

# **EXHIBIT A**

**January 19, 2022**

I. Purchase Orders for November 2021	\$	587,663.72
II. Commercial Warrants	\$	1,312,300.46
III. Revolving Cash Fund Business I for December 2021	\$	3.00
IV. Revolving Cash Fund Business II for December 2021	\$	3.00
V. Purchasing Card Expenses for November 2021	\$	4,442.58

## PO BOARD REPORT

**November 1, 2021 - November 30, 2021**

PO Date	PO No.	Supplier	PO Ref	Total by Account
11/1/2021	0000010092	Barnes & Noble	ET/Reynolds/Library	\$220.69
11/1/2021	0000010093	Office Depot	Office Depot (RUSH) DRTS	\$1,117.25
11/1/2021	0000010094	Pearson Assessment	Berry/WRAML3/CTONI2 Kits	\$7,848.25
11/1/2021	0000010095	Amazon	CN/ELISA/Baeza RM 20	\$38.75
11/1/2021	0000010096	Pairaphrase, LLC.	Pairaphrase (S. Lopez) (RUSH)	\$3,399.00
11/1/2021	0000010097	Academic Therapy Publications	ATP Qt 10/27/21RESCA-E Test	\$628.03
11/1/2021	0000010098	P&R Paper Supply Company. Inc.	DISTRICT/CUPS/INVOICE	\$75.55
11/1/2021	0000010099	South Bay Shredding	On Site Shedding-11/01/2021	\$140.00
11/1/2021	0000010100	Staples	EDS/Vero/(Contact Tracers)RUSH	\$98.14
11/1/2021	0000010101	Southwest School & Office Supply	EDS/SARA B/ENRICHMENT ADDITION	\$3,729.80
11/1/2021	0000010102	Adobe Inc.	SPED/VIDRIOS/Adobe Sign Invoic	\$5,225.00
11/1/2021	0000010103	Lakeshore Learning Materials	SPED/VIDRIOS/Furniture Blanche	\$6,161.93
11/1/2021	0000010104	Amazon	SPED/VIDRIOS/Lidiaa Ramos	\$376.09
11/1/2021	0000010105	Handwriting Without Tears	SPED/VIDRIOS/Lida Ramos	\$66.72
11/1/2021	0000010106	Enabling Devices, Inc.	SPED/VIDRIOS/ L. Ramos	\$487.10
11/1/2021	0000010107	SC Commerical, LLC.	Gas/Diesel Fuel - Open	\$3,262.50
11/1/2021	0000010108	Arey Jones	SPED/EGONZALEZ/TONER	\$755.81
11/1/2021	0000010109	City of San Diego	AED Year Agreement	\$305.00
11/2/2021	0000010110	Metro Refrigeration	CNS/JON H/METRO OPEN REPAIRS	\$5,000.00
11/2/2021	0000010111	CDW Government	PW-VH-Speech Adobe License	\$119.53
11/2/2021	0000010112	RGC General Engineering, Inc.	ET Entry Gate Repair	\$2,599.11
11/2/2021	0000010113	RGC General Engineering, Inc.	DO Asphalt Patch	\$8,212.50
11/2/2021	0000010114	Individual FoodService	CNS/JON H/OPEN INDVFOODSER	\$3,806.25
11/3/2021	0000010115	Southwest School & Office Supply	STOCK GS1391 TRPICAL COLORS	\$432.61
11/3/2021	0000010116	P&R Paper Supply Company. Inc.	CNS/JONH/2122OPENP&R	\$20,000.00
11/3/2021	0000010117	Amazon	EDS/Enrichment Carts (K, JO, R	\$1,012.52
11/3/2021	0000010118	Learning A-Z	21-22 LA Learn. A-Z License	\$826.00
11/3/2021	0000010119	MHS, Inc.	SPED/VIDRIOS/MHS Online Protoc	\$3,153.76
11/3/2021	0000010120	Amazon	PW-VH-Ball Locker	\$429.26
11/4/2021	0000010121	Staples	ADMIN/VANESSAC/OFFICE SUPPLIES	\$56.81

11/4/2021	0000010122	Lakeshore Learning Materials	IH Rutledge, RM 3A	\$86.45
11/4/2021	0000010123	Amazon	IH Rutledge, RM 3A	\$168.29
11/4/2021	0000010124	Amazon	PW-VH-Volleyball net	\$67.38
11/8/2021	0000010125	Perry Ford of National City	Mechanic Parts and Supplies	\$815.63
11/8/2021	0000010126	Brian's Live Bee Removal Service	Bee Hive Removal - Central	\$325.00
11/8/2021	0000010127	Western Environmental & Safety Tech	Mold Sampling - Various Sites	\$3,860.00
11/8/2021	0000010128	RGC General Engineering, Inc.	KM Asbestos & Lead Removal	\$23,232.00
11/8/2021	0000010129	Harbor Coating and Restoration	DO Gutters & Painting	\$19,000.00
11/8/2021	0000010130	Harbor Coating and Restoration	Kimball Painting	\$25,000.00
11/8/2021	0000010131	RGC General Engineering, Inc.	OW Fence Replacement	\$27,999.00
11/8/2021	0000010132	ULINE	PSC/CARMEN M/Safety Items	\$127.23
11/8/2021	0000010133	United Health Supplies	STOCK NS050- NS040	\$786.92
11/8/2021	0000010134	Amazon	STOCK NS179	\$157.25
11/8/2021	0000010135	Staples	OW/Babadilla/Supplies	\$213.68
11/8/2021	0000010136	RGC General Engineering, Inc.	Central Retention Wall	\$52,105.90
11/8/2021	0000010137	The Home Depot	Maintenance Supplies - Open	\$5,437.50
11/8/2021	0000010138	Southwest School & Office Supply	STOCK GS1081-GS2570	\$7,005.68
11/8/2021	0000010139	Air Filter Supply, Inc.	Districtwide HVAC Air Filters	\$61,271.87
11/8/2021	0000010140	Air Filter Supply, Inc.	Districtwide HVAC Air Filters	\$61,271.87
11/9/2021	0000010141	Amazon	WiFi Connected Energy Monitor	\$325.16
11/9/2021	0000010142	ULINE	Utility Cart Bryan Lucero M&O	\$244.69
11/9/2021	0000010143	Greenbrier Lawn & Tree Expert Co.	District Office Tree Removal	\$1,650.00
11/9/2021	0000010144	Office Depot	OW/Castaneda/brother toner	\$495.86
11/9/2021	0000010145	Office Depot	RN - TONER BANAS	\$270.78
11/9/2021	0000010146	Office Depot	OW/Castaneda/toners	\$803.58
11/9/2021	0000010147	Amazon	PW-VH-Chromebook Chargers	\$277.15
11/9/2021	0000010148	CABE San Diego South County	TPO - JO CABE Mini Conference	\$50.00
11/9/2021	0000010149	Amazon	SPED/Enrichment Storage Bins/	\$3,928.05
11/9/2021	0000010150	Amazon	PW Enrichment - Dorthea	\$1,188.86
11/9/2021	0000010151	Demco, Inc.	OW Librarian Castellanos	\$913.49
11/9/2021	0000010152	Amazon	IH ENRICHMENT DORTHEA	\$835.66
11/9/2021	0000010153	Lakeshore Learning Materials	OW McKinney for Gr 5 classes	\$753.40
11/9/2021	0000010154	Amazon	21-22 LA Dueñas Stools #14	\$141.18
11/9/2021	0000010155	Office Depot	RN Office Depot Bus Cards	\$68.91

11/9/2021	0000010156	Amazon	OW/Saunders/Vazquez supplies	\$264.19
11/9/2021	0000010157	Amazon	OW/Saunders/Supplies Felker	\$277.97
11/9/2021	0000010158	Ameri-Mex Plumbing, Inc.	DO Replacement of Sewer Line	\$34,551.82
11/10/2021	0000010159	State of CA. Dept of Industrial	Wheelchair Lift Permit IH & PW	\$250.00
11/10/2021	0000010160	Ameri-Mex Plumbing, Inc.	Lincoln Acres Jetting	\$975.00
11/10/2021	0000010161	Emma Landcare, Inc.	CN Planting	\$21,450.00
11/10/2021	0000010162	The Home Depot	Swing Spring Snap Hooks - RN	\$40.52
11/10/2021	0000010163	Heartland Payment Systems, Inc.	CNS/HOLLY BAUER/NUTRIKIDS	\$600.00
11/10/2021	0000010164	County of San Diego	CNS/JON HANSEN/RENEWAL NOTICE	\$4,193.00
11/12/2021	0000010165	Hunter's Nursery, Inc.	Grounds Plants & Supplies	\$5,437.50
11/15/2021	0000010166	CDW Government	OW Castaneda	\$919.59
11/15/2021	0000010167	MIND Research Institute	KM/ARIAS/ST Math Software	\$5,828.00
11/15/2021	0000010168	CDW Government	KM/ARIAS/CHROMEBOOK CHARGER	\$459.80
11/15/2021	0000010169	LANSolutions, LLC	LANSolutWarranty4Server-LCEdSe	\$2,855.78
11/15/2021	0000010170	Amazon	ET ENRICHMENT - DORTHEA	\$835.66
11/15/2021	0000010171	Staples	IH/GARCIA/Office Supplies	\$371.30
11/15/2021	0000010172	Amazon	PW-VH-Academic Incentives	\$227.83
11/15/2021	0000010173	Staples	IH LMS, RM 17	\$87.36
11/16/2021	0000010174	RGC General Engineering, Inc.	Las Palmas Driveway PCC Slab	\$38,196.00
11/16/2021	0000010175	RGC General Engineering, Inc.	Las Palmas Asphalt/Drain Box	\$58,877.52
11/16/2021	0000010176	Emma Landcare, Inc.	Olivewood Tree & Plant Removal	\$7,700.00
11/16/2021	0000010177	J&M Keystone, Inc.	Ira Harbison Carpet Cleaning	\$659.00
11/16/2021	0000010178	C&C Glass	DO Glass Replacement	\$552.00
11/16/2021	0000010179	C&C Glass	CN Broken Glass Replacement	\$967.00
11/16/2021	0000010180	C&C Glass	John Otis Broken Window Repl.	\$746.00
11/17/2021	0000010181	WestAir Gases & Equipment, Inc.	Maintenance Supplies - Open	\$543.75
11/17/2021	0000010182	Optimum Floorcare	Custodial Supplies - Open	\$1,631.25
11/17/2021	0000010183	C&C Glass	Glass/Window Replacements	\$5,437.50
11/19/2021	0000010184	Chula Vista Alarm, Inc.	DO NVR Installation	\$542.67
11/29/2021	0000010185	Cintas	DISTRICT/CHILDREN'S FACE MASKS	\$1,730.16
11/30/2021	0000010186	Safety-Kleen Systems, Inc.	Brake Cleaner Recycling	\$293.17
11/30/2021	0000010187	Emma Landcare, Inc.	Olivewood Tree & Plant Removal	\$9,700.00

**TOTAL FOR PERIOD**

**\$587,663.72**

## **Explanation of Columns for Commercial Warrants**

**Column A** is the Vendor Name.

**Column B** is the Warrant Number. When the number repeats, this signifies that warrant contains multiple invoices or multiple budget codes for items within the warrant. It does not mean this amount was paid each line.

**Column C** is the Warrant Amount. Please note when the warrant number repeats the amount is only paid once.

**Column D** is the Invoice Number. This may also repeat, but is only paid once. This is replicated when multiple budget codes are used for items within the warrant.

**Column E** is the Invoice Amount. This number may be replicated if the purchase order has multiple items purchased, however the amount is only paid once.

**Column F** is the Purchase Order Number.

**Column G** is the Distribution Amount. When added together, this will equal the warrant amount listed (or repeated) in column C.

**Column H-M** are the Budget Code charged for the line.

**Column N-O** are not used by the National School District in the budget code, however other districts in the county may use these fields within the county Peoplesoft system.

**A B C D E F G H I J K L M N O**  
**02300: National School District 2021-12-02**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
AR0210 - Arey Jones	14843656	755.82	0205884-IN	755.82	0000010108	755.82	0100	6500000	5001	2100	4300000	022		
CA0200 - Cannon Sports	14843657	370.83	1067854	370.83	0000009648	370.83	0100	0000626	0000	7200	4300990	000		
CH1200 - Chula Vista Alarm, Inc.	14843658	546.00	MT83061839	546.00		74.00	0100	0000665	0000	8100	5600100	000		
CH1200 - Chula Vista Alarm, Inc.	14843658	546.00	MT83061839	546.00		84.00	0100	0000665	0000	8100	5600100	000		
CH1200 - Chula Vista Alarm, Inc.	14843658	546.00	MT83061839	546.00		42.00	0100	0000665	0000	8100	5600100	111		
CH1200 - Chula Vista Alarm, Inc.	14843658	546.00	MT83061839	546.00		21.00	0100	0000665	0000	8100	5600100	222		
CH1200 - Chula Vista Alarm, Inc.	14843658	546.00	MT83061839	546.00		21.00	0100	0000665	0000	8100	5600100	225		
CH1200 - Chula Vista Alarm, Inc.	14843658	546.00	MT83061839	546.00		42.00	0100	0000665	0000	8100	5600100	333		
CH1200 - Chula Vista Alarm, Inc.	14843658	546.00	MT83061839	546.00		52.00	0100	0000665	0000	8100	5600100	444		
CH1200 - Chula Vista Alarm, Inc.	14843658	546.00	MT83061839	546.00		42.00	0100	0000665	0000	8100	5600100	555		
CH1200 - Chula Vista Alarm, Inc.	14843658	546.00	MT83061839	546.00		42.00	0100	0000665	0000	8100	5600100	666		
CH1200 - Chula Vista Alarm, Inc.	14843658	546.00	MT83061839	546.00		42.00	0100	0000665	0000	8100	5600100	777		
CH1200 - Chula Vista Alarm, Inc.	14843658	546.00	MT83061839	546.00		42.00	0100	0000665	0000	8100	5600100	888		
CH1200 - Chula Vista Alarm, Inc.	14843658	546.00	MT83061839	546.00		42.00	0100	0000665	0000	8100	5600100	999		
CI0057 - Cintas First Aid & Safety	14843659	15.63	5085544298	15.63	0000009481	15.63	0100	8150100	0000	8100	4300000	057		
CL0700 - Anixter	14843660	28.76	ADJ18K531187	-158.78		-158.78	0100	8150100	0000	8100	4300000	057		
CL0700 - Anixter	14843660	28.76	18K532974	37.17	0000009843	37.17	0100	8150100	0000	8100	4300000	057		
CL0700 - Anixter	14843660	28.76	18K538264	150.37	0000009843	150.37	0100	8150100	0000	8100	4300000	057		
DI0600 - Dixieline Lumber & Home Centers	14843661	545.32	09-0262667	87.99	0000010004	87.99	0100	8150100	0000	8100	4300000	057		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
DI0600 - Dixieline Lumber & Home Centers	14843661	545.32	09-0262677	36.79	0000010004	36.79	0100	8150100	0000	8100	4300000	057		
DI0600 - Dixieline Lumber & Home Centers	14843661	545.32	09-0262884	253.96	0000010004	253.96	0100	8150100	0000	8100	4300000	057		
DI0600 - Dixieline Lumber & Home Centers	14843661	545.32	09-0262968	166.58	0000010004	166.58	0100	8150100	0000	8100	4300000	057		
ED0600 - EdTheory, LLC.	14843662	13,487.25	CT38461724	3,659.25		3,659.25	0100	7425000	5001	1190	5800000	022		
ED0600 - EdTheory, LLC.	14843662	13,487.25	CT38462890	9,828.00		9,828.00	0100	7425000	5001	1190	5800000	022		
EN0440 - Enabling Devices, Inc.	14843663	379.90	0481119-IN	379.90	0000010106	30.00	0100	6500500	5001	3150	4300000	022		
EN0440 - Enabling Devices, Inc.	14843663	379.90	0481119-IN	379.90	0000010106	149.95	0100	6500500	5001	3150	4300000	022		
EN0440 - Enabling Devices, Inc.	14843663	379.90	0481119-IN	379.90	0000010106	199.95	0100	6500500	5001	3150	4300000	022		
FE0100 - FedEx Office	14843664	726.77	2697-03LRH-1	726.77		726.77	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14843665	1,529.09	2697-03LWN-1	1,529.09		1,529.09	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14843666	4,273.32	2697-03LWQ-1	4,273.32		4,273.32	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14843667	1,517.85	2697-03LWW-1	1,517.85		1,517.85	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14843668	2,308.37	2697-03LWY-1	2,308.37		2,308.37	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14843669	4,391.26	2697-03LXH-1	4,391.26		4,391.26	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14843670	6,496.76	2697-03LXW-1	6,496.76		6,496.76	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14843671	2,159.92	2697-03LZ8-1	2,159.92		2,159.92	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14843672	2,760.93	2697-03LXD-1	2,760.93		2,760.93	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14843673	3,001.79	2697-03LZH-1	3,001.79		3,001.79	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14843674	1,334.49	2697-03LXG-1	1,334.49		1,334.49	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14843675	8,037.81	2697-03LXY-1	8,037.81		8,037.81	0100	7425000	1110	1000	4300000	020		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
FE0100 - FedEx Office	14843676	3,758.17	2697-03LWZ-1	3,758.17		3,758.17	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14843677	408.28	2697-03MOD-1	408.28		408.28	0100	7425000	1110	1000	4300000	020		
FR0200 - Fruth Group	14843678	567.30	490253	153.84	0000009869	153.84	0100	1100699	1110	1000	5600200	111		
FR0200 - Fruth Group	14843678	567.30	490252	153.84	0000009870	65.79	0100	3010100	1110	1000	5600200	600		
FR0200 - Fruth Group	14843678	567.30	490252	153.84	0000009870	88.05	0100	3010100	1110	1000	5600200	600		
FR0200 - Fruth Group	14843678	567.30	490254	153.84	0000009871	153.84	0100	1100699	1110	1000	5600200	555		
FR0200 - Fruth Group	14843678	567.30	490251	105.78	0000009872	19.78	0100	3010100	1110	1000	4400000	900		
FR0200 - Fruth Group	14843678	567.30	490251	105.78	0000009872	86.00	0100	3010100	1110	1000	4400000	900		
FR0602 - Quadient Finance USA	14843679	1,000.00	7900 0440 8093 3785 112321	1,000.00	0000010023	1,000.00	0100	0000623	0000	7200	5900300	000		
GN0100 - GNP Branded Gear	14843680	7,241.60	76216-1	3,620.80	0000010081	220.80	0100	3212000	1110	1000	4300000	000		
GN0100 - GNP Branded Gear	14843680	7,241.60	76216-1	3,620.80	0000010081	3,400.00	0100	3212000	1110	1000	4300000	000		
GN0100 - GNP Branded Gear	14843680	7,241.60	76197-1	3,620.80	0000010053	220.80	0100	3212000	1110	1000	4300000	000		
GN0100 - GNP Branded Gear	14843680	7,241.60	76197-1	3,620.80	0000010053	3,400.00	0100	3212000	1110	1000	4300000	000		
HA0080 - Handwriting Without Tears	14843681	852.90	INV129090	852.90	0000009897	71.64	0100	6500000	5760	1110	4300000	022		
HA0080 - Handwriting Without Tears	14843681	852.90	INV129090	852.90	0000009897	260.42	0100	6500000	5760	1110	4300000	022		
HA0080 - Handwriting Without Tears	14843681	852.90	INV129090	852.90	0000009897	260.42	0100	6500000	5760	1110	4300000	022		
HA0080 - Handwriting Without Tears	14843681	852.90	INV129090	852.90	0000009897	260.42	0100	6500000	5760	1110	4300000	022		
HO0350 - The Home Depot	14843682	657.91	3563758	577.58	0000010137	577.58	0100	8150100	0000	8100	4300000	057		
HO0350 - The Home Depot	14843682	657.91	2062809	39.81	0000010137	39.81	0100	8150100	0000	8100	4300000	057		
HO0350 - The Home Depot	14843682	657.91	9624436	40.52	0000010162	40.52	0100	0000100	1110	1000	4300000	215		
KO161 - Konica Minolta Premier Finance	14843683	688.34	458435013	180.05	0000009555	180.05	0100	1100699	1110	1000	5600200	777		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
<del>KO161 - Konica Minolta Premier Finance</del>	<del>14843683</del>	<del>688.34</del>	<del>50177903 59</del>	<del>508.29</del>	<del>00000088 90</del>	<del>78.43</del>	<del>0100</del>	<del>0000623</del>	<del>0000</del>	<del>7200</del>	<del>5600200</del>	<del>000</del>		
<del>KO161 - Konica Minolta Premier Finance</del>	<del>14843683</del>	<del>688.34</del>	<del>50177903 59</del>	<del>508.29</del>	<del>00000088 90</del>	<del>99.93</del>	<del>0100</del>	<del>0000623</del>	<del>0000</del>	<del>7200</del>	<del>5600200</del>	<del>000</del>		
<del>KO161 - Konica Minolta Premier Finance</del>	<del>14843683</del>	<del>688.34</del>	<del>50177903 59</del>	<del>508.29</del>	<del>00000087 56</del>	<del>145.07</del>	<del>0100</del>	<del>0000623</del>	<del>0000</del>	<del>7200</del>	<del>5600200</del>	<del>000</del>		
<del>KO161 - Konica Minolta Premier Finance</del>	<del>14843683</del>	<del>688.34</del>	<del>50177903 59</del>	<del>508.29</del>	<del>00000087 56</del>	<del>184.86</del>	<del>0100</del>	<del>0000623</del>	<del>0000</del>	<del>7200</del>	<del>5600200</del>	<del>000</del>		
KO161 - Konica Minolta Premier Finance	14843684	309.08	50177468 69	125.04	00000088 91	57.69	0100	1100699	1110	1000	5600200	555		
KO161 - Konica Minolta Premier Finance	14843684	309.08	50177468 69	125.04	00000088 91	67.35	0100	1100699	1110	1000	5600200	555		
KO161 - Konica Minolta Premier Finance	14843684	309.08	50177468 70	184.04	00000099 48	184.04	0100	1100699	1110	1000	5600200	555		
LA0500 - Lakeshore Learning Materials	14843685	98.37	38126611 1221	98.37	00000101 22	24.74	0100	0000100	1110	1000	4300000	300		
LA0500 - Lakeshore Learning Materials	14843685	98.37	38126611 1221	98.37	00000101 22	73.63	0100	0000100	1110	1000	4300000	300		
LA0525 - LANSolutions, LLC	14843686	2,626.00	I9911	2,626.00	00000101 69	2,626.00	0100	0000633	0000	7700	5600150	055		
MA0550 - Maxim Healthcare Staffing Services, Inc.	14843687	6,764.00	CT3881 E4112750 171	4,417.50		4,417.50	0100	7425000	0000	3140	5800000	000		
MA0550 - Maxim Healthcare Staffing Services, Inc.	14843687	6,764.00	CT3881 E4279430 171	2,346.50		2,346.50	0100	7425000	0000	3140	5800000	000		
MA1600 - Managed Health Network	14843688	465.00	CT3769 PRM-067696	465.00		465.00	0100	0000623	0000	7200	5800000	000		
NA0076 - Napa Auto Parts	14843689	150.81	3930-361580	13.75	00000094 90	13.75	0100	8150100	0000	8100	4300000	057		
NA0076 - Napa Auto Parts	14843689	150.81	3930-363021	82.08	00000094 90	82.08	0100	8150100	0000	8100	4300000	057		
NA0076 - Napa Auto Parts	14843689	150.81	3930-363022	54.98	00000094 90	54.98	0100	8150100	0000	8100	4300000	057		
OF0075 - Office Depot	14843690	12,941.22	20437151 1001	286.98		286.98	1200	6105100	0001	1000	4300000	000		
OF0075 - Office Depot	14843690	12,941.22	21189384 0001	122.76	00000094 10	122.76	1300	5310000	0000	3700	4300000	000		

