
Female	46	46	100.0	39.1
Hispanic or Latino	81	80	98.8	37.5
Socioeconomically Disadvantaged	82	81	98.8	42.0
English Learners	59	58	98.3	31.0
Students with Disabilities	13	13	100.0	61.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	361	353	97.78	43.91
Male	185	182	98.38	37.36
Female	176	171	97.16	50.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100	61.54
Filipino	23	21	91.3	71.43
Hispanic or Latino	300	295	98.33	40.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	305	299	98.03	42.14
English Learners	277	271	97.83	42.07
Students with Disabilities	54	54	100	9.26
Foster Youth	--	--	--	--

Note: 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.
-Note: 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.
-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.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	361	358	99.17	36.31
Male	185	184	99.46	36.96
Female	176	174	98.86	35.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100	53.85
Filipino	23	23	100	56.52
Hispanic or Latino	300	297	99	32.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	305	302	99.02	33.11
English Learners	277	276	99.64	36.23
Students with Disabilities	54	54	100	7.41
Foster Youth	--	--	--	--

Note: 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.

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Note: 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.

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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Contact Person Name: Vanessa Lerma
Phone Number: (619) 336-7400
Home/School Partnership:
•   Parent Volunteers
•   Parent/Teacher Association (PTA)
•   Family Curriculum Nights
•   English Learner Advisory Committee (ELAC)
•   Back to School Nights
•   Parent/Teacher Conferences
•   Open House
•   DPAC (District Parent Advisory Committee) Representatives
•   Monthly Activity Calendar
•   Parent Patrol Safety Program

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.

School Safety Plan
Date the plan was last updated: December, 2017
Date the plan was last reviewed with the staff: December, 2017
The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.0	0.1	1.7
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.8	1.0	2.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.5
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19	20	18	4	3	4	2	2	2			
1	23	21	22		1	1	3	3	2			
2	23	23	23				4	3	4			
3	20	21	19	1	2	1	4	2	4			
4	29	30	30		0		3	3	3			
5	30	30	29		0		3	3	3			
6	27	32	23	1	1	2	2	2	3	1	1	
Other	11	10	8	2	5	1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district-wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficultly or need improvement have access to the PAR (Peer Assistance Review) Program.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,498	$48,678
Mid-Range Teacher Salary	$64,520	$78,254
Highest Teacher Salary	$86,659	$96,372
Average Principal Salary (ES)	$125,145	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$230,807	$212,818
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$4,444	$436	$4,008	$60,475
District	♦	♦	$4,571	$68,228
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			-12.3	-10.5
Percent Difference: School Site/ State			-25.1	-17.1

* Cells with ♦ do not require data.

Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I with PI School $187,871
LCAP Supplemental and Concentration Funds $ $272,107
Total $ 459,978

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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.

January 10, 2018

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El Toyon Elementary School

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Will Mellman, Principal
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School Description

El Toyon is located in National City. We offer a preschool through sixth grade program dedicated to developing the whole child. Our staff is committed to providing an enriching and challenging educational environment for all students. We invite you to learn more about our school by visiting our campus and seeing first hand our classrooms, programs, and dedicated staff.

School's Mission Statement and Core Values

The National School District is committed to developing successful learners NOW. To support that goal, we have developed the following core values.

- We believe that all students will learn
- We believe that student success is everyone's responsibility
- We believe that our community's cultural diversity enriches learning opportunities
- We promise a safe, nurturing learning environment
- We promise an active partnership with parents and community
- We promise a solid foundation in reading, writing, and problem-solving
- We promise a focus on individual student achievement

We, the staff of El Toyon, provide a caring, positive, and challenging educational environment for our students while building character, responsibility, and pride. As a result, we will motivate students to become life-long learners, independent thinkers, problem solvers, and productive members of society.

Message from Principal, William Mellman

At El Toyon School, we believe that children deserve the best education possible. We hold strong beliefs about the importance of educating our students and providing them with an inspiring, safe, and challenging environment. Our staff strives for excellence in all areas, and is motivated to support, nurture and provide our students with high quality education in the core areas of reading and math; we believe our students will not succeed in life without those crucial skills! We also believe that the elementary school years are the ideal time to lay a strong foundation in the arts, social studies, science, physical education, and character education. Our teachers continue to refine their teaching practices through data team collaborations and incorporating Common Core Standards into their everyday lessons. Additionally, we understand that we cannot succeed without the support of our families and community members. We take pride in working alongside our families and community members to ensure that we do everything we can to help our students have a memorable and meaningful elementary education.

Exhibit A
About the SARC

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.

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• For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	86
Grade 1	58
Grade 2	71
Grade 3	63
Grade 4	69
Grade 5	68
Grade 6	87
Total Enrollment	502

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0
Asian	2
Filipino	6.4
Hispanic or Latino	84.5
Native Hawaiian or Pacific Islander	1
White	2.8
Two or More Races	1.2
Socioeconomically Disadvantaged	88.4
English Learners	60.6
Students with Disabilities	8.2
Foster Youth	0.6

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.

Teacher Credentials			
El Toyon Elementary School	15-16	16-17	17-18
With Full Credential	20	21	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
National School District	15-16	16-17	17-18
With Full Credential	♦	♦	226
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
El Toyon Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: August 23, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton-Mifflin Sopris West Read Well Sopris Read Well 2003/2004 2010-2011 2010-2011 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton-Mifflin-Harcourt GO MATH! 2015/2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

January 10, 2018

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School Facility Conditions and Planned Improvements (Most Recent Year)

El Toyon's main campus was built in 1952. Since our opening the following major renovations or improvements have been addressed:

- 2006—Relocatables were added to replace existing relocatable and added for a new Parent Center
- 2007—Promethean Boards (interactive whiteboards) installed in every classroom
- 2007—Dirt field was sodded and a backstop and soccer goals were installed
- 2007—Audio and visual equipment upgraded in auditorium
- 2007—Electronic Marquee installed
- 2010—New portable air conditioners installed in classrooms
- 2011—New garden/play area for kinder and pre-school
- 2012—Upgraded all desktop computers and replaced older desktops with laptops
- 2013—Purchase of 33 laptops for our new mobile computer lab
- Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment. El Toyon has 21 classrooms, and one classroom in a relocatable building.

Maintenance and Repair

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

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/28/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			K-3 Classroom: Door's siding is coming off and flapping / A/C is not working well (only gets cool in small corner of classroom) / ceiling tile needs to be replaced / drinking fountain outside has too much pressure K-4 Classroom: A/C is not working well / restroom next to K-4, loose sink and loose toilet
Interior: Interior Surfaces	X			Class K-3 stained ceiling tile, class 25 door end needs paint, Custodial locker whole by light switch, hole in ceiling, Room 21, stain on ceiling tile. All repairs will be completed before the end of January, 2018.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No findings
Electrical: Electrical	X			No findings
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Class 3 metering faucet makes noise, class 6 faucet low pressure, class 9 fountain stays on, class 21 dripping faucet and fountain. All repairs will be made before the end of January, 2018.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/28/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			No findings
Structural: Structural Damage, Roofs	X			No findings
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Class 19 door jam needs repair at the bottom. This will be repaired before the end of January 2018.
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• 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

CAASPP Test Results in Science for All Students					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**				
	School		**District**		**State**
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	38	19	41	34	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	35	31	40	41	48	48
Math	26	29	29	31	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	18.5	32.3	13.8

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	87	86	98.9	18.6
Male	43	42	97.7	14.3
Female	44	44	100.0	22.7
Hispanic or Latino	78	78	100.0	16.7
Socioeconomically Disadvantaged	78	77	98.7	13.0
English Learners	44	43	97.7	9.3

*   Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	285	282	98.95	30.5
Male	147	146	99.32	21.23
Female	138	136	98.55	40.44
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	15	15	100	66.67
Hispanic or Latino	244	242	99.18	27.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	254	251	98.82	27.89
English Learners	216	214	99.07	27.57
Students with Disabilities	33	32	96.97	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
School Year 2016-17 CAASPP Assessment Results - Mathematics **Disaggregated by Student Groups, Grades Three through Eight and Eleven**				
All Students	285	282	98.95	28.72
Male	147	146	99.32	26.71
Female	138	136	98.55	30.88
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	15	15	100	60
Hispanic or Latino	244	242	99.18	24.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	254	251	98.82	25.5
English Learners	216	214	99.07	27.1
Students with Disabilities	33	32	96.97	3.13
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

-Note: 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.

-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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Contact Person Name: Veronica Fonseca
Phone Number: (619) 336-8052
• Accelerated Reader Picnics
• Monthly Family Reading Fridays
• Parent Workshops
• Room Parents
• CST Award Recognition
• Electronic Marquee
• Weekly phone calls, emails, and texts to families for important updates
• Peachjar communication: Paperless information for parents
• End of Awards Ceremony
• Family Math Night
• Family Movie Night & Family Dance Night
• The Parent Education classes
• Parent/Teacher Association (PTA)
• Parent Volunteer Workshop
• Welcome Back BBQ
• Monthly coffee with the principal
• PeaceBuilders
• School Newsletters
• Spring Festival
• Student of the Month Assemblies
• Talent Show

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.

School Safety Plan
Date the plan was last updated: December , 2017
Date the plan was last reviewed with the staff: December, 2017
The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.0	3.8	2.9
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.8	1.0	2.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist	1.0
Other	.80
Average Number of Students per Staff Member	
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.

