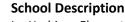# Ira Harbison Elementary

**3235 East 8th Street • National City, CA 91950 • (619) 336-8200 • Grades K-6**
**Isabel Silva, Principal**
isilva@nsd.us
www.nsd.us

## 2016-17 School Accountability Report Card
## Published During the 2017-18 School Year

## School Description

Ira Harbison Elementary School was established in 1949. Ira Harbison is part of the National School District which is an environment focused on the following core values: "Students First, Whatever it Takes, and Relationships Matter." National School District is located in San Diego County. It is part of National City, which was incorporated in September 17, 1887; it is the second oldest community in San Diego. Our District is composed of 10 elementary schools as well as a pre-school center. In the 2016-2017 school year, we currently serve grades transitional kindergarten to sixth grade with the student population of 552. We have 22 classroom teachers, a site Language Arts Specialist, a School Psychologist, a full-time Librarian, part-time Health Clerk, and additional classroom support and office staff. We are proud to announce that we are a Blue Ribbon School as well as a California Distinguished School.

At Ira Harbison 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

Ira Harbison's Slogan
Excellence for All!

## Ira Harbison's Mission Statement

The Ira Harbison School community is committed to excellence for all children. Our shared goal is to ensure literacy, instill personal responsibility and celebrate diversity. In achieving this goal, our students develop into literate, self-directed learners and become successful citizens who contribute positively in a global society.

## About the SARC

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

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

| 2016-17 Student Enrollment by Grade Level | |
|---|---|
| **Grade Level** | **Number of Students** |
| **Kindergarten** | 86 |
| **Grade 1** | 67 |
| **Grade 2** | 68 |
| **Grade 3** | 67 |
| **Grade 4** | 82 |
| **Grade 5** | 95 |
| **Grade 6** | 87 |
| **Total Enrollment** | 552 |

| 2016-17 Student Enrollment by Group | |
|---|---|
| **Group** | **Percent of Total Enrollment** |
| **Black or African American** | 3.1 |
| **American Indian or Alaska Native** | 0.2 |
| **Asian** | 6 |
| **Filipino** | 24.3 |
| **Hispanic or Latino** | 56.9 |
| **Native Hawaiian or Pacific Islander** | 1.1 |
| **White** | 4.2 |
| **Two or More Races** | 2.7 |
| **Socioeconomically Disadvantaged** | 67.4 |
| **English Learners** | 38.9 |
| **Students with Disabilities** | 9.8 |
| **Foster Youth** | 0.4 |

## 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 | | | |
|---|---|---|---|
| **Ira Harbison Elementary** | **15-16** | **16-17** | **17-18** |
| **With Full Credential** | 24 | 22 | 21 |
| **Without Full Credential** | 0 | 0 | 0 |
| **Teaching Outside Subject Area of Competence** | 0 | 0 | 0 |
| **National School District** | **15-16** | **16-17** | **17-18** |
| **With Full Credential** | ♦ | ♦ | 226 |
| **Without Full Credential** | ♦ | ♦ | 1 |
| **Teaching Outside Subject Area of Competence** | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|---|---|---|---|
| **Ira Harbison Elementary** | **15-16** | **16-17** | **17-18** |
| **Teachers of English Learners** | 0 | 0 | 0 |
| **Total Teacher Misassignments** | 0 | 0 | 0 |
| **Vacant Teacher Positions** | 0 | 0 | 0 |

\* "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 2017-18)**

<table>
<tr><td colspan="2" align="center"><strong>Textbooks and Instructional Materials<br/>Year and month in which data were collected: August 23, 2017</strong></td></tr>
<tr><td align="center"><strong>Core Curriculum Area</strong></td><td align="center"><strong>Textbooks and Instructional Materials/Year of Adoption</strong></td></tr>
<tr><td><strong>Reading/Language Arts</strong></td><td>Houghton-Mifflin<br/>Sopris West Read Well<br/>Sopris Read Well<br/>2003/2004<br/>2010-2011<br/>2010-2011<br/><br/><strong>The textbooks listed are from most recent adoption:</strong>  No<br/><strong>Percent of students lacking their own assigned textbook:</strong>  0%</td></tr>
<tr><td><strong>Mathematics</strong></td><td>Houghton-Mifflin-Harcourt<br/>GO MATH!<br/>2015/2016<br/><br/><strong>The textbooks listed are from most recent adoption:</strong>  Yes<br/><strong>Percent of students lacking their own assigned textbook:</strong>  0%</td></tr>
<tr><td><strong>Science</strong></td><td>McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia<br/>2008/2009<br/><br/><strong>The textbooks listed are from most recent adoption:</strong>  Yes<br/><strong>Percent of students lacking their own assigned textbook:</strong>  0%</td></tr>
<tr><td><strong>History-Social Science</strong></td><td>H. M. Harcourt Reflections<br/>2007/2008<br/><br/><strong>The textbooks listed are from most recent adoption:</strong>  Yes<br/><strong>Percent of students lacking their own assigned textbook:</strong>  0%</td></tr>
<tr><td><strong>Foreign Language</strong></td><td>English Language Development<br/>E. L. Achieve - Systematic ELD<br/>2014/2015<br/><br/><strong>The textbooks listed are from most recent adoption:</strong>  Yes<br/><strong>Percent of students lacking their own assigned textbook:</strong>  0%</td></tr>
<tr><td><strong>Science Laboratory Equipment</strong></td><td>N/A<br/><strong>The textbooks listed are from most recent adoption:</strong>  N/A</td></tr>
</table>