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 cancelled*

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
OF0075 - Office Depot	14843690	12,941.22	207300255001	12,531.48	0000010051	12,531.48	0100	0000626	0000	7200	4300990	000		
OP0130 - Optimum Floorcare	14843691	142.24	482176	142.24	0000009937	142.24	0100	8150100	0000	8100	4300000	057		
PE0071 - Pearson Assessment	14843692	7,848.24	16424444	7,848.24	0000010094	301.86	0100	0000900	5760	1110	4300000	022		
PE0071 - Pearson Assessment	14843692	7,848.24	16424444	7,848.24	0000010094	521.13	0100	0000900	5760	1110	4300000	022		
PE0071 - Pearson Assessment	14843692	7,848.24	16424444	7,848.24	0000010094	554.63	0100	0000900	5760	1110	4300000	022		
PE0071 - Pearson Assessment	14843692	7,848.24	16424444	7,848.24	0000010094	6,470.62	0100	0000900	5760	1110	4300000	022		
PI0625 - PIPS C/O Keenan - Setech	14843693	92,517.58	MT500258110	92,517.58		92,517.58	0100	0000000			9910360			
RG0200 - RGC General Engineering, Inc.	14843694	40,429.11	5917	2,599.11	0000010112	2,599.11	0100	8150100	0000	8100	5600150	057		
RG0200 - RGC General Engineering, Inc.	14843694	40,429.11	5899	37,830.00	0000009919	37,830.00	0100	8150100	0000	8500	6170000	057		
SA0400 - SAN DIEGO CENTER FOR CHILDREN	14843695	1,983.96	CT3550 NAT 0621	1,983.96		1,983.96	0100	6500000	5760	1180	5800500	022		
SE0250 - 701 National City Blvd. Fund	14843696	28,981.85	011422	28,981.85		28,981.85	6200	0000000	0000	8700	5600400	062		
SH0300 - The Sherwin Williams Co.	14843697	155.58	3497-8	155.58	0000009370	155.58	0100	8150100	0000	8100	4300000	057		
SO0100 - SC Commerical, LLC.	14843698	568.40	2008856-IN	568.40	0000010107	568.40	0100	8150100	0000	8100	4300560	057		
SO1330 - Southland Technology	14843699	6,842.12	SI-85485	3,595.93	0000009415	0.00	0100	3210000	0000	7200	4400380	020		
SO1330 - Southland Technology	14843699	6,842.12	SI-85485	3,595.93	0000009415	5.00	0100	3210000	0000	7200	4400380	020		
SO1330 - Southland Technology	14843699	6,842.12	SI-85485	3,595.93	0000009415	344.74	0100	3210000	0000	7200	4400380	020		
SO1330 - Southland Technology	14843699	6,842.12	SI-85485	3,595.93	0000009415	3,246.19	0100	3210000	0000	7200	4400380	020		
SO1330 - Southland Technology	14843699	6,842.12	SI-85484	3,246.19	0000009745	0.00	0100	3212000	0000	7200	4400380	030		
SO1330 - Southland Technology	14843699	6,842.12	SI-85484	3,246.19	0000009745	3,246.19	0100	3212000	0000	7200	4400380	030		
SO2075 - Southwest School & Office Supply	14843700	7,092.17	PINV0898962	86.49	0000010091	34.24	0100	8150100	0000	8100	4300000	057		

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SO2075 - Southwest School & Office Supply	14843700	7,092.17	PINV0898962	86.49	0000010091	52.25	0100	8150100	0000	8100	4300000	057		
SO2075 - Southwest School & Office Supply	14843700	7,092.17	PINV0898181	6,960.00	0000010138	6,960.00	0100	0000626	0000	7200	4300990	000		
SO2075 - Southwest School & Office Supply	14843700	7,092.17	PINV0898882	45.68	0000010138	45.68	0100	0000626	0000	7200	4300990	000		
SO2900 - Southwest Mobile Storage, Inc.	14843701	92.44	RI891700	92.44	0000009676	92.44	0100	3210000	1110	1000	4300000	000		
ST1170 - State Water Resources Control Board	14843702	1,738.00	SW-0218726	1,738.00		1,738.00	0100	8150100	0000	8100	5800710	057		
ST1890 - Stein Education Center	14843703	256.96	CT38381282	226.85		226.85	0100	6500000	5750	1110	5800500	022		
ST1890 - Stein Education Center	14843703	256.96	CT38381283	30.11		30.11	0100	6500000	5750	1110	5800500	022		
TM0100 - T-Mobile for Government	14843704	15,141.01	CT3861969062195 Due 12/13/21	15,141.01		15,141.01	0100	0980551	1110	1000	5900000	020		
TO0111 - Toshiba Business Solutions	14843705	353.06	5548279	10.01	0000009730	10.01	0100	0000737	8100	5000	5600200	021		
TO0111 - Toshiba Business Solutions	14843705	353.06	5548359	12.45	0000009733	12.45	0100	0000737	8100	5000	5600200	021		
TO0111 - Toshiba Business Solutions	14843705	353.06	5552929	330.60		163.13	0100	0000737	8100	5000	5600200	021		
TO0111 - Toshiba Business Solutions	14843705	353.06	5552929	330.60	0000009730	167.47	0100	0000737	8100	5000	5600200	021		
TO0112 - Toshiba Financial Services	14843706	511.13	5017816692	511.13	0000009614	511.13	0100	1100699	1110	1000	5600200	999		
TO0115 - Toshiba Financial Services	14843707	328.96	458647286	162.31	0000008757	162.31	0100	0000660	0000	8100	5600200	057		
TO0115 - Toshiba Financial Services	14843707	328.96	458884624	166.65	0000009616	27.77	0100	1100699	1110	1000	5600200	222		
TO0115 - Toshiba Financial Services	14843707	328.96	458884624	166.65	0000009616	138.88	0100	1100699	1110	1000	5600200	222		
UN0800 - United Refrigeration, Inc.	14843708	560.76	81997122-00	119.63	0000009950	56.55	0100	8150100	0000	8100	4300000	057		
UN0800 - United Refrigeration, Inc.	14843708	560.76	81997122-00	119.63	0000009414	63.08	0100	8150100	0000	8100	4300000	057		
UN0800 - United Refrigeration, Inc.	14843708	560.76	ADJ82052499-00	-20.64		-20.64	0100	8150100	0000	8100	4300000	057		
UN0800 - United Refrigeration, Inc.	14843708	560.76	82052566-00	461.77	0000009950	461.77	0100	8150100	0000	8100	4300000	057		

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US0230 - U.S. Bank Equipment Finance	14843709	1,498.49	458350139	1,498.49	0000009658	1,498.49	6200	0000000	0000	2700	5600200	062		
VA0050 - Valley Industrial Specialties, Inc.	14843710	177.83	A287856	177.83	0000009906	177.83	0100	8150100	0000	8100	4300000	057		
WA0110 - Walter Andersen	14843711	62.92	1-1663697	62.92	0000009892	62.92	0100	8150100	0000	8100	4300000	057		
WA1175 - Waxie Sanitary Supply	14843712	28,974.46	9546 November 2021	28,974.46	0000009546	1,609.30	0100	0000644	0000	8100	4300000	056		
WA1175 - Waxie Sanitary Supply	14843712	28,974.46	9546 November 2021	28,974.46	0000009546	2,115.66	0100	0000644	0000	8100	4300000	111		
WA1175 - Waxie Sanitary Supply	14843712	28,974.46	9546 November 2021	28,974.46	0000009546	3,127.07	0100	0000644	0000	8100	4300000	222		
WA1175 - Waxie Sanitary Supply	14843712	28,974.46	9546 November 2021	28,974.46	0000009546	2,106.03	0100	0000644	0000	8100	4300000	225		
WA1175 - Waxie Sanitary Supply	14843712	28,974.46	9546 November 2021	28,974.46	0000009546	1,876.38	0100	0000644	0000	8100	4300000	333		
WA1175 - Waxie Sanitary Supply	14843712	28,974.46	9546 November 2021	28,974.46	0000009546	1,355.54	0100	0000644	0000	8100	4300000	444		
WA1175 - Waxie Sanitary Supply	14843712	28,974.46	9546 November 2021	28,974.46	0000009546	1,841.99	0100	0000644	0000	8100	4300000	555		
WA1175 - Waxie Sanitary Supply	14843712	28,974.46	9546 November 2021	28,974.46	0000009546	3,753.07	0100	0000644	0000	8100	4300000	666		
WA1175 - Waxie Sanitary Supply	14843712	28,974.46	9546 November 2021	28,974.46	0000009546	3,688.94	0100	0000644	0000	8100	4300000	777		
WA1175 - Waxie Sanitary Supply	14843712	28,974.46	9546 November 2021	28,974.46	0000009546	2,899.21	0100	0000644	0000	8100	4300000	888		
WA1175 - Waxie Sanitary Supply	14843712	28,974.46	9546 November 2021	28,974.46	0000009546	4,601.27	0100	0000644	0000	8100	4300000	999		
WI0475 - Willy's Electronic Supply Co.	14843713	18.59	1-481970	18.59	0000009425	18.59	0100	0000633	0000	7700	4300000	055		

Business Unit Total: \$329,472.71

0100	\$ 298,582.63
1200	\$ 286.98
1300	\$ 122.76
6200	\$ 30,480.34
<b>TOTAL:</b>	<b>\$ 329,472.71</b>

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**02300: National School District**

**2021-12-06**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000029 - Leon Osteyee	14845049	21.52	LO110421	21.52		21.52	0100	6500000	5001	1190	4300000	022		
0000000168 - Katie Crosbie	14845050	31.13	KC Mileage 07-08/21	13.27		13.27	0100	7425000	1110	1000	5200500	020		
0000000168 - Katie Crosbie	14845050	31.13	KC Mileage Sept 2021	17.86		17.86	0100	7425000	1110	1000	5200500	020		
0000000207 - Luz Vicario	14845051	67.13	LV110521	67.13		67.13	0100	0000460	0000	2700	4300400	400		
0000000293 - Kara Casares	14845052	12.33	KC111521	12.33		12.33	1200	6105100	0001	1000	4300000	000		
0000000566 - Doris Martha Branes	14845053	4,308.96	DB Dec 2021 Payroll AOR	4,308.96		4,308.96	0100	6500000	5760	1110	1100000	999		
AC0460 - Academic Therapy Publications	14845054	627.79	283606	627.79	00000100 97	56.82	0100	0000900	5760	1110	4300000	022		
AC0460 - Academic Therapy Publications	14845054	627.79	283606	627.79	00000100 97	570.97	0100	0000900	5760	1110	4300000	022		
AP0053 - Apple Computer	14845055	5,038.31	AG150916 26	87.50	00000100 29	87.50	0100	0980000	1110	1000	4400380	600		
AP0053 - Apple Computer	14845055	5,038.31	AG253179 69	4,950.81	00000100 29	21.75	0100	0980000	1110	1000	4400380	600		
AP0053 - Apple Computer	14845055	5,038.31	AG253179 69	4,950.81		715.03	0100	0980000	1110	1000	4400380	600		
AP0053 - Apple Computer	14845055	5,038.31	AG253179 69	4,950.81	00000100 29	4,214.03	0100	0980000	1110	1000	4400380	600		
AS0140 - Aseltine School	14845056	9,019.62	CT3836 November 2021	9,019.62		9,019.62	0100	6500000	5760	1180	5800500	022		
BE0392 - Benchmark Education	14845057	6,644.57	249	6,644.57	00000100 44	0.00	0100	7425000	1110	1000	4100000	020		
BE0392 - Benchmark Education	14845057	6,644.57	249	6,644.57	00000100 44	0.00	0100	7425000	1110	1000	4100000	020		
BE0392 - Benchmark Education	14845057	6,644.57	249	6,644.57	00000100 44	0.00	0100	7425000	1110	1000	4100000	020		
BE0392 - Benchmark Education	14845057	6,644.57	249	6,644.57	00000100 44	560.02	0100	7425000	1110	1000	4100000	020		
BE0392 - Benchmark Education	14845057	6,644.57	249	6,644.57	00000100 44	1,359.38	0100	7425000	1110	1000	4100000	020		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
BE0392 - Benchmark Education	14845057	6,644.57	249	6,644.57	0000010044	4,725.17	0100	7425000	1110	1000	4100000	020		
CO1317 - CDW Government	14845058	1,379.39	N972115	919.59	0000010166	919.59	0100	3010100	1110	1000	4300000	700		
CO1317 - CDW Government	14845058	1,379.39	N972112	459.80	0000010168	459.80	0100	3010100	1110	1000	4300000	400		
FO0301 - Follett Library Resources	14845059	107.01	347475F	107.01	0000009805	107.01	0100	7425000	0000	2420	4200000	020		
GR0888 - Greenbrier Lawn & Tree Expert Co.	14845060	12,600.00	21-11182	12,600.00	0000010059	12,600.00	0100	8150100	0000	8100	5600150	057		
HA1525 - Hawthorne Power Systems	14845061	1,764.02	SS100127398	169.50	0000009537	169.50	0100	0982000	0000	3600	5600150	038		
HA1525 - Hawthorne Power Systems	14845061	1,764.02	SS100127396	667.45	0000009577	293.63	0100	0983000	5001	3600	5600150	038		
HA1525 - Hawthorne Power Systems	14845061	1,764.02	SS100127396	667.45	0000009577	373.82	0100	0983000	5001	3600	5600150	038		
HA1525 - Hawthorne Power Systems	14845061	1,764.02	SS100127397	169.50	0000009577	169.50	0100	0983000	5001	3600	5600150	038		
HA1525 - Hawthorne Power Systems	14845061	1,764.02	SS100127461	575.28	0000009537	181.21	0100	0982000	0000	3600	5600150	038		
HA1525 - Hawthorne Power Systems	14845061	1,764.02	SS100127461	575.28	0000009537	394.07	0100	0982000	0000	3600	5600150	038		
HA1525 - Hawthorne Power Systems	14845061	1,764.02	SS100127460	182.29	0000009577	12.42	0100	0983000	5001	3600	5600150	038		
HA1525 - Hawthorne Power Systems	14845061	1,764.02	SS100127460	182.29	0000009577	169.87	0100	0983000	5001	3600	5600150	038		
J10400 - LogMeln Communications, Inc.	14845062	8,645.72	CT3365 IN7100807 408	8,645.72		8,645.72	0100	0000665	0000	8100	5900100	000		
KD0100 - K&D Network Solutions	14845063	6,624.00	103121	6,624.00	0000009606	6,624.00	6200	0000460	0000	2700	5800000	062		
LA0500 - Lakeshore Learning Materials	14845064	753.41	429822111821	753.41	0000010153	16.28	0100	3010100	1110	1000	4300000	700		
LA0500 - Lakeshore Learning Materials	14845064	753.41	429822111821	753.41	0000010153	19.54	0100	3010100	1110	1000	4300000	700		
LA0500 - Lakeshore Learning Materials	14845064	753.41	429822111821	753.41	0000010153	97.84	0100	3010100	1110	1000	4300000	700		
LA0500 - Lakeshore Learning Materials	14845064	753.41	429822111821	753.41	0000010153	97.84	0100	3010100	1110	1000	4300000	700		
LA0500 - Lakeshore Learning Materials	14845064	753.41	429822111821	753.41	0000010153	97.84	0100	3010100	1110	1000	4300000	700		
LA0500 - Lakeshore Learning Materials	14845064	753.41	429822111821	753.41	0000010153	163.09	0100	3010100	1110	1000	4300000	700		

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LA0500 - Lakeshore Learning Materials	14845064	753.41	42982211 1821	753.41	00000101 53	260.98	0100	3010100	1110	1000	4300000	700		
MO1420 - More Direct	14845065	71.12	7215924	71.12	00000095 10	71.12	0100	0000460	0000	2700	4300000	300		
OR0500 - Orkin Pest Control	14845066	418.00	NATSSCN S11/21	418.00	00000094 11	161.74	1300	5310000	0000	3700	5600000	000		
OR0500 - Orkin Pest Control	14845066	418.00	NATSSCN S11/21	418.00	00000094 11	256.26	1300	5310000	0000	3700	5600000	000		
SA0730 - County of San Diego	14845067	4,193.00	DEH2003- FFPN- 402993	557.00	00000101 64	557.00	1300	5310000	0000	3700	5800710	000		
SA0730 - County of San Diego	14845067	4,193.00	DEH2002- FFPP- 305260	404.00	00000101 64	404.00	1300	5310000	0000	3700	5800710	000		
SA0730 - County of San Diego	14845067	4,193.00	DEH2002- FFPP- 305259	404.00	00000101 64	404.00	1300	5310000	0000	3700	5800710	000		
SA0730 - County of San Diego	14845067	4,193.00	DEH2002- FFPP- 305258	404.00	00000101 64	404.00	1300	5310000	0000	3700	5800710	000		
SA0730 - County of San Diego	14845067	4,193.00	DEH2002- FFPP- 305261	404.00	00000101 64	404.00	1300	5310000	0000	3700	5800710	000		
SA0730 - County of San Diego	14845067	4,193.00	DEH2002- FFPP- 305262	404.00	00000101 64	404.00	1300	5310000	0000	3700	5800710	000		
SA0730 - County of San Diego	14845067	4,193.00	DEH2002- FFPP- 305263	404.00	00000101 64	404.00	1300	5310000	0000	3700	5800710	000		
SA0730 - County of San Diego	14845067	4,193.00	DEH2002- FFPP- 305256	404.00	00000101 64	404.00	1300	5310000	0000	3700	5800710	000		
SA0730 - County of San Diego	14845067	4,193.00	DEH2002- FFPP- 305257	404.00	00000101 64	404.00	1300	5310000	0000	3700	5800710	000		
SA0730 - County of San Diego	14845067	4,193.00	DEH2002- FFPP- 301922	404.00	00000101 64	404.00	1300	5310000	0000	3700	5800710	000		
SA1200 - San Diego Gas & Electric	14845068	12,190.85	MT102 0010 4557 3681 4 112321	12,190.85		160.00	0100	0000665	0000	8100	5500100	000		
SA1200 - San Diego Gas & Electric	14845068	12,190.85	MT102 0010 4557 3681 4 112321	12,190.85		0.00	0100	0000665	0000	8100	5500100	111		

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SA1200 - San Diego Gas & Electric	14845068	12,190.85	MT102 0010 4557 3681 4 112321	12,190.85		275.12	0100	0000665	0000	8100	5500100	333		
SA1200 - San Diego Gas & Electric	14845068	12,190.85	MT102 0010 4557 3681 4 112321	12,190.85		3,109.05	0100	0000665	0000	8100	5500100	666		
SA1200 - San Diego Gas & Electric	14845068	12,190.85	MT102 0010 4557 3681 4 112321	12,190.85		8,158.85	0100	0000665	0000	8100	5500100	777		
SA1200 - San Diego Gas & Electric	14845068	12,190.85	MT102 0010 4557 3681 4 112321	12,190.85		213.15	0100	0000665	0000	8100	5500100	888		
SA1200 - San Diego Gas & Electric	14845068	12,190.85	MT102 0010 4557 3681 4 112321	12,190.85		274.68	0100	0000665	0000	8100	5500100	999		
SA1200 - San Diego Gas & Electric	14845069	57,806.78	MT102 0027 4856 4410 7 112321	57,806.78		10,272.79	0100	0000665	0000	8100	5500100	000		
SA1200 - San Diego Gas & Electric	14845069	57,806.78	MT102 0027 4856 4410 7 112321	57,806.78		9,339.58	0100	0000665	0000	8100	5500100	111		
SA1200 - San Diego Gas & Electric	14845069	57,806.78	MT102 0027 4856 4410 7 112321	57,806.78		8,284.19	0100	0000665	0000	8100	5500100	333		
SA1200 - San Diego Gas & Electric	14845069	57,806.78	MT102 0027 4856 4410 7 112321	57,806.78		7,515.25	0100	0000665	0000	8100	5500100	555		
SA1200 - San Diego Gas & Electric	14845069	57,806.78	MT102 0027 4856 4410 7 112321	57,806.78		6,228.49	0100	0000665	0000	8100	5500100	666		
SA1200 - San Diego Gas & Electric	14845069	57,806.78	MT102 0027 4856 4410 7 112321	57,806.78		5,692.11	0100	0000665	0000	8100	5500100	888		
SA1200 - San Diego Gas & Electric	14845069	57,806.78	MT102 0027 4856 4410 7 112321	57,806.78		10,474.37	0100	0000665	0000	8100	5500100	999		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SC0305 - Scholastic News & Magazines	14845070	4,128.32	M70799770	3,782.40	0000010195	3,782.40	0100	3010100	1110	1000	4300000	600		
SC0305 - Scholastic News & Magazines	14845070	4,128.32	M70012331	149.80	0000010196	149.80	0100	3010100	1110	1000	4300000	600		
SC0305 - Scholastic News & Magazines	14845070	4,128.32	M71587216	196.12	0000010197	196.12	0100	3010100	1110	1000	4300000	600		
SC0875 - School Specialty	14845071	416.46	208129023270	416.46	0000009830	87.80	0100	0000100	1110	1000	4300000	500		
SC0875 - School Specialty	14845071	416.46	208129023270	416.46	0000009830	328.66	0100	0000100	1110	1000	4300000	500		
SO1227 - Southern California Truck Stop	14845072	54.28	0100-8064	54.28	0000009413	54.28	1300	5310000	0000	3700	4300560	000		
SO1330 - Southland Technology	14845073	9,396.56	SI-85611	9,396.56	0000009978	20.00	0100	7425000	0000	7200	4400380	020		
SO1330 - Southland Technology	14845073	9,396.56	SI-85611	9,396.56	0000009978	81.56	0100	7425000	0000	7200	4400380	020		
SO1330 - Southland Technology	14845073	9,396.56	SI-85611	9,396.56	0000009978	688.00	0100	7425000	0000	7200	4400380	020		
SO1330 - Southland Technology	14845073	9,396.56	SI-85611	9,396.56	0000009978	8,607.00	0100	7425000	0000	7200	4400380	020		
ST0585 - Staples	14845074	357.25	3493503234	63.12	0000010171	4.57	0100	0000460	0000	2700	4300000	300		
ST0585 - Staples	14845074	357.25	3493503234	63.12	0000010171	58.55	0100	0000460	0000	2700	4300000	300		
ST0585 - Staples	14845074	357.25	3494332944	206.77	0000010171	2.04	0100	0000460	0000	2700	4300000	300		
ST0585 - Staples	14845074	357.25	3494332944	206.77	0000010171	2.62	0100	0000460	0000	2700	4300000	300		
ST0585 - Staples	14845074	357.25	3494332944	206.77	0000010171	3.92	0100	0000460	0000	2700	4300000	300		
ST0585 - Staples	14845074	357.25	3494332944	206.77	0000010171	4.34	0100	0000460	0000	2700	4300000	300		
ST0585 - Staples	14845074	357.25	3494332944	206.77	0000010171	6.56	0100	0000460	0000	2700	4300000	300		
ST0585 - Staples	14845074	357.25	3494332944	206.77	0000010171	7.28	0100	0000460	0000	2700	4300000	300		
ST0585 - Staples	14845074	357.25	3494332944	206.77	0000010171	9.25	0100	0000460	0000	2700	4300000	300		
ST0585 - Staples	14845074	357.25	3494332944	206.77	0000010171	12.28	0100	0000460	0000	2700	4300000	300		
ST0585 - Staples	14845074	357.25	3494332944	206.77	0000010171	24.09	0100	0000460	0000	2700	4300000	300		