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	19	18		2	2	3	2	2			
1	21	23	24	2	0		1	3	3			
2	23	21	21		2	2	3	1	1			
3	23	22	23		1		3	2	3			
4	27	32	33				3	3				2
5	33	28	28					3	3	2		
6	32	32	26			1	2	1			1	2
Other	13	13		1	1							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district-wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficultly or need improvement have access to the PAR (Peer Assistance Review) Program.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,498	$48,678
Mid-Range Teacher Salary	$64,520	$78,254
Highest Teacher Salary	$86,659	$96,372
Average Principal Salary (ES)	$125,145	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$230,807	$212,818
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,382	$606	$4,776	$69,714
District	♦	♦	$4,571	$68,228
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			4.5	3.5
Percent Difference: School Site/ State			-10.7	-4.5

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries

* Cells with ♦ do not require data.

Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I with PI School $186,939
LCAP Supplemental and Concentration funds $143,679
Total $330,636

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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.

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Ira Harbison Elementary

3235 East 8th Street • National City, CA 91950 • (619) 336-8200 • Grades K-6
Isabel Silva, Principal
isilva@nsd.us
www.nsd.us

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

National School District

1500 N Ave.
National City, CA 91950
(619) 336-7500
http://nsd.us

District Governing Board

Maria Betancourt-Castañeda, President

Alma Sarmiento, Clerk

Barbara Avalos, Member

Brian Clapper, Member

Maria Dalla, Member

District Administration

Dr. Leighangela Brady
Superintendent

Paula Jameson-Whitney
Assistant Superintendent Educational Services

Chris Carson
Assistant Superintendent Business Services

Leticia Hernandez
Director Human Resources

School Description

Ira Harbison Elementary School was established in 1949. Ira Harbison is part of the National School District which is an environment focused on the following core values: "Students First, Whatever it Takes, and Relationships Matter." National School District is located in San Diego County. It is part of National City, which was incorporated in September 17, 1887; it is the second oldest community in San Diego. Our District is composed of 10 elementary schools as well as a pre-school center. In the 2016-2017 school year, we currently serve grades transitional kindergarten to sixth grade with the student population of 552. We have 22 classroom teachers, a site Language Arts Specialist, a School Psychologist, a full-time Librarian, part-time Health Clerk, and additional classroom support and office staff. We are proud to announce that we are a Blue Ribbon School as well as a California Distinguished School.

At Ira Harbison School,

We Promise
• A safe, nurturing learning environment
• An active partnership with parents and community
• A solid foundation in reading, writing, and problem-solving
• A focus on individual student achievement

We Believe
• All students will learn
• Student success is everyone's responsibility
• Our community's cultural diversity enriches learning opportunities

Ira Harbison's Slogan
Excellence for All!

Ira Harbison's Mission Statement

The Ira Harbison School community is committed to excellence for all children. Our shared goal is to ensure literacy, instill personal responsibility and celebrate diversity. In achieving this goal, our students develop into literate, self-directed learners and become successful citizens who contribute positively in a global society.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	86
Grade 1	67
Grade 2	68
Grade 3	67
Grade 4	82
Grade 5	95
Grade 6	87
Total Enrollment	552

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	3.1
American Indian or Alaska Native	0.2
Asian	6
Filipino	24.3
Hispanic or Latino	56.9
Native Hawaiian or Pacific Islander	1.1
White	4.2
Two or More Races	2.7
Socioeconomically Disadvantaged	67.4
English Learners	38.9
Students with Disabilities	9.8
Foster Youth	0.4

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.

Teacher Credentials			
Ira Harbison Elementary	**15-16**	**16-17**	**17-18**
With Full Credential	24	22	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
National School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	226
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Ira Harbison Elementary	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

January 10, 2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: August 23, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton-Mifflin Sopris West Read Well Sopris Read Well 2003/2004 2010-2011 2010-2011 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton-Mifflin-Harcourt GO MATH! 2015/2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Ira Harbison's main campus was built in 1950. Since our opening the following major renovations or improvements have been addressed:

- 1987 - Modernization consisted of new flooring, ceilings, lights, electrical, insulation, windows, painting, cabinetry, and an ADA elevator for the auditorium
- 1993 - Modernization consisted of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry
- 1997—Relocatables were added to support class size reduction
- 1998—Relocatables were added to support class size reduction
- Ongoing - The school is highly maintained with new paint, plants, flowers, grass on an on going basis. Ira Harbison has 17 regular classrooms and 9 classrooms in relocatable buildings.

Maintenance and Repair

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

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No findings
Interior: Interior Surfaces	X			Cracked floor tile in MPR, cracked wall in Room 2, cracks and peeling at the tile cove in Staff Restroom. Repairs will be made before the end of 2017-2018 school year.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No findings
Electrical: Electrical	X			Custodial Room Modular: Items in front of electrical panel. Items have been moved.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No findings
Safety: Fire Safety, Hazardous Materials	X			No findings
Structural: Structural Damage, Roofs	X			Room 19 Modular: Missing ceiling tile; roof needs replacement Note: Replaced rain gutters Room 23 Modular: Roof needs replacement Note: Replaced rain gutters Room 3: Roof needs replacement Repairs of roofs are on deferred maintenance schedule.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No findings
Overall Rating	Exemplary	Good	Fair	Poor
		X		

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/21/2017

January 10, 2018

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• 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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	36	47	41	34	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	47	52	40	41	48	48
Math	31	34	29	31	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.8	18.8	11.5

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	88	88	100.0	46.6
Male	44	44	100.0	38.6
Female	44	44	100.0	54.6
Filipino	19	19	100.0	73.7
Hispanic or Latino	52	52	100.0	38.5
Socioeconomically Disadvantaged	58	58	100.0	36.2
English Learners	31	31	100.0	16.1
Students with Disabilities	15	15	100.0	13.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

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School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven			
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	336	335	99.7	51.64
Male	157	157	100	46.5
Female	179	178	99.44	56.18
Black or African American	11	11	100	54.55
American Indian or Alaska Native	--	--	--	--
Asian	28	27	96.43	81.48
Filipino	77	77	100	67.53
Hispanic or Latino	189	189	100	38.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	229	228	99.56	45.18
English Learners	177	177	100	46.33
Students with Disabilities	38	38	100	15.79

Note: 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.
-Note: 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.
-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.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven			
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	336	335	99.7	33.73
Male	157	157	100	37.58
Female	179	178	99.44	30.34
Black or African American	11	11	100	18.18
American Indian or Alaska Native	--	--	--	--
Asian	28	27	96.43	51.85
Filipino	77	77	100	46.75
Hispanic or Latino	189	189	100	24.34
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	229	228	99.56	28.51
English Learners	177	177	100	33.33
Students with Disabilities	38	38	100	10.53

Note: 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.
-Note: 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.
-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.

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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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact Person Name: Elizabeth Vidrios

Phone Number: (619) 336-8251

Home/School Partnership:

• Monthly School/Classroom Newsletters
• Parent/Teacher Association (PTA)
• Student/Parent/Teacher/Principal Commitment to Excellence
• School Site Council
• English Learner Advisory Committee (ELAC)
• Parent Volunteers/Community Volunteers
• Back-to-School Night/Open House
• Parent-Teacher Conferences
• Oceans Alive! Marine Activities, Resources and Education (M.A.R.E.)

Parent & Community Celebration

• Family Learning Days
• Reading Incentive Program
• School Festivals
• West Coast Fundraisers
• Book Fair

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.

School Safety Plan

Date the plan was last updated: December, 2017

Date the plan was last reviewed with the staff: December, 2017

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.5	0.3	5.8
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.8	1.0	2.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0 (full-time)
Psychologist	4 days a week
Social Worker	
Nurse	1.0 (district)
Speech/Language/Hearing Specialist	3 days a week
Resource Specialist	1(full-time)
Other	1(Language
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	22	22	22	1	1	1	3	3	3			
1	21	23	24				3	3	3			
2	23	22	23				4	3	3			
3	22	22	23	1			3	4	4			
4	33	29	29				1	3	3	1		
5	33	33	33				1			2	3	2
6	25	32	27	1		1		2	1	2		2
Other		10			1							

*   Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district-wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficultly or need improvement have access to the PAR (Peer Assistance Review) Program.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,498	$48,678
Mid-Range Teacher Salary	$64,520	$78,254
Highest Teacher Salary	$86,659	$96,372
Average Principal Salary (ES)	$125,145	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$230,807	$212,818
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,227	$249	$4,978	$69,641
District	♦	♦	$4,571	$68,228
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			8.9	3.4
Percent Difference: School Site/ State			-6.9	-4.6

*   Cells with ♦ do not require data.

Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I with PI School $232,520
LCAP Supplemental and Concentration Funds $155,449
Total $388,019

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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.

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Kimball Elementary School

301 W 18th St • National City, CA 91950 • 619-336-8300 • Grades PS-6
Sonia Ruan, Principal
sruan@nsd.us
www.nsd.us

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

National School District

1500 N Ave.
National City, CA 91950
(619) 336-7500
http://nsd.us

District Governing Board

Maria Betancourt-Castañeda, President

Alma Sarmiento, Clerk

Barbara Avalos, Member

Brian Clapper, Member

Maria Dalla, Member

District Administration

Dr. Leighangela Brady
Superintendent

Paula Jameson-Whitney
Assistant Superintendent
Educational Services

Chris Carson
Assistant Superintendent
Business Services

Leticia Hernandez
Director
Human Resources

School Description

Kimball School was built in 1941 on the west side of National City, it is nestled in a mixed use community. It is surrounded by a community that is supportive of the success of our students. In 2012 Kimball School launched the first year of a 50:50 Dual Language Spanish and English Program. Our expectation is to have our students reading, writing and speaking in both languages. Upon entering Kimball you will notice a welcoming atmosphere as well as an aesthetically pleasing building. There are hardwood floors in the main building and a state of the art kitchen. There are two separate playgrounds one for primary and upper grade students. The school currently has a population of 400 students.

