



# Central Elementary School

933 E Avenue • National City, CA 91950 • (619) 336-7400 • Grades PS-6

Steven Sanchez, Principal

ssanchez@nsd.us

www.nsd.us

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### **National School District**

1500 N Avenue  
National City, CA 91950  
(619) 336-7500  
www.nsd.us

### **District Governing Board**

Maria Dalla  
**Board President**

Maria Betancourt-Castañeda  
**Board Clerk**

Michelle Gates  
**Board Member**

Rocina Lizarraga  
**Board Member**

Alma Sarmiento  
**Board Member**

### **District Administration**

Dr. Leighangela Brady  
**Superintendent**

Dr. Sharmila Kraft  
**Assistant Superintendent  
Educational Services**

Dr. Lisbeth Johnson  
**Interim Assistant Superintendent  
Business Services**

Dr. Leticia Hernandez  
**Assistant Superintendent  
Human Resources**

### **School Description**

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

At Central School,

### **We Promise**

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

### **We Believe**

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

### **Message from Principal, 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. 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 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	85
Grade 2	80
Grade 3	81
Grade 4	76
Grade 5	74
Grade 6	85
<b>Total Enrollment</b>	<b>570</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
Asian	1.4
Filipino	6.5
Hispanic or Latino	87.7
Native Hawaiian or Pacific Islander	0.2
White	1.1
Two or More Races	1.6
Socioeconomically Disadvantaged	84.2
English Learners	58.8
Students with Disabilities	17
Foster Youth	0.5
Homeless	7

## 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 for Central Elementary	18-19	19-20	20-21
With Full Credential	26	27	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for National School	18-19	19-20	20-21
With Full Credential	♦	♦	222
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Central Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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 2020-21)

**Textbooks and Instructional Materials**

Year and month in which data were collected: 12/15/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>Benchmark Advance 2018                      Benchmark Adelante 2018                      American Reading Company 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>Mathematics</b></p>	<p>Houghton-Mifflin-Harcourt                      California GO MATH!                      2015/2016</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>Science</b></p>	<p>McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias                      2008/2009</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>History-Social Science</b></p>	<p>H. M. Harcourt Reflections                      2007/2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>Foreign Language</b></p>	<p>Benchmark Advanced/Adelante for English Language Development                      2020</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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

- 1997—Relocatables were added to support class size reduction.
- 1999—Relocatables were added to support class size reduction.
- 2005—New relocatables were added for a new library, computer lab, classrooms, 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 were 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 new playground equipment.

Central has 20 regular classrooms and 16 relocatable buildings.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good 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.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 10/7/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Admin & Auditorium: Holes on wall West of Auditorium; Peeling paint door on staff RR; Storage and workroom; Scratched ceiling tiles; Light out in stage area Room 1: Chipped paint on door and wood beams; Chipped wood on cabinetry Room 12: Chipped paint on door; stained ceiling tile and speaker; Holes on North wall Room 3: Chipped paint on door and wood beams; Chipped plaster by door  Action Taken: Work orders requested for repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	B & G & Mens & Womens RR: Broken Partition Base (boys); Stained ceiling tile (staff) B & G & Womens RR by Room 18: Peeling paint (boys); Bubble on plaster (staff), Peeling paint and cracked drywall (girls)  Action Taken: Work orders requested for repairs.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	43	N/A	43	N/A	50	N/A
Math	32	N/A	33	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

#### Grades Five, Eight, and High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	21	N/A	19	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

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



**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 (School Year 2020-2021)**

Date the plan was last updated: December 2020

Date the plan was last reviewed with the staff: January 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. Last year the National School District 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.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.5	0.5	1.5	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.16	.78	N/A
Expulsions	0	0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	0

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4.5

\*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	18	4	2		20	2	3		20		3	
1	24		3		22	1	2		22		3	
2	20	2	2		21		3		21	3		
3	21	1	3		21	1	3		21	1	2	
4	33			2	26		3		26		2	
5	31		3		30		2		27		2	
6	22	2	3		27	1	1	2	32		2	
Other**					12	2			16	5	3	

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	23	26	17

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 the UCI (University of California Irvine) Math framework. The UCI Math framework replaced the Rigorous Curriculum Design Math framework in the National School District. The Mathematics professional development has been ongoing this school year. Teachers have had the opportunity to attend training on the clock, and have been trained by consultants from the University of Irvine. Two 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. 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. In addition, all certificated, classified, and administrators have received virtual sexual harassment and mandated reporter training.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,585	\$50,574
Mid-Range Teacher Salary	\$72,254	\$76,649
Highest Teacher Salary	\$104,338	\$98,993
Average Principal Salary (ES)	\$133,344	\$125,150
Average Principal Salary (MS)		\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$205,358	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	34.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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 \$182,498

LCAP Supplemental and Concentration Funds \$317,971

Total \$500,469

### DataQuest

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

### California School Dashboard

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

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,158	\$467	\$5,691	\$77,586
District	N/A	N/A	\$6447	\$81,773
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.5	-5.3
School Site/ State	-30.6	-3.8

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