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ST0585 - Staples	14845074	357.25	34943329 44	206.77	00000101 71	24.54	0100	0000460	0000	2700	4300000	300		
ST0585 - Staples	14845074	357.25	34943329 44	206.77	00000101 71	27.74	0100	0000460	0000	2700	4300000	300		
ST0585 - Staples	14845074	357.25	34943329 44	206.77	00000101 71	29.00	0100	0000460	0000	2700	4300000	300		
ST0585 - Staples	14845074	357.25	34943329 44	206.77	00000101 71	53.11	0100	0000460	0000	2700	4300000	300		
ST0585 - Staples	14845074	357.25	34943329 45	87.36	00000101 73	28.81	0100	0000440	0000	2420	4300000	300		
ST0585 - Staples	14845074	357.25	34943329 45	87.36	00000101 73	58.55	0100	0000440	0000	2420	4300000	300		

Business Unit Total: \$146,677.53

0100	\$ 135,375.92
1200	\$ 12.33
1300	\$ 4,665.28
6200	\$ 6,624.00
<b>TOTAL:</b>	<b>\$ 146,677.53</b>

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**02300: National School District**

**2021-12-09**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
RG0200 - RGC General Engineering, Inc.	14846333	7,624.00	5903	6,297.00	00000099 35	6,297.00	0100	8150100	0000	8100	5600150	057		
RG0200 - RGC General Engineering, Inc.	14846333	7,624.00	5905	1,327.00	00000099 62	1,327.00	0100	8150100	0000	8100	5600150	057		

Business Unit Total: \$7,624.00

<b>0100</b>	<b>\$7,624.00</b>
<b>TOTAL:</b>	<b>\$7,624.00</b>

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**02300: National School District**

**2021-12-13**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000015 - Norma Luna	14847711	14.08	NL120821	14.08		14.08	1200	6105100	0001	1000	4300000	000		
0000000016 - Yadira Martinez	14847712	30.72	YM120821	30.72		30.72	1200	6105100	0001	1000	4300000	000		
0000000020 - Sonia Rico	14847713	33.43	SR Mileage 07-11/21	33.43		33.43	1300	5310000	0000	3700	5200500	000		
0000000567 - Adela Rodgers	14847714	82.50	AR112921	82.50		82.50	0100	0980000	1110	1000	4300000	700		
AM3100 - Ameri-Mex Plumbing, Inc.	14847715	34,551.82	8881-2	34,551.82	0000010158	13,251.82	0100	8150100	0000	8100	5600150	057		
AM3100 - Ameri-Mex Plumbing, Inc.	14847715	34,551.82	8881-2	34,551.82	0000010158	21,300.00	0100	8150100	0000	8100	5600150	057		
AT0500 - AT&T Information Systems	14847716	76.82	MT201 00001740 8223	76.82		76.82	0100	0000665	0000	8100	5900100	000		
C&O100 - C&C Glass	14847717	552.00	1-130567	552.00	0000010178	552.00	0100	8150100	0000	8100	5600150	057		
CH0800 - Rady Children's Hospital - San Diego	14847718	5,231.84	CT3451 N0058	5,231.84		5,231.84	1200	5210000	0001	3140	5800000	000		
CH1200 - Chula Vista Alarm, Inc.	14847719	542.67	61559	542.67	0000010184	59.95	0100	8150100	0000	8100	5600150	057		
CH1200 - Chula Vista Alarm, Inc.	14847719	542.67	61559	542.67	0000010184	62.72	0100	8150100	0000	8100	5600150	057		
CH1200 - Chula Vista Alarm, Inc.	14847719	542.67	61559	542.67	0000010184	420.00	0100	8150100	0000	8100	5600150	057		
CO3700 - Cox Communications	14847720	226.76	001 3110 05744620 2 120121	226.76	0000009603	226.76	6200	0000460	0000	2700	5900100	062		
DE0220 - King Business Services, INC.	14847721	87.50	163500	87.50	0000009421	87.50	0100	0000660	0000	8100	5600150	057		
DE1015 - Department of Justice	14847722	601.00	548903	601.00	0000009929	601.00	0100	0000620	0000	7200	5800710	030		
DE1042 - Department of Industrial Relations	14847723	27,814.22	OSIP 69257	27,814.22		27,814.22	0100	0000667	0000	7200	5450200	000		
DI0600 - Dixieline Lumber & Home Centers	14847724	348.82	09-0263684	230.88	0000010004	230.88	0100	8150100	0000	8100	4300000	057		
DI0600 - Dixieline Lumber & Home Centers	14847724	348.82	09-0263852	117.94	0000010004	117.94	0100	8150100	0000	8100	4300000	057		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
ED0300 - EDCO Disposal Corporation	14847725	1,217.78	17-FR 288860 113021	1,217.78	00000096 04	1,217.78	6200	0000000	0000	8100	5500400	062		
ED0300 - EDCO Disposal Corporation	14847726	3,302.00	MT401-1 17-F3 102934 113021	3,302.00		2,957.00	0100	0000665	0000	8100	5500400	000		
ED0300 - EDCO Disposal Corporation	14847726	3,302.00	MT401-1 17-F3 102934 113021	3,302.00		30.00	0100	0000665	0000	8100	5500400	111		
ED0300 - EDCO Disposal Corporation	14847726	3,302.00	MT401-1 17-F3 102934 113021	3,302.00		45.00	0100	0000665	0000	8100	5500400	222		
ED0300 - EDCO Disposal Corporation	14847726	3,302.00	MT401-1 17-F3 102934 113021	3,302.00		45.00	0100	0000665	0000	8100	5500400	225		
ED0300 - EDCO Disposal Corporation	14847726	3,302.00	MT401-1 17-F3 102934 113021	3,302.00		30.00	0100	0000665	0000	8100	5500400	333		
ED0300 - EDCO Disposal Corporation	14847726	3,302.00	MT401-1 17-F3 102934 113021	3,302.00		30.00	0100	0000665	0000	8100	5500400	444		
ED0300 - EDCO Disposal Corporation	14847726	3,302.00	MT401-1 17-F3 102934 113021	3,302.00		30.00	0100	0000665	0000	8100	5500400	555		
ED0300 - EDCO Disposal Corporation	14847726	3,302.00	MT401-1 17-F3 102934 113021	3,302.00		30.00	0100	0000665	0000	8100	5500400	666		
ED0300 - EDCO Disposal Corporation	14847726	3,302.00	MT401-1 17-F3 102934 113021	3,302.00		30.00	0100	0000665	0000	8100	5500400	777		
ED0300 - EDCO Disposal Corporation	14847726	3,302.00	MT401-1 17-F3 102934 113021	3,302.00		30.00	0100	0000665	0000	8100	5500400	888		
ED0300 - EDCO Disposal Corporation	14847726	3,302.00	MT401-1 17-F3 102934 113021	3,302.00		45.00	0100	0000665	0000	8100	5500400	999		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
ED0300 - EDCO Disposal Corporation	14847727	711.36	MT401-1 17-F3 102933 113021	711.36		711.36	0100	0000665	0000	8100	5500400	000		
EM0200 - Emma Landcare, Inc.	14847728	9,700.00	6677	9,700.00	00000101 87	9,700.00	0100	8150100	0000	8100	5600150	057		
FE0100 - FedEx Office	14847729	2,083.68	2697- 03M64-1	2,083.68		2,083.68	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14847730	2,548.64	2697- 03M66-1	2,548.64		2,548.64	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14847731	2,880.29	2697- 03M6J-1	2,880.29		2,880.29	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14847732	4,285.63	2697- 03MD9-1	4,285.63		4,285.63	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14847733	2,909.01	2697- 03M6L-1	2,909.01		2,909.01	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14847734	1,569.27	2697- 03M8M-1	1,569.27		1,569.27	0100	7425000	1110	1000	4300000	020		
FE0100 - FedEx Office	14847735	2,104.87	2697- 03M8Q-1	2,104.87		2,104.87	0100	7425000	1110	1000	4300000	020		
HA0111 - Harbor Coating and Restoration	14847736	44,000.00	395148	19,000.00	00000101 29	19,000.00	0100	8150100	0000	8100	5600150	057		
HA0111 - Harbor Coating and Restoration	14847736	44,000.00	395150	25,000.00	00000101 30	25,000.00	0100	8150100	0000	8100	5600150	057		
JM0050 - J&M Keystone, Inc.	14847737	993.60	8212340	659.40	00000101 77	659.40	0100	8150100	0000	8100	5600150	057		
JM0050 - J&M Keystone, Inc.	14847737	993.60	8211798	334.20	00000102 13	334.20	0100	8150100	0000	8100	5600150	057		
KO161 - Konica Minolta Premier Finance	14847738	180.05	45843501 3.	180.05		180.05	0100	1100699	1110	1000	5600200	777		
KO161 - Konica Minolta Premier Finance	14847739	508.29	50177903 59.	508.29		178.36	0100	0000623	0000	7200	5600200	000		
KO161 - Konica Minolta Premier Finance	14847739	508.29	50177903 59.	508.29		329.93	0100	0000623	0000	7200	5600200	000		
OF0075 - Office Depot	14847740	1,635.97	21073196 9001	495.86	00000101 44	213.13	0100	3010100	1110	1000	4300000	700		
OF0075 - Office Depot	14847740	1,635.97	21073196 9001	495.86	00000101 44	282.73	0100	3010100	1110	1000	4300000	700		
OF0075 - Office Depot	14847740	1,635.97	21073298 0001	270.78	00000101 45	270.78	0100	3010100	1110	1000	4300000	215		

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OF0075 - Office Depot	14847740	1,635.97	21073553 2001	195.73	00000101 46	195.73	0100	3010100	1110	1000	4300000	700		
OF0075 - Office Depot	14847740	1,635.97	21073585 9001	504.00	00000101 46	102.76	0100	3010100	1110	1000	4300000	700		
OF0075 - Office Depot	14847740	1,635.97	21073585 9001	504.00	00000101 46	195.73	0100	3010100	1110	1000	4300000	700		
OF0075 - Office Depot	14847740	1,635.97	21073585 9001	504.00	00000101 46	205.51	0100	3010100	1110	1000	4300000	700		
OF0075 - Office Depot	14847740	1,635.97	21090654 7001	102.76	00000101 46	102.76	0100	3010100	1110	1000	4300000	700		
OF0075 - Office Depot	14847740	1,635.97	21076798 0001	66.84	00000101 55	23.60	0100	0000460	0000	2700	4300000	215		
OF0075 - Office Depot	14847740	1,635.97	21076798 0001	66.84	00000101 55	43.24	0100	0000460	0000	2700	4300000	215		
OP0130 - Optimum Floorcare	14847741	1,081.28	482177	79.86	00000101 82	19.91	0100	8150100	0000	8100	4300000	057		
OP0130 - Optimum Floorcare	14847741	1,081.28	482177	79.86	00000101 82	59.95	0100	8150100	0000	8100	4300000	057		
OP0130 - Optimum Floorcare	14847741	1,081.28	482437	89.00	00000101 82	19.05	0100	8150100	0000	8100	4300000	057		
OP0130 - Optimum Floorcare	14847741	1,081.28	482437	89.00	00000101 82	69.95	0100	8150100	0000	8100	4300000	057		
OP0130 - Optimum Floorcare	14847741	1,081.28	482438	144.24	00000101 82	69.95	0100	8150100	0000	8100	4300000	057		
OP0130 - Optimum Floorcare	14847741	1,081.28	482438	144.24	00000101 82	74.29	0100	8150100	0000	8100	4300000	057		
OP0130 - Optimum Floorcare	14847741	1,081.28	482440	193.33	00000101 82	193.33	0100	8150100	0000	8100	4300000	057		
OP0130 - Optimum Floorcare	14847741	1,081.28	482686	515.15	00000101 82	515.15	0100	8150100	0000	8100	4300000	057		
OP0130 - Optimum Floorcare	14847741	1,081.28	482439	59.70	00000101 82	59.70	0100	8150100	0000	8100	4300000	057		
OR0500 - Orkin Pest Control	14847742	4,217.05	NATLS112 1	4,217.05	00000096 51	4,217.05	0100	8150100	0000	8100	5500600	057		
RA0500 - Rackspace US, Inc.	14847743	764.69	CT3712 B1- 56930494	764.69		764.69	0100	9010999	0000	2420	5800000	020		
RI0020 - RCom Radio, LLC.	14847744	3,471.50	15581	3,471.50	00000100 78	35.00	0100	0000460	0000	2700	4300000	900		
RI0020 - RCom Radio, LLC.	14847744	3,471.50	15581	3,471.50	00000100 78	3,436.50	0100	0000460	0000	2700	4300000	900		
SA0150 - Safety-Kleen Systems, Inc.	14847745	293.17	87521145	293.17	00000101 86	293.17	0100	8150100	0000	8100	5600150	057		

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SA0280 - Samba Holding, Inc.	14847746	54.32	INV00760716	54.32	0000009790	54.32	0100	0982000	0000	3600	5600100	038		
SA1200 - San Diego Gas & Electric	14847747	195.66	MT1020044 40142383 9120621	195.66		195.66	0100	0000665	0000	8100	5500100	777		
SA1200 - San Diego Gas & Electric	14847748	89.77	MT1020044 40144556 8120621	89.77		89.77	0100	0000665	0000	8100	5500100	777		
SA1200 - San Diego Gas & Electric	14847749	21,035.41	MT1010010 65749430 3120621	21,035.41		8,633.75	0100	0000665	0000	8100	5500100	222		
SA1200 - San Diego Gas & Electric	14847749	21,035.41	MT1010010 65749430 3120621	21,035.41		4,578.04	0100	0000665	0000	8100	5500100	225		
SA1200 - San Diego Gas & Electric	14847749	21,035.41	MT1010010 65749430 3120621	21,035.41		6,409.37	0100	0000665	0000	8100	5500100	444		
SA1200 - San Diego Gas & Electric	14847749	21,035.41	MT1010010 65749430 3120621	21,035.41		1,414.25	0100	9010377	0001	8100	5500100	000		
SO1000 - SBCS Corp.	14847750	23,079.41	CT383421/22 Nov 2021	23,079.41		23,079.41	1200	5210000	0001	1000	5800100	000		
SO1000 - SBCS Corp.	14847751	6,039.00	CT3872Nov 2021	6,039.00		6,039.00	0100	0000737	8100	5000	5800100	021		
SO1227 - Southern California Truck Stop	14847752	5,810.61	MT831Nov 2021	5,810.61		2,970.74	0100	0982000	0000	3600	4300560	038		
SO1227 - Southern California Truck Stop	14847752	5,810.61	MT831Nov 2021	5,810.61		2,839.87	0100	0983000	5001	3600	4300560	038		
SO1330 - Southland Technology	14847753	3,246.19	SI-85533	1,082.06	0000008957	0.00	0100	0982000	0000	3600	4400380	038		
SO1330 - Southland Technology	14847753	3,246.19	SI-85533	1,082.06	0000008957	1,082.06	0100	0982000	0000	3600	4400380	038		
SO1330 - Southland Technology	14847753	3,246.19	SI-85534	2,164.13	0000009585	0.00	1300	5310000	0000	3700	4400380	000		
SO1330 - Southland Technology	14847753	3,246.19	SI-85534	2,164.13	0000009585	2,164.13	1300	5310000	0000	3700	4400380	000		
ST0585 - Staples	14847754	2,772.33	1639104876	2,772.33		564.40	6200	7422000	0000	3140	4300000	062		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funcnt	Object	Site	Op Unit	PY
ST0585 - Staples	14847754	2,772.33	1639104876	2,772.33	0000009607	2,207.93	6200	0000100	1110	1000	4300000	062		
ST1890 - Stein Education Center	14847755	7,040.03	CT3838 D20A-A Nov 2021	5,005.44		5,005.44	0100	6500000	5750	1110	5800500	022		
ST1890 - Stein Education Center	14847755	7,040.03	CT3838 1: 1 Nov 2021	2,034.59		2,034.59	0100	6500000	5760	1110	5800500	022		
SW0100 - Sweetwater Authority	14847756	4,378.00	CT3847 INV00392 077	4,378.00		796.00	0100	7425000	1110	1000	5800000	111		
SW0100 - Sweetwater Authority	14847756	4,378.00	CT3847 INV00392 077	4,378.00		199.00	0100	7425000	1110	1000	5800000	222		
SW0100 - Sweetwater Authority	14847756	4,378.00	CT3847 INV00392 077	4,378.00		-199.00	0100	7425000	1110	1000	5800000	225		
SW0100 - Sweetwater Authority	14847756	4,378.00	CT3847 INV00392 077	4,378.00		1,194.00	0100	7425000	1110	1000	5800000	225		
SW0100 - Sweetwater Authority	14847756	4,378.00	CT3847 INV00392 077	4,378.00		199.00	0100	7425000	1110	1000	5800000	333		
SW0100 - Sweetwater Authority	14847756	4,378.00	CT3847 INV00392 077	4,378.00		199.00	0100	7425000	1110	1000	5800000	555		
SW0100 - Sweetwater Authority	14847756	4,378.00	CT3847 INV00392 077	4,378.00		1,393.00	0100	7425000	1110	1000	5800000	666		
SW0100 - Sweetwater Authority	14847756	4,378.00	CT3847 INV00392 077	4,378.00		597.00	0100	7425000	1110	1000	5800000	999		
SW0300 - Swing Education, Inc.	14847757	4,480.00	CT3847 INV00396 754	4,480.00		995.00	0100	7425000	1110	1000	5800000	111		
SW0300 - Swing Education, Inc.	14847757	4,480.00	CT3847 INV00396 754	4,480.00		199.00	0100	7425000	1110	1000	5800000	225		
SW0300 - Swing Education, Inc.	14847757	4,480.00	CT3847 INV00396 754	4,480.00		898.00	0100	7425000	1110	1000	5800000	444		
SW0300 - Swing Education, Inc.	14847757	4,480.00	CT3847 INV00396 754	4,480.00		796.00	0100	7425000	1110	1000	5800000	555		
SW0300 - Swing Education, Inc.	14847757	4,480.00	CT3847 INV00396 754	4,480.00		1,194.00	0100	7425000	1110	1000	5800000	666		

*ONE  
 Warrant  
 Cancelled*

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SW0300 - Swing Education, Inc.	14847757	4,480.00	CT3847 INV00396 754	4,480.00		398.00	0100	7425000	1110	1000	5800000	888		
TM0100 - T-Mobile for Government	14847758	663.69	MT238 97721989 7 Due: 12/14/21	663.69		663.69	0100	0000665	0000	8100	5900100	000		
TO0111 - Toshiba Business Solutions	14847759	664.85	5558245	664.85	00000096 19	80.66	0100	1100699	1110	1000	5600200	222		
TO0111 - Toshiba Business Solutions	14847759	664.85	5558245	664.85	00000096 19	154.82	0100	1100699	1110	1000	5600200	222		
TO0111 - Toshiba Business Solutions	14847759	664.85	5558245	664.85	00000096 21	108.42	0100	1100699	1110	1000	5600200	444		
TO0111 - Toshiba Business Solutions	14847759	664.85	5558245	664.85	00000096 21	320.95	0100	1100699	1110	1000	5600200	444		
TO0115 - Toshiba Financial Services	14847760	1,154.48	45905516 6	378.59	00000096 18	31.55	0100	1100699	1110	1000	5600200	222		
TO0115 - Toshiba Financial Services	14847760	1,154.48	45905516 6	378.59	00000096 18	157.74	0100	1100699	1110	1000	5600200	222		
TO0115 - Toshiba Financial Services	14847760	1,154.48	45905516 6	378.59	00000096 20	31.55	0100	1100699	1110	1000	5600200	444		
TO0115 - Toshiba Financial Services	14847760	1,154.48	45905516 6	378.59	00000096 20	157.75	0100	1100699	1110	1000	5600200	444		
TO0115 - Toshiba Financial Services	14847760	1,154.48	45823818 5	645.03	00000097 34	212.93	0100	1100699	1110	1000	5600200	225		
TO0115 - Toshiba Financial Services	14847760	1,154.48	45823818 5	645.03	00000096 39	108.03	0100	1100699	1110	1000	5600200	333		
TO0115 - Toshiba Financial Services	14847760	1,154.48	45823818 5	645.03	00000096 39	324.07	0100	1100699	1110	1000	5600200	333		
TO0115 - Toshiba Financial Services	14847760	1,154.48	45947684 2	130.86	00000087 94	65.43	0100	0000737	8100	5000	5600200	021		
TO0115 - Toshiba Financial Services	14847760	1,154.48	45947684 2	130.86	00000087 94	65.43	0100	0000737	8100	5000	5600200	021		
TO0500 - Top Notch Catering	14847761	24,931.80	120221	24,931.80	00000098 17	24,931.80	6200	5310000	0000	3700	4700000	062		
UL0080 - ULINE	14847762	185.01	ADJ 14012407 6	-195.75		-195.75	0100	8150100	0000	8100	5600150	057		
UL0080 - ULINE	14847762	185.01	14135302 6	113.32	00000101 32	13.01	1200	5210600	0001	2700	4300000	000		
UL0080 - ULINE	14847762	185.01	14135302 6	113.32	00000101 32	13.09	1200	5210600	0001	2700	4300000	000		
UL0080 - ULINE	14847762	185.01	14135302 6	113.32	00000101 32	87.22	1200	5210600	0001	2700	4300000	000		

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UL0080 - ULINE	14847762	185.01	141428387	267.44	0000010142	267.44	0100	8150100	0000	8100	4300000	057		
WE1100 - WestAir Gases & Equipment, Inc.	14847763	56.38	80404842	56.38	0000010181	56.38	0100	8150100	0000	8100	4300000	057		
WE1265 - WestEd	14847764	566.00	CT3711120221	566.00		566.00	0100	0980000	1110	1000	5800000	000		
WI0475 - Willy's Electronic Supply Co.	14847765	175.99	1-482876	37.85	0000009939	37.85	0100	8150100	0000	8100	4300000	057		
WI0475 - Willy's Electronic Supply Co.	14847765	175.99	1-483048	95.65	0000009939	95.65	0100	8150100	0000	8100	4300000	057		
WI0475 - Willy's Electronic Supply Co.	14847765	175.99	1-483166	42.49	0000009939	42.49	0100	8150100	0000	8100	4300000	057		
WO0300 - World Book, Inc.	14847766	3,354.00	00001630489	3,354.00	0000009862	3,354.00	0100	7425000	1110	1000	5800710	020		
XE0100 - Xerox Corporation	14847767	337.78	014972336	337.78	0000009245	85.23	0100	0980000	1110	1000	5600200	700		
XE0100 - Xerox Corporation	14847767	337.78	014972336	337.78	0000009245	252.55	0100	0980000	1110	1000	5600200	700		
XE0120 - Xerox Financial Services	14847768	837.38	2938737	837.38	0000009643	837.38	0100	0000625	0000	7200	5600200	020		

Business Unit Total: \$271,800.40

<b>0100</b>	<b>\$ 211,984.80</b>
<b>1200</b>	<b>\$ 28,469.37</b>
<b>1300</b>	<b>\$ 2,197.56</b>
<b>6200</b>	<b>\$ 29,148.67</b>
<b>TOTAL:</b>	<b>\$ 271,800.40</b>