School's Mission Statement & Core Values

In a community of shared values, we the parents, staff, and community of Kimball School strive to create lifelong learners, of high character who meet the district and state standards through quality standards based instruction. Our formal vision statement is One Child, Two Languages, Unlimited Possibilities. At Kimball, we believe that each individual child has unique talents, gifts, and needs. We strive to provide a rigorous educational experience in both English and Spanish. We believe that providing instruction in two languages builds metacognition on key concepts, allows transference of skills learned and lays the foundation for a long term academic future. We believe that the possibilities for an ever-changing global society are limitless. We are preparing our children to thrive.

Message from Principal, Sonia Ruan

The teachers, staff, and parents of our school community believe that all students can be successful in a challenging and engaging curriculum. Kimball School is committed to forging new pathways in education to create confident bilingual, bi-literate students, who will lead the way in developing a strong economic community. The Dual Language Program was established in 2012 and will continue to increase by one grade level each year until it is offered kindergarten through sixth grade in the year 2018. Other benefits include increased teacher capacity through high-quality, focused staff development and coaching, increasing instructional capacity by developing collaborative practices focused on student achievement, access and strategic use of technology by all students to improve academic progress, and ongoing improvement of school facilities. In addition, we are committed to providing academic support networks and intervention strategies so that all our students have an opportunity for success. While barriers to achievement still exist, we have achieved extraordinary success and continue persisting and persevering through major obstacles. As a community of learners, we are constantly investigating and implementing best strategies on a school-wide basis to ensure our students achieve and succeed. We have received various awards for our outstanding programs. We have been recognized by the Springboard Association for our Best Practices.

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About the SARC

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	65
Grade 1	63
Grade 2	62
Grade 3	47
Grade 4	47
Grade 5	66
Grade 6	46
Total Enrollment	396

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.5
American Indian or Alaska Native	0
Asian	0.8
Filipino	2
Hispanic or Latino	94.4
Native Hawaiian or Pacific Islander	0
White	0.5
Two or More Races	1.8
Socioeconomically Disadvantaged	53.8
English Learners	66.4
Students with Disabilities	7.8
Foster Youth	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.

Teacher Credentials			
Kimball Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	17	18	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
National School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	226
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Kimball Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: August 23, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton-Mifflin Sopris West Read Well Sopris Read Well 2003/2004 2010-2011 2010-2011 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton-Mifflin-Harcourt GO MATH! 2015/2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015 **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Kimball's main campus was built in 1940. Since our opening the following major renovations or improvements have been addressed:

1993—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry

1997—Relocatables were added to support class size reduction

1998—Relocatables were added to support class size reduction

Summer 2006 – Rooms 21, 22, and 23 were removed and replaced with new relocatables. The auditorium was newly renovated with new curtains, mini-blinds and refinished hardwood floors.

Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.

Major renovations occurred in 1987 and in 2001. The first major renovation in 1987 was a complete modernization of the existing facility and portable buildings. During this time one regular classroom was reconfigured into a kindergarten classroom to accommodate student growth. The second major improvement was a "face lift" to the office and lounge. This included dropping the ceilings, updating the lighting to new fluorescent lights, putting in blinds, new carpeting, and purchasing new furniture. One portable classroom was updated to house a new computer lab. In 2006, the hardwood floors in the main hallway, stage and cafeteria were completely refurbished. Glass security doors were installed in the main entrance and a security gate by the library to provide additional perimeter security. Kimball currently has 22 regular classrooms and 9 relocatable buildings.

During the summer of 2016, Kimball's main buildings were refurbished and updated with modern air-conditioning and heating. This work was made possible through Proposition N school bond funds that were approved by the citizens of National City in 2014.

Maintenance and Repair

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

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/19/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No findings
Interior: Interior Surfaces	X			Multipurpose Room stage doors are missing a handle, stage floor is badly scratched, areas around main doors need paint and repair. Boys and Girls Restrooms have interior wall cracks, the hallway by the Multipurpose Room has some broken floor tiles. Work orders for all repairs have been submitted. Work to be completed before the end of the 2017-2018 school year.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Rooms 5, 11 were dirty. Custodian was advised and rooms have been cleaned.
Electrical: Electrical	X			Lights out in Rooms 3 and 22. Work order has been submitted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 8 sink water pressure too high. Room 9 sink slow to drain. Room 13 faucet loose. Room 25 drinking fountain leaking. Work orders have been submitted for all repairs.
Safety: Fire Safety, Hazardous Materials	X			No findings

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School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/19/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			Room 24 ramp has small hole. Work order has been submitted, repairs scheduled for completion prior to the end of the 2017-2018 school year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door of Room 28 hits ramp. Work order has been submitted.
Overall Rating	**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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	40	27	41	34	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	44	36	40	41	48	48
Math	29	29	29	31	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	16.9	7.7	0

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	55	52	94.6	26.9
Male	32	30	93.8	26.7
Female	23	22	95.7	27.3
Hispanic or Latino	50	48	96.0	27.1
Socioeconomically Disadvantaged	49	47	95.9	23.4
English Learners	36	33	91.7	9.1

*   Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	207	197	95.17	35.53
Male	117	111	94.87	28.83
Female	90	86	95.56	44.19
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	198	188	94.95	36.17
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	134	126	94.03	31.75
English Learners	167	157	94.01	35.67
Students with Disabilities	26	26	100	3.85

Note: 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.

Note: 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.

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	207	207	100	28.5
Male	117	117	100	25.64
Female	90	90	100	32.22
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	198	198	100	27.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	134	134	100	23.13
English Learners	167	167	100	26.95
Students with Disabilities	26	26	100	7.69

Note: 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.

Note: 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.

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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Contact Person Name: Veronica Garcia
Phone Number: (619) 336-8361
Home/School Partnership:
• Bi-monthly School Newsletter
• Parent Volunteer Workshops
• Parent Literacy Workshops
• Parent Content Night
• School Site Council
• English Language Learners Committee
• District Parent Advisory Committee (DPAC)
• CA Association for Bilingual Education (CABE)
• Adelante Mujer
• Parent Education
• Open House

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.

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School Safety Plan

Date the plan was last updated: December, 2017

Date the plan was last reviewed with the staff: December, 2017

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school. Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.9	0.2	2.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.8	1.0	2.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	66.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	1.0 (District)
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	1.0 Language
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)											
Grade	Average Class Size			Number of Classrooms*							
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19	21	21	3	1	1		2	2			
1	19	21	24	2	1		1	2	2			
2	20	24	22	1			1	2	3			
3	24	22	22				2	2	2			
4	30	31	28				1	1	1		1	
5	29	31	29				2	1	2			
6	24	31	26	1		1	2	2	2			
Other	9	17	10	1	1	1		1				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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Professional Development provided for Teachers
The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficultly or need improvement have access to the PAR (Peer Assistance Review) Program.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$45,498	$48,678
Mid-Range Teacher Salary	$64,520	$78,254
Highest Teacher Salary	$86,659	$96,372
Average Principal Salary (ES)	$125,145	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$230,807	$212,818
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	5%	5%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,488	$935	$4,553	$65,511
District	♦	♦	$4,571	$68,228
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			-0.4	-4.4
Percent Difference: School Site/ State			-19.8	-12.8

*   Cells with ♦ do not require data.

Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I with PI School $153,966
LCAP Supplemental and Concentration Funds $119,569
Total: $273,535

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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.

Las Palmas Elementary School

1900 E. 18th St. • National City, CA 91950 • (619) 336-8500 • Grades PS-6
Steven Sanchez, Principal
ssanchez@nsd.us
www.nsd.us

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

National School District
1500 N Ave.
National City, CA 91950
(619) 336-7500
http://nsd.us

District Governing Board

Maria Betancourt-Castañeda, President

Alma Sarmiento, Clerk

Barbara Avalos, Member

Brian Clapper, Member

Maria Dalla, Member

District Administration

Dr. Leighangela Brady
Superintendent

Paula Jameson-Whitney
Assistant Superintendent
Educational Services

Chris Carson
Assistant Superintendent
Business Services

Leticia Hernandez
Director
Human Resources

School Description
Las Palmas School is located in National City, California, a community south of San Diego. Las Palmas is a preschool to sixth grade elementary school. Fifty-four percent of our students are English Language Learners and all of our students meet low-income criteria. The staff consists of 32 certificated teachers, 2 impact teachers, 21 classified employees and 6 support staff. We have 28 regular classrooms.

School Mission Statement and Core Values
La Palmas School is more than an elementary school. It is an educational community. The staff, students, and their families are caring, respectful, and work together to provide a high quality education for all children. We believe in the cumulative, purposeful effect of our instruction. We care deeply about our students' education before they come to our classrooms, for the temporary time they are with us, and long after they leave us. Our goal is to provide a nurturing environment that will promote lifelong learners and contributors to our society. We believe in our National School District's three Core Values.

"Children First"
"Whatever it Takes"
"Relationships Matter"

Message from Principal, Steven Sanchez
Welcome to Las Palmas School! We, at Las Palmas, strive for excellence in education and will provide an inspiring, safe, and challenging environment for all children. It is our goal to "Create Successful Learners Now!" Las Palmas has an excellent staff of teachers, aides, and support staff who are committed to creating the best possible educational experience for your children. Our efforts have been focused on the improvement of student achievement at all levels and for all children. Las Palmas has an amazing Parent Teacher Association. We are thankful to have such a core group of dedicated parents to help us support our educational program.

You, the parents and community members are always welcome at Las Palmas. Come by for a visit, meet the staff and join us as we continue to create a school where all our students are successful.