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

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

Ira Harbison's main campus was built in 1950. Since our opening the following major renovations or improvements have been addressed:

- 1987 - Modernization consisted of new flooring, ceilings, lights, electrical, insulation, windows, painting, cabinetry, and an ADA elevator for the auditorium
- 1993 - Modernization consisted of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry
- 1997—Relocatables were added to support class size reduction
- 1998—Relocatables were added to support class size reduction
- Ongoing - The school is highly maintained with new paint, plants, flowers, grass on an on going basis. Ira Harbison has 17 regular classrooms and 9 classrooms in relocatable buildings.

**Maintenance and Repair**

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

**Cleaning Process and Schedule**

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

**The Facilities Inspection Tool (FIT)**

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

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/21/2017 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | No findings |
| **Interior:** Interior Surfaces | X | | | Cracked floor tile in MPR, cracked wall in Room 2, cracks and peeling at the tile cove in Staff Restroom. Repairs will be made before the end of 2017-2018 school year. |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | X | | | No findings |
| **Electrical:** Electrical | X | | | Custodial Room Modular: Items in front of electrical panel. Items have been moved. |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | No findings |
| **Safety:** Fire Safety, Hazardous Materials | X | | | No findings |
| **Structural:** Structural Damage, Roofs | X | | | Room 19 Modular: Missing ceiling tile; roof needs replacement    Note: Replaced rain gutters Room 23 Modular: Roof needs replacement    Note: Replaced rain gutters Room 3: Roof needs replacement Repairs of roofs are on deferred maintenance schedule. |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | No findings |
| **Overall Rating** | **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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Science for All Students | | | | | | |
|---|---|---|---|---|---|---|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | 36 | 47 | 41 | 34 | 60 | 56 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|---|---|---|---|---|---|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 47 | 52 | 40 | 41 | 48 | 48 |
| Math | 31 | 34 | 29 | 31 | 36 | 37 |

\* 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.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 20.8 | 18.8 | 11.5 |

\* 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.

| 2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10) | | | | |
|---|---|---|---|---|
| Group | Number of Students | | Percent of Students | |
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 88 | 88 | 100.0 | 46.6 |
| Male | 44 | 44 | 100.0 | 38.6 |
| Female | 44 | 44 | 100.0 | 54.6 |
| Filipino | 19 | 19 | 100.0 | 73.7 |
| Hispanic or Latino | 52 | 52 | 100.0 | 38.5 |
| Socioeconomically Disadvantaged | 58 | 58 | 100.0 | 36.2 |
| English Learners | 31 | 31 | 100.0 | 16.1 |
| Students with Disabilities | 15 | 15 | 100.0 | 13.3 |

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
### Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 336 | 335 | 99.7 | 51.64 |
| Male | 157 | 157 | 100 | 46.5 |
| Female | 179 | 178 | 99.44 | 56.18 |
| Black or African American | 11 | 11 | 100 | 54.55 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 28 | 27 | 96.43 | 81.48 |
| Filipino | 77 | 77 | 100 | 67.53 |
| Hispanic or Latino | 189 | 189 | 100 | 38.62 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 229 | 228 | 99.56 | 45.18 |
| English Learners | 177 | 177 | 100 | 46.33 |
| Students with Disabilities | 38 | 38 | 100 | 15.79 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## School Year 2016-17 CAASPP Assessment Results - Mathematics
### Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 336 | 335 | 99.7 | 33.73 |
| Male | 157 | 157 | 100 | 37.58 |
| Female | 179 | 178 | 99.44 | 30.34 |
| Black or African American | 11 | 11 | 100 | 18.18 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 28 | 27 | 96.43 | 51.85 |
| Filipino | 77 | 77 | 100 | 46.75 |
| Hispanic or Latino | 189 | 189 | 100 | 24.34 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 229 | 228 | 99.56 | 28.51 |
| English Learners | 177 | 177 | 100 | 33.33 |
| Students with Disabilities | 38 | 38 | 100 | 10.53 |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

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

**Opportunities for Parental Involvement (School Year 2017-18)**
Contact Person Name: Elizabeth Vidrios
Phone Number: (619) 336-8251
Home/School Partnership:
• Monthly School/Classroom Newsletters
• Parent/Teacher Association (PTA)
• Student/Parent/Teacher/Principal Commitment to Excellence
• School Site Council
• English Learner Advisory Committee (ELAC)
• Parent Volunteers/Community Volunteers
• Back-to-School Night/Open House
• Parent-Teacher Conferences
• Oceans Alive! Marine Activities, Resources and Education (M.A.R.E.)