**02300: National School District**

**2021-12-16**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000077 - Terrie Logan	14849192	88.16	TL121321	88.16		88.16	0100	6500500	5001	3150	4300000	022		
0000000182 - Maria Dalla	14849193	35.00	MD Travel 120921	35.00		35.00	0100	0000615	0000	7100	4300000	010		
AL0250 - All American Plastic & Packaging	14849194	1,550.11	1346108	1,097.92	00000094 04	8.78	1300	5310000	0000	3700	4300000	000		
AL0250 - All American Plastic & Packaging	14849194	1,550.11	1346108	1,097.92	00000094 04	18.21	1300	5310000	0000	3700	4300000	000		
AL0250 - All American Plastic & Packaging	14849194	1,550.11	1346108	1,097.92	00000094 04	348.20	1300	5310000	0000	3700	4300000	000		
AL0250 - All American Plastic & Packaging	14849194	1,550.11	1346108	1,097.92	00000094 04	722.73	1300	5310000	0000	3700	4300000	000		
AL0250 - All American Plastic & Packaging	14849194	1,550.11	1348607	237.69	00000094 04	5.84	1300	5310000	0000	3700	4300000	000		
AL0250 - All American Plastic & Packaging	14849194	1,550.11	1348607	237.69	00000094 04	231.85	1300	5310000	0000	3700	4300000	000		
AL0250 - All American Plastic & Packaging	14849194	1,550.11	1357750	214.50	00000094 04	5.27	1300	5310000	0000	3700	4300000	000		
AL0250 - All American Plastic & Packaging	14849194	1,550.11	1357750	214.50	00000094 04	209.23	1300	5310000	0000	3700	4300000	000		
AM0100 - Amazon	14849195	10,154.93	98466459 5575	325.16	00000101 41	325.16	0100	8150100	0000	8100	4300000	057		
AM0100 - Amazon	14849195	10,154.93	56385575 8667	304.48	00000101 04	304.48	0100	6500500	5001	3150	4300000	022		
AM0100 - Amazon	14849195	10,154.93	44358869 5444	184.30	00000099 94	73.72	0100	0980000	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	44358869 5444	184.30	00000099 94	110.58	0100	0980000	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	83787646 6946	198.69	00000099 94	55.29	0100	0980000	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	83787646 6946	198.69	00000099 94	143.40	0100	0980000	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	66994445 3669	184.30	00000099 94	36.86	0100	0980000	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	66994445 3669	184.30	00000099 94	147.44	0100	0980000	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	43963884 5367	184.30	00000099 94	18.43	0100	0980000	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	43963884 5367	184.30	00000099 94	55.29	0100	0980000	1110	1000	4300000	700		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
AM0100 - Amazon	14849195	10,154.93	43963884 5367	184.30	00000099 94	110.58	0100	0980000	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	44396668 7837	129.01	00000099 94	129.01	0100	0980000	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	44649947 8999	136.56	00000101 50	136.56	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	44796983 5734	271.81	00000101 56	10.06	0100	0000100	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	44796983 5734	271.81	00000101 56	11.18	0100	0000100	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	44796983 5734	271.81	00000101 56	26.84	0100	0000100	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	44796983 5734	271.81	00000101 56	33.56	0100	0000100	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	44796983 5734	271.81	00000101 56	78.31	0100	0000100	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	44796983 5734	271.81	00000101 56	111.86	0100	0000100	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	45734867 5638	140.16	00000101 52	140.16	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	53883869 6835	3,683.19	00000101 49	175.39	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	53883869 6835	3,683.19	00000101 49	3,507.80	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	84449344 5758	277.20	00000101 47	277.20	0100	0980000	1110	1000	4300000	900		
AM0100 - Amazon	14849195	10,154.93	85496554 7493	353.19	00000101 50	353.19	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	43488839 3876	637.18	00000101 50	25.00	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	43488839 3876	637.18	00000101 50	40.63	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	43488839 3876	637.18	00000101 50	53.15	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	43488839 3876	637.18	00000101 50	74.92	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	43488839 3876	637.18	00000101 50	78.16	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	43488839 3876	637.18	00000101 50	84.02	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	43488839 3876	637.18	00000101 50	124.96	0100	0980100	1110	1000	4300000	020		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
AM0100 - Amazon	14849195	10,154.93	43488839 3876	637.18	00000101 50	156.34	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	45967485 6737	83.26	00000101 57	15.88	0100	0000100	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	45967485 6737	83.26	00000101 57	67.38	0100	0000100	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	59655543 3953	180.31	00000101 57	180.31	0100	0000100	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	55568538 7845	195.14	00000101 54	195.14	0100	0980000	1110	1000	4300000	600		
AM0100 - Amazon	14849195	10,154.93	65764759 5997	195.20	00000099 94	195.20	0100	0980000	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	69474857 4489	637.18	00000101 52	25.00	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	69474857 4489	637.18	00000101 52	40.63	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	69474857 4489	637.18	00000101 52	53.15	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	69474857 4489	637.18	00000101 52	74.92	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	69474857 4489	637.18	00000101 52	78.16	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	69474857 4489	637.18	00000101 52	84.02	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	69474857 4489	637.18	00000101 52	124.96	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	69474857 4489	637.18	00000101 52	156.34	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	45997774 8679	33.84	00000101 70	33.84	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	65634664 9336	109.11	00000101 70	36.37	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	65634664 9336	109.11	00000101 70	72.74	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	53364555 4785	65.10	00000101 70	65.10	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	78485974 9556	373.13	00000101 70	52.80	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	78485974 9556	373.13	00000101 70	56.18	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	78485974 9556	373.13	00000101 70	99.05	0100	0980100	1110	1000	4300000	020		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
AM0100 - Amazon	14849195	10,154.93	78485974 9556	373.13	00000101 70	165.10	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	46755365 8746	60.66	00000101 52	60.66	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	84963654 3947	214.67	00000101 20	214.67	0100	0000460	0000	2700	4300000	900		
AM0100 - Amazon	14849195	10,154.93	87593344 6663	214.67	00000101 20	214.67	0100	0000460	0000	2700	4300000	900		
AM0100 - Amazon	14849195	10,154.93	94547966 3346	60.66	00000101 50	60.66	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	48557883 6953	195.20	00000099 94	195.20	0100	0980000	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	83393873 6735	214.80	00000101 70	43.03	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	83393873 6735	214.80	00000101 70	82.79	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	83393873 6735	214.80	00000101 70	88.98	0100	0980100	1110	1000	4300000	020		
AM0100 - Amazon	14849195	10,154.93	77494648 9594	175.83	00000101 72	15.11	0100	0000100	1110	1000	4300000	900		
AM0100 - Amazon	14849195	10,154.93	77494648 9594	175.83	00000101 72	34.76	0100	0000100	1110	1000	4300000	900		
AM0100 - Amazon	14849195	10,154.93	77494648 9594	175.83	00000101 72	60.76	0100	0000100	1110	1000	4300000	900		
AM0100 - Amazon	14849195	10,154.93	77494648 9594	175.83	00000101 72	65.20	0100	0000100	1110	1000	4300000	900		
AM0100 - Amazon	14849195	10,154.93	66748894 6774	136.64	00000099 94	58.56	0100	0980000	1110	1000	4300000	700		
AM0100 - Amazon	14849195	10,154.93	66748894 6774	136.64	00000099 94	78.08	0100	0980000	1110	1000	4300000	700		
AP0053 - Apple Computer	14849198	85.91	AG343246 98	85.91	00000098 61	85.91	0100	0000100	1110	1000	4300000	800		
AT0500 - AT&T Information Systems	14849199	76.82	MT201 00001740 8222	76.82		76.82	0100	0000665	0000	8100	5900100	000		
BO0800 - Boys & Girls Club of Greater San Diego	14849200	6,494.60	2022- 8966-ICS	6,494.60	00000096 01	6,494.60	6200	6030000	0000	8700	5600400	062		
C&0100 - C&C Glass	14849201	2,023.40	1-130571	746.00	00000101 80	746.00	0100	8150100	0000	8100	5600150	057		
C&0100 - C&C Glass	14849201	2,023.40	1-130560	1,277.40	00000101 83	1,277.40	0100	8150100	0000	8100	4300000	057		
CA0121 - Cal Pacific Truck Center, LLC	14849202	130.21	01SDI872 95	130.21	00000102 38	130.21	0100	0982000	0000	3600	4300000	038		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
CH0800 - Rady Children's Hospital - San Diego	14849203	6,003.70	CT3863 1274	6,003.70		2,160.75	0100	0000900	0000	3140	5800000	222		
CH0800 - Rady Children's Hospital - San Diego	14849203	6,003.70	CT3863 1274	6,003.70		1,785.55	0100	0000900	0000	3140	5800000	225		
CH0800 - Rady Children's Hospital - San Diego	14849203	6,003.70	CT3863 1274	6,003.70		2,057.40	0100	0000900	0000	3140	5800000	888		
CH0800 - Rady Children's Hospital - San Diego	14849204	57,820.67	CT3451 N0057	57,820.67		41,077.84	0100	0000900	0000	3140	5800000	022		
CH0800 - Rady Children's Hospital - San Diego	14849204	57,820.67	CT3451 N0057	57,820.67		16,742.83	0100	0000500	1110	3140	5800000	022		
DA0700 - Dale Scott & Co. Inc.	14849205	27,000.00	CT3277 202490	27,000.00		27,000.00	2133	0000000	0000	8500	5800710	000		
DI0020 - Diamond Jack Enterprises, Inc.	14849206	12,641.80	9405 Nov 2021	12,641.80	00000094 05	4,200.61	1300	5310000	0000	3700	4700000	000		
DI0020 - Diamond Jack Enterprises, Inc.	14849206	12,641.80	9405 Nov 2021	12,641.80	00000094 05	8,441.19	1300	5310000	0000	3700	4700000	000		
ES0210 - ESGI, LLC	14849207	290.00	37475	290.00	00000099 42	65.00	0100	3010100	1110	1000	4300300	400		
ES0210 - ESGI, LLC	14849207	290.00	37475	290.00	00000099 42	225.00	0100	3010100	1110	1000	4300300	400		
FR0200 - Fruth Group	14849208	339.30	491539	339.30	00000101 98	339.30	0100	3010100	1110	1000	4300000	500		
GA0020 - Galasso's Bakery	14849209	4,914.24	9406 Oct 2021	4,914.24	00000094 06	4,914.24	1300	5310000	0000	3700	4700000	000		
GO0301 - Gold Star Foods	14849210	34,051.90	9407 Nov 2021	34,051.90	00000094 07	34,051.90	1300	5310000	0000	3700	4700000	000		
GO0550 - Gopher Sport	14849211	923.34	IN118025	461.67	00000101 92	43.07	0100	0980100	1110	1000	4300000	020		
GO0550 - Gopher Sport	14849211	923.34	IN118025	461.67	00000101 92	49.45	0100	0980100	1110	1000	4300000	020		
GO0550 - Gopher Sport	14849211	923.34	IN118025	461.67	00000101 92	76.02	0100	0980100	1110	1000	4300000	020		
GO0550 - Gopher Sport	14849211	923.34	IN118025	461.67	00000101 92	91.19	0100	0980100	1110	1000	4300000	020		
GO0550 - Gopher Sport	14849211	923.34	IN118025	461.67	00000101 92	97.71	0100	0980100	1110	1000	4300000	020		
GO0550 - Gopher Sport	14849211	923.34	IN118025	461.67	00000101 92	104.23	0100	0980100	1110	1000	4300000	020		
GO0550 - Gopher Sport	14849211	923.34	IN117687	461.67	00000101 93	43.07	0100	0980100	1110	1000	4300000	020		

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GO0550 - Gopher Sport	14849211	923.34	IN117687	461.67	0000010193	49.45	0100	0980100	1110	1000	4300000	020		
GO0550 - Gopher Sport	14849211	923.34	IN117687	461.67	0000010193	76.02	0100	0980100	1110	1000	4300000	020		
GO0550 - Gopher Sport	14849211	923.34	IN117687	461.67	0000010193	91.19	0100	0980100	1110	1000	4300000	020		
GO0550 - Gopher Sport	14849211	923.34	IN117687	461.67	0000010193	97.71	0100	0980100	1110	1000	4300000	020		
GO0550 - Gopher Sport	14849211	923.34	IN117687	461.67	0000010193	104.23	0100	0980100	1110	1000	4300000	020		
GR0200 - Grainger	14849212	104.90	9141569344	104.90	0000009487	104.90	0100	8150100	0000	8100	4300000	057		
HO0230 - Hollandia Dairy	14849213	24,531.68	9408 Nov 2021	24,531.68	0000009408	6,553.61	1300	5310000	0000	3700	4700000	000		
HO0230 - Hollandia Dairy	14849213	24,531.68	9408 Nov 2021	24,531.68	0000009408	17,978.07	1300	5310000	0000	3700	4700000	000		
HO0350 - The Home Depot	14849214	359.61	7242864	312.22	0000010137	312.22	0100	8150100	0000	8100	4300000	057		
HO0350 - The Home Depot	14849214	359.61	7510655	47.39	0000010137	47.39	0100	8150100	0000	8100	4300000	057		
HU0500 - Hunter's Nursery, Inc.	14849215	1,555.93	33971	193.57	0000009491	193.57	0100	8150100	0000	8100	4300000	057		
HU0500 - Hunter's Nursery, Inc.	14849215	1,555.93	33973	101.69	0000009491	50.30	0100	8150100	0000	8100	4300000	057		
HU0500 - Hunter's Nursery, Inc.	14849215	1,555.93	33973	101.69	0000009491	51.39	0100	8150100	0000	8100	4300000	057		
HU0500 - Hunter's Nursery, Inc.	14849215	1,555.93	33981	1,260.67	0000009491	420.23	0100	8150100	0000	8100	4300000	057		
HU0500 - Hunter's Nursery, Inc.	14849215	1,555.93	33981	1,260.67	0000010165	840.44	0100	8150100	0000	8100	4300000	057		
IC0100 - Industrial Coating & Restoration	14849216	12,654.00	9983	12,654.00	0000009983	12,654.00	0100	8150100	0000	8100	5600150	057		
IN0090 - Individual FoodService	14849217	554.04	V77210-00	554.04	0000010114	161.55	1300	5310000	0000	3700	4300000	000		
IN0090 - Individual FoodService	14849217	554.04	V77210-00	554.04	0000010114	392.49	1300	5310000	0000	3700	4300000	000		
IN0500 - Integrity Charter School	14849218	21,834.65	ICS CR 11/17/21-12/09/21	21,834.65		69.19	6200	0981105	1110	1000	4100000	062		
IN0500 - Integrity Charter School	14849218	21,834.65	ICS CR 11/17/21-12/09/21	21,834.65		116.14	6200	0981106	1110	1000	4200000	062		
IN0500 - Integrity Charter School	14849218	21,834.65	ICS CR 11/17/21-	21,834.65		1,172.28	6200	4203000	4760	1000	4200000	062		

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IN0500 - Integrity Charter School	14849218	21,834.65	ICS CR 11/17/21-12/09/21	21,834.65		529.19	6200	0981102	0000	2700	4300000	062		
IN0500 - Integrity Charter School	14849218	21,834.65	ICS CR 11/17/21-12/09/21	21,834.65		220.75	6200	7422000	0000	3140	4300000	062		
IN0500 - Integrity Charter School	14849218	21,834.65	ICS CR 11/17/21-12/09/21	21,834.65		1,133.90	6200	0981102	1110	1000	4300000	062		
IN0500 - Integrity Charter School	14849218	21,834.65	ICS CR 11/17/21-12/09/21	21,834.65		4,111.74	6200	0981207	1110	1000	4300000	062		
IN0500 - Integrity Charter School	14849218	21,834.65	ICS CR 11/17/21-12/09/21	21,834.65		3,264.44	6200	4203000	4760	1000	4300000	062		
IN0500 - Integrity Charter School	14849218	21,834.65	ICS CR 11/17/21-12/09/21	21,834.65		299.00	6200	0981102	0000	2700	4300300	062		
IN0500 - Integrity Charter School	14849218	21,834.65	ICS CR 11/17/21-12/09/21	21,834.65		404.00	6200	3210000	1110	1000	4300300	062		
IN0500 - Integrity Charter School	14849218	21,834.65	ICS CR 11/17/21-12/09/21	21,834.65		564.02	6200	0981112	1110	1000	4400380	062		
IN0500 - Integrity Charter School	14849218	21,834.65	ICS CR 11/17/21-12/09/21	21,834.65		600.00	6200	3210000	1110	1000	5600400	062		
IN0500 - Integrity Charter School	14849218	21,834.65	ICS CR 11/17/21-12/09/21	21,834.65		150.00	6200	0981107	1110	1000	5800000	062		
IN0500 - Integrity Charter School	14849218	21,834.65	ICS CR 11/17/21-12/09/21	21,834.65		8,000.00	6200	4035000	1110	1000	5800000	062		
IN0500 - Integrity Charter School	14849218	21,834.65	ICS CR 11/17/21-12/09/21	21,834.65		650.00	6200	4203000	4760	1000	5800000	062		
IN0500 - Integrity Charter School	14849218	21,834.65	ICS CR 11/17/21-12/09/21	21,834.65		550.00	6200	0000460	0000	7191	5800800	062		
KA0100 - Kaiser Foundation Health Plan	14849219	37,286.69	75087306 9282	37,286.69		2,326.50	6200	0000460	0000	2100	3401000	062		
KA0100 - Kaiser Foundation Health Plan	14849219	37,286.69	75087306 9282	37,286.69		1,147.42	6200	0981115	0000	2100	3401000	062		

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KA0100 - Kaiser Foundation Health Plan	14849219	37,286.69	75087306 9282	37,286.69		2,326.50	6200	0981104	1110	1000	3401000	062		
KA0100 - Kaiser Foundation Health Plan	14849219	37,286.69	75087306 9282	37,286.69		1,329.24	6200	0981200	1110	1000	3401000	062		
KA0100 - Kaiser Foundation Health Plan	14849219	37,286.69	75087306 9282	37,286.69		3,955.94	6200	0981210	1110	1000	3401000	062		
KA0100 - Kaiser Foundation Health Plan	14849219	37,286.69	75087306 9282	37,286.69		898.41	6200	0981211	1110	1000	3401000	062		
KA0100 - Kaiser Foundation Health Plan	14849219	37,286.69	75087306 9282	37,286.69		13,762.69	6200	1400000	1110	1000	3401000	062		
KA0100 - Kaiser Foundation Health Plan	14849219	37,286.69	75087306 9282	37,286.69		4,783.33	6200	7425000	1110	1000	3401000	062		
KA0100 - Kaiser Foundation Health Plan	14849219	37,286.69	75087306 9282	37,286.69		1,928.71	6200	0000460	0000	2700	3402000	062		
KA0100 - Kaiser Foundation Health Plan	14849219	37,286.69	75087306 9282	37,286.69		1,686.01	6200	0981212	0000	2700	3402000	062		
KA0100 - Kaiser Foundation Health Plan	14849219	37,286.69	75087306 9282	37,286.69		1,877.10	6200	0000000	0000	8100	3402000	062		
KA0100 - Kaiser Foundation Health Plan	14849219	37,286.69	75087306 9282	37,286.69		489.34	6200	0000460	1110	1000	3402000	062		
KA0100 - Kaiser Foundation Health Plan	14849219	37,286.69	75087306 9282	37,286.69		775.50	6200	3214000	1110	1000	3402000	062		
KO161 - Konica Minolta Premier Finance	14849220	3,374.84	50177046 12	2,886.53	00000095 80	237.08	0100	1100699	1110	1000	5600200	666		
KO161 - Konica Minolta Premier Finance	14849220	3,374.84	50177046 12	2,886.53	00000095 80	2,649.45	0100	1100699	1110	1000	5600200	666		
KO161 - Konica Minolta Premier Finance	14849220	3,374.84	50179494 69	167.48	00000097 28	41.87	0100	1100699	1110	1000	5600200	888		
KO161 - Konica Minolta Premier Finance	14849220	3,374.84	50179494 69	167.48	00000097 28	125.61	0100	1100699	1110	1000	5600200	888		
KO161 - Konica Minolta Premier Finance	14849220	3,374.84	50179494 70	320.83	00000095 31	320.83	0100	1100699	1110	1000	5600200	111		

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MI0800 - MIND Research Institute	14849221	5,828.00	1245580	5,828.00	0000010167	2,370.00	0100	3010100	1110	1000	5800710	400		
MI0800 - MIND Research Institute	14849221	5,828.00	1245580	5,828.00	0000010167	3,458.00	0100	3010100	1110	1000	5800710	400		
MI1151 - Mission Federal Credit Union	14849222	4,442.56	MFCU P-Card Nov 2021	4,442.56		94.99	0100	0000424	0000	2100	4300000	024		
MI1151 - Mission Federal Credit Union	14849222	4,442.56	MFCU P-Card Nov 2021	4,442.56		1,652.19	0100	7425000	0000	2100	4300000	020		
MI1151 - Mission Federal Credit Union	14849222	4,442.56	MFCU P-Card Nov 2021	4,442.56		337.24	0100	0000460	0000	2700	4300000	600		
MI1151 - Mission Federal Credit Union	14849222	4,442.56	MFCU P-Card Nov 2021	4,442.56		543.70	0100	7425000	0000	2700	4300000	555		
MI1151 - Mission Federal Credit Union	14849222	4,442.56	MFCU P-Card Nov 2021	4,442.56		263.99	0100	8150100	0000	8100	4300000	057		
MI1151 - Mission Federal Credit Union	14849222	4,442.56	MFCU P-Card Nov 2021	4,442.56		748.10	0100	0980100	1110	1000	4300000	020		
MI1151 - Mission Federal Credit Union	14849222	4,442.56	MFCU P-Card Nov 2021	4,442.56		769.71	0100	7425000	1110	1000	4300000	020		
MI1151 - Mission Federal Credit Union	14849222	4,442.56	MFCU P-Card Nov 2021	4,442.56		32.64	0100	0000615	0000	7100	4300400	010		
MI1200 - Mission Janitorial Supplies	14849223	838.14	750703-00	307.71	0000010220	307.71	0100	8150100	0000	8100	4300000	057		
MI1200 - Mission Janitorial Supplies	14849223	838.14	750703-01	530.43	0000010220	530.43	0100	8150100	0000	8100	4300000	057		
NA0076 - Napa Auto Parts	14849224	151.92	3930-363608	151.92	0000009490	151.92	0100	8150100	0000	8100	4300000	057		
OR0090 - Orange County Department of Education	14849225	170.85	CT3449 94RI2229	170.85		170.85	0100	5640568	0000	2100	5800000	022		
PA0200 - Pacific Lawn Mower Works	14849226	35.50	78138	19.37	0000009952	19.37	0100	8150100	0000	8100	4300000	057		
PA0200 - Pacific Lawn Mower Works	14849226	35.50	78139	16.13	0000009952	16.13	0100	8150100	0000	8100	4300000	057		
PE1290 - Perry Ford of National City	14849227	419.66	6202407	419.66	0000010125	125.00	0100	8150100	0000	8100	4300000	057		
PE1290 - Perry Ford of National City	14849227	419.66	6202407	419.66	0000010125	294.66	0100	8150100	0000	8100	4300000	057		