Exhibit A
About the SARC

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	107
Grade 1	82
Grade 2	97
Grade 3	80
Grade 4	92
Grade 5	90
Grade 6	113
Total Enrollment	661

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.3
Asian	1.1
Filipino	8.6
Hispanic or Latino	84.1
Native Hawaiian or Pacific Islander	0.5
White	1.4
Two or More Races	2.9
Socioeconomically Disadvantaged	84.9
English Learners	53.6
Students with Disabilities	10.4
Foster Youth	0.2

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.

Teacher Credentials			
Las Palmas Elementary School	15-16	16-17	17-18
With Full Credential	28	28	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
National School District	15-16	16-17	17-18
With Full Credential	◆	◆	226
Without Full Credential	◆	◆	1
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Las Palmas Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: August 23, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton-Mifflin 2003/2004 Sopris West Read Well 2010-2011 Sopris Read Well 2010-2011 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton-Mifflin-Harcourt GO MATH! 2015/2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015 **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Las Palmas' main campus was built in 1955. Since our opening the following major renovations or improvements have been addressed:

- 1993—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry
- 1997—Relocatables were added to support class size reduction
- 1998—Relocatables were added to support class size reduction
- Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.
- 2006 – A Computer Lab Relocatable building was added
- 2009—Ceiling fans were added to the cafeteria
- Las Palmas currently has 18 regular classrooms and 17 relocatable buildings

During the summer of 2016, Las Palmas's main buildings were refurbished and updated with modern air-conditioning and heating. This work was made possible through Proposition N school bond funds that were approved by the citizens of National City in 2014.

Maintenance and Repair

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

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No findings
Interior: Interior Surfaces	X			Rooms 8,11, and K2 have counter laminate broken- work order has been submitted. Rooms 13 and 22 carpet needs replacement. These rooms have been placed into the rotation for carpet replacement.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Custodial room dirty, Multipurpose room floors dirty. Both areas have been deep cleaned.
Electrical: Electrical	X			Rooms 23 and 26 have lights not working, A work order for electrical repair has been submitted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No findings
Safety: Fire Safety, Hazardous Materials	X			Rooms 4A and 27 had cleaning solutions on counters. These have been put away.

Table title: School Facility Good Repair Status (Most Recent Year) — Year and month in which data were collected: 12/18/2017

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School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/18/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			P1 Pre-School: Roof needs replacing Room 25, 26,27,28 roofs need replacement. All the above rooms have been given high priority on deferred maintenance schedule for roof replacement.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 13 has a broken window. The window has been ordered and will be replaced as soon as possible.
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	

Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	38	37	40	41	48	48
Math	28	27	29	31	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	39	36	41	34	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	20.4	23.7	6.5

* 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.

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2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	108	107	99.1	35.5
Male	45	45	100.0	35.6
Female	63	62	98.4	35.5
Hispanic or Latino	92	91	98.9	34.1
Socioeconomically Disadvantaged	87	87	100.0	34.5
English Learners	41	40	97.6	7.5
Students with Disabilities	13	12	92.3	16.7

*   Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	382	372	97.38	36.56
Male	187	185	98.93	32.43
Female	195	187	95.9	40.64
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	35	35	100	48.57
Hispanic or Latino	325	316	97.23	33.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	333	324	97.3	34.88
English Learners	271	264	97.42	36.36
Students with Disabilities	48	47	97.92	6.38
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
School Year 2016-17 CAASPP Assessment Results - Mathematics **Disaggregated by Student Groups, Grades Three through Eight and Eleven**				
All Students	382	378	98.95	27.25
Male	187	187	100	28.88
Female	195	191	97.95	25.65
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	35	35	100	37.14
Hispanic or Latino	325	322	99.08	24.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	333	330	99.1	25.15
English Learners	271	270	99.63	24.81
Students with Disabilities	48	47	97.92	4.26
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Contact Person Name: Steven Sanchez
Phone Number: (619) 336-8550
Home/School Partnership:
School Newsletters published on School Website
Quarterly Parent Meetings
Daily Parent Volunteer Opportunities
Common Core Parent Nights
Parent Teacher Association (PTA)
Family Fun Nights: Movie Nights, Dance Parties, Fall Festivals
Parent Nutrition Classes

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.

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School Safety Plan
Date the plan was last updated: December, 2017
Date the plan was last reviewed with the staff: December, 2017
The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school. Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.4	0.1	1.8
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.8	1.0	2.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	1.0(District)
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	1. Language
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	23	21	20	1	3	3	4	2	2			
1	19	23	24	2			1	4	4			
2	24	23	22			1	4	4	2			
3	21	24	23	1			4	3	4			
4	31	31	31				3	3	3			
5	31	29	29				3	2	3	1	2	
6	23	32	31	1			2	1	1		2	2
Other		10	11		2	2						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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Professional Development provided for Teachers
The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficultly or need improvement have access to the PAR (Peer Assistance Review) Program.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$45,498	$48,678
Mid-Range Teacher Salary	$64,520	$78,254
Highest Teacher Salary	$86,659	$96,372
Average Principal Salary (ES)	$125,145	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$230,807	$212,818
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	5%	5%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$4,988	$602	$4,346	$69,560
District	♦	♦	$4,571	$68,228
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			-4.9	1.5
Percent Difference: School Site/ State			-23.4	-7.4

*   Cells with ♦ do not require data.

Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I with PI School $307, 575
LCAP Supplemental and Concentration Funds $86,203
Total: $394,203

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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.

Lincoln Acres Elementary School

2200 Lanoitan Avenue • National City, CA 91950 • (619) 336-8600 • Grades K-6
Luz S. Vicario, Principal
lvicario@nsd.us
www.nsd.us

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

National School District
1500 N Ave.
National City, CA 91950
(619) 336-7500
http://nsd.us

District Governing Board

Maria Betancourt-Castañeda, President

Alma Sarmiento, Clerk

Barbara Avalos, Member

Brian Clapper, Member

Maria Dalla, Member

District Administration

Dr. Leighangela Brady
Superintendent

Paula Jameson-Whitney
Assistant Superintendent
Educational Services

Chris Carson
Assistant Superintendent
Business Services

Leticia Hernandez
Director
Human Resources

School Description

The Lincoln Acres Timberwolves, a dynamic community, inspires all students to explore life's possibilities by providing the building blocks for college and career readiness in order to create the leaders and innovators of the future. In addition, Lincoln Acres School supports the National School District's Strategic Plan to ensure student achievement. The strategic plan has identified the following core strategies:

• Provide a Quality, Standards-based Instructional Program – where every child makes measurable progress in the academic and social development.

• Maintain a High Quality Staff – to ensure that every student is taught by high quality, effective, and well-trained staff.

• Maintain Effective Communication and Community Outreach – to ensure that teachers, staff, parents, and community are well informed through timely and effective two-way communication that enhances collaboration, decision-making, and partnerships in service of student success.

• Maintain a Safe and Healthy Environment to enhance safe and healthy environments that support learning and physical well-being for students, staff, and our community.

• Manage Fiscal Resources – to ensure the effective use of District fiscal resources to support student achievement.

Lincoln Acres Vision and Mission Statement
"Today's Learners . . . Tomorrow's Leaders!"

Message from Principal, Luz Vicario

Lincoln Acres School is a kindergarten through sixth grade elementary school located in a community southeast of National City. Our student population is rich in cultural diversity. We have a preschool, located adjacent to the school. We have 5 special education classes and 22 general education classes.

Lincoln Acres has a highly qualified staff of teachers, aides, and support personnel who are committed to creating the best possible educational experience for your children. Effective teaching practices, the use of technology and instruction that implements the new Common Core State Standards, all support an educational environment where every child will learn and thrive. Our efforts have been focused on increasing student achievement at all grade levels and for every student. At Lincoln Acres, we believe that the collaboration between teachers, support staff and administration, and parents along with our ability to identify and address educational needs using data, facilitates student achievement.

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Our focus on the new Common Core State Standards and the effective use of state adopted curriculum allows us to provide educational opportunities that meet the needs of every student at Lincoln Acres. With the continued effort of the whole school community, which includes the support of parents and community members, we will continue to provide a safe, nurturing environment that supports student learning. parents and community members, we will continue to provide a safe, nurturing environment that supports student learning. During the summer of 2014 approximately half of our teachers participated in a week-long STEMposium training through the San Diego County Office of Education. The training required that teachers completed four additional days during the school year so that learning was maintained, supported and implemented. During this training staff received training on incorporating the STEM subjects into the curriculum. These STEM (Science, Technology, Engineering & Math) subjects have increased student engagement and motivation into the classroom. Our staff has self-identified as a STEM school and a core of teachers have presented workshops at STEM conferences throughout Southern California. Students have had increased opportunities to explore life, physical and earth sciences and the excitement from the students has been evidenced throughout the day, but most especially in student writing.

This dedicated staff has provided many extra opportunities above and beyond the regular school day to provide additional support to your children. Our school in partnership with the YMCA to provides extended learning opportunities before and after school. Our YMCA provides supervised academic enrichment, homework help, nutritious snack time, and sports on our campus from 6 a.m. to 6 p.m. on school days and a core of teachers have presented workshops at STEM conferences throughout Southern California.

Lincoln Acres has a very active Parent Teacher Association. We are thankful to have such a wonderful group of dedicated parents to help us support our educational program. This year as in years past, our parents supported many activities for students, families and teachers. Parents and community members are always welcome to volunteer at Lincoln Acres School.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
*   For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	73
Grade 1	93
Grade 2	66
Grade 3	74
Grade 4	81
Grade 5	93
Grade 6	87
Total Enrollment	567

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2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0
Asian	2.5
Filipino	2.5
Hispanic or Latino	88.9
Native Hawaiian or Pacific Islander	0.2
White	3.2
Two or More Races	1.2
Socioeconomically Disadvantaged	84.1
English Learners	56.6
Students with Disabilities	16
Foster Youth	0.9

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.

