

Las Palmas Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Las Palmas Elementary School
Street	1900 E. 18th Street
City, State, Zip	National City, CA 91950
Phone Number	(619) 336-8500
Principal	R. Berenice Walker
Email Address	rberenicewalker@nsd.us
School Website	www.nsd.us
Grade Span	K-6
County-District-School (CDS) Code	37-68221-6038780

2024-25 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

2024-25 School Description and Mission Statement

Las Palmas School is located in National City, California, a close-knit community south of San Diego. Las Palmas is a preschool to sixth grade elementary school. Approximately 48% of our students are English Language Learners and 78% of our students meet low-income criteria. The staff consists of 19 certificated classroom teachers, 3.5 special education teachers, 3 impact teachers, 30 classified employees, 1 MTSS Coordinator, and 6 support staff.

School Mission Statement and Core Values
 La Palmas School is more than an elementary school. It is an educational community. The staff, students, and their families are

2024-25 School Description and Mission Statement

caring, respectful, and work together to provide a high-quality education for all children. We believe in the cumulative, purposeful effect of our instruction. We care deeply about our students' education before they come to our classrooms, for the temporary time they are with us, and long after they leave us. Our goal is to provide a nurturing environment that will promote lifelong learners and contributors to our society. We believe in our National School District's three Core Values:

"Children First"

"Whatever it Takes"

"Relationships Matter"

Las Palmas Elementary School is recognized as a California PBIS Gold Implementation school. We did this through our positive behavior expectations: Be Safe, Be Responsible, Be Respectful, Be Kind. Through our behavior expectations, we are able to push out students in math, reading, science, and beyond. Our professional development goal this year is on reading comprehension and increasing speaking and writing proficiency. We are committed to building strong partnerships with our school community so that we may explore new ways to meet the needs of our students and support their academic growth. Parents are invited to monthly parent engagement opportunities, in addition to participation in our parent our parent groups: PTA, SSC, ELAC.

We look forward to creating strong partnerships as we create a safe place for our students to learn and grow!

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	74
Grade 2	51
Grade 3	65
Grade 4	64
Grade 5	72
Grade 6	74
Total Enrollment	489

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.2
Asian	0.2
Black or African American	0.4
Filipino	7.2
Hispanic or Latino	84.5
Two or More Races	3.5
White	2.7
English Learners	45.4
Homeless	3.5
Socioeconomically Disadvantaged	81.4
Students with Disabilities	15.7

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.

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)	24.70	89.19	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)	2.00	7.21	3.00	1.24	12115.80	4.41
Unknown/Incomplete/NA	1.00	3.60	13.00	5.35	18854.30	6.86
Total Teaching Positions	27.70	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)	21.50	91.49	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/Incomplete/NA	2.00	8.51	14.00	6.61	15831.90	5.67
Total Teaching Positions	23.50	100.00	211.80	100.00	279044.80	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.

2022-23 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)	21.00	95.45	191.00	91.69	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.00	0.96	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.00	0.96	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.55	13.30	6.39	14303.80	5.15
Total Teaching Positions	22.00	100.00	208.30	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	2.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	2.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected 8/28/2024

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%

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

School Facility Conditions and Planned Improvements

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

- 1993 - Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry
- 1997 - Relocatable classrooms were added to support class size reduction
- 1998 - Relocatable classrooms were added to support class size reduction

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

- 2006 - A Computer Lab Relocatable building was added
- 2015 - A high speed and wireless network were added to every classroom on the site.
- 2016 - Air conditioning was added to all original buildings, including every classroom on the site. Additionally, the electrical and the fire alarm systems were upgraded to support the air conditioning and one-to-one computing.
- 2017 and 2018 - Exterior walls have been removed and replaced on many of the portable buildings on the site.

Las Palmas currently has 18 regular classrooms and 17 relocatable buildings

- 2022 - New concrete in the lunch quad, repainted the school, and updated landscaping across campus.
- 2023 - Refurbished the front office with new desks, counters, and flooring. The cafeteria has new flooring installed. Library was revamped with new flooring and furniture. Several classrooms had flooring replaced. All classrooms received new desks and chairs for students. Ongoing landscaping throughout the campus, in addition to a new TK playground.
- 2024 - New lower playground construction started in November 2024 which will include a new play structure, turf, and walking track

Maintenance and Repair

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

Cleaning Process and Schedule

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

The Facilities Inspection Tool (FIT)

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

Year and month of the most recent FIT report	8/8/2024
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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			Deficiencies - Rm. 4 (comments not provided) Action Taken: Work order submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Deficiencies - Pest/Vermin Infestation: Admin office, Rm. 8, Rm. 9, 31 Modular (comments not provided) Deficiencies - Overall Cleanliness: Storage (comments not provided) Action Taken: Work orders submitted.