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PR0100 - P&R Paper Supply Company, Inc.	14849228	6,466.42	4238621 - 4376312	6,466.42	00000101 16	6,466.42	1300	5310000	0000	3700	4300000	000		
PR0115 - PresenceLearning, Inc.	14849229	13,996.04	CT3856 INV47986	6,993.97		6,993.97	0100	0000019	5001	1190	4300300	022		
PR0115 - PresenceLearning, Inc.	14849229	13,996.04	CT3856 INV47686	7,002.07		7,002.07	0100	0000019	5001	1190	4300300	022		
RA0400 - Rayne Water Conditioning	14849230	187.00	MT310 029671 120821	115.00		115.00	0100	0000665	0000	8100	5600100	000		
RA0400 - Rayne Water Conditioning	14849230	187.00	MT312 208477 120821	72.00		72.00	0100	0000460	0000	2700	5600100	400		
RE0475 - RSD - Refrigeration Supplies Distributor	14849231	522.55	61173878-00	522.55	00000094 88	522.55	0100	8150100	0000	8100	4300000	057		
SA0702 - SDCOE-Superintendent of Schools	14849232	800.00	099-036172	800.00	00000102 49	800.00	0100	3010100	1110	1000	5200000	900		
SC0875 - School Specialty	14849233	560.37	20812914 7429	87.00	00000097 94	87.00	0100	0000626	0000	7200	4300990	000		
SC0875 - School Specialty	14849233	560.37	20812912 7955	473.37	00000098 30	0.01	0100	0000100	1110	1000	4300000	500		
SC0875 - School Specialty	14849233	560.37	20812912 7955	473.37	00000098 30	39.54	0100	0000100	1110	1000	4300000	500		
SC0875 - School Specialty	14849233	560.37	20812912 7955	473.37	00000098 30	83.96	0100	0000100	1110	1000	4300000	500		
SC0875 - School Specialty	14849233	560.37	20812912 7955	473.37	00000098 30	116.62	0100	0000100	1110	1000	4300000	500		
SC0875 - School Specialty	14849233	560.37	20812912 7955	473.37	00000098 30	233.24	0100	0000100	1110	1000	4300000	500		
SO2075 - Southwest School & Office Supply	14849234	369.18	PINV0910 184	369.18	00000102 50	369.18	0100	0000626	0000	7200	4300990	000		
SW0300 - Swing Education, Inc.	14849235	4,378.00	CT3847 INV00392 077.	4,378.00		796.00	0100	7425000	1110	1000	5800000	111		
SW0300 - Swing Education, Inc.	14849235	4,378.00	CT3847 INV00392 077.	4,378.00		199.00	0100	7425000	1110	1000	5800000	222		
SW0300 - Swing Education, Inc.	14849235	4,378.00	CT3847 INV00392 077.	4,378.00		-199.00	0100	7425000	1110	1000	5800000	225		
SW0300 - Swing Education, Inc.	14849235	4,378.00	CT3847 INV00392 077.	4,378.00		1,194.00	0100	7425000	1110	1000	5800000	225		
SW0300 - Swing Education, Inc.	14849235	4,378.00	CT3847 INV00392	4,378.00		199.00	0100	7425000	1110	1000	5800000	333		

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			077.											
SW0300 - Swing Education, Inc.	14849235	4,378.00	CT3847 INV00392 077.	4,378.00		199.00	0100	7425000	1110	1000	5800000	555		
SW0300 - Swing Education, Inc.	14849235	4,378.00	CT3847 INV00392 077.	4,378.00		1,393.00	0100	7425000	1110	1000	5800000	666		
SW0300 - Swing Education, Inc.	14849235	4,378.00	CT3847 INV00392 077.	4,378.00		597.00	0100	7425000	1110	1000	5800000	999		
TO0111 - Toshiba Business Solutions	14849236	113.38	5561781	113.38		113.38	0100	0000660	0000	8100	5600200	057		
TO0115 - Toshiba Financial Services	14849237	130.86	45961995 3	130.86		130.86	0100	0000737	8100	5000	5600200	021		
UN0500 - San Diego Union-Tribune	14849238	1,096.80	01745408 5	1,096.80	00000085 86	130.11	0100	0000623	0000	7200	5800845	000		
UN0500 - San Diego Union-Tribune	14849238	1,096.80	01745408 5	1,096.80	00000085 86	966.69	0100	0000623	0000	7200	5800845	000		
UN0900 - UniFirst Corporation	14849239	3,106.57	9997 November 2021	3,106.57	00000099 97	1,585.45	0100	8150100	0000	8100	5500500	057		
UN0900 - UniFirst Corporation	14849239	3,106.57	9997 November 2021	3,106.57	00000099 97	144.76	0100	8150100	0000	8100	5500500	111		
UN0900 - UniFirst Corporation	14849239	3,106.57	9997 November 2021	3,106.57	00000099 97	144.76	0100	8150100	0000	8100	5500500	222		
UN0900 - UniFirst Corporation	14849239	3,106.57	9997 November 2021	3,106.57	00000099 97	144.76	0100	8150100	0000	8100	5500500	225		
UN0900 - UniFirst Corporation	14849239	3,106.57	9997 November 2021	3,106.57	00000099 97	151.32	0100	8150100	0000	8100	5500500	333		
UN0900 - UniFirst Corporation	14849239	3,106.57	9997 November 2021	3,106.57	00000099 97	162.61	0100	8150100	0000	8100	5500500	444		
UN0900 - UniFirst Corporation	14849239	3,106.57	9997 November 2021	3,106.57	00000099 97	144.76	0100	8150100	0000	8100	5500500	555		
UN0900 - UniFirst Corporation	14849239	3,106.57	9997 November 2021	3,106.57	00000099 97	146.83	0100	8150100	0000	8100	5500500	666		
UN0900 - UniFirst Corporation	14849239	3,106.57	9997 November 2021	3,106.57	00000099 97	144.76	0100	8150100	0000	8100	5500500	777		

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UN0900 - UniFirst Corporation	14849239	3,106.57	9997 November 2021	3,106.57	00000099 97	191.80	0100	8150100	0000	8100	5500500	888		
UN0900 - UniFirst Corporation	14849239	3,106.57	9997 November 2021	3,106.57	00000099 97	144.76	0100	8150100	0000	8100	5500500	999		
VA0050 - Valley Industrial Specialties, Inc.	14849240	1,501.17	A289731	907.01	00000099 06	907.01	0100	8150100	0000	8100	4300000	057		
VA0050 - Valley Industrial Specialties, Inc.	14849240	1,501.17	A289754	374.01	00000099 06	374.01	0100	8150100	0000	8100	4300000	057		
VA0050 - Valley Industrial Specialties, Inc.	14849240	1,501.17	A289878	220.15	00000099 06	220.15	0100	8150100	0000	8100	4300000	057		
WE1100 - WestAir Gases & Equipment, Inc.	14849241	57.40	80410506	57.40	00000101 81	57.40	0100	8150100	0000	8100	4300000	057		
WI0475 - Willy's Electronic Supply Co.	14849242	360.29	1-483465	360.29	00000099 39	360.29	0100	8150100	0000	8100	4300000	057		
YM0021 - YMCA of San Diego County	14849243	34,555.63	CT3045- EXT 1583	34,555.63		4,535.95	0100	9065700	1110	1000	5100000	111		
YM0021 - YMCA of San Diego County	14849243	34,555.63	CT3045- EXT 1583	34,555.63		2,959.91	0100	9065700	1110	1000	5100000	222		
YM0021 - YMCA of San Diego County	14849243	34,555.63	CT3045- EXT 1583	34,555.63		2,142.36	0100	9065700	1110	1000	5100000	225		
YM0021 - YMCA of San Diego County	14849243	34,555.63	CT3045- EXT 1583	34,555.63		4,856.17	0100	9065700	1110	1000	5100000	333		
YM0021 - YMCA of San Diego County	14849243	34,555.63	CT3045- EXT 1583	34,555.63		2,640.32	0100	9065700	1110	1000	5100000	444		
YM0021 - YMCA of San Diego County	14849243	34,555.63	CT3045- EXT 1583	34,555.63		3,044.99	0100	9065700	1110	1000	5100000	555		
YM0021 - YMCA of San Diego County	14849243	34,555.63	CT3045- EXT 1583	34,555.63		1,514.79	0100	9065700	1110	1000	5100000	666		
YM0021 - YMCA of San Diego County	14849243	34,555.63	CT3045- EXT 1583	34,555.63		4,204.28	0100	9065700	1110	1000	5100000	777		
YM0021 - YMCA of San Diego County	14849243	34,555.63	CT3045- EXT 1583	34,555.63		4,233.14	0100	9065700	1110	1000	5100000	888		
YM0021 - YMCA of San Diego County	14849243	34,555.63	CT3045- EXT 1583	34,555.63		4,423.72	0100	9065700	1110	1000	5100000	999		
YM0021 - YMCA of San Diego County	14849244	144,817.59	CT3045 1584	144,817.59		14,512.65	0100	9065100	1110	1000	5100000	111		
YM0021 - YMCA of San Diego County	14849244	144,817.59	CT3045 1584	144,817.59		10,357.75	0100	9065100	1110	1000	5100000	222		

Report ID: APX2030

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

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 Run Time 8:21:04 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
YM0021 - YMCA of San Diego County	14849244	144,817.59	CT3045 1584	144,817.59		13,812.47	0100	9065100	1110	1000	5100000	225		
YM0021 - YMCA of San Diego County	14849244	144,817.59	CT3045 1584	144,817.59		15,484.31	0100	9065100	1110	1000	5100000	333		
YM0021 - YMCA of San Diego County	14849244	144,817.59	CT3045 1584	144,817.59		11,779.91	0100	9065100	1110	1000	5100000	444		
YM0021 - YMCA of San Diego County	14849244	144,817.59	CT3045 1584	144,817.59		16,824.76	0100	9065100	1110	1000	5100000	555		
YM0021 - YMCA of San Diego County	14849244	144,817.59	CT3045 1584	144,817.59		14,830.31	0100	9065100	1110	1000	5100000	666		
YM0021 - YMCA of San Diego County	14849244	144,817.59	CT3045 1584	144,817.59		18,208.64	0100	9065100	1110	1000	5100000	777		
YM0021 - YMCA of San Diego County	14849244	144,817.59	CT3045 1584	144,817.59		13,875.80	0100	9065100	1110	1000	5100000	888		
YM0021 - YMCA of San Diego County	14849244	144,817.59	CT3045 1584	144,817.59		15,130.99	0100	9065100	1110	1000	5100000	999		

Business Unit Total: \$491,786.31

0100	\$ 314,460.18
1300	\$ 84,710.19
2133	\$ 27,000.00
6200	\$ 65,615.94
<b>TOTAL:</b>	<b>\$ 491,786.31</b>

**02300: National School District**

**2021-12-20**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
000000168 - Katie Crosbie	14850671	42.83	KC Mileage Oct - Dec 2021	42.83		42.83	0100	7425000	1110	1000	5200500	020		
AD0710 - Advanced Classroom Technologies	14850672	8.70	INV20260	8.70	0000009781	8.70	0100	0000460	0000	2700	4300000	200		
AM0100 - Amazon	14850673	318.46	694699934563	318.46	0000010201	318.46	0100	3010100	1110	1000	4300000	500		
CO1317 - CDW Government	14850674	459.80	P451801	459.80	0000010200	459.80	0100	0980000	1110	1000	4400380	800		
DE0500 - Dell Marketing, LLP.	14850675	10,534.37	10518861201	10,534.37		1,581.40	6200	0981112	1110	1000	4400380	062		
DE0500 - Dell Marketing, LLP.	14850675	10,534.37	10518861201	10,534.37	0000009789	8,952.97	6200	0981112	1110	1000	4400380	062		
DI0600 - Dixieline Lumber & Home Centers	14850676	60.66	09-0264337	60.66	0000010004	60.66	0100	8150100	0000	8100	4300000	057		
HO0350 - The Home Depot	14850677	1,292.81	5244097	146.69	0000010137	146.69	0100	8150100	0000	8100	4300000	057		
HO0350 - The Home Depot	14850677	1,292.81	4052424	1,146.12	0000010137	1,146.12	0100	8150100	0000	8100	4300000	057		
MA0150 - The Math Learning Center	14850678	7,515.27	INV7793	5,315.27	0000009629	5,315.27	6200	7425000	1110	1000	4300000	062		
MA0150 - The Math Learning Center	14850678	7,515.27	INV10637	2,200.00	0000009851	2,200.00	6200	7425000	1110	1000	5800000	062		
OP0130 - Optimum Floorcare	14850679	538.99	482978	112.52	0000010182	52.57	0100	8150100	0000	8100	4300000	057		
OP0130 - Optimum Floorcare	14850679	538.99	482978	112.52	0000010182	59.95	0100	8150100	0000	8100	4300000	057		
OP0130 - Optimum Floorcare	14850679	538.99	482979	147.05	0000010182	72.10	0100	8150100	0000	8100	4300000	057		
OP0130 - Optimum Floorcare	14850679	538.99	482979	147.05	0000010182	74.95	0100	8150100	0000	8100	4300000	057		
OP0130 - Optimum Floorcare	14850679	538.99	482980	129.44	0000010182	59.49	0100	8150100	0000	8100	4300000	057		
OP0130 - Optimum Floorcare	14850679	538.99	482980	129.44	0000010182	69.95	0100	8150100	0000	8100	4300000	057		
OP0130 - Optimum Floorcare	14850679	538.99	482982	149.98	0000010182	69.95	0100	8150100	0000	8100	4300000	057		
OP0130 - Optimum Floorcare	14850679	538.99	482982	149.98	0000010182	80.03	0100	8150100	0000	8100	4300000	057		

Report ID: APX2030

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

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 Run Date 12/20/2021  
 Run Time 8:20:19 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
PA0200 - Pacific Lawn Mower Works	14850680	198.25	78409	198.25	0000009952	198.25	0100	8150100	0000	8100	4300000	057		
PE0200 - Pediatric Therapy Associates	14850681	40,639.20	CT3824633	19,124.00		19,124.00	0100	6500000	5001	2100	5800000	022		
PE0200 - Pediatric Therapy Associates	14850681	40,639.20	CT3824670	21,515.20		21,515.20	0100	6500000	5001	2100	5800000	022		
SA0702 - SDCOE-Superintendent of Schools	14850682	2,275.00	099-036191	400.00	0000010263	400.00	0100	3010100	1110	1000	5200000	215		
SA0702 - SDCOE-Superintendent of Schools	14850682	2,275.00	099-036190	1,875.00	0000010266	1,875.00	0100	7425000	1110	1000	5200000	020		
SW0300 - Swing Education, Inc.	14850683	6,073.00	CT3847 INV00399468	6,073.00		192.69	0100	7425000	1110	1000	5800000	111		
SW0300 - Swing Education, Inc.	14850683	6,073.00	CT3847 INV00399468	6,073.00		578.06	0100	7425000	1110	1000	5800000	225		
SW0300 - Swing Education, Inc.	14850683	6,073.00	CT3847 INV00399468	6,073.00		2,119.54	0100	7425000	1110	1000	5800000	333		
SW0300 - Swing Education, Inc.	14850683	6,073.00	CT3847 INV00399468	6,073.00		677.79	0100	7425000	1110	1000	5800000	444		
SW0300 - Swing Education, Inc.	14850683	6,073.00	CT3847 INV00399468	6,073.00		963.43	0100	7425000	1110	1000	5800000	555		
SW0300 - Swing Education, Inc.	14850683	6,073.00	CT3847 INV00399468	6,073.00		1,156.12	0100	7425000	1110	1000	5800000	666		
SW0300 - Swing Education, Inc.	14850683	6,073.00	CT3847 INV00399468	6,073.00		385.37	0100	7425000	1110	1000	5800000	777		
WI0475 - Willy's Electronic Supply Co.	14850684	48.51	1-483835	48.51	0000009939	48.51	0100	8150100	0000	8100	4300000	057		

Business Unit Total: \$70,005.85

0100	\$ 51,956.21
6200	\$ 18,049.64
<b>TOTAL:</b>	<b>\$ 70,005.85</b>

**REVOLVING CASH FUND - BUSINESS I**  
**December 1, 2021 through December 31, 2021**

DATE	NUM.	PAYEE	DESCRIPTION	AMOUNT
12/31/2021	Bank Fee	Union Bank	Check Image Fee	3.00
<b>TOTAL</b>				<b>\$3.00</b>

**REVOLVING CASH FUND - BUSINESS II**  
**December 1, 2021 through December 31, 2021**

<b>DATE</b>	<b>NUM.</b>	<b>PAYEE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
12/31/2021	Bank Fee	Union Bank	Check Image Fee	3.00
<b>TOTAL</b>				<b>\$3.00</b>

Petty cash funds are maintained in Business Services, Family Resource Center, and Service Center for the purchase of office and maintenance supplies.



**NATIONAL SCHOOL DISTRICT  
PURCHASING CARD EXPENSES  
NOVEMBER 2021 - BOARD REPORT**

<b>Account Name</b>	<b>Merchant Name</b>	<b>Amount</b>	<b>Expense Description</b>
CASTILLO,DAVID	BEST BUY 00001883	80.45	Office Supplies - Two Otterbox phone cases for On-Duty Alarm phone and Director's phone
CASTILLO,DAVID	SAN DIEGO HARDWARE COM	<u>183.54</u>	Maintenance Supplies - Cabinet hardware for District Office lounge
<b>CASTILLO,DAVID Total</b>		263.99	
GOMEZ,JOCELYN	SUBWAY 2041	<u>32.64</u>	Dinner for five Governing Board members for the Board Meeting held on November 10, 2021
<b>GOMEZ,JOCELYN Total</b>		32.64	
HANSEN,JON	AMZN MKTP US*KP5AH1R33	<u>543.70</u>	Office Supplies - One ink toner cartridge
<b>HANSEN,JON Total</b>		543.70	
HAYES,BEVERLY	A AMZN MKTP US*U613K6C03	356.70	Classroom Supplies - Twenty-four 64 quart storage bins for the Enrichment program
HAYES,BEVERLY A	AMZN MKTP US*UJ4OK58P3	595.24	Office Supplies - Four ink toner cartridges
HAYES,BEVERLY A	AMZN MKTP US*IN5517643	<u>391.40</u>	Classroom Supplies - Ten portable voice amplifiers with microphones and headsets for the Enrichment program
<b>HAYES,BEVERLY A Total</b>		1343.34	
KRAFT,SHARMILA	LAKESHORE LEARNING	-50.48	Refund - Reading comprehension skill building kit for the independent study progra LAKESHORE
KRAFT,SHARMILA	MAT LEARNING MAT		Instructional Materials - Language development skill building kit for the independent study program
KRAFT,SHARMILA	174.47 LAKESHORE	<u>50.48</u>	Instructional Materials - Reading comprehension skill building kit for the independent study program
<b>KRAFT,SHARMILA Tota</b>	LEARNING MAT	174.47	
MELANESE,KATHERINE	AMZN MKTP US*C96XO8DV3	<u>337.24</u>	Office Supplies - One ink toner cartridge
<b>MELANESE,KATHERINE Total</b>		337.24	
O CONNOR,WENDY	DNH*GODADDY.COM	94.99	Software License - One year renewal of Standard SSL Certificate for the reports website
O CONNOR,WENDY	SQ *ADVANCED DATA SOLU	1600.00	Service fee for information retrieval from crashed hard drive
O CONNOR,WENDY	BEST BUY 00001883	<u>52.19</u>	Computer Supplies - New hard drive to transfer information retrieved from crashed hard drive
<b>O CONNOR,WENDY Total</b>		1747.18	

**Grand Total 4,442.56**

# **EXHIBIT B**

**January 19, 2022**

# Central Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Central Elementary School
<b>Street</b>	933 E Avenue
<b>City, State, Zip</b>	National City, CA 91950
<b>Phone Number</b>	(619) 336-7400
<b>Principal</b>	Steven Sanchez
<b>Email Address</b>	ssanchez@nsd.us
<b>School Website</b>	www.nsd.us
<b>County-District-School (CDS) Code</b>	37-68221-6038731

## 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2021-22 School Overview

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, Steven Sanchez

Welcome to Central School, home of the Dolphins, where our goal is to ensure that each and every student is on track to succeed in college or in their career. At Central, we maintain an enriching, nurturing, and productive learning 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. At Central, we are data-driven and student-centered. We have established a safe campus that promotes personal responsibility for student behavior and mutual respect among all members of our learning community. We believe in being PeaceBuilders. Students know the importance of being Responsible, Respectful, Safe, and Kind. In addition, we invest in the social-emotional learning of our students. 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 and to serve as members of our PTA, parent committees, and organizations on campus. Although at this time all in person volunteers are on hold due to the pandemic. We

look forward to the academic, social-emotional, and personal growth of our students and to the continued development of our learning community. Go Dolphins!

Although many of the parent involvement opportunities cannot take place at this time due to Covid-19, we look forward to welcoming everyone back when it is safe to do so. Thank you.

## About this School

Grade Level
-------------

Student Group	Percent of Total Enrollment
---------------	-----------------------------

### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

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

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		08/25/2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt California GO MATH! 2015/2016	Yes	0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	Yes	0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008	Yes	0%

<b>Foreign Language</b>	Benchmark Advanced/Adelante for English Language Development 2020	Yes	0%
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

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, offices for our Speech and Language Therapists and Psychologist.

2015- Air conditioning was added to all original buildings, including every classroom on the site. A high speed and wireless network was added to every classroom on the site. Additionally, the electrical and the fire alarm systems were upgraded to support the air conditioning and one-to-one computing.

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

<b>Year and month of the most recent FIT report</b>	8/11/2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			K1 Mech Rm: 3-clean out, interior leaking Action Taken: Work orders submitted for repairs.
<b>Interior:</b> Interior Surfaces		X		PTO: 4-stained carpet & ceiling tiles 30: 4-stained carpet; 14-external walkway rusted and flaking 28: 4-stained carpet

## School Facility Conditions and Planned Improvements

			9: 4-stained carpet 14: 4-stained carpet Action Taken: Work orders submitted for repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		
<b>Electrical</b>	X		19 PE: 7-microwave plugged into power strip; 8-fire extinguisher not mounted K-1: 7-workrm light not working; 8-boys RR toilet not flushing Stage: 7-lights out Action Taken: Work orders submitted for repairs.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		K-1: 7-workrm light not working; 8-boys RR toilet not flushing Action Taken: Work orders submitted for repairs.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		19 PE: 7-microwave plugged into power strip; 8-fire extinguisher not mounted Admin Office: 10-fire alarm panel "trouble" Kitchen: 11-chipped paint on south wall Action Taken: Work orders submitted for repairs.
<b>Structural:</b> Structural Damage, Roofs	X		8: 11-peeling paint on cabinet Action Taken: Work order submitted for repair.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		29 C, B, A: 14-walkway rusted & flaking - general for building 30: 4-stained carpet; 14-exterior walkway rusted and flaking Action Taken: Work orders submitted for repairs.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

IReady Student Groups	IReady Total Enrollment	IReady Number Tested	IReady Percent Tested	IReady Percent Not Tested	IReady Percent At or Above Grade Level
All Students	537	501	93.3	6.7	30.5
Female	255	245	96.1	3.9	37.6
Male	280	254	90.7	9.3	24
American Indian or Alaska Native	0	0	0	0	0
Asian	4	4	100	0	50

<b>Black or African American</b>	6	6	100	0	50
<b>Filipino</b>	38	36	94.7	5.3	61.1
<b>Hispanic or Latino</b>	458	426	93	7	27.5
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	0
<b>Two or More Races</b>	6	6	100	0	50
<b>White</b>	4	4	100	0	50
<b>English Learners</b>	274	255	93.1	6.9	19.6
<b>Foster Youth</b>	3	2	66.7	33.3	0
<b>Homeless</b>	43	41	95.3	4.7	26.8
<b>Military</b>	6	6	100	0	50
<b>Socioeconomically Disadvantaged</b>	405	380	93.8	6.2	29.2
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	98	72	73.5	26.5	8.3

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>IReady Student Groups</b>	<b>IReady Total Enrollment</b>	<b>IReady Number Tested</b>	<b>IReady Percent Tested</b>	<b>IReady Percent Not Tested</b>	<b>IReady Percent At or Above Grade Level</b>
<b>All Students</b>	537	500	93.1	6.9	23.6
<b>Female</b>	255	244	95.7	4.3	27.5
<b>Male</b>	280	254	90.7	9.3	20.1
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	4	4	100	0	75
<b>Black or African American</b>	6	6	100	0	50
<b>Filipino</b>	38	36	94.7	5.3	44.4
<b>Hispanic or Latino</b>	458	425	92.8	7.2	20.7
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	0
<b>Two or More Races</b>	6	6	100	0	50
<b>White</b>	4	4	100	0	50
<b>English Learners</b>	274	255	93.1	6.9	12.9
<b>Foster Youth</b>	3	2	66.7	33.3	0
<b>Homeless</b>	43	41	95.3	4.7	9.8
<b>Military</b>	6	6	100	0	50
<b>Socioeconomically Disadvantaged</b>	405	379	93.6	6.4	21.4
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0

<b>Students with Disabilities</b>	98	71	72.4	27.6	11.3
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Contact Person Name: Steven Sanchez  
Phone Number: (619) 336-7400

Due to Covid-19 some parental involvement opportunities have been suspended for the time being due to District safety measures. Some examples are parent volunteers, family curriculum nights, and fall festivals.