Teacher Credentials			
Lincoln Acres Elementary School	15-16	16-17	17-18
With Full Credential	27	26	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
National School District	15-16	16-17	17-18
With Full Credential	♦	♦	226
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln Acres Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: August 23, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton-Mifflin Sopris West Read Well Sopris Read Well 2003/2004 2010-2011 2010-2011 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton-Mifflin-Harcourt GO MATH! 2015/2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

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School Facility Conditions and Planned Improvements (Most Recent Year)

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

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/27/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No findings
Interior: Interior Surfaces		X		Stained ceiling tiles in Rooms 1A,19, 24 and 3. Door frame paint chipping in Room 2. Tile missing in health office, light switch broken in restroom. Room 8 chipped paint by window. Porch damaged with dry rot in teachers lounge. Peeling paint in custodial locker. Work orders for all above items have been submitted and repairs to be made before the end of the 2017-2018 school year.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No findings
Electrical: Electrical	X			Light switch broken in teachers restroom, panel cover missing in Room 8. Work orders have been submitted, with work to be completed prior to the end of the 2017-2018 school year.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 10 water stream of bubbler is low, Room 17 drinking fountain not working. Work orders have been submitted.
Safety: Fire Safety, Hazardous Materials	X			Hand sanitizer within reach of students in Room 9B. Was immediately locked out of reach.
Structural: Structural Damage, Roofs	X			No findings

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System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) **Year and month in which data were collected: 7/27/2017**				
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 8 chipped paint by window, Room 12 door handle is loose. Work orders have been submitted for repairs.

Overall Rating	**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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• 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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	30	31	41	34	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	42	36	40	41	48	48
Math	25	26	29	31	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.7	12.4	7.9

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	81	81	100.0	30.9
Male	45	45	100.0	33.3
Female	36	36	100.0	27.8
Hispanic or Latino	71	71	100.0	31.0
Socioeconomically Disadvantaged	67	67	100.0	29.9
English Learners	32	32	100.0	9.4
Students with Disabilities	14	14	100.0	21.4

*   Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	339	333	98.23	36.34
Male	184	181	98.37	31.49
Female	155	152	98.06	42.11
Black or African American	--	--	--	--
Asian	11	11	100	54.55
Filipino	--	--	--	--
Hispanic or Latino	295	289	97.97	34.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	289	283	97.92	34.28
English Learners	221	216	97.74	33.8
Students with Disabilities	53	52	98.11	3.85
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

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School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	339	335	98.82	25.67
Male	184	182	98.91	27.47
Female	155	153	98.71	23.53
Black or African American	--	--	--	--
Asian	11	11	100	45.45
Filipino	--	--	--	--
Hispanic or Latino	295	291	98.64	23.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	289	285	98.62	25.61
English Learners	221	218	98.64	26.61
Students with Disabilities	53	52	98.11	1.92
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Contact Person Name: Camillia Arias
Phone Number: (619) 336-8651

• Accelerated Reader
• Chaperone field trips & classroom projects
• District Parent Advisory Council (DPAC)
• English Language Advisory Committee (ELAC)
• Fall Festival
• Family Reading and Math Nights
• Grandparent Program (Catholic Charities)
• Parent/Teacher Association (PTA)
• Parent Education Opportunities (Nutrition, Por la Vida, English Classes, Mano a Mano)
• Parent Volunteers (Volunteer Workshops)
• PeaceBuilders
• School Site Council (SSC)
• Student of the Month Assemblies
• Technology Events
• Hispanic Latino Lunchbox – Dental Outreach Services

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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.

School Safety Plan

Date the plan was last updated: December, 2017
Date the plan was last reviewed with the staff: December, 2017

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to
learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.0	0.3	2.1
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.8	1.0	2.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	1.0(District)
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.5
Other	1.0 Language
Average Number of Students per Staff Member	
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.

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	17	21	17	4	1	4	2	4	4			
1	18	24	23	3				3	2			
2	22	21	23	2	1		2	2	3			
3	23	23	24				4	3	3			
4	30	32	32				2	2	1		1	1
5	30	32	31				3	2	3			
6	33	33	32				1	1	2	2	2	1
Other	8	9	9	2	5	3						

Average Class Size and Class Size Distribution (Elementary)

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficultly or need improvement have access to the PAR (Peer Assistance Review) Program.

FY 2015-16 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,498	$48,678
Mid-Range Teacher Salary	$64,520	$78,254
Highest Teacher Salary	$86,659	$96,372
Average Principal Salary (ES)	$125,145	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$230,807	$212,818
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,689	571	4,119	59,598
District	♦	♦	4,571	$68,228
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District		-9.9		-13.0
Percent Difference: School Site/ State		-27.4		-20.7

* Cells with ♦ do not require data.

Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I with PI School $270,400
LCAP Supplemental and Concentration Funds $258,804
Total $ 529,204

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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.

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Olivewood Elementary School

2505 F Avenue • National City, CA 91950 • (619) 336-8700 • Grades PS-6
Beverly A. Hayes, Principal
bhayes@nsd.us
www.nsd.us

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

National School District
1500 N Ave.
National City, CA 91950
(619) 336-7500
http://nsd.us

District Governing Board

Maria Betancourt-Castañeda,
President

Alma Sarmiento, Clerk

Barbara Avalos, Member

Brian Clapper, Member

Maria Dalla, Member

District Administration

Dr. Leighangela Brady
Superintendent

Paula Jameson-Whitney
Assistant Superintendent
Educational Services

Chris Carson
Assistant Superintendent
Business Services

Leticia Hernandez
Director
Human Resources

School Description

Olivewood School is an elementary school that serves students in preschool through sixth grade. The main building for Olivewood School was built in 1959. Portable classrooms have been added to the campus as needed. The buildings are well maintained and the grounds are beautifully landscaped. A school garden is also part of the campus.

Olivewood School's mascot is the wise owl. Students are guided to make wise choices by:
- Owning their actions;
- Working to succeed;
- Learning for the future; and,
- Showing respect and kindness. At citizenship assemblies students are acknowledged for demonstrating the traits of being a wise owl.

Olivewood's Promise, Mission Statement and Core Values District-wide of "Children First, Whatever It Takes, and Relationships Matter" guide us in our commitment to developing successful lifelong learners.

At Olivewood School,

We Promise
- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, and problem-solving
- A focus on individual student achievement

We Believe
- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

Olivewood's Mission Statement

At Olivewood School, we are committed to ensure quality and excellence in all aspects of the curriculum. We value and foster the partnership we have between our school and the parent community. We join forces as we continue "Growing Towards the Future."

Message from Principal, Beverly Hayes

We are very proud of our school and our school community. Student learning is our top priority! We believe all students can and will succeed. We are committed to providing a high quality educational program to all of our students. We have strategically designed programs that dramatically impact the growth and development of our students. Our staff is committed to ensuring an educational experience that promotes academic success for all of our students. We have high expectations for our students and ourselves.

California has adopted the Common Core State Standards (CCSS). These standards have also been adopted by other states throughout the United States bringing a consistency to teaching and learning as well as instruction and expectations for students throughout the United States. Due to the adoption of the Common Core State Standards, our instructional practices have changed as we have made the transition from the California State Standards to the Common Core State Standards. In National School District and at Olivewood School, we are continuing our implementation of the Common Core State Standards. School staff has and will continue to participate in staff development activities that will "grow our knowledge" to implement the Common Core State Standards with our students. The Common Core State Standards are designed to bring out our students' best thinking and learning and to ensure that all students are college and career ready when they graduate from high school.

Parents are an invaluable resource to our school and our students. We know that parent involvement is a strong predictor of a student's success and we work diligently to foster the partnership between our school and our students' parents and/or guardians. It is vitally important that parents are involved with their child's education. It takes all of us to ensure that an excellent instructional program is offered to our students and that we work together to assist our students and our school to fully meet the needs of our students.

This School Accountability Report Card presents a variety of information about our school that we hope you find informative and interesting. We acknowledge that everyone who contributes to our school makes a difference in the lives of our students. With the support of our parents, community and the District we are able to offer our students an instructional program that allows them a wide variety of opportunities to progress academically and to reach their fullest potential. We hope that the information included in this report will assist you in your involvement in your child's education as we work together in our commitment to provide the best educational experience each and every student at Olivewood School.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
*   For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	114
Grade 1	78
Grade 2	96
Grade 3	72
Grade 4	81
Grade 5	94
Grade 6	92
Total Enrollment	627

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2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0
Asian	1
Filipino	2.9
Hispanic or Latino	92.3
Native Hawaiian or Pacific Islander	0.3
White	0.8
Two or More Races	0.6
Socioeconomically Disadvantaged	87.9
English Learners	58.5
Students with Disabilities	8.6
Foster Youth	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.

Teacher Credentials			
Olivewood Elementary School	15-16	16-17	17-18
With Full Credential	26	26	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
National School District	15-16	16-17	17-18
With Full Credential	♦	♦	226
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Olivewood Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: August 23, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton-Mifflin Sopris West Read Well Sopris Read Well 2003/2004 2010-2011 2010-2011 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton-Mifflin-Harcourt GO MATH! 2015/2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015 **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Olivewood's main campus was built in 1959. Since our opening the following major renovations or improvements have been addressed:

- 1999—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry.

- Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.

