Central Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Central Elementary School
Street	933 E Avenue
City, State, Zip	National City, CA 91950
Phone Number	(619) 336-7400
Principal	Erica Barceló-Carrillo
Email Address	ebarcelocarrillo@nsd.us
School Website	www.nsd.us
County-District-School (CDS) Code	37-68221-6038731

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Central Elementary 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, Erica Barcelo-Carrillo
Welcome to Central Elementary, 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 and encourage them to complete the volunteer packet to ensure school safety and health compliance. We welcome volunteers to assist with classroom or school activities and to serve as members of our PTA, parent committees, and

2023-24 School Description and Mission Statement

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!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	61
Grade 2	72
Grade 3	58
Grade 4	79
Grade 5	69
Grade 6	78
Total Enrollment	501

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3%
Male	50.5%
Asian	1.2%
Black or African American	1.6%
Filipino	12.8%
Hispanic or Latino	81.2%
Two or More Races	1%
White	1%
English Learners	59.5%
Homeless	14.2%
Socioeconomically Disadvantaged	83.2%
Students with Disabilities	14.6%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.50	85.96	226.90	93.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.00	1.24	12115.80	4.41
Unknown	4.00	14.04	13.00	5.35	18854.30	6.86
Total Teaching Positions	28.50	100.00	242.90	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	79.17	193.80	91.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	0.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.00	1.42	11953.10	4.28
Unknown	5.00	20.83	14.00	6.61	15831.90	5.67
Total Teaching Positions	24.00	100.00	211.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	08/23/2023

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

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.
- 2022 - School/Community garden and adjacent learning space added to campus.
- 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.

Year and month of the most recent FIT report	7/11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Multipurpose Rm: Damaged ceiling tiles Rm 1: New flooring Rm 2: New flooring Action Taken: Work orders submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Server Rm: Dirty Workroom: Clutter Water Heater Rm: Dirty Rm P3: Broken blinds Action Taken: Work orders submitted.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural:	X			Multipurpose Rm: No comment

School Facility Conditions and Planned Improvements

Structural Damage, Roofs				Rm K3: Ramp has rust Modular 26: Ramp is rusted Modular 27: Ramp is rusted Modular 28: Ramp is rusted Modular 29A: Ramp is rusted Modular 29B: Ramp is rusted Modular 29C: Ramp is rusted Action Taken: Work orders submitted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

College and Career Ready
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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	31	29	33	31	47	46
Mathematics (grades 3-8 and 11)	17	22	22	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	290	278	95.86	4.14	29.14
Female	138	131	94.93	5.07	29.77
Male	151	146	96.69	3.31	28.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	40	38	95.00	5.00	50.00
Hispanic or Latino	242	232	95.87	4.13	25.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	160	150	93.75	6.25	12.00
Foster Youth	0	0	0	0	0
Homeless	55	54	98.18	1.82	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	201	195	97.01	2.99	23.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	50	94.34	5.66	8.00

2022-23 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.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	290	286	98.62	1.38	22.38
Female	138	136	98.55	1.45	19.85
Male	151	149	98.68	1.32	24.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	40	40	100.00	0.00	42.50
Hispanic or Latino	242	238	98.35	1.65	18.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	160	158	98.75	1.25	12.66
Foster Youth	0	0	0	0	0
Homeless	55	54	98.18	1.82	14.81
Military	--	--	--	--	--
Socioeconomically Disadvantaged	201	197	98.01	1.99	17.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	51	96.23	3.77	5.88

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.74	17.91	16.82	18.43	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	71	97.26	2.74	19.72
Female	31	30	96.77	3.23	16.67
Male	42	41	97.62	2.38	21.95
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	12	12	100.00	0.00	25.00
Hispanic or Latino	60	58	96.67	3.33	18.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	40	39	97.50	2.50	15.38
Foster Youth	0	0	0	0	0
Homeless	14	13	92.86	7.14	7.69
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	49	96.08	3.92	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	13.33

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.9	98.5	98.5	98.5	97

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.

2023-24 Opportunities for Parental Involvement

Contact Person Name: Erica Barcelo-Carrillo
Phone Number: (619) 336-7400

Parental involvement opportunities are now available in person throughout the school year. Some examples of Parent Involvement Opportunities are parent volunteers, family curriculum nights, open House and school festivals.
Home/School Partnership: The following parental involvement opportunities are in person at various times of the day.

- Parent/Teacher Association (PTA)
- Monthly Conference with the Principal
- Family Math Night
- Student Recognition/Award Ceremonies
- Electronic Marquee
- School Messenger
- DoJo
- PeaceBuilders
- 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
- Talent Show

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	574	551	229	41.6
Female	278	269	108	40.1
Male	295	281	121	43.1
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	1	25.0
Black or African American	11	11	3	27.3
Filipino	67	67	20	29.9
Hispanic or Latino	474	453	197	43.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	5	2	40.0
White	7	6	3	50.0
English Learners	358	350	147	42.0
Foster Youth	0	0	0	0.0
Homeless	78	76	24	31.6
Socioeconomically Disadvantaged	474	458	187	40.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	103	99	53	53.5

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.36	1.22	0.00	1.12	1.89	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.22	0
Female	1.8	0
Male	0.68	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	9.09	0
Filipino	0	0
Hispanic or Latino	1.27	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.68	0
Foster Youth	0	0
Homeless	2.56	0
Socioeconomically Disadvantaged	1.48	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.97	0

2023-24 School Safety Plan

SB187 Safety Plan
Date the plan was last updated: February 2023
Date the plan was last reviewed with the staff: July 2023 and reviewed throughout the school year.
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.

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	19	3	1	
1	19	2	1	
2	22		3	
3	21	2	1	
4	23		3	
5	28		2	
6	28		2	
Other	15	5	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	17	3		
1	22		3	
2	21	1	1	
3	21	1	2	
4	28		2	
5	25		2	
6	30		2	
Other	15	6	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	16	5	0	0
1	19	2	1	0
2	22	0	3	0
3	23	0	2	0
4	32	0	1	0
5	31	0	1	0
6	32	0	2	0
Other	21	3	2	0

2022-23 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	501

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,168	$3,475	$8,693	$88,428
District	N/A	N/A	$8,822	$90,126
Percent Difference - School Site and District	N/A	N/A	-1.5	2.6
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	27.5	4.4

Fiscal Year 2022-23 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 Fund: $85,584
LCAP Supplemental and Concentration Fund: $150,911
Total: $236,495

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$51,555	$54,046
Mid-Range Teacher Salary	$76,669	$84,515
Highest Teacher Salary	$110,714	$110,867
Average Principal Salary (Elementary)	$129,136	$136,841
Average Principal Salary (Middle)	$0	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$216,806	$217,473
Percent of Budget for Teacher Salaries	32.54%	32.43%
Percent of Budget for Administrative Salaries	5.29%	5.62%

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. 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 difficultly or need improvement have access to the PAR (Peer Assistance Review) Program. Teachers who would like to further strengthen their skills can also signup for trainings with the District Resource Teachers.

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	19	20	20