Home/School Partnership: The following parental involvement opportunities have been done virtually.

- Parent/Teacher Association (PTA)
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)
- Back to School Night
- Parent/Teacher Conferences
- Open House
- DPAC (District Parent Advisory Committee) Representatives
- Read Across America
- Parent Technology Classes
- Kitchenistas Presentations (Healthy Cooking Classes)
- Book Fairs

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

## 2021-22 School Safety Plan

### SB187 Safety Plan

Date the plan was last updated: December 2020

Date the plan was last reviewed with the staff: October 2021

The Comprehensive School Safety 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) school wide 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. The National School District has provided Safety Plan Flip Books to all schools in the National School District. Every room at Central School has a safety flip book for anyone to have quick reference to in case of an emergency.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,158	\$467	\$5,691	\$77,586
District	N/A	N/A	\$6447	
Percent Difference - School Site and District	N/A	N/A	-12.5	-5.3
Percent Difference - School Site and State	N/A	N/A	-30.6	-3.8

## 2020-21 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 \$121,611  
 LCAP Supplemental and Concentration Funds \$170,028  
 Total \$291,639

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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## Professional Development

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. 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 English Language Arts, English Language Development, Mathematics, and Social Emotional Learning, 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. All professional developments this school year have taken place virtually in order to follow Covid-19 safety measures. In addition, to the professional development mentioned, the District also assists in the coordination of the BTSA Induction Support program for first-and second-year teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

Our Counselor has been provided professional development on the Sanford Harmony program, a curriculum focusing on the Social Emotional learning of students, and has been providing our staff Social Emotional education on self-care and mindfulness. This year classroom teachers have been participating in virtual professional development on I-Ready, a computer adaptive software that serves as our district wide common assessment in both English Language Arts and Mathematics.

Teachers have received professional development on the UCI (University of California Irvine) Math framework. The UCI Math framework replaced the Rigorous Curriculum Design Math framework in the National School District. Teachers had the opportunity to attend training on the clock, and have been trained by consultants from the University of Irvine. Three years ago, the National School District hired three District Resource Teachers who have been providing additional virtual professional development in the area of ELD.

The National School District has implemented an intervention program called Achieve 3000 and has provided support staff virtual professional development on this new intervention program. Teachers have received both district and site based virtual professional development on our new Learning Management System, Schoology and can continue to receive support from the District Resource Teacher of Technology. Site administrators have also received virtual professional development from the National School District Educational Services Department in the areas of the UCI Mathematics framework. In addition to certificated staff and administrators, our classified staff has also been receiving professional development this school year in the area of Covid-19 safety measures and practices. All certificated, classified, and administrators have received virtual sexual harassment, mandated reporter, and blood-borne pathogens training. This year, certificated staff and administrators have received professional development in Multi Tiered Systems of Supports (MTSS). The site administrator has led the MTSS Leadership Team through identifying an area of focus for the year. A District Resource Teacher has provided professional development to the staff in the area of vocabulary development and effective teaching strategies that support vocabulary instruction.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	26	17	19

## National School District 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

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# El Toyon Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	El Toyon Elementary School
<b>Street</b>	2000 E. Division Street
<b>City, State, Zip</b>	National City, CA 91950
<b>Phone Number</b>	(619) 336-8000
<b>Principal</b>	Bryan Vine
<b>Email Address</b>	bvine@nsd.us
<b>School Website</b>	www.nsd.us
<b>County-District-School (CDS) Code</b>	37-68221-6038749

## 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2021-22 School Overview

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, Bryan Vine

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. Our dedicated and enthusiastic teachers and staff truly do "Whatever it Takes" to make sure our students are attaining the skills that will prepare them for college and future careers. We

## 2021-22 School Overview

are committed to building life-long learners through rigorous inquiry-based instruction and curriculum that allows them to grow academically, socially, and emotionally. We understand that tapping into a student's passion will unlock the desire to learn and generate a place that is safe for them to create, innovate, and explore new opportunities. Parent and community partnerships are vital to the heartbeat of the school. Parent involvement is welcomed, and we offer many opportunities for parents and families to engage with our children's learning. With our newly elected officers in our Parent Teacher Association we are excited to work together and foster those relationships so we can do what is best for our students. 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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	08/25/2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt California GO MATH! 2015/2016	Yes	0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	Yes	0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008	Yes	0%
<b>Foreign Language</b>	Benchmark Advanced/Adelante for English Language Development 2020	Yes	0%
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

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### School Facility Conditions and Planned Improvements

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

2011 - New garden/play area for kinder and preschool.

2015 - Air conditioning was added to all original buildings, including every classroom on site. A high speed and wireless network were added to every classroom on site. Additionally, the electrical and the fire alarm systems were upgraded to support the air conditioning and one-to-one computing.

2018 - The parking lot was repaved and striped.

2019 - New roofs installed on rooms K1 and K2.

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.

<b>Year and month of the most recent FIT report</b>	8/11/2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b>	X			

## School Facility Conditions and Planned Improvements

Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	478	445	94	6	13
Female	262	232	88	12	16
Male	274	246	89	11	11
American Indian or Alaska Native	0	0	0	0	0
Asian	35	32	91	9	37

<b>Black or African American</b>	5	5	100	0	20
<b>Filipino</b>	33	31	93	7	36
<b>Hispanic or Latino</b>	387	351	90	10	10
<b>Native Hawaiian or Pacific Islander</b>	5	5	100	0	20
<b>Two or More Races</b>	14	13	92	8	21
<b>White</b>	11	11	100	0	9
<b>English Learners</b>	273	253	92	8	9
<b>Foster Youth</b>	2	2	100	0	100
<b>Homeless</b>	46	39	84.8	15.2	41
<b>Military</b>	3	3	100	0	100
<b>Socioeconomically Disadvantaged</b>	345	308	89.3	10.7	39.7
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	32	30	93.8	6.3	16.7

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	478	443	92	8	5
<b>Female</b>	262	213	81	19	4
<b>Male</b>	246	230	93	7	5
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	35	33	94	6	11
<b>Black or African American</b>	5	5	100	0	0
<b>Filipino</b>	33	25	75	25	12
<b>Hispanic or Latino</b>	387	356	91	9	4
<b>Native Hawaiian or Pacific Islander</b>	5	5	100	0	0
<b>Two or More Races</b>	14	13	92	8	0
<b>White</b>	11	11	100	0	0
<b>English Learners</b>	273	255	93	7	4
<b>Foster Youth</b>	2	1	50	50	0
<b>Homeless</b>	46	39	84.8	15.2	23.1
<b>Military</b>	3	3	100	0	100
<b>Socioeconomically Disadvantaged</b>	345	308	89.3	10.7	27.6
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0

<b>Students with Disabilities</b>	32	28	87.5	12.5	21.4
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2021-22 Opportunities for Parental Involvement

Contact Person Name: Veronica Fonseca  
Phone Number: (619) 336-8052

(Due to Covid-19 restrictions all volunteer activities have been suspended.)

Under normal school conditions:

- Accelerated Reader Picnics
- Monthly Family Reading Fridays
- Parent Workshops (Done Virtually)
- Room Parents
- SBAC Award Metals Recognition
- Electronic Marquee
- Weekly phone calls, emails, and texts to families for important updates
- Peachjar communication: Paperless information for parents
- School Messenger
- End of Year Awards Ceremony (Done Virtually)
- Family Math Night
- Family Movie Night & Family Dance Night
- The Parent Education classes (Done virtually)
- Parent/Teacher Association (PTA)
- Parent Volunteer Workshop
- Welcome Back BBQ
- Monthly coffee with the principal (Done virtually)
- PeaceBuilders
- School Newsletters
- Spring Festival

## 2021-22 Opportunities for Parental Involvement

- Student of the Month Assemblies (Done virtually)
- Talent Show

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

## 2021-22 School Safety Plan

### SB187 Safety Plan

Date the plan was last updated: December 2021

Date the plan was last reviewed with the staff: December 2021

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) school-wide 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.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,263	\$570	\$6,693	\$80,399
District	N/A	N/A	\$6,447	
Percent Difference - School Site and District	N/A	N/A	3.7	-1.7
Percent Difference - School Site and State	N/A	N/A	-14.6	-0.2

## 2020-21 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 \$97,559  
 LCAP Supplemental and Concentration funds \$27,506  
 Total \$125,065

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## Professional Development

The selection of focus areas for on-going virtual 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 virtual professional development for all teachers. Teachers also have opportunities to attend conferences and district-wide professional development virtually throughout the year. During the 2021-22 school year all teachers at El Toyon School will receive approximately 30 hours of professional development in mathematics through the University of California Irvine subject matter project. This professional development will empower our teachers to deliver a cohesive, common core curriculum based on the CCSS. The project includes hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core to assist our teachers in the implementation of our GoMath adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and ELA was selected in response to the needs highlighted in our CAASPP data. In the area of language arts, all of our teachers will receive in-depth virtual professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. Both these areas of focus have been delivered through teacher release days virtually, bi-weekly data team meetings, collaboration days and weekly staff meetings, off the clock offerings and during individual teacher planning days. We have four Teachers on Special Assignment (TOSA) that provide virtual workshops in the area of Language Arts and English Language Development. We also have credentialed teachers that provide Engineering is Elementary lessons for students. This provides opportunity for the Language Arts and ELD workshops. With our new English Language Arts adoption, all teachers will receive staff development in the implementation of our newly adopted BENCHMARK materials. To support daily, robust and rigorous reading, our district office has adopted the American Reading Company 100 book libraries. All teachers will receive virtual staff development on the implementation and best practices used for these reading baskets for students. Our counselors have received training on the Sanford Harmony social-emotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their virtual classrooms in order to deliver Tier I positive behavior interventions and supports to all students. The focus for teacher trainings include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, ELA Benchmark curriculum, 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 virtual 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 difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

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

## Professional Development

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	26	16	19

# National School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

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# Ira Harbison Elementary

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Ira Harbison Elementary
<b>Street</b>	3235 East 8th Street
<b>City, State, Zip</b>	National City, CA 91950
<b>Phone Number</b>	(619) 336-8200
<b>Principal</b>	Meghann Young
<b>Email Address</b>	myoung@nsd.us
<b>School Website</b>	www.nsd.us
<b>County-District-School (CDS) Code</b>	37-68221-6038764

## 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2021-22 School Overview

Ira Harbison Elementary School was established in 1950 and 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 the southern region of San Diego County. It is part of National City, which was incorporated on September 17, 1887; it is the second oldest community in San Diego. Our district is composed of 10 elementary schools and a pre-school center. For the 2021-2022 school year, we serve students in grades transitional kindergarten to sixth grade. We have 15 classroom teachers, a site Language Arts Specialist, a School Psychologist, a School Counselor, a Library Media Specialist, a full-time Health Clerk as well as additional support personnel and office staff.

### 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.

### Message from the School Principal, Meghann Young

Welcome to Ira Harbison Elementary School, Home of the Hawks! Ira Harbison School serves the eastern community of National City and is part of the National School District. Our school serves over 350 students every day from transitional

## 2021-22 School Overview

kindergarten through sixth grade, with high-quality academic programs and extra-curricular activities. Our commitment is to provide students with learning experiences that will help them develop the skills necessary to thrive in a 21st century environment. Though our instructional focus remains centered on the Common Core State Standards, we also celebrate and build on students' interests, passions, and hobbies. We want learning to be meaningful, purposeful, and fun and know that this will be achieved with a child-centered education. Additionally, it's clear that our parents play an integral role in their child's education. We work side-by-side with them to ensure that our students develop into life-long learners filled with confidence, compassion, and creativity. Ira Harbison staff, students and parents are truly dedicated to the school's vision of "Excellence for All." As a result of this unified and family-oriented approach, we are proud to announce that Ira Harbison School has been recognized with the Bronze level state-wide recognition for the Positive Behavioral Interventions and Supports Framework.

We look forward to working with you and your child this year and encourage you to stay connected with our school community.

\*As a result of the school closure due to COVID-19 many of our traditionally in person activities and school experiences have transitioned to the virtual setting, where possible.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	08/25/2021
--	------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt California GO MATH! 2015/2016	Yes	0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	Yes	0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008	Yes	0%
<b>Foreign Language</b>	Benchmark Advanced/Adelante for English Language Development 2020	Yes	0%
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

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## School Facility Conditions and Planned Improvements

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
- 2015 - A high speed and wireless network were added to every classroom on the site.
- 2016 - Air conditioning was added to all original buildings, including every classroom on the site. Additionally, the electrical and the fire alarm systems were upgraded to support the air conditioning and one-to-one computing.
- 2017 and 2018 - Exterior walls have been removed and replaced on many of the portable buildings on the site.
- 2018 - The flower beds on the site have been updated to include a water efficient drip system, and have been replanted.

Ongoing - The school is highly maintained with new paint, plants, flowers and grass on an ongoing 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.

Year and month of the most recent FIT report

8/3/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			K-1: Flooring has cracks K-2: Flooring has cracks Action Taken: Work orders submitted for repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Library (Modular): Termite Damage Action Taken: Work order submitted for repair.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Multipurpose Room: Roof drains need repairs

## School Facility Conditions and Planned Improvements

				Action Taken: Work order submitted for repair.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	411	392	95.4	4.6	44.9
Female	202	193	95.5	4.5	54.9
Male	209	199	95.2	4.8	35.2
Asian	17	16	94.1	5.9	56.3
Black or African American	6	6	100	0	16.7

<b>Filipino</b>	106	101	95.3	4.7	63.4
<b>Hispanic or Latino</b>	246	235	95.5	4.5	35.3
<b>Native Hawaiian or Pacific Islander</b>	5	5	100	0	40
<b>Two or More Races</b>	11	11	100	0	63.6
<b>White</b>	12	11	91.7	8.3	54.5
<b>English Learners</b>	148	137	92.6	7.4	27.7
<b>Foster Youth</b>	2	2	100	0	50
<b>Homeless</b>	14	13	92.9	7.1	23.1
<b>Military</b>	5	5	100	0	40
<b>Socioeconomically Disadvantaged</b>	266	254	95.5	4.5	40.9
<b>Students with Disabilities</b>	40	37	92.5	7.5	16.2

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	411	381	92.7	7.3	31.2
<b>Female</b>	202	184	91.1	8.9	37
<b>Male</b>	209	197	94.3	5.7	25.9
<b>Asian</b>	17	16	94.1	5.9	56.3
<b>Black or African American</b>	6	5	83.3	16.7	20
<b>Filipino</b>	106	100	94.3	5.7	46
<b>Hispanic or Latino</b>	246	227	92.3	7.7	20.3
<b>Native Hawaiian or Pacific Islander</b>	5	4	80	20	50
<b>Two or More Races</b>	11	11	100	0	54.5
<b>White</b>	12	11	91.7	8.3	72.7
<b>English Learners</b>	148	1135	91.2	8.8	18.5
<b>Foster Youth</b>	2	1	50	50	0
<b>Homeless</b>	14	13	92.9	7.1	7.7
<b>Military</b>	5	5	100	0	40
<b>Socioeconomically Disadvantaged</b>	266	244	91.7	8.3	28.3
<b>Students with Disabilities</b>	40	37	92.5	7.5	10.8

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2021-22 Opportunities for Parental Involvement

Contact Person Name: Veronica Garcia  
Phone Number: (619) 336-8251

Due to COVID-19 many of annual opportunities for parental involvement have been suspended. When possible we will conduct these opportunities virtually. We will resume activities when approved, per district policy..

#### 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
- Virtual Back-to-School Night/Open House
- Virtual Parent-Teacher Conferences
- Oceans Alive! Marine Activities, Resources and Education (M.A.R.E.)
- Virtual Parent Hour

#### Parent & Community Celebration

- Family Learning Days
- Reading Incentive Program
- School Festivals
- Virtual School-wide Fundraisers
- Virtual Book Fair

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

## 2021-22 School Safety Plan

### SB187 Safety Plan

Date the plan was last updated: December 2020

Date the plan was last reviewed with the staff: January 2021

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (A.) Child Abuse Reporting, (B.) Disaster Response Procedures, (C.) Suspension and Expulsion Policies, (D.) Notification of Teachers regarding Dangerous Pupils, (E.) Discrimination and Sexual Harassment, (F.) School-wide Dress Codes Prohibiting Gang-related Apparel, (G.) Procedures for Safe Ingress and Egress from School, (H.) Procedures to Ensure a Safe and Orderly Environment Conducive to Learning, (I.) Rules and Procedures on School Discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. (J.) Hate Crimes Policies and Procedures, (K.) Procedures under the Safe and Drug-Free Schools Act and (L.) Bullying Prevention Policies and Procedures. 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.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,105	\$508	\$6,597	\$78,743
District	N/A	N/A	\$6,447	
Percent Difference - School Site and District	N/A	N/A	2.3	-3.8
Percent Difference - School Site and State	N/A	N/A	-16.1	-2.3

## 2020-21 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 \$26,943  
 LCAP Supplemental and Concentration Funds \$114,631  
 Total \$141,574

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## Professional Development

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data, school needs and staff input. The district calendar earmarks two full professional growth days and six days with early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend virtual conferences and virtual district-wide professional development throughout the year, including five early-release days for district-focused learning. Conferences and professional workshops are selected by teachers with the principal's guidance to ensure that the professional learning involves strategies with rigor and relevance towards meeting our objectives. In recent years, reas of focus for teacher training have included effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in language arts and mathematics, specific training to support the needs of English Learners, innovative approaches in instructional content/delivery, as well as increased awareness and planning around school safety, and ways to support and strengthen our school culture. 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, targeted groups, grade-level teams, and through individual mentoring by the school administrator. During the implementation process, teachers are supported through teacher-principal meetings and student performance reporting on grade level data team collaboration days. As part of grade level collaboration, teachers share ideas, strategies and resources that were learned during professional growth trainings and review student progress on specific English Language Arts and Mathematics units. The district also assists in the coordination of support services under the Beginning Teacher Support and Assessment (BTSA) Induction Program for Year One and Year Two Beginning Teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

\*As a result of the restrictions due to COVID-19 many of our traditionally in person professional development opportunities have transitioned to the virtual setting, where possible.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	26	20	19

# National School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

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# Kimball Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Kimball Elementary School
<b>Street</b>	302 W. 18th Street
<b>City, State, Zip</b>	National City, CA 91950
<b>Phone Number</b>	619-336-8300
<b>Principal</b>	Luz Vicario
<b>Email Address</b>	lvicario@nsd.us
<b>School Website</b>	www.nsd.us
<b>County-District-School (CDS) Code</b>	37-68221-6038772

## 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2021-22 School Overview

Kimball School was built in 1941 on the west side of National City. 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 390 students. During the upcoming school year, we will promote our second cohort of students to the middle school. This cohort has been in the dual language immersion program since kindergarten grade.

### 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, A World of 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 in a global economy.

### Our Vision

One child, two languages, unlimited possibilities.

### Our Mission

Like our namesake, Frank Kimball, an early visionary leader in National City, the second oldest city in San Diego County, Kimball Dual Language School: Strives to encourage and promote each individual in realizing their full potential. As a learning community, we collaborate to educate and nurture students, parents, and staff. By providing rigorous standards and instruction in two languages we prepare our students to develop an appreciation of diverse cultures, to be critical thinkers and problem solvers of the future.

### Message from Principal, Luz Vicario

The teachers, staff, and parents of our school community believe that all students can be successful when provided a

## 2021-22 School Overview

challenging, rigorous, 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 is offered to students of kindergarten through sixth-grade age. 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 to succeed. While barriers to achievement still exist, we have achieved extraordinary success and continue persisting and persevering. As a community of learners, we continuously investigate and implement best strategies on a school-wide basis to ensure our students achieve and succeed in two languages!

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	08/25/2021
--	------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt GO MATH! 2015/2016	Yes	0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009	Yes	0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008	Yes	0%
<b>Foreign Language</b>	Benchmark Advanced/Adelante for English Language Development 2020	Yes	0%
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

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## School Facility Conditions and Planned Improvements

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, newly installed blinds, new carpeting, and purchasing new furniture. 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 was installed 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. In 2017 the kitchen area in the auditorium received a major upgrade with a new tiled look. During the summer of 2019 the hallways in the main building were all upgraded with vinyl tackboard, freshly painted and the floors were once again refurbished, giving the main entrance to the building a very modern look.

### 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. Due to the current COVID-19 situation we have adopted cleaning standards that promote a healthy environment and mitigate transmission and spread of the virus.