- Olivewood has 18 regular classrooms and 16 classes in relocatable buildings. There are at least 5 computers in each of our classrooms, transition kindergarten through sixth grade. Our Special Day Class has 4 computers and our Resource Specialist Program has 5 computers. We have a computer lab with 34 computers; a primary computer lab with 26 computers; an intermediate reading lab with 8 computers and, a primary reading lab with 5 computers. Each classroom has at least 2 new computers and the intermediate grade classrooms have 5 new computers. All other computers have had memory upgrades to be able to run new computer software. We also have a cart with 32 netbooks that can travel from room to room.

- All classrooms have a Promethean Board that is supported by a laptop computer: We also have a Promethean board in our Special Day Class; one in our resource specialist program room; one in our computer lab; and, one in each of our Reading Labs.

Maintenance and Repair

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

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/20/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No findings
Interior: Interior Surfaces	X			Rooms 3,11, and 28 carpet needs replacement. Boys Restroom needs deep cleaning. Boys Modular Restroom has crack on cove base and hole in wall where the stall door hits, Rooms needing carpet have been placed on priority list. Deep cleaning on Boys Restroom has been completed. Work orders have been submitted for all other interior surface repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Both Boys Restrooms were dirty. They have since been deep cleaned.

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System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) **Year and month in which data were collected: 12/20/2017**				
	Good	**Fair**	**Poor**	
Electrical: Electrical	X			Rooms K1, K3, 23, P3 light bulbs out. Room 3A electrical panel blocked. Light bulbs have been replaced and electrical panel access has been restored.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Rooms 3,14 faucet valve leaks, Room 8 has no water in drinking bib, Room 15 no water in drinking fountain. Work orders for above have been submitted.
Safety: Fire Safety, Hazardous Materials	X			Room 26 had many items that needed to be kept away from children. Custodian and teacher have cleared and made the area safe.
Structural: Structural Damage, Roofs	X			Rooms K3, K4, 29, 28, Girls Modular Restroom, Men's and Women's Modular Restroom, all need ramp repairs. These items have been given priority on the deferred maintenance schedule.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Multipurpose Room door needs adjustment, Room 3C door needs paint, Room 23 door threshold is loose. Work orders for the above repairs have been submitted.

Overall Rating	**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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• 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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	35	35	41	34	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.1	18.3	15.1

* 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.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	35	40	40	41	48	48
Math	28	30	29	31	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	87	86	98.9	34.9
Male	44	43	97.7	37.2
Female	43	43	100.0	32.6
Hispanic or Latino	83	82	98.8	35.4
Socioeconomically Disadvantaged	73	73	100.0	34.3
English Learners	40	39	97.5	15.4
Students with Disabilities	15	14	93.3	28.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	340	339	99.71	40.12
Male	157	156	99.36	36.54
Female	183	183	100	43.17
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	320	319	99.69	39.81
White	--	--	--	--
Socioeconomically Disadvantaged	311	310	99.68	39.35
English Learners	245	244	99.59	37.3
Students with Disabilities	34	34	100	11.76

Note: 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.

Note: 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.

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	340	339	99.71	29.79
Male	157	156	99.36	32.05
Female	183	183	100	27.87
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	320	319	99.69	29.15
White	--	--	--	--
Socioeconomically Disadvantaged	311	310	99.68	28.71
English Learners	245	244	99.59	28.69
Students with Disabilities	34	34	100	8.82

Note: 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.

Note: 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.

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.

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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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Contact Person Name: Lupita Saunders
Phone Number: (619) 336-8752

Home/School Partnership:

• School/Classroom Newsletter
• Parent Workshops Sponsored by Teachers
• Parent Nutrition Workshops
• Parent Teacher Association (PTA)
• Family Curriculum Night
• School Festivals & Programs
• Back to School Night
• Open House
• Parent-Teacher Conferences
• School Site Council
• English Learners Advisory Committee (ELAC)
• Parent Education Classes
• Olivewood Gardens & Learning Center

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.

School Safety Plan
Date the plan was last updated: December, 2017
Date the plan was last reviewed with the staff: December, 2017

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to
learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.7	2.6	3.1
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.8	1.0	2.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1.0 (District)
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	1 Language
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	22	21	2	2	3	4	4	3			
1	24	23	24				3	4	4			
2	21	23	24	2			2	3	3			
3	24	22	22				4	4	4			
4	31	30	31				2	3	2			1
5	29	32	32				3	2	2		1	
6	26	32	32	1			3	2	2			1
Other		12	10		1	1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficultly or need improvement have access to the PAR (Peer Assistance Review) Program.

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Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	5%	5%

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FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,310	521	4,789	72,746
District	♦	♦	4,571	$68,228
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			4.8	6.2
Percent Difference: School Site/ State			-15.6	-3.2

* Cells with ♦ do not require data.

Types of Services Funded
Title I with PI School $188,440
LCAP Supplemental and Concentration Funds $173,889
Total $ 362,329

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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.

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John A. Otis Elementary School

621 E. 18th Street • National City, CA 91950 • 619-336-8800 • Grades PS-6
Felipe De La Peña, Principal
fdelapena@nsd.us
www.nsd.us

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

National School District
1500 N Ave.
National City, CA 91950
(619) 336-7500
http://nsd.us

District Governing Board
Maria Bentancourt-Castañeda, President

Alma Sarmiento, Clerk

Barbara Avalos, Member

Brian Clapper, Member

Maria Dalla, Member

District Administration
Dr. Leighangela Brady
Superintendent

Paula Jameson-Whitney
Assistant Superintendent
Educational Services

Chris Carson
Assistant Superintendent
Business Services

Leticia Hernandez
Director
Human Resources

School Description
At John A. Otis we believe in creating a safe, nurturing environment. We are active participants with the parents and the community to create an ideal environment for all students. We provide a solid foundation for all of the students in reading, mathematics, problem-solving, and writing. The achievement of every student is a priority.

At John A. Otis School,

We Promise
• A safe, nurturing learning environment
• An active partnership with parents and community
• A solid foundation in reading, writing, and problem-solving
• A focus on individual student achievement

We Believe
• All students will learn
• Student success is everyone's responsibility
• Our community's cultural diversity enriches learning opportunities

John A. Otis Mission Statement
The mission of the staff, students, parents, and community of John A. Otis School is to achieve optimum academic, physical and emotional potential for each student. We work cooperatively in a positive learning environment that supports our mutual belief that education has value. John A. Otis School maintains a safe, orderly environment that provides a pleasant, efficient climate in which current technology reinforces educational goals. We envision John A. Otis School as an integral part of our community.

Message from Principal, Felipe De La Peña
John A. Otis School, in partnership with parents and the community, will maintain high educational standards for all students by providing a positive learning environment and exemplary instruction in order to prepare our students academically for a successful future. At John A. Otis, our entire staff is committed to achieving this goal. Since California has adopted the Common Core State Standards, our instructional practices have shifted to meet the needs of the new standards. School staff is and will continue to participate in staff development that will increase the knowledge necessary to teach the new standards. The Common Core Standards will ensure that all students are college and career ready when they graduate from high school. They are designed to bring out our students' best thinking and learning. Our expectations will continue to be rigorous and our goal is for all of our students to achieve success. We have established a safe campus using the Positive Behavioral Interventions and Supports model. Our students and staff members know the importance of being Responsible, Respectful, and Safe. We are very proud of our school and its continued progress in academic and overall achievement.

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Exhibit A
About the SARC

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	80
Grade 1	57
Grade 2	57
Grade 3	68
Grade 4	66
Grade 5	64
Grade 6	64
Total Enrollment	456

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2
American Indian or Alaska Native	0.2
Asian	1.8
Filipino	5.3
Hispanic or Latino	86.8
Native Hawaiian or Pacific Islander	0.2
White	3.1
Two or More Races	0.7
Socioeconomically Disadvantaged	84.4
English Learners	62.7
Students with Disabilities	7.5
Foster Youth	0.2

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.

Teacher Credentials			
John A. Otis Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	19	19	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
National School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	226
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
John A. Otis Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: August 23, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton-Mifflin Sopris West Read Well Sopris Read Well 2003/2004 2010-2011 2010-2011 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton-Mifflin-Harcourt GO MATH! 2015/2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015 **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

January 10, 2018

Exhibit A

School Facility Conditions and Planned Improvements (Most Recent Year)

John Otis' main campus was built in 1927. Since our opening the following major renovations or improvements have been addressed:

1987—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, cabinetry, and an ADA elevator for the auditorium

1993—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry

1997—Relocatables were added to support class size reduction

1998—Relocatables were added to support class size reduction

1999—Relocatables were added to support class size reduction

2006—Refurbished stage

2006—New lighting for parking facility

Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.

John A. Otis has 22 regular classrooms. 16 are portable buildings. There are five computers in each of our classrooms kindergarten through third grade, and an average of 9 computers in each of our classrooms fourth through sixth grade.

Maintenance and Repair

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

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the District maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedule to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12-21- 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No findings
Interior: Interior Surfaces	X			Multipurpose Room paint on south side of wall is peeling, chipped wall in east side of hallway, handrail in need of repair on south side of hallway, Room 21 stained ceiling tiles. Repairs will be made before the end of the 2017-2018 school year.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Boys and girls restroom was dirty, and have been deep cleaned. Carpet in Room 13 in need of cleaning. This will be done during routine carpet cleaning schedule.
Electrical: Electrical	X			Lights out in Rooms 2 , 10 and preschool have been replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountain pressure too high in Room 7. Work order for plumbing has been completed.
Safety: Fire Safety, Hazardous Materials	X			Hand sanitizer in library and Kinder class found, have been placed in locked cabinets.
Structural: Structural Damage, Roofs	X			No findings
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 1A door paint peeling, Room 4 door needs replacement, Room 5 glass has etched graffiti, preschool modular north-west window won't open. Work orders to repair the above have been submitted.