Parent & Community Celebration
• Family Learning Days
• Reading Incentive Program
• School Festivals
• West Coast Fundraisers
• Book Fair

**State Priority: School Climate**
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

**School Safety Plan**
Date the plan was last updated: December, 2017
Date the plan was last reviewed with the staff: December, 2017
The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.
Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

| Suspensions and Expulsions | | | |
|---|---|---|---|
| **School** | **2014-15** | **2015-16** | **2016-17** |
| **Suspensions Rate** | 0.5 | 0.3 | 5.8 |
| **Expulsions Rate** | 0.0 | 0.0 | 0.0 |
| **District** | **2014-15** | **2015-16** | **2016-17** |
| **Suspensions Rate** | 1.8 | 1.0 | 2.6 |
| **Expulsions Rate** | 0.0 | 0.0 | 0.0 |
| **State** | **2014-15** | **2015-16** | **2016-17** |
| **Suspensions Rate** | 3.8 | 3.7 | 3.6 |
| **Expulsions Rate** | 0.1 | 0.1 | 0.1 |

## D. Other SARC Information

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

| 2017-18 Federal Intervention Program | | |
|---|---|---|
| **Indicator** | **School** | **District** |
| **Program Improvement Status** | In PI | In PI |
| **First Year of Program Improvement** | 2011-2012 | 2011-2012 |
| **Year in Program Improvement** | Year 3 | Year 3 |
| **Number of Schools Currently in Program Improvement** | | 8 |
| **Percent of Schools Currently in Program Improvement** | | 66.7 |

| Academic Counselors and Other Support Staff at this School | |
|---|---|
| **Number of Full-Time Equivalent (FTE)** | |
| **Academic Counselor** | |
| **Counselor (Social/Behavioral or Career Development)** | |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | 1.0 (full-time) |
| **Psychologist** | 4 days a week |
| **Social Worker** | |
| **Nurse** | 1.0 (district) |
| **Speech/Language/Hearing Specialist** | 3 days a week |
| **Resource Specialist** | 1(full-time) |
| **Other** | 1(Language |
| **Average Number of Students per Staff Member** | |
| **Academic Counselor** | |

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

| Average Class Size and Class Size Distribution (Elementary) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade** | **Average Class Size** | | | **Number of Classrooms*** | | | | | | | | |
| | | | | **1-20** | | | **21-32** | | | **33+** | | |
| | **2014-15** | **2015-16** | **2016-17** | **2014-15** | **2015-16** | **2016-17** | **2014-15** | **2015-16** | **2016-17** | **2014-15** | **2015-16** | **2016-17** |
| **K** | 22 | 22 | 22 | 1 | 1 | 1 | 3 | 3 | 3 | | | |
| **1** | 21 | 23 | 24 | | | | 3 | 3 | 3 | | | |
| **2** | 23 | 22 | 23 | | | | 4 | 3 | 3 | | | |
| **3** | 22 | 22 | 23 | 1 | | | 3 | 4 | 4 | | | |
| **4** | 33 | 29 | 29 | | | | 1 | 3 | 3 | 1 | | |
| **5** | 33 | 33 | 33 | | | | 1 | | | 2 | 3 | 2 |
| **6** | 25 | 32 | 27 | 1 | | 1 | | 2 | 1 | 2 | | 2 |
| **Other** | | 10 | | | 1 | | | | | | | |

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

### Professional Development provided for Teachers

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

| FY 2015-16 Teacher and Administrative Salaries | | |
|---|---|---|
| **Category** | **District Amount** | **State Average for Districts In Same Category** |
| **Beginning Teacher Salary** | $45,498 | $48,678 |
| **Mid-Range Teacher Salary** | $64,520 | $78,254 |
| **Highest Teacher Salary** | $86,659 | $96,372 |
| **Average Principal Salary (ES)** | $125,145 | $122,364 |
| **Average Principal Salary (MS)** | | $125,958 |
| **Average Principal Salary (HS)** | | $126,758 |
| **Superintendent Salary** | $230,807 | $212,818 |
| **Percent of District Budget** | | |
| **Teacher Salaries** | 37% | 38% |
| **Administrative Salaries** | 5% | 5% |

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

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|---|---|---|---|---|
| **Level** | **Expenditures Per Pupil** | | | **Average Teacher Salary** |
| | **Total** | **Restricted** | **Unrestricted** | |
| **School Site** | $5,227 | $249 | $4,978 | $69,641 |
| **District** | ♦ | ♦ | $4,571 | $68,228 |
| **State** | ♦ | ♦ | $6,574 | $78,363 |
| **Percent Difference: School Site/District** | | | 8.9 | 3.4 |
| **Percent Difference: School Site/ State** | | | -6.9 | -4.6 |

\* Cells with ♦ do not require data.

## 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 with PI School $232,520
LCAP Supplemental and Concentration Funds $155,449
Total $388,019

## DataQuest

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

## 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.