### 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.

Year and month of the most recent FIT report

8/4/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Girls RR: Walls/flooring need repairs Action Taken: Work orders submitted for repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs				Kitchen: Roof leak Action Taken: Work orders submitted for repairs.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				Playground: comment n/a

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	216	216	100%	0	2%
Female	120	120	100%	0	3%
Male	96	96	100%	0	2%
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a

<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	3	3	100%	0	0
<b>Hispanic or Latino</b>	209	209	100%	0	2%
<b>Native Hawaiian or Pacific Islander</b>	n/a	n/a	n/a	n/a	n/a
<b>Two or More Races</b>	4	4	100%	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	138	138	100%	0	2%
<b>Foster Youth</b>	n/a	n/a	n/a	n/a	n/a
<b>Homeless</b>	n/a	n/a	n/a	n/a	n/a
<b>Military</b>	n/a	n/a	n/a	n/a	n/a
<b>Socioeconomically Disadvantaged</b>	n/a	n/a	n/a	n/a	n/a
<b>Students Receiving Migrant Education Services</b>	n/a	n/a	n/a	n/a	n/a

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	216	216	100%	0	7%
<b>Female</b>	120	120	100%	0	8%
<b>Male</b>	96	96	100%	0	6%
<b>American Indian or Alaska Native</b>	n/a	n/a	n/a	n/a	n/a
<b>Asian</b>	n/a	n/a	n/a	n/a	n/a
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	3	3	100%	0	33%
<b>Hispanic or Latino</b>	209	209	100%	0	7%
<b>Native Hawaiian or Pacific Islander</b>	n/a	n/a	n/a	n/a	n/a
<b>Two or More Races</b>	4	4	100%	0	25%
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	138	138	100%	0	1%
<b>Foster Youth</b>	n/a	n/a	n/a	n/a	n/a
<b>Homeless</b>	n/a	n/a	n/a	n/	n/a
<b>Military</b>	n/a	n/a	n/a	n/a	n/a
<b>Socioeconomically Disadvantaged</b>	n/a	n/a	n/a	n/a	n/a
<b>Students Receiving Migrant Education Services</b>	n/a	n/a	n/a	n/a	n/a

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2021-22 Opportunities for Parental Involvement

Contact Person Name: Luz Vicario, Principal

Phone Number: (619) 336-8350

\*\*Home/School Partnership:

Weekly Parent 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)

Coffee with the Principal

Back to School Night

PTA

Monthly student recognition assemblies

\*\*Most of these activities conducted virtually due to COVID-19 restrictions

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

## 2021-22 School Safety Plan

Date the plan was last updated: December 2021

Date the plan was last reviewed with the staff: November 2021

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 to 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 in the school's front office. 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. Throughout the school year, we hold ten (10) fire drills, four (4) lockdown drills and (4) earthquake drills. Portions of our safety plan have been reviewed by parents during our parent meetings and we work closely with our local police and fire department to provide a safe environment. In addition to this, our staff is involved in regularly scheduled safety meetings throughout the school year to review all aspect of our safety plan.

Additionally, our plan includes our PBIS (Positive Behavior Intervention and Supports) program which is a preventative and positive multi-tiered system of support that is embraced by Kimball School to foster a safe and positive learning environment. Our PBIS program includes four main components: (1) clearly defining and teaching behavioral expectations (2) consistently acknowledging and rewarding expected behavior (3) providing clear and consistent interventions when students break expectations and (4) using behavioral data to assess progress and address needs. In addition to our positive behavior supports we also use restorative practices to support students in making responsible choices at all times. Our restorative practice framework and approach is centered around strengthening relationships between students, building social connections within classrooms and schools, and resolving conflict. While restorative approaches aim to prevent harm, they also give voice to those who have been harmed and allow individuals to take responsibility for their actions and restore relationships. Students are rewarded when caught making positive choices with Lion's Pride/Golden tickets which students enter into weekly and monthly raffles.

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### D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,017	\$417	\$6,600	\$78,549
District	N/A	N/A	\$6,447	
Percent Difference - School Site and District	N/A	N/A	2.3	-4.0
Percent Difference - School Site and State	N/A	N/A	-16.0	-2.5

## 2020-21 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.

LCAP \$75,138  
 Title I \$73,063  
 Total \$148,201

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

Given that our program began approximately 10 years ago, a decision was made to review, regroup and restructure our dual language program. Several teachers will participate in eight (8) modules of the Dual Language Academy sponsored by CABE (California Association of Bilingual Education.) The modules included the following topics: (1) Foundations for a strong, successful, and sustainable dual language program, (2) Best practices in dual language education, (3) Becoming a reflective dual language teacher, (4) Authentic Spanish reading instruction, (5) Academic Spanish language development for dual language teachers, (6) The what and how of Spanish, (7) Cross-linguistic transfer in a dual language program, (8) Best practices for Spanish writing instruction in a dual language classroom. Additionally, teachers have participated in ELD training, staff development on Panaroma, our student success tracking system across academics, attendance, behavior and social emotional learning, and MTSS.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	26	18	19

# National School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

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# Las Palmas Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

## California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Las Palmas Elementary School
<b>Street</b>	1900 E. 18th Street
<b>City, State, Zip</b>	National City, CA 91950
<b>Phone Number</b>	(619) 336-8500
<b>Principal</b>	Sonia Ruan
<b>Email Address</b>	sruan@nsd.us
<b>School Website</b>	www.nsd.us
<b>County-District-School (CDS) Code</b>	37-68221-6038780

## 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2021-22 School Overview

Las Palmas School is located in National City, California, a close-knit 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 22 certificated teachers, 3 special ed teachers, 4 impact teachers, 15 classified employees and 6 support staff. special education 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"

## 2021-22 School Overview

“Whatever it Takes”  
“Relationships Matter”

Message from Principal, Sonia Ruan

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!” During the Corona Virus Pandemic, our entire school community united in our efforts to continue supporting all our families. Las Palmas has an excellent staff of teachers, instructional 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. Join us as we continue to create a school where all of our students are successful.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

#### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	08/25/2021
--	------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt California GO MATH, University California Irvine Math 2015/2016	Yes	0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	Yes	0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008	Yes	0%
<b>Foreign Language</b>	Benchmark Advanced/Adelante for English Language Development 2020	Yes	0%
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

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## School Facility Conditions and Planned Improvements

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
- 2015 - A high speed and wireless network were added to every classroom on the site.
- 2016 - Air conditioning was added to all original buildings, including every classroom on the site. Additionally, the electrical and the fire alarm systems were upgraded to support the air conditioning and one-to-one computing.
- 2017 and 2018 - Exterior walls have been removed and replaced on many of the portable buildings on the site.

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.

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

8/4/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Furnace Room: Dirty Multipurpose: Flooring needs to be replaced Action Taken: Work orders submitted for repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Kitchen RR: Damage to sewage line Action Taken: Work order submitted for repair.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

## School Facility Conditions and Planned Improvements

**Structural:**

Structural Damage, Roofs

**External:**

Playground/School Grounds, Windows/  
Doors/Gates/Fences

X

Playground: comment n/a

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	402	402	88	12	31
Female	210	182	85	28	31
Male	220	220	91	20	66
American Indian or Alaska Native	0	0	0	0	0
Filipino	402	34	88	12	38
Hispanic or Latino	402	334	88	12	29
White		9	100	0	33

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

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## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Las Palmas strives to involve parents in motivating students to love learning and be successful in school. We believe that with parents as team partners, we can make great academic and emotional strides with our children. We offer a variety of classes and workshops to our parents during our virtual Coffee with the Principal meetings. Topics for these meetings include workshops for technology, distance learning, Positive Behavior Intervention and Supports (PBIS), Restorative Practices, and Safety. Parents also have the opportunity to attend the DPAC workshops and CAFE Para-Ed/ Parent Conference offered through the San Diego County Office of Education. Our Parent Teacher Association has been creative in organizing virtual school celebrations that are intended to motivate our community.

#### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

#### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

## 2021-22 School Safety Plan

Date the plan was last updated: November 2021

Date the plan was last reviewed with the staff: December 2021

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) school wide 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.

### D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	

## 2020-21 Student Support Services Staff

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

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$6,594	\$291	\$6,303	\$81,918
<b>District</b>	N/A	N/A	\$6,447	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-2.3	0.2
<b>Percent Difference - School Site and State</b>	N/A	N/A	-20.6	1.7

## 2020-21 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 \$243,890  
 LCAP Supplemental and Concentration Funds \$167,267  
 Total: \$411,157

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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## Professional Development

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 district-wide professional development throughout the year. During the 2019-20 school year all teachers at Las Palmas will receive approximately over ten hours of professional development in mathematics through the University of California Irvine subject matter project. This professional development will empower our teachers to deliver a cohesive, common core curriculum based on the CCSS. The project includes hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core to assist our teachers in the implementation of our GoMath adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and ELA was selected in response to the needs highlighted in our CAASPP data. In the area of language arts, all of our teachers will receive in-depth professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to deliver robust and rigorous lessons. Both these areas of focus have been delivered through teacher release days, bi-weekly data team meetings, collaboration days and weekly staff meetings, off the clock offerings and during individual teacher planning days. We have three District Resource Teachers that provide workshops in the area of Language Arts and English Language Development. With our new English Language Arts adoption, all teachers will receive staff development in the implementation of our newly adopted BENCHMARK materials. To support daily, robust, and rigorous reading, our district office has adopted the American Reading Company 100 book libraries. All teachers will receive staff development on the implementation and best practices used for these reading baskets for students. Our counselors have received training on the Sanford Harmony social-emotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students. of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, ELA Benchmark curriculum, 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 difficulty or need improvement have access to the PAR (Peer Assistance Review) Program. Lastly, in preparation for Distance Learning, certificated staff received seventeen days of professional development on instructional resources that support distance teaching. These workshops were extremely valuable as teachers transitioned to teaching on line.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	26	17	19

## National School District 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

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**Lincoln Acres Elementary School**  
**2021 School Accountability Report Card**

**Lincoln Acres**



**STEAM+**  
**SCHOOL**

# General Information about the School Accountability Report Card (SARC)

## SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

## DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

## California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Lincoln Acres Elementary School
<b>Street</b>	2200 Lanoitan Avenue
<b>City, State, Zip</b>	National City, CA 91950
<b>Phone Number</b>	(619) 336-8600
<b>Principal</b>	Katherine Melanese
<b>Email Address</b>	kmelanese@nsd.us
<b>School Website</b>	www.nsd.us
<b>County-District-School (CDS) Code</b>	37-68221-6038798

## 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2021-22 School Overview

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 compassionate and innovative leaders 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 academic and social development.
- Integrate STEAM+ content with Literacy to provide real-world learning, content literacy, application, and higher-ordered thinking skills.
- 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 via our PBIS program 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.

Message from Principal, Kathy Melanese

Lincoln Acres School is a kindergarten through sixth grade elementary school located in an unincorporated area 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 20 general education classes.

During the 2021-2022 school year, Lincoln Acres is providing in-person instruction to all of our students. Our teachers have spent many hours preparing to provide meaningful, engaging, and rigorous instruction that address the unfinished learning from the 2020-2021 school year and that supports student achievement toward grade-level standards. We hold high standards for our students and work closely with our families to ensure we are providing the support needed for all students to achieve academic growth. In addition, teachers utilize high-quality materials for students to use at school and at home to enhance learning. These materials include hands-on math and science materials that align with our STEAM+ focus.

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

In addition to our focus on the Common Core State Standards and the effective implementation of state adopted curriculum, we have self-identified as a STEAM+ school. Our teaching staff have participated in extensive training in STEAM (Science, Technology, Engineering, Arts & Math) subjects integrated with English Language Arts. This instructional focus has increased

## 2021-22 School Overview

student engagement and motivation in the classroom. Our students have had increased opportunities to explore life, physical and earth sciences. The excitement from the students has been evidenced throughout the day, but most especially in student projects. With the continued effort of the whole school community, which includes the support of parents and community members, we will continue to provide a STEAM+ focus and a motivating and engaging environment that enhances student learning.

Our school, in partnership with the YMCA, provides extended learning opportunities before and after school. Our school staff provide after school instruction in English Language Arts and Math and the 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. Lincoln Acres has a very active Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), and School Site Council (SSC). We are thankful to have such a wonderful group of dedicated parents to help us support our educational program. We are always seeking parents and community members to volunteer at Lincoln Acres School.

Lincoln Acres:

“Today’s Learners . . . Tomorrow’s Leaders!”

Our vision is to provide our students with a superior education by incorporating the intersections of Literacy and STEAM subjects where students, families, and teachers are active learners through relevant, rigorous, and engaging hands-on-experiences, that lead to innovation and connect to the real world to ensure our students become compassionate professionals prepared for 21st Century careers.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	08/25/2021
--	------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt California GO MATH! 2015-2016	Yes	0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	Yes	0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008	Yes	0%
<b>Foreign Language</b>	Benchmark Advanced/Adelante for English Language Development 2020	Yes	0%
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

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## School Facility Conditions and Planned Improvements

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good, working condition 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 with the custodial staff and custodial supervisor to develop cleaning schedules that ensure a clean and safe school. Due to the current Covid-19 pandemic, we have adopted cleaning and disinfecting procedures to mitigate transmission of the virus as much as possible.

### 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 the following: adding air conditioners to every classroom and multi-purpose room, upgrading electrical capacity for four school sites, a complete upgrade of our network cabling, upgrading network infrastructure hardware 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.

Year and month of the most recent FIT report

8/12/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Hallway: Peeling paint Room 2: Hole in wall Room 20: Wall damage and ramp Room 27: Base board and carpet Room 31: broken door under sink Room 9A: Door frame paint back door Action Taken: Work orders submitted for repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Room 25: broken outlet Action Taken: Work order submitted for repair.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b>	X			K2: Door frame paint

## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/  
Doors/Gates/Fences

Action Taken: Work order submitted for repair.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	529	490	92.8%	7.2%	32%
Female	236	223	94.5%	5.5%	36.3%
Male	291	266	91.4%	8.6%	28.2%
American Indian or Alaska Native	0	0	0	0	N/A
Asian	14	12	85.7%	14.3%	58.3%

<b>Black or African American</b>	3	2	66.7%	33.3%	100%
<b>Filipino</b>	225	23	92%	8%	73.9%
<b>Hispanic or Latino</b>	449	424	94.4%	5.6%	29.7%
<b>Native Hawaiian or Pacific Islander</b>	2	2	100%	0%	0%
<b>Two or More Races</b>	8	5	62.5%	37.5%	20%
<b>White</b>	14	11	78.6%	21.4%	27.3%
<b>English Learners</b>	240	229	95.4%	4.6%	20.1%
<b>Foster Youth</b>	2	0	0	0	N/A
<b>Homeless</b>	33	33	100%	0%	24%
<b>Military</b>	6	6	100%	0%	50%
<b>Socioeconomically Disadvantaged</b>	363	338	93%	7%	23%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	N/A
<b>Students with Disabilities</b>	100	77	77%	23%	22%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	529	490	92.8%	7.2%	25.1%
<b>Female</b>	236	222	94.1%	5.9%	26.1%
<b>Male</b>	291	267	91.8%	8.2%	24.3%
<b>American Indian or Alaska Native</b>	0	0	0	0	N/A
<b>Asian</b>	14	12	85.7%	14.3%	50%
<b>Black or African American</b>	3	2	66.7%	33.3%	50%
<b>Filipino</b>	20	23	92%	8%	65.2%
<b>Hispanic or Latino</b>	449	424	94.4%	5.6%	22.4%
<b>Native Hawaiian or Pacific Islander</b>	4	4	100%	0%	0%
<b>Two or More Races</b>	8	5	62.5%	37.5%	20%
<b>White</b>	14	12	85.7%	14.3%	33%
<b>English Learners</b>	240	229	95.4%	4.6%	15.7%
<b>Foster Youth</b>	2	2	0	0	N/A
<b>Homeless</b>	33	33	100%	0%	18%
<b>Military</b>	6	6	100%	0%	50%
<b>Socioeconomically Disadvantaged</b>	362	339	93.6%	6.4%	24.5%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	N/A

<b>Students with Disabilities</b>	100	76	76%	24%	14.5%
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2021-22 Opportunities for Parental Involvement

Contact Person Name: Katherine Melanese  
Phone Number: (619) 336-8600

There are a number of activities for parents and families to be involved in at Lincoln Acres. Due to the Coronavirus pandemic, the district has suspended all in-person volunteer opportunities so we have tried to offer virtual activities where noted. When possible, we look forward to resuming family engagement activities back on our campus.

- (Virtual) IBook Fair
- Chaperone field trips & classroom projects
- (Virtual) District Parent Advisory Council (DPAC)
- (Virtual) English Language Advisory Committee (ELAC)
- Fall Festival
- Family Reading Nights
- (Virtual) STEAM Days and Nights
- Grandparent Program (Catholic Charities)
- (Virtual) Parent/Teacher Association (PTA)
- (Virtual) Parent Education Opportunities (Nutrition, Por la Vida, English Classes, Mano a Mano)
- Parent Volunteers (Volunteer Workshops)
- PeaceBuilders
- Makerspace
- (Virtual) School Site Council (SSC)
- (Virtual) Student of the Month Assemblies
- Technology Events
- Vision and Dental Outreach Services

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

## 2021-22 School Safety Plan

Date the plan was last updated: October 2021

Date the plan was last reviewed with the staff: October 2021

The Comprehensive School Safety Plan includes school procedures to address daily school safety and safety in emergencies. In addition, it includes 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) school-wide 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 in the office.

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.

### D. Other SARC Information

### Information Required in the SARC

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

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,909	\$635	\$6,274	\$77,829
District	N/A	N/A	\$6,447	
Percent Difference - School Site and District	N/A	N/A	-2.7	-4.9
Percent Difference - School Site and State	N/A	N/A	-21.0	-3.5

## 2020-21 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 \$106,108  
 LCAP Supplemental and Concentration Funds \$161,500  
 Total \$ 267,608

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## Professional Development

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 (ARC and Benchmark) and mathematics (UCI Math Project), as well as specific training to support the needs of English Learners. In addition to these subject areas, professional development is provided to teachers on methods and best practices for using online platforms such as Panorama, Schoology, Seesaw, ARC, Google Meets, and other resources.

During the 2021-2022 school year, professional development will be provided in the areas of mathematics and ELA. These content areas were selected in response to the needs highlighted in our iReady data. In the area of language arts, all of our teachers will receive professional development in the California ELA/ELD framework and standards with a specific focus on vocabulary development and comprehension of informational text and literature. In math, professional development will address the domains of Number and Operations and Algebra and Algebraic Thinking. A secondary goal of all professional development is to address the needs of English learners to close the achievement gap between this group and their English only peers. In addition to the academic areas, our teachers have received training on a variety of social-emotional curriculum which they will deliver in their classrooms. The curriculum will focus on a variety of topics with an emphasis on emotional regulation. This area was an identified need based on social-emotional student self-surveys and teacher surveys of students.

Professional development will be delivered through teacher release days, bi-weekly data team meetings, collaboration days, weekly staff meetings, off the clock offerings and during individual teacher planning days. Professional development is provided in various formats including whole group, grade-level teams, and through individual mentoring and coaching by our District Resource Teachers. The District assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	26	17	19

# National School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

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#### 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

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# Olivewood Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Olivewood Elementary School
<b>Street</b>	2505 F Avenue
<b>City, State, Zip</b>	National City, CA 91950
<b>Phone Number</b>	(619) 336-8700
<b>Principal</b>	Linnette Gonzalez Castañeda
<b>Email Address</b>	lcastaneda@nsd.us
<b>School Website</b>	www.nsd.us
<b>County-District-School (CDS) Code</b>	37-68221-6038806

## 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2021-22 School Overview

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

## 2021-22 School Overview

At Olivewood, 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, Linnette Gonzalez Castañeda

We are very proud of our school and our school community. Our students' socioemotional and academic growth are 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. 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 engagement 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 and that we work together to assist our families 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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
<b>Total Teaching Positions</b>	

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

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	08/25/2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt California GO MATH! 2015/2016	Yes	0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	Yes	0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008	Yes	0%
<b>Foreign Language</b>	Benchmark Advanced/Adelante for English Language Development 2020	Yes	0%
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

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.

2015- A high speed and wireless network was added to every classroom on the site.

2016- Air conditioning was added to all original buildings, including every classroom on the site. Additionally, the electrical and the fire alarm systems were upgraded to support the air conditioning and one-to-one computing.

2018- Exterior walls have been removed and replaced on a many of the portable buildings on the site.

2019- Additional parking lot was built with more than 50 parking spaces.

2021- Turf was added to the Kindergarten area to provide a mini-soccer area for children.

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.

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

8/5/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Room 22 (Modular): Had mold remediation done. Termite damage
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Room 22 (Modular): Had mold remediation done. Termite damage
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	K-1: Storm drain needs repairs Playgrounds: Storm drains need repair Action Taken: Work orders submitted for repairs.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	519	470	90.6	9.4	36.6
Female	257	233	90.7	9.3	42.1
Male	262	237	90.5	9.5	31.2
American Indian or Alaska Native	1	0	0	100	0
Asian	5	2	40	60	100
Black or African American	6	6	100	0	33.3
Filipino	21	19	90.5	9.5	78.9
Hispanic or Latino	462	422	91.3	8.7	34.4

<b>Native Hawaiian or Pacific Islander</b>	3	3	100	0	66.7
<b>Two or More Races</b>	5	5	100	0	40.0
<b>White</b>	4	2	50	50	50
<b>English Learners</b>	240	219	91.3	8.7	23.3
<b>Foster Youth</b>	1	1	100	0	0
<b>Homeless</b>	24	21	87.5	12.5	33.3
<b>Military</b>	3	3	100	0	66.7
<b>Socioeconomically Disadvantaged</b>	356	317	89	11	35.6
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	52	43	82.7	17.3	16.3

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	519	475	91.5	8.5	28.2
<b>Female</b>	257	233	90.7	9.3	27.5
<b>Male</b>	262	242	92.4	7.6	28.9
<b>American Indian or Alaska Native</b>	1	1	100	0	0
<b>Asian</b>	5	2	40	60	50
<b>Black or African American</b>	6	6	100	0	16.7
<b>Filipino</b>	21	20	95.2	4.8	60
<b>Hispanic or Latino</b>	462	428	92.6	7.4	25.7
<b>Native Hawaiian or Pacific Islander</b>	3	3	100	0	33.3
<b>Two or More Races</b>	5	4	80	20	50
<b>White</b>	4	2	50	50	0
<b>English Learners</b>	240	224	93.3	6.7	18.8
<b>Foster Youth</b>	1	1	100	0	0
<b>Homeless</b>	24	23	95.8	4.2	21.7
<b>Military</b>	3	3	100	0	66.7
<b>Socioeconomically Disadvantaged</b>	356	322	90.4	9.6	25.5
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	52	43	82.7	17.3	7

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2021-22 Opportunities for Parental Involvement

Olivewood community believes that Parent Engagement is essential for student success. Currently, we have virtual parent opportunities. Safety is a priority and with our Covid-19 Safe Reopening Plan we currently do not have volunteers physically onsite. However, we still make every effort to involve families virtually.

Please contact Lupita Saunders at (619) 336-8752 for parent involvement opportunities.

Here are a few examples of parent involvement opportunities:

- 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
- Coffee with the Principal
- School assemblies

\*Currently all of these events are virtual.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

## 2021-22 School Safety Plan

### SB187 Safety Plan

Date the plan was last updated: October 1, 2021

Date the plan was last reviewed with the staff: October 4, 2021

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) school wide 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. Safety information is also provided via our Safety Flip Charts that are hung in every classroom and reviewed regularly.

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.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,833	\$230	\$6,603	\$83,320
District	N/A	N/A	\$6,447	
Percent Difference - School Site and District	N/A	N/A	2.4	1.9
Percent Difference - School Site and State	N/A	N/A	-16.0	3.4

## 2020-21 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 \$132,910  
 LCAP Supplemental and Concentration Funds \$169,445  
 Total \$ 302,355

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

Olivewood School is determined to give students the highest quality education possible. In order to meet students' needs, we believe that professional development is an important educational component. At our school site we are primarily focused in two areas, Language Arts and Mathematics. This is a decision derived by our school data and student needs. Educators learn best practices in these fields in various ways. Professional learning communities, workshops, conferences, and lesson studies are some of the ways that Olivewood teachers excel in their learning and teaching.

Teachers are supported continuously. During implementation, the principal is in classrooms daily observing and providing valuable feedback. The school has a leadership team that also provides ideas such as lesson studies, coaching, and walkthroughs to learn from each other. Data teams meet monthly and reflections are done on student progress. Teachers reflect on what is working, what needs refining, and next steps. Classroom educators also have constant communication with our Language Arts Specialist who is an expert in her field and she provides coaching, suggestions, co-teaching, and facilitating of professional development.