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

January 10, 2018

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	35	31	41	34	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	42	44	40	41	48	48
Math	31	32	29	31	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	21.5	7.7	4.6

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	65	62	95.4	30.7
Male	25	25	100.0	40.0
Female	40	37	92.5	24.3
Hispanic or Latino	56	54	96.4	27.8
Socioeconomically Disadvantaged	51	50	98.0	26.0
English Learners	36	35	97.2	5.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	264	255	96.59	43.53
Male	124	120	96.77	35.83
Female	140	135	96.43	50.37
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	18	16	88.89	87.5
Hispanic or Latino	219	212	96.8	39.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	232	225	96.98	42.67
English Learners	191	182	95.29	41.76
Students with Disabilities	23	23	100	0
Foster Youth	--	--	--	--

Note: 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.

-Note: 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.

-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.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	264	260	98.48	31.54
Male	124	122	98.39	34.43
Female	140	138	98.57	28.99
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	18	18	100	55.56
Hispanic or Latino	219	215	98.17	28.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	232	229	98.71	29.69
English Learners	191	187	97.91	28.34
Students with Disabilities	23	23	100	8.7
Foster Youth	--	--	--	--

Note: 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.

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Note: 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.

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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Contact Person Name: Evelyn Sanchez
Phone Number: (619) 336-8800
Home/School Partnership:
• Go Math! online lessons
• SuccessMaker Online-Reading and Math
• Home & School Connection Newsletter (online)
• Parent/Teacher Association (PTA)
• Fall Festival
• Spring Festival
• Parent Trainings
• Volunteer Luncheon
• Parent Health Education
• Internet web page (weekly homework, classroom and school news are posted)
• Monthly Parent Meetings
• Safe Routes to School Program
• Monthly Newsletters
• Science Emphasis
• Student Council
• ELAC Committee
• School Site Council
• Accelerated Reader

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.

School Safety Plan
Date the plan was last updated: December 2017
Date the plan was last reviewed with the staff: December 2017
The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school. Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.0	0.2	3.0
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.8	1.0	2.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

January 10, 2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	66.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1
Social Worker	
Nurse	1.0(District)
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	1.0, Language
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	20	20	20	3	3	2	1	1	2			
1	18	20	19	3	2	2		1	1			
2	23	22	19		1	1	3	2	2			
3	22	23	23				3	3	3			
4	33	33	31				1		2	1	2	
5	27	31	33				2	2	1			1
6	24	32	29	1			2	2	2			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficultly or need improvement have access to the PAR (Peer Assistance Review) Program.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,498	$48,678
Mid-Range Teacher Salary	$64,520	$78,254
Highest Teacher Salary	$86,659	$96,372
Average Principal Salary (ES)	$125,145	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$230,807	$212,818
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,347	$491	$4,856	$68,564
District	◆	◆	$4,571	$68,228
State	◆	◆	$6,574	$78,363
Percent Difference: School Site/District			6.2	0.1
Percent Difference: School Site/ State			-14.5	-8.7

*   Cells with ◆ do not require data.

Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I with PI School $247,799
LCAP Supplemental and Concentration Funds $227,427
Total: $477,582

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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Palmer Way Elementary School

2900 Palmer Street • National City, CA 91950 • (619) 336-8900 • Grades PS-6
Alfonso Denegri, Principal
adenegri@nsd.us
www.nsd.us

2016-17 School Accountability Report Card
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Superintendent

Paula Jameson-Whitney
Assistant Superintendent
Educational Services

Chris Carson
Assistant Superintendent
Business Services

Leticia Hernandez
Director
Human Resources

School Description

Palmer Way School is located in National City, California, a community south of San Diego. Palmer Way is a preschool to sixth grade elementary school. Fifty-four percent of our students are English Language Learners and all of our students meet low-income criteria. The staff consists of 25 certificated teachers, 2 impact teachers, 19 classified employees and 6 support staff. We have 24 regular classrooms.

At Palmer Way School,

We Promise
- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, and problem-solving
- A focus on individual student achievement

We Believe
- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

Message from Principal, Alfonso Denegri

Palmer Way has an extraordinary teaching staff of 24 classroom teachers, supported by a Language Arts Specialist, Counselor, Resource Specialist, Librarian, 4 Collaboration Wheel Enrichment Teachers, Speech Teachers, and Paraprofessionals. Our goal is to motivate children to be the best they can be. We believe all children are brilliant and challenge all students to meet and exceed the standards. Teacher collaboration is an essential, rigorous, and meaningful part of the core curriculum enabling teachers to identify the most effective strategies to help students master the new Common Core State Standards.

Palmer Way has an excellent Parent Teacher Association. We are thankful to have such a core group of dedicated parents to help us support our educational program.

January 10, 2018   Page A-76

About the SARC

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- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	79
Grade 1	92
Grade 2	67
Grade 3	71
Grade 4	93
Grade 5	86
Grade 6	86
Total Enrollment	574

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2.3
American Indian or Alaska Native	0
Asian	7.5
Filipino	13.1
Hispanic or Latino	70.4
Native Hawaiian or Pacific Islander	0.9
White	2.3
Two or More Races	3.5
Socioeconomically Disadvantaged	77.9
English Learners	48.8
Students with Disabilities	4.9
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Palmer Way Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	28	27	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
National School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	226
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Palmer Way Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: August 23, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton-Mifflin Sopris West Read Well Sopris Read Well 2003/2004 2010-2011 2010-2011 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton-Mifflin-Harcourt GO MATH! 2015/2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

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School Facility Conditions and Planned Improvements (Most Recent Year)

Palmer Way's main campus was built in 1967. Since our opening the following major renovations or improvement have been addressed:

- 1997 – Relocatables were added to support class size reduction
- 1998—Relocatables were added to support class size reduction
- 1999—Relocatables were added to support class size reduction
- 2000—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry

Palmer Way currently has 28 regular classrooms and 12 relocatable buildings

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

Cleaning Process and Schedule
We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)
The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/19/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Multipurpose Room door needs paint, floor needs repair. Rooms B3, D8, and D9 carpets needs replacing. Room C7: Door & jamb dirty; chipped paint; wallboard torn; cove base missing. PS3 has stained ceiling tile, outside pest problem. Office has damaged area to floor, stained ceiling tile. Work orders have been submitted for all the above. Carpet replacement given priority on deferred maintenance schedule.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Boys and Girls Restrooms needed deep cleaning. Completed January, 2018.
Electrical: Electrical	X			PS 2 light in bathroom won't turn off. Work order has been submitted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room B2 water valve leaking. PS 2 fountain too high. Work orders have been submitted to correct the deficiencies.
Safety: Fire Safety, Hazardous Materials	X			No findings
Structural: Structural Damage, Roofs	X			Rooms A2,3,4,5,6,7,8, Center Pod are currently under repair for water/flood damage. Repairs are expected to be completed by the end of January, 2018.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Preschool 3 external and bathroom doors need repair. A work order has been submitted.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/19/2017

Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• 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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	59	26	41	34	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	51	56	40	41	48	48
Math	36	35	29	31	36	37

*   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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.5	22	19.5

*   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.

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2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	96	94	97.9	25.5
Male	44	43	97.7	16.3
Female	52	51	98.1	33.3
Hispanic or Latino	74	72	97.3	19.4
Socioeconomically Disadvantaged	74	74	100.0	23.0
English Learners	45	43	95.6	4.7

*   Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	338	318	94.08	56.15
Male	152	143	94.08	51.75
Female	186	175	94.09	59.77
Black or African American	--	--	--	--
Asian	29	29	100	64.29
Filipino	28	27	96.43	88.89
Hispanic or Latino	244	227	93.03	50.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	14	13	92.86	69.23
Socioeconomically Disadvantaged	272	254	93.38	52.96
English Learners	222	205	92.34	54.63
Students with Disabilities	26	26	100	26.92
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	338	333	98.52	34.83
Male	152	151	99.34	39.07
Female	186	182	97.85	31.32
Black or African American	--	--	--	--
Asian	29	29	100	51.72
Filipino	28	27	96.43	66.67
Hispanic or Latino	244	241	98.77	29.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	14	13	92.86	46.15
Socioeconomically Disadvantaged	272	269	98.9	31.23
English Learners	222	220	99.1	29.55
Students with Disabilities	26	26	100	23.08
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Contact Person Name: Alfonso Denegri
Phone Number: (619) 336-8900

Home/School Partnership:

• Parent/Teacher Association (PTA)
• GATE Steering Committee
• Catholic Charities Grandparent Program
• Volunteer Appreciation Events
• Family Fun Nights
• School Site Council
• English Language Advisory Committee (ELAC)
• Parents Volunteers
• Literacy Nights
• Art Festival
• Fall Festival

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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.

School Safety Plan

Date the plan was last updated: December, 2017
Date the plan was last reviewed with the staff: December, 2017

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.2	0.2	2.9
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.8	1.0	2.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	1.0(District)
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	1.0 Language
Average Number of Students per Staff Member	
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.

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	22	22	2	1	1	3	4	4			
1	24	22	22				3	3	3			
2	21	24	23	2			2	3	3			
3	24	23	23				3	4	4			
4	32	30	29				2	3	2			
5	33	31	31				1	2	3	2	1	
6	30	27	28				3	2	3			
Other	10	21	18	1	1	1						

Table title: Average Class Size and Class Size Distribution (Elementary)

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficultly or need improvement have access to the PAR (Peer Assistance Review) Program.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,498	$48,678
Mid-Range Teacher Salary	$64,520	$78,254
Highest Teacher Salary	$86,659	$96,372
Average Principal Salary (ES)	$125,145	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$230,807	$212,818
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,244	627	4,617	70,190
District	♦	♦	4,571	$68,228
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			1.0	2.5
Percent Difference: School Site/ State			-18.7	-6.6

* Cells with ♦ do not require data.

Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I with PI School $251,558
LCAP Supplemental and Concentration Funds $153,975
Total $ 405,533

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DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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.

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Rancho de la Nación Elementary School

1830 E. Division St. • National City, CA 91950 • (619) 336-8100 • Grades K-6
Katherine Melanese, Principal
kmelanese@nsd.us
www.nsd.us

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

National School District
1500 N Ave.
National City, CA 91950
(619) 336-7500
http://nsd.us

District Governing Board

Maria Betancourt-Castañeda, President

Alma Sarmiento, Clerk

Barbara Avalos, Member

Brian Clapper, Member

Maria Dalla, Member

District Administration

Dr. Leighangela Brady
Superintendent

Paula Jameson-Whitney
Assistant Superintendent
Educational Services

Chris Carson
Assistant Superintendent
Business Services

Leticia Hernandez
Director
Human Resources

School Description

Rancho de la Nación is located in National City, California, a diverse community south of San Diego. Rancho de la Nación is a kindergarten through sixth grade school. Students at Rancho de la Nación continue to make incremental growth year after year due to the hard work, dedication and commitment of our staff, students, and parents.

Guiding Principles

At Rancho de la Nación, we believe:

• that every individual is valued, to be treated respectfully and with dignity.
• in mutual cooperation for ensuring our school is a safe place, emotionally and physically for all.
• in shared responsibility for focused, powerful learning which permeates all our decisions and actions.

Mission Statement

Rancho de la Nación will provide a quality education in a safe environment for students and parents through the collaboration of dedicated staff, students, and parents using quality learning tools. We will work together to develop students who become independent, lifelong learners, and future productive citizens.

Message from Principal, Kathy Melanese

Students at Rancho de la Nación continue to make incremental growth year after year due to the hard work, dedication and commitment of our staff, students and parents.

Rancho staff, teachers, instructional support, and classified staff are committed to creating the best possible educational experience for our students. Our efforts have been focused on the improvement of student achievement at all levels and for all children. We recognize that our English learners are unique as we provided targeted support so that they can reach high levels of success. Site-wide English Language Development based on Systematic ELD occurs daily. English learners also use Imagine Learning software to target language support. Our English learners continue to make outstanding growth.

As a community of learners, we continue to implement best practices and instructional strategies on a schoolwide basis through Data Team meetings. Teachers meet twice a month (2.5 hours each meeting) to analyze data and to create researched-based lessons that are based on the California Common Core State Standards. We focus on Rigorous Curriculum Design math units, unwrapping the standards and implementing our new "Go Math!" All of our classrooms are equipped with electronic Promethean boards (smart boards) and computers to better utilize quick time visuals and resources to help students truly understand content and concepts. This year we will complete a plan to upgrade both teacher and student computers.

We continue to recognize the importance of strategic planning by focusing on the following school wide structures: (1) School wide priorities, (2) Data teams, (3) Response to Intervention, and (4) School Wide Positive Behavior Intervention Support (SWPBIS). Through our school wide focus we continue to work as a team to support all students.

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Our dedicated staff continually goes above and beyond to provide additional support to our children. Many teachers open their classrooms before school, during recess and after school to assist students with math, reading and writing.

Parents play an integral part of our success. We are thankful for having such dedicated parents who support our educational programs. Parents and community members are always welcome at Rancho. Come by for a visit, meet the staff and join us as we continue to create a school where all students are successful.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	79
Grade 1	65
Grade 2	67
Grade 3	67
Grade 4	64
Grade 5	55
Grade 6	52
Total Enrollment	449

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0
Asian	1.6
Filipino	6.7
Hispanic or Latino	85.1
Native Hawaiian or Pacific Islander	1.1
White	2.2
Two or More Races	1.6
Socioeconomically Disadvantaged	87.8
English Learners	66.4
Students with Disabilities	7.6
Foster Youth	1.3

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.

Teacher Credentials			
Rancho de la Nación Elementary School	15-16	16-17	17-18
With Full Credential	23	21	19
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
National School District	15-16	16-17	17-18
With Full Credential	♦	♦	226
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rancho de la Nación Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: August 23, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton-Mifflin Sopris West Read Well Sopris Read Well 2003/2004 2010-2011 2010-2011 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton-Mifflin-Harcourt GO MATH! 2015/2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Rancho de la Nación's main campus was built in 1989. There have been and continue to be renovations and improvements at the site since it's opening.

These include:

• 2005-2006 School year - Addition of office facilities and multipurpose building which houses kitchen for serving hot meals for Rancho de la Nación students; new library to accommodate K-6 students; renovation of lower campus buildings (kindergarten and rooms 1-6).
• 2006-2007 – Landscaping/hardscaping in the passageway between the upper campus buildings.
• 2007-2008 - Landscaping in courtyard of lower campus buildings; bulletin boards and signage in the new multipurpose room.
• Ongoing—Maintenance of site with new paint, plants, flowers, grass and new playground equipment. Rancho de la Nación has 21 regular classrooms, a resource room for literacy support personnel, a room for the Resource Specialist Program, offices for support personnel (speech and language therapists, psychologist and counselor), a parent center, and a library.

Maintenance and Repair

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

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/20/2017				
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Top Womens RR Modular: Missing exhaust grill, will be replaced January, 2018.
Interior: Interior Surfaces	X			K1, K2 offices have holes in wall behind door. Wall will be repaired and door stops installed. Room 13 ceiling tile broken, Room 18 ceiling tile stained. Tiles will be replaced January, 2018.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Boys Restroom dirty, modular Girls Restroom dirty, Room 16 dirty. These three areas will be deep cleaned during Winter Break, 2017.
Electrical: Electrical	X			Dim lighting in Rooms 8 and 9. Work order has been submitted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys Modular Restroom dripping faucet, Room 13 fountain too high. Work orders have been submitted for repair and replacement.

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School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/20/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			No findings
Structural: Structural Damage, Roofs	X			Rooms 5 and 6 foundations are currently being repaired. This project will be completed by Spring of 2018. Rooms 16 and 21 need ramp repairs. Work order for this work has been submitted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No findings
Overall Rating	**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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	28	34	40	41	48	48
Math	26	30	29	31	36	37

*   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.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	43	40	41	34	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	7.3	21.8	20

*   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.

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2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	59	57	96.6	40.4
Male	27	26	96.3	50.0
Female	32	31	96.9	32.3
Hispanic or Latino	50	48	96.0	37.5
Socioeconomically Disadvantaged	51	49	96.1	40.8
English Learners	31	30	96.8	20.0

*   Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	243	235	96.71	34.04
Male	131	127	96.95	36.22
Female	112	108	96.43	31.48
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	17	16	94.12	68.75
Hispanic or Latino	203	198	97.54	30.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	217	210	96.77	32.38
English Learners	172	164	95.35	29.27
Students with Disabilities	17	16	94.12	12.5
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

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School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	243	238	97.94	30.25
Male	131	127	96.95	33.07
Female	112	111	99.11	27.03
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	17	16	94.12	68.75
Hispanic or Latino	203	201	99.01	27.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	217	213	98.16	28.64
English Learners	172	168	97.67	29.17
Students with Disabilities	17	16	94.12	6.25
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
The SARC Provides the following information relevant to the Parental Involvement State Priority:

Contact Person Name: Patty Felix
Phone Number: (619) 336-8151

Home/School Partnership:

• Weekly School Newsletter
• Parent Education Classes
• Regular Principal/Parent Meetings
• School Site Council (SSC)
• PTA Meetings
• English Language Advisory Committee (ELAC)
• Student Recognition Assemblies
• School Events (Fall Festival, Book Fair, Open House, Back-to-School Night, etc.)
• PTA/Family Events (Winter Store, Movie Night, etc.)
• Home-School Multi-Lingual Notification System
• Student Council Spirit Days
• Updated information on our school Marquee
• Daily activity board at school entrance
• Automated telephone call out system, emails, texts and voice messages

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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.

School Safety Plan
Date the plan was last updated: December, 2017
Date the plan was last reviewed with the staff: December, 2017

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to
learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.7	0.2	1.6
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.8	1.0	2.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	
Nurse	1.0 (District)
Speech/Language/Hearing Specialist	0.4
Resource Specialist	1.0
Other	1 Language
Average Number of Students per Staff Member	
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.

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	20	19	18	2	1	3	2	3	1			
1	20	21	20	1	1	2	2	2	1			
2	19	20	20	2	1	2	1	2	1			
3	17	19	16	3	3	4	1					
4	29	29	29				2	2	2			
5	28	33	33				2	1			1	1
6	29	33	32				2		2	1	2	1

Table title: **Average Class Size and Class Size Distribution (Elementary)**

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficultly or need improvement have access to the PAR (Peer Assistance Review) Program.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,498	$48,678
Mid-Range Teacher Salary	$64,520	$78,254
Highest Teacher Salary	$86,659	$96,372
Average Principal Salary (ES)	$125,145	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$230,807	$212,818
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,350	359	4,991	70,632
District	♦	♦	4,571	$68,228
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			9.2	3.1
Percent Difference: School Site/ State			-12.1	-6.0

* Cells with ♦ do not require data.

Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I with PI School $ $310,074
LCAP Supplemental and Concentration Funds $115,595
Total $425,669

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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.

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