



Lincoln Acres Elementary School

2200 Lanoitan Avenue • National City, CA 91950 • (619) 336 8600 • Grades P 6

Raymond Ruiz, Principal

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<http://nsd.us>

2017 18 School Accountability Report Card Published During the 2018 19 School Year



National School District

1500 N Ave.

National City, CA 91950

(619) 336 7500

<http://nsd.us>

District Governing Board

Alma Sarmiento, President

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María Betancourt Castañeda,
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Maria Dalla, Member

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Superintendent

Dr. Sharmila Kraft
Assistant Superintendent
Educational Services

Chris Carson
Assistant Superintendent
Business Services

Dr. Leticia Hernandez
Assistant Superintendent
Human Resources

School Description

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

- Provide a Quality, Standards-based Instructional Program – where every child makes measurable progress in academic and social development.
- Integrate STEAM content with Literacy to provide real-world learning, 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 to enhance safe and healthy environments that support learning and physical well-being for students, staff, and our community.
- Manage Fiscal Resources – to ensure the effective use of District fiscal resources to support student achievement.

Lincoln Acres Vision and Mission Statement

"Today's Learners . . . Tomorrow's Leaders!"

Message from Principal, Raymond Ruiz

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 22 general education classes.

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

Our focus on the Common Core State Standards and the effective implementation of state adopted curriculum allows us to provide educational opportunities that meet the needs of every student at Lincoln Acres. With the continued effort of the whole school community, which includes the support of parents and community members, we will continue to provide a safe, nurturing environment that supports student learning. During the summer of 2014 approximately half of our teachers participated in a week-long STEMposium training through the San Diego County Office of Education.

The training required that teachers completed four additional days during the school year so that learning was maintained, supported and implemented. In 2017 and 2018, four teachers were selected to participate in the STEM training at the University of Notre Dame. In 2019, this team attended a three-day workshop at Stanford University. The impact of this training will trickle through our entire staff through the train-the-trainer model of professional development for all teachers. During this training staff received training on incorporating the STEAM subjects into the curriculum. These STEAM (Science, Technology, Engineering, Arts & Math) subjects integrated with English Language Arts has increased student engagement and motivation in the classroom. Our staff has self-identified as a STEAM school and a core of teachers have presented workshops at STEAM conferences throughout Southern California. 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.

This dedicated staff has provided many extra opportunities above and beyond the regular school day to provide additional support to our children. Our school in partnership with the YMCA provides extended learning opportunities before and after school. 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). 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.

Vision

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 the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2017 18 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 1.3 |
| American Indian or Alaska Native | 0.0 |
| Asian | 2.2 |
| Filipino | 2.9 |
| Hispanic or Latino | 89.0 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 2.0 |
| Socioeconomically Disadvantaged | 84.6 |
| English Learners | 55.5 |
| Students with Disabilities | 15.0 |
| Foster Youth | 0.7 |

| 2017 18 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 69 |
| Grade 1 | 74 |
| Grade 2 | 87 |
| Grade 3 | 71 |
| Grade 4 | 77 |
| Grade 5 | 87 |
| Grade 6 | 88 |
| Total Enrollment | 553 |

A. Conditions of Learning

State Priority: Basic

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

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

| Teacher Credentials | | | |
|---|--------------|--------------|--------------|
| Lincoln Acres Elementary School | 16 17 | 17 18 | 18 19 |
| With Full Credential | 26 | 25 | 25 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| National School District | 16 17 | 17 18 | 18 19 |
| With Full Credential | ♦ | ♦ | 224 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|--------------|--------------|--------------|
| Lincoln Acres Elementary School | 16 17 | 17 18 | 18 19 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

| Textbooks and Instructional Materials | |
|---|--|
| Year and month in which data were collected: January 10, 2019 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Benchmark Advance (2018) Benchmark Adelante (2018) American Reading Company (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | H. M. Harcourt GO MATH! 2015-2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | H. M. Harcourt Reflections 2007/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | English Language Development E. L. Achieve - Systematic ELD 2014/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