In addition, the National School District calendar earmarks full days and early release time for providing site-based professional development for all teachers. The District also assists in the coordination of the New Teacher Induction Support Program for year one and two teachers. Furthermore, educators who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	26	18	19

# National School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

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# John A. Otis Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	John A. Otis Elementary School
<b>Street</b>	621 E. 18th Street
<b>City, State, Zip</b>	National City, CA 91950
<b>Phone Number</b>	619-336-8800
<b>Principal</b>	Dr. Leticia Segura
<b>Email Address</b>	lsegura@nsd.us
<b>School Website</b>	www.nsd.us
<b>County-District-School (CDS) Code</b>	37-68221-6038756

## 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2021-22 School Overview

At John A. Otis we believe in creating a safe, nurturing environment. We are active participants with parents and community members 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 Elementary 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 Elementary School maintains a safe, orderly environment that provides a pleasant, efficient climate in which current technology reinforces educational goals.

Message from Principal, Leticia Segura

Dear Families,

My name is Dr. Leticia Segura and it is an honor to serve as the School Principal at John A. Otis Elementary school. Our mission is to serve students while providing an exemplary, world-class education focused on Common Core State Standards in

## 2021-22 School Overview

a safe and nurturing environment. At John Otis, we have excellent teachers, and support staff who are committed to developing exceptionally prepared learners filled with compassion and innovation. Working together as a team, we will do “Whatever it Takes” to ensure the academic and social, and emotional success of our students.

We continue to establish a safe campus by implementing Positive Behavior Interventions and Restorative Practices to strengthen relationships. Our staff and students know the importance of being Respectful, On task, Always safe, and Responsible, the Tiger ROAR way! John Otis received Platinum recognition in 2019 and 2021 for the CA PBIS Coalition, for all our efforts.

Family engagement and parent empowerment are critical to the success of our students. We encourage you to join the PTA, participate in our School Site Council Committee, ELAC Committee, and join us for Coffee with the Principal virtual meetings! Looking forward to working with you and your child this year. Go Tigers!

Dr. Leticia Segura, Principal

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	08/25/2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt California GO MATH! 2015/2016	Yes	0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	Yes	0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008	Yes	0%
<b>Foreign Language</b>	Benchmark Advanced/Adelante for English Language Development 2020	Yes	0%
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

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## School Facility Conditions and Planned Improvements

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 the parking facility

2015/2016 —Modernization construction project was funded by the local bond funds (Measure N). The project included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity. 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 speeds and greater network bandwidth.

2018—We replaced a number of exterior walls on our modular buildings. In addition, the exterior of all campus buildings was painted. The soccer field was reconditioned.

2019—New roof and skylights were added to the main building. A new roof was added to Room 13. A new garden and playground equipment were added. New carpets were added to rooms 8, 13, and the hallway in the main building. The artificial turf was reconditioned (new padding and borders added).

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

John A. Otis has 16 regular classrooms, a room for our Resource Specialist Program, a room for our literacy support personnel, (16 are portable buildings), offices for support personnel (speech and language specialist, psychologist, language arts specialist, counselor, and enrichment teachers), a parent center, after school homework labs, and a school 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 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 a 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.

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

8/3/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Multipurpose: Replace flooring Room 4: Flooring need to be replaced, stained Action Taken: Work orders submitted for repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				
<b>Safety:</b> Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs				
			X	Playground: Asphalt repairs need to be made Action Taken: Work order submitted for repair.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	418	381	91.1%	8.9%	37.5%
Female	202	187	92.6%	7.4%	44.4%
Male	214	192	89.7%	10.3%	30.7%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	7	7	100%	0%	85.7%

<b>Black or African American</b>	1	1	100%	0%	0%
<b>Filipino</b>	24	24	100%	0%	66.7%
<b>Hispanic or Latino</b>	359	325	90.5%	9.5%	34.8%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100%	0%	0%
<b>Two or More Races</b>	3	3	100%	0%	33.3%
<b>White</b>	6	6	100%	0%	16.7%
<b>English Learners</b>	229	217	94.8%	5.2%	25.8%
<b>Foster Youth</b>	3	3	100%	0%	66.7%
<b>Homeless</b>	35	30	85.7%	14.3%	43.3%
<b>Military</b>	3	3	100%	0%	100%
<b>Socioeconomically Disadvantaged</b>	303	274	90.4%	9.6%	36.5%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	0%
<b>Students with Disabilities</b>	33	29	87.9%	12.1%	17.2%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	418	385	92.1%	7.9%	28.8%
<b>Female</b>	202	189	93.6%	6.4%	28.6%
<b>Male</b>	214	194	90.7%	9.3%	28.4%
<b>American Indian or Alaska Native</b>	0	0	0%	0%	0%
<b>Asian</b>	7	7	100%	0%	71.4%
<b>Black or African American</b>	1	1	100%	0%	0%
<b>Filipino</b>	24	22	91.7%	3%	68.2%
<b>Hispanic or Latino</b>	359	331	92.2%	13%	26.6%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100%	0%	0%
<b>Two or More Races</b>	3	3	100%	0%	33.3%
<b>White</b>	6	6	100%	0%	0%
<b>English Learners</b>	229	217	94.8%	5.2%	20.7%
<b>Foster Youth</b>	3	3	100%	0%	33.3%
<b>Homeless</b>	35	31	88.6%	11.4%	29%
<b>Military</b>	3	3	100%	0%	100%
<b>Socioeconomically Disadvantaged</b>	302	278	91.7%	8.3%	27%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	0%

<b>Students with Disabilities</b>	33	29	87.9%	12.1%	20.7%
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Contact Person Name: Araceli Welch  
Phone Number: (619) 336-8800

Research shows a high correlation between parent involvement and effective schools. Parents and community members are essential to our educational community and are encouraged to be involved in their child's education. Parents are continuously encouraged to play an active role in our Parent and Teacher Association (PTA), participate in leadership positions of our District Parent Advisory Council (DPAC), our School Site Council (SSC), English Language Advisory Committee (ELAC), and collaborate in our Positive Behavior Intervention Supports (PBIS) Tier I Committee. Due to our safe re-opening plan, we have suspended all volunteers from coming on campus; therefore all meetings are being held virtually.

Our John Otis weekly parent newsletter provides our school community updates about school events and information. All families receive an electronic version of our weekly parent newsletter to share announcements, meeting dates, and community resources. In addition, parents receive additional communication via Peachjar and our John Otis marquee. Coffee with the Principal meetings provide parents with training on how to support their children at home during distance learning.

Under normal circumstances, our home to school partnerships is strengthened via:

PTA/Family Events

Safe Routes to School Program

Student Council Spirit Days

Access to technology at home (iReady Online-Reading and Math, Prodigy, and Raz Kids)

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

## 2021-22 School Safety Plan

The School Safety Plan was last updated: October, 2021

The plan was reviewed with all staff and during our virtual Professional Development day on October 2021 and with the School Site Council on October 26, 2021.

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 (10) National School District's COVID-19 Safe Re-Opening Plan page and (11) Annual Notification Handbook for Parents pursuant to Ed Code Sections 35291 and 35291.5.

A copy of the plan is available for inspection by the public at each school. Safety information is also provided via our Safety Flip-charts that are hung in every classroom and reviewed yearly with staff. 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.

### D. Other SARC Information

### Information Required in the SARC

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

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,710	\$377	\$6,333	\$87,423
District	N/A	N/A	\$6,447	
Percent Difference - School Site and District	N/A	N/A	-1.8	6.7
Percent Difference - School Site and State	N/A	N/A	-20.1	8.2

## 2020-21 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 Funds \$133,892

LCAP Supplemental and Concentration Funds 2020-20221- \$182,578

Total: \$316,470

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

The selection of focus areas for ongoing professional development (PD) is selected in response to the needs highlighted in our iReady ELA and Math data. The district calendar earmarks full days and early release time for providing site-based professional development to support teachers with ELA & math curriculum, best instructional practices, data analysis to inform instruction, to strengthen our Positive Behavior Intervention and Support (PBIS) practices, and ways for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. In addition, we have strengthened our Multi-Tiered System of Supports (MTSS) process. Our MTSS leadership team met for three full days this year to analyze school data, school-wide SWIFT FIA data, and establish school-wide goals. PD has been delivered through teacher release days, collaboration days, weekly staff meetings, off-the-clock PD offerings, and individual teacher planning days.

We have four Teachers on Special Assignment (TOSA) that provide coaching support in the area of Language Arts and English Language Development. To support daily, robust and rigorous reading, our district office has adopted the American Reading Company. All teachers continue to receive coaching support on the implementation and best practices used for IRLA assessments, and ARC resources in SchoolPace and ARC Bookshelf. Our counselors have received training on the Sanford Harmony social-emotional curriculum which they will deliver in each classroom. Counselors deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	26	20	19

# National School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

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# Palmer Way Elementary School

## 2021 School Accountability Report Card



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

## DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

## California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Palmer Way Elementary School
<b>Street</b>	2900 Palmer Street
<b>City, State, Zip</b>	National City, CA 91950
<b>Phone Number</b>	(619) 336-8900
<b>Principal</b>	Alfonso J Denegri
<b>Email Address</b>	adenegri@nsd.us
<b>School Website</b>	www.nsd.us
<b>County-District-School (CDS) Code</b>	37-68221-6038814

## 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	619-336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2021-22 School Overview

Dear Families of Palmer Way Students,

Welcome to the 2021-2022 school year at Palmer Way! I hope you and your family have enjoyed the summer break and spent special time together. As we begin, I look forward to partnering with you, sharing in your journey of watching your child grow.

As I begin my 8th year as principal of Palmer Way, I want to assure you that Palmer Way has a special place in my heart, just as it does with you. I am very grateful to be able to continue as part of a community that values families and education so much. The partnership between school and home will be more important than ever as we look to move beyond distance and hybrid learning. As always, the physical and social-emotional safety of our students, families, and staff will remain the highest priority.

As you know, we will begin the school year on Monday, July 26, 2021. During the first few weeks of school, it is imperative that students build relationships with their teacher(s) and peers. Here at Palmer Way we have learned and grown from our distance and hybrid experiences the last year and a half. This year, we are committed to providing all students with a rigorous and robust education aligned to the National School District Mission and Vision, "Exceptionally prepared learners, Innovative and compassionate world citizens."

We are excited for a new school year of learning with you and your students. While you will notice a few new faces and some minor structural modifications, we welcome you to another promising year at Palmer Way School and wish you a great school year!

Sincerely,

Alfonso Denegri  
Principal

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	08/25/2021
---	------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt California GO MATH 2015/2016	Yes	0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	Yes	0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008	Yes	0%
<b>Foreign Language</b>	Benchmark Advanced/Adelante for English Language Development 2020	Yes	0%
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

Palmer Way's main campus was built in 1967. Since our opening the following major renovations or improvements 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.

Year and month of the most recent FIT report

8/6/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Custodial Room: Dirty Room B9 (Center): Replace cabinetry Action Taken: Work orders submitted for repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Storage: Shed needs to be replaced Action Taken: Work order submitted.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Playgrounds: Both primary and kinder playgrounds need attention Action Taken: Work order submitted for repairs.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	485	477	98.4	1.6	45.3
Female	253	249	98.4	1.6	45.4
Male	232	228	98.3	1.7	45.2
American Indian or Alaska Native	0	0	0	0	0
Asian	20	20	100	0	75

<b>Black or African American</b>	8	8	100	1.9	37.5
<b>Filipino</b>	84	84	100	0	75
<b>Hispanic or Latino</b>	321	315	98.1	1.9	11
<b>Native Hawaiian or Pacific Islander</b>	3	2	66.7	33.3	100
<b>Two or More Races</b>	18	18	100	0	26
<b>White</b>	16	16	100	0	29
<b>English Learners</b>	190	186	97.9	2.1	10
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	28	27	96.4	3.6	11.1
<b>Military</b>	4	4	100	0	66.7
<b>Socioeconomically Disadvantaged</b>	326	320	98.2	1.8	17.9
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	33	100	0	12

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	485	474	97.7	2.3	36.3
<b>Female</b>	253	247	97.6	2.4	33.6
<b>Male</b>	232	227	97.8	2.2	39.2
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	20	20	100	0	32
<b>Black or African American</b>	8	8	100	0	37.5
<b>Filipino</b>	84	84	100	0	63.1
<b>Hispanic or Latino</b>	321	312	97.2	2.8	23.7
<b>Native Hawaiian or Pacific Islander</b>	3	2	100	0	100
<b>Two or More Races</b>	18	18	100	0	66.7
<b>White</b>	16	16	100	0	56.3
<b>English Learners</b>	190	185	97.4	2.6	23.2
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	28	27	96.4	3.6	29.6
<b>Military</b>	4	4	100	0	100
<b>Socioeconomically Disadvantaged</b>	326	317	97.2	2.8	33.4
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0

<b>Students with Disabilities</b>	33	33	100	0	15.2
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Contact Person Name: Alfonso Denegri  
Phone Number: (619) 336-8950

Home/School Partnership:

- Virtual Student Recognition Assembly
- Parent/Teacher Association (PTA), Virtual Meeting
- GATE Steering Committee, Virtual Meeting
- School Site Council, Virtual Meetings
- English Language Advisory Committee (ELAC), Virtual Meetings
- Virtual Coffee with the Principal

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

## 2021-22 School Safety Plan

SB187 Safety Plan

Date the plan will be added: December 2021

Date the plan was last reviewed with the staff: January 2022

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.

### D. Other SARC Information

### Information Required in the SARC

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

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,322	\$358	\$6,964	\$85,712
District	N/A	N/A	\$6,447	
Percent Difference - School Site and District	N/A	N/A	7.7	4.7
Percent Difference - School Site and State	N/A	N/A	-10.7	6.2

## 2020-21 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. Funds are used to support three Impact Teachers.

Title I \$107,897  
 LCAP Supplemental and Concentration Funds \$124,723  
 Total \$340,110

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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## Professional Development

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. During the 2019-20 school year all teachers at Palmer Way will receive approximately 30 hours of professional development in mathematics through the University of California Irvine subject matter project. This professional development will empower our teachers to deliver a cohesive, common core curriculum based on the CCSS. The project includes hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core to assist our teachers in the implementation of our GoMath adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and ELA was selected in response to the needs highlighted in our CAASPP data. In the area of language arts, all of our teachers will receive in-depth professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. Both these areas of focus have been delivered through teacher release days, bi-weekly data team meetings, collaboration days and weekly staff meetings, off the clock offerings and during individual teacher planning days. We have four Teachers on Special Assignment (TOSA) that provide workshops in the area of Language Arts and English Language Development. We also have credentialed teachers that provide Engineering is Elementary lessons for students. This provides opportunity for the Language Arts and ELD workshops. With our new English Language Arts adoption, all teachers will receive staff development in the implementation of our newly adopted BENCHMARK materials. To support daily, robust and rigorous reading, our district office has adopted the American Reading Company 100 book libraries. All teachers will receive staff development on the implementation and best practices used for these reading baskets for students. Our counselors have received training on the Sanford Harmony social-emotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students. of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, ELA Benchmark curriculum, 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 difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

In addition to district level professional development focused around English language arts and math, Palmer Way also has a strong focus on Writing. Many hours of professional development are spent on identifying, studying and implementing Writing Strategies. At Palmer Way we believe that the skills most important to develop in young children, is a love of reading and writing. A child with a book or pencil in her hands is a child with a bright future in front of her. Reading and writing may be looked at as fundamental skills within the classroom, but their use remains essential long after one's formal education comes to an end. Living in the digital age has made literacy even more important, as communicating professionally via writing is an important skill in most workplaces. At a time when professionals spend one third of their time reading and writing emails, written communication is more important than ever before for success in academics and beyond. The earlier in life writing skills are developed, the stronger these skills will be in the long run, highlighting the importance of writing in elementary school.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	26	14	19

## National School District 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	619-336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

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# Rancho de la Nación Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Rancho de la Nación Elementary School
<b>Street</b>	1830 E. Division Street
<b>City, State, Zip</b>	National City, CA 91950
<b>Phone Number</b>	(619) 336-8100
<b>Principal</b>	Daniza Montero
<b>Email Address</b>	dmontero@nsd.us
<b>School Website</b>	www.nsd.us
<b>County-District-School (CDS) Code</b>	37-68221-6108559

## 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2021-22 School Overview

Welcome to Rancho de la Nación, home of the Mighty Mustangs! We are a K – 6 school dedicated to providing an exceptional educational experience to the students and families of our community. Rancho de la Nación is located in National City, California, a diverse community south of San Diego. 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 de la Nación is committed to making every student feel safe and welcome in our school community. We do this through teaching and reminding students to Be Respectful, Be Responsible, Be Safe, and Be Kind. I am proud to be part of a school that values such a positive, inclusive culture that teaches, recognizes and supports students to be compassionate human beings.

Student achievement is of the highest priority at Rancho de la Nación and we do this through rigorous lessons that are designed to help students master the Common Core State Standards. We work with all students to support them in achieving proficiency in the standards using specific strategies and holding all to high expectations. We believe students learn best through meaningful, engaging activities and we work to provide a rich learning environment in every classroom, every day.

Family engagement is a critical piece to student achievement and families are always welcome at Rancho de la Nación. We encourage you to join our PTA, volunteer, and to participate in the number of family engagement activities we plan throughout the year. You are the key to your child's success. Together, as a team, we can ensure your child thrives academically, socially, and emotionally.

### Rancho de la Nación 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.

## About this School

Grade Level
-------------

Student Group	Percent of Total Enrollment
---------------	-----------------------------

### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

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

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	08/25/2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt California Go Math! 2015/2016	Yes	0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	Yes	0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008	Yes	0%
<b>Foreign Language</b>	Benchmark Advanced/Adelante for English Language	Yes	0

	Development 2020		
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

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.
- 2018 - The parking lot was repaved and striped.
- 2019 - The exterior of the school was repainted and a school garden was built in the lower quad.

Ongoing—Maintenance of site with new paint, plants, flowers, grass and new playground equipment. Rancho de la Nación has 19 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), 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.

<b>Year and month of the most recent FIT report</b>	8/6/2021
---	----------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b>	X			

## School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Room 1: Roof leak Action Taken: Work order submitted for repair.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Playgrounds: Asphalt needs repairs Action Taken: Work order submitted for repairs.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iReady Diagnostic Student Groups	iReady Diagnostic Total Enrollment	iReady Diagnostic Number Tested	iReady Diagnostic Percent Tested	iReady Diagnostic Percent Not Tested	iReady Diagnostic Percent At or Above Grade Level
All Students	392	334	85.2	14.8	36.5
Female	203	170	83.7	16.3	40.6
Male	188	163	86.7	13.3	31.9
American Indian or Alaska Native	n/a		n/a	n/a	n/a

<b>Asian</b>	5	5	100	0	60
<b>Black or African American</b>	6	5	83.3	16.7	0
<b>Filipino</b>	27	20	74.1	25.9	60
<b>Hispanic or Latino</b>	321	276	86	14	35.5
<b>Native Hawaiian or Pacific Islander</b>	2	1	50	50	100
<b>Two or More Races</b>	5	3	60	40	33.1
<b>White</b>	10	8	80	20	37.5
<b>English Learners</b>	202	172	85.1	14.9	27.9
<b>Homeless</b>	19	12	63.2	36.8	50
<b>Military</b>	3	3	100	0	66.7
<b>Socioeconomically Disadvantaged</b>	283	238	84.1	15.9	36.1
<b>Students with Disabilities</b>	67	49	73.1	26.9	18.4

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>iReady Diagnostic Student Groups</b>	<b>iReady Diagnostic Total Enrollment</b>	<b>iReady Diagnostic Number Tested</b>	<b>iReady Diagnostic Percent Tested</b>	<b>iReady Diagnostic Percent Not Tested</b>	<b>iReady Diagnostic Percent At or Above Grade Level</b>
<b>All Students</b>	392	339	86.5	13.5	28.3
<b>Female</b>	203	174	85.7	14.3	27.6
<b>Male</b>	188	164	87.2	12.8	28.7
<b>American Indian or Alaska Native</b>	n/a	n/a	n/a	n/a	n/a
<b>Asian</b>	5	5	100	0	20
<b>Black or African American</b>	6	5	83.3	16.7	0
<b>Filipino</b>	27	20	74.1	25.9	50
<b>Hispanic or Latino</b>	321	281	87.5	12.5	27
<b>Native Hawaiian or Pacific Islander</b>	5	3	60	50	0
<b>Two or More Races</b>	5	3	60	40	33.3
<b>White</b>	10	8	80	20	37.5
<b>English Learners</b>	202	174	86.1	13.9	21.8
<b>Homeless</b>	19	12	63.2	36.8	33.3
<b>Military</b>	3	3	100	0	66.7
<b>Socioeconomically Disadvantaged</b>	283	241	85.2	14.8	26.6
<b>Students with Disabilities</b>	67	48	71.6	28.4	8.3

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

The SARC Provides the following information relevant to the Parental Involvement State Priority:

Contact Person Name: Daniza Montero

Phone Number: (619) 336-8150

Home/School Partnership:

(Under Normal School Conditions)

- Parent Workshops (Virtual)
- Coffee with the Principal (Virtual)
- Regular Principal/Parent Meetings (Virtual)
- School Site Council (SSC) (Virtual)
- PTA Meetings (Virtual)
- English Language Advisory Committee (ELAC) (Virtual)
- Student Recognition Assemblies (Virtual)
- School Events (Open House, Back-to-School Night, etc.) (Virtual)
- PTA/Family Events (Virtual)
- Home-School Multi-Lingual Notification System
- Student Council Spirit Days
- Updated information on our school Marquee
- Automated telephone call out system, emails, texts and voice messages

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

## 2021-22 School Safety Plan

SB187 Safety Plan

Date the plan was last updated: October 2021

Date the plan was last reviewed with the staff: October 4, 2021

The Comprehensive School Safety Plan includes data regarding school climate, 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.

### D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,020	\$454	\$6,566	\$87,286
District	N/A	N/A	\$6,447	
Percent Difference - School Site and District	N/A	N/A	1.8	6.5
Percent Difference - School Site and State	N/A	N/A	-16.5	8.0

## 2020-21 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. Additional funding will be used to provide professional development for teachers on how to better accelerate student learning, to buy supplemental classroom materials, and to provide after school learning for students.

Title I \$48,937  
 LCAP Supplemental and Concentration Funds \$106,925  
 Total \$155,862

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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## Professional Development

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. During the 2018-19 and 2019-2020 school years all teachers at Rancho de la Nación School received approximately 25 hours of professional development in mathematics through the University of California Irvine subject matter project. This professional development empowered our teachers to deliver a cohesive, common core curriculum based on the CCSS. The project includes hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core to assist our teachers in the implementation of our adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and ELA was selected in response to the needs highlighted in our CAASPP data.

In the area of language arts, all of our teachers will receive in-depth professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. Both these areas of focus have been delivered through teacher release days, monthly data team meetings, collaboration days and monthly staff meetings, off the clock offerings and during individual teacher planning days. We have four Teachers on Special Assignment (TOSA) that provide workshops in the area of Language Arts and English Language Development. This provides opportunity for the Language Arts and ELD workshops. With our new English Language Arts adoption, all teachers received staff development in the implementation of our adopted BENCHMARK materials. To support daily, robust and rigorous reading, our district office has adopted the American Reading Company 100 book libraries. All teachers received staff development on the implementation and best practices used for these reading baskets for students.

Our counselors have received training on the Sanford Harmony social-emotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students.

The focus for teacher training includes effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, ELA Benchmark curriculum, 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 difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	26	16	22

# National School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

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