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Deficiencies - Roofs: 29 Library Modular (comments not provided) Action Taken: Work order submitted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Deficiencies - Playground/School Grounds: 29 Library Modular (comments not provided) Action Taken: Work order submitted.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	31	28	31	30	46	47
Mathematics (grades 3-8 and 11)	23	26	25	24	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	281	269	95.73	4.27	27.51
Female	138	133	96.38	3.62	28.57
Male	143	136	95.10	4.90	26.47
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	23	21	91.30	8.70	42.86
Hispanic or Latino	239	230	96.23	3.77	26.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--

White	--	--	--	--	--
English Learners	112	103	91.96	8.04	6.80
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	168	161	95.83	4.17	24.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	53	94.64	5.36	5.66

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	281	278	98.93	1.07	25.54
Female	138	137	99.28	0.72	23.36
Male	143	141	98.60	1.40	27.66
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	23	23	100.00	0.00	30.43
Hispanic or Latino	239	236	98.74	1.26	24.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	45.45
White	--	--	--	--	--
English Learners	112	112	100.00	0.00	11.61
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	9.09
Military	--	--	--	--	--

Socioeconomically Disadvantaged	168	165	98.21	1.79	20.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	53	94.64	5.36	3.77

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	17.95	18.18	18.43	19.16	30.29	30.73

2023-24 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	77	77	100.00	0.00	18.18
Female	41	41	100.00	0.00	19.51
Male	36	36	100.00	0.00	16.67
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	--	--	--	--	--
Hispanic or Latino	64	64	100.00	0.00	15.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00	0.00	3.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	44	100.00	0.00	15.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	5.56

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.

2023-24 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 requires only participation results 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	83.1	94.8	96.1	96.1	89.6

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.

2024-25 Opportunities for Parental Involvement

Las Palmas strives to involve parents in motivating students to love learning and be successful in school. We believe that with parents as team partners, we can make great academic and emotional strides with our children. We offer a variety of classes and workshops to our parents during our monthly Coffee with Family meetings. Topics for these meetings include workshops for technology, fostering reading skills, Positive Behavior Intervention and Supports (PBIS), Restorative Practices, and Safety. Parents also have the opportunity to attend the DPAC and DELAC workshops and a variety of other parent conferences offered through the San Diego County Office of Education. Parents may also participate in SSC and ELAC meetings. Our Parent Teacher Association has been creative in organizing fundraising and school celebrations that are intended to motivate our community. Parents are also invited to our monthly Gator Gathering: Reading in the classrooms and they receive a weekly newsletter with updates.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	560	534	179	33.5
Female	279	267	85	31.8
Male	281	267	94	35.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	43	40	7	17.5
Hispanic or Latino	473	452	157	34.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	17	5	29.4
White	14	13	3	23.1
English Learners	265	256	89	34.8
Foster Youth	--	--	--	--
Homeless	29	26	9	34.6
Socioeconomically Disadvantaged	453	441	164	37.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	98	94	29	30.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.88	1.21	1.96	1.12	1.89	1.11	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.96	0.00
Female	0.72	0.00
Male	3.20	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.88	0.00
White	7.14	0.00
English Learners	2.26	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.99	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.04	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

SB187 Safety Plan

Date the plan was last updated and board approved: February 2024

Date the plan was last reviewed with the staff: July 2024

2024-25 School Safety Plan

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

D. Other SARC Information Information Required in the SARC

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

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	22	1	2	
1	19	2		
2	20	1	1	
3	19	1	2	
4	25		3	
5	28		2	
6	31		2	
Other	19	3	3	

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	21	2	3	
1	24		2	
2	19	2		
3	18	3		
4	32		1	
5	31		2	
6	31		2	
Other	20	2	2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24		2	
1	23		3	
2	22	1	1	
3	23		2	
4	31		2	
5	28		2	
6	27		2	
Other	19	2	2	

2023-24 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	489

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	7.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$14,251	\$3,846	\$10,405	\$97,224
District	N/A	N/A	\$10,807	\$97,792
Percent Difference - School Site and District	N/A	N/A	-3.8	-0.6
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-3.5	3.2

Fiscal Year 2023-24 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: \$35,445
 LCAP Supplemental and Concentration Fund: \$115,830
 LCAP Carryover Fund: \$136,769
 Prop 28 Fund: \$81,369
 Total: \$369,413

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$56,195	\$57,839
Mid-Range Teacher Salary	\$83,569	\$90,040
Highest Teacher Salary	\$120,678	\$118,647
Average Principal Salary (Elementary)	\$154,082	\$144,639
Average Principal Salary (Middle)	\$0	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$236,319	\$229,986
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, teacher collaboration, curriculum training in writing, language arts (ARC and Benchmark) and mathematics (UCI Math Project), as well as specific training to support the needs of English Learners. In addition to these subject areas, professional development is provided to teachers on methods and best practices for using online platforms such as Panorama, ARC, and other resources.

During the 2024-2025 school year, professional development will be provided in the areas of mathematics and ELA. These content areas were selected in response to the needs highlighted in our iReady and CAASPP data. In the area of language arts, all of our teachers will receive professional development in the California ELA/ELD framework and standards with a specific focus on vocabulary development and comprehension of informational text and literature. In math, professional development will address the domains of Number and Operations and Algebra and Algebraic Thinking. A secondary goal of all professional development is to address the needs of English learners to close the achievement gap between this group and their English only peers.

In addition to the academic areas, our teachers have received training on a variety of social-emotional curriculum which they will deliver in their classrooms. The curriculum will focus on a variety of topics with an emphasis on emotional regulation. This area was an identified need based on social-emotional student self-surveys and teacher surveys of students.

Professional development will be delivered through teacher release days, regular data team meetings, collaboration days, weekly staff meetings, off the clock offerings and during individual teacher planning days. Professional development is provided in various formats including whole group, grade-level teams, and through individual mentoring and coaching by our District Resource Teachers. The District assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20