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

Cleaning Process and Schedule

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

New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included 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.

| School Facility Good Repair Status (Most Recent Year) | | |
|--|---------------|---|
| Year and month in which data were collected: 8/10/2018 | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | K Custodial: Rust evident on water heater. Work orders submitted for repair. |
| Interior: Interior Surfaces | Fair | Admin Custodial: Wall damage below sink. Admin IDF: Daisy chain using multiple safety strips. Workroom: Stained ceiling tiles x2; wall damage door entry. Stage: Int. wall damage at stage entrance. Custodial at 11: Tile lifting and uneven by sink. K2: torn cove base at east wall. Rm 16: Paint on classroom door chipped. Rm. 20: Trip hazard near sink - carpet. Rm 7: East cubicles chipped/peeling paint. Rm 5: Chipped formica on east bookcase. Work orders submitted for repairs. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | Rm 1: Clutter above NE cabinet. Rm 5: Large stain on carpet at sink. Work orders submitted for repairs. |
| Electrical: Electrical | Good | Admin Basement: Exposed electrical wires - missing cover. 29 Teacher Wheel: Electrical panel blocked. Rm 2: Data wires hanging on NW corner. Work orders submitted for repairs. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | RR Girls 9A: Last two stalls - toilet tanks loose. Work orders submitted for repair. |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/10/2018

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|-----------------------------------|--|
| Safety: Fire Safety, Hazardous Materials | <p align="center">Good</p> | 9A: Toaster ovens and toaster stacked on microwave. RR Boys 11: Peeling paint on skylight. RR Girls 21: Paint peeling on skylight. Workroom: Paper cutter safety latch missing. Rm 18: Pressure gauge in red zone (fire extinguisher). Rm 20: Boxes stacked to ceiling. Work orders submitted for repairs. |
| Structural: Structural Damage, Roofs | <p align="center">Good</p> | 28 Data: Ramp skirting damaged at entrance. Work orders submitted for repair. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | <p align="center">Good</p> | Lounge: Outside porch/wood deck rotted. RR Boys 9A: Door jam, rusted at base. RR Boys 21: Tree root lifting asphalt - trip hazards at RR and soccer field and courts - typical. Custodial at 21: Wood chips uneven and low exposing fabric creating trip hazard. 32A: Metal ramp asphalt transition has gap - trip hazard and tree root damaged bike track - typical. Library: Exit ramp rusted - multiple areas. K3: Ramp transition uneven and rusted. Work orders submitted for repairs. |
| Overall Rating | <p align="center">Good</p> | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2017 18 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3 8 and 11) | | | | | |
| | School | | District | | State | |
| | 16 17 | 17 18 | 16 17 | 17 18 | 16 17 | 17 18 |
| ELA | 36.0 | 36.0 | 41.0 | 43.0 | 48.0 | 35.42 |
| Math | 26.0 | 26.0 | 31.0 | 33.0 | 37.0 | 26.38 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 16 17 | 17 18 | 16 17 | 17 18 | 16 17 | 17 18 |
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

| Grade Level | 2017 18 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 12.7 | 16.4 | 10.9 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| School Year 2017 18 CAASPP Assessment Results English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|------------------|---------------|----------------|-------------------------|
| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students | 310 | 307 | 99.03 | 35.50 |
| Male | 166 | 164 | 98.80 | 32.93 |
| Female | 144 | 143 | 99.31 | 38.46 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 280 | 277 | 98.93 | 33.94 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 266 | 263 | 98.87 | 31.94 |
| English Learners | 208 | 206 | 99.04 | 34.47 |
| Students with Disabilities | 42 | 42 | 100.00 | 11.90 |
| Foster Youth | -- | -- | -- | -- |

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

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

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

| School Year 2017 18 CAASPP Assessment Results Mathematics | | | | |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students | 310 | 307 | 99.03 | 26.38 |
| Male | 166 | 164 | 98.8 | 29.27 |
| Female | 144 | 143 | 99.31 | 23.08 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 280 | 277 | 98.93 | 24.55 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 266 | 263 | 98.87 | 25.1 |
| English Learners | 208 | 206 | 99.04 | 28.16 |
| Students with Disabilities | 43 | 43 | 100 | 9.3 |
| Foster Youth | -- | -- | -- | -- |

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Contact Person Name: Elizabeth Vidrios

Phone Number: (619) 336-8651

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

State Priority: School Climate

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

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

School Safety Plan

Date the plan was last updated: December, 2018

Date the plan was last reviewed with the staff: December, 2018

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.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2015 16 | 2016 17 | 2017 18 |
| Suspensions Rate | 0.3 | 2.1 | 4.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2015 16 | 2016 17 | 2017 18 |
| Suspensions Rate | 1.0 | 2.6 | 1.5 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2015 16 | 2016 17 | 2017 18 |
| Suspensions Rate | 3.7 | 3.7 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

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

| Academic Counselors and Other Support Staff at this School | |
|--|------------------------------|
| Number of Full Time Equivalent (FTE) | |
| Academic Counselor | |
| Counselor (Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | 1.0 |
| Library Media Services Staff (Paraprofessional) | 1.0 |
| Psychologist | 1.4 |
| Social Worker | 1.0 District |
| Nurse | 1.0 District |
| Speech/Language/Hearing Specialist | 1.2 |
| Resource Specialist (non-teaching) | |
| Other | 1.0 Language Arts Specialist |
| Average Number of Students per Staff Member | |
| Academic Counselor | |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|-------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1 20 | | | 21 32 | | | 33+ | | |
| | 2015 16 | 2016 17 | 2017 18 | 2015 16 | 2016 17 | 2017 18 | 2015 16 | 2016 17 | 2017 18 | 2015 16 | 2016 17 | 2017 18 |
| K | 17 | 17 | 14 | 4 | 2 | 3 | 4 | 2 | 2 | | | |
| 1 | 23 | 22 | 22 | | | 1 | 2 | 4 | 2 | | | |
| 2 | 23 | 20 | 22 | | 1 | 2 | 3 | 2 | 2 | | | |
| 3 | 24 | 19 | 19 | | 1 | | 3 | 3 | 3 | | | |
| 4 | 32 | 25 | 33 | | | | 1 | 3 | | 1 | | 2 |
| 5 | 31 | 33 | 33 | | | | 3 | | | | 2 | 2 |
| 6 | 32 | 33 | 29 | | | 2 | 2 | | 2 | 1 | 3 | 1 |
| Other | 9 | 11 | 13 | 3 | 3 | 1 | | | | | | |

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

Professional Development provided for Teachers

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

| FY 2016 17 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$47,161 | \$50,084 |
| Mid-Range Teacher Salary | \$67,240 | \$80,256 |
| Highest Teacher Salary | \$100,634 | \$100,154 |
| Average Principal Salary (ES) | \$136,874 | \$125,899 |
| Average Principal Salary (MS) | \$0 | \$130,255 |
| Average Principal Salary (HS) | \$0 | \$128,660 |
| Superintendent Salary | \$200,349 | \$222,447 |
| Percent of District Budget | | |
| Teacher Salaries | 37.0 | 37.0 |
| Administrative Salaries | 6.0 | 5.0 |

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

| FY 2016 17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 4,689 | 571 | 4,119 | 59,598 |
| District | ◆ | ◆ | 4,571 | \$74,205 |
| State | ◆ | ◆ | \$7,125 | \$80,910 |
| Percent Difference: School Site/District | | | -9.9 | -13.0 |
| Percent Difference: School Site/ State | | | -27.4 | -20.7 |

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 \$143,227
 LCAP Supplemental and Concentration Funds \$224,331
 Total \$ 367,558

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.