

Central Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021 22 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	Steven Sanchez
Email Address	ssanchez@nsd.us
School Website	www.nsd.us
County-District-School (CDS) Code	37-68221-6038731

2021 22 District Contact Information

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

2021 22 School Overview

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

At Central School,

We Promise

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

We Believe

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

Message from Principal, Steven Sanchez

Welcome to Central School, home of the Dolphins, where our goal is to ensure that each and every student is on track to succeed in college or in their career. At Central, we maintain an enriching, nurturing, and productive learning environment where students can excel. Our knowledgeable and dedicated staff enthusiastically provides an instructional program based on the Common Core State Standards and high expectations for academic performance. At Central, we are data-driven and student-centered. We have established a safe campus that promotes personal responsibility for student behavior and mutual respect among all members of our learning community. We believe in being PeaceBuilders. Students know the importance of being Responsible, Respectful, Safe, and Kind. In addition, we invest in the social-emotional learning of our students. Parent involvement is also important at Central School. We invite and encourage parents to become active members of our learning community. We welcome volunteers to assist with classroom or school activities and to serve as members of our PTA, parent committees, and organizations on campus. Although at this time all in person volunteers are on hold due to the pandemic. We

2021 22 School Overview

look forward to the academic, social-emotional, and personal growth of our students and to the continued development of our learning community. Go Dolphins!

Although many of the parent involvement opportunities cannot take place at this time due to Covid-19, we look forward to welcoming everyone back when it is safe to do so. Thank you.

About this School

2020 21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	71
Grade 2	84
Grade 3	81
Grade 4	80
Grade 5	74
Grade 6	76
Total Enrollment	549

2020 21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	0.9
Black or African American	1.5
Filipino	7.7
Hispanic or Latino	87.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.1
White	0.9
English Learners	51.2
Foster Youth	0.5
Homeless	9.1
Socioeconomically Disadvantaged	78
Students with Disabilities	18

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

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

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)	24.5	86.0	226.9	93.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	0.0	0.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	3.0	1.2	12115.8	4.4
Unknown	4.0	14.0	13.0	5.4	18854.3	6.9
Total Teaching Positions	28.5	100.0	242.9	100.0	274759.1	100.0

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

2020 21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020 21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020 21 Credentialed Teachers Assigned Out of Field (considered “out of field” under ESSA)

Indicator	2020 21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020 21 Class Assignments

Indicator	2020 21
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

2021 22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		08/25/2021	
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.

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

8/11/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			K1 Mech Rm: 3-clean out, interior leaking Action Taken: Work orders submitted for repairs.
Interior: Interior Surfaces		X		PTO: 4-stained carpet & ceiling tiles 30: 4-stained carpet; 14-external walkway rusted and flaking 28: 4-stained carpet 9: 4-stained carpet 14: 4-stained carpet Action Taken: Work orders submitted for repairs.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			19 PE: 7-microwave plugged into power strip; 8-fire extinguisher not mounted

School Facility Conditions and Planned Improvements

			<p>K-1: 7-workrm light not working; 8-boys RR toilet not flushing Stage: 7-lights out Action Taken: Work orders submitted for repairs.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>K-1: 7-workrm light not working; 8-boys RR toilet not flushing Action Taken: Work orders submitted for repairs.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>19 PE: 7-microwave plugged into power strip; 8- fire extinguisher not mounted Admin Office: 10-fire alarm panel "trouble" Kitchen: 11-chipped paint on south wall Action Taken: Work orders submitted for repairs.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>8: 11-peeling paint on cabinet Action Taken: Work order submitted for repair.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>29 C, B, A: 14-walkway rusted & flaking - general for building 30: 4-stained carpet; 14-exterior walkway rusted and flaking Action Taken: Work orders submitted for repairs.</p>

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019 20	School 2020 21	District 2019 20	District 2020 21	State 2019 20	State 2020 21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020 21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	313	NT	NT	NT	NT
Female	151	NT	NT	NT	NT
Male	161	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	20	NT	NT	NT	NT
Hispanic or Latino	278	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	174	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	237	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	NT	NT	NT	NT

2020 21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	313	NT	NT	NT	NT
Female	151	NT	NT	NT	NT
Male	161	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	20	NT	NT	NT	NT
Hispanic or Latino	278	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	174	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	237	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	NT	NT	NT	NT

2020 21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

IReady Student Groups	IReady Total Enrollment	IReady Number Tested	IReady Percent Tested	IReady Percent Not Tested	IReady Percent At or Above Grade Level
All Students	537	501	93.3	6.7	30.5
Female	255	245	96.1	3.9	37.6
Male	280	254	90.7	9.3	24
American Indian or Alaska Native	0	0	0	0	0
Asian	4	4	100	0	50

Black or African American	6	6	100	0	50
Filipino	38	36	94.7	5.3	61.1
Hispanic or Latino	458	426	93	7	27.5
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	6	6	100	0	50
White	4	4	100	0	50
English Learners	274	255	93.1	6.9	19.6
Foster Youth	3	2	66.7	33.3	0
Homeless	43	41	95.3	4.7	26.8
Military	6	6	100	0	50
Socioeconomically Disadvantaged	405	380	93.8	6.2	29.2
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	72	73.5	26.5	8.3

*At or above the grade-level standard in the context of the local assessment administered.

2020 21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IReady Student Groups	IReady Total Enrollment	IReady Number Tested	IReady Percent Tested	IReady Percent Not Tested	IReady Percent At or Above Grade Level
All Students	537	500	93.1	6.9	23.6
Female	255	244	95.7	4.3	27.5
Male	280	254	90.7	9.3	20.1
American Indian or Alaska Native	0	0	0	0	0
Asian	4	4	100	0	75
Black or African American	6	6	100	0	50
Filipino	38	36	94.7	5.3	44.4
Hispanic or Latino	458	425	92.8	7.2	20.7
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	6	6	100	0	50
White	4	4	100	0	50
English Learners	274	255	93.1	6.9	12.9
Foster Youth	3	2	66.7	33.3	0
Homeless	43	41	95.3	4.7	9.8
Military	6	6	100	0	50
Socioeconomically Disadvantaged	405	379	93.6	6.4	21.4
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	98	71	72.4	27.6	11.3
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019 20	School 2020 21	District 2019 20	District 2020 21	State 2019 20	State 2020 21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020 21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	NT	NT	NT	NT
Female	33	NT	NT		
Male	36	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	65	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	35	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	55	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	NT	NT	NT	NT

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.

2020 21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021 22 Opportunities for Parental Involvement

Contact Person Name: Steven Sanchez

Phone Number: (619) 336-7400

Due to Covid-19 some parental involvement opportunities have been suspended for the time being due to District safety measures. Some examples are parent volunteers, family curriculum nights, and fall festivals.

Home/School Partnership: The following parental involvement opportunities have been done virtually.

- Parent/Teacher Association (PTA)
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)
- Back to School Night
- Parent/Teacher Conferences
- Open House
- DPAC (District Parent Advisory Committee) Representatives
- Read Across America
- Parent Technology Classes
- Kitchenistas Presentations (Healthy Cooking Classes)
- Book Fairs

2020 21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	591	570	137	24.0
Female	279	270	56	20.7
Male	310	298	81	27.2
American Indian or Alaska Native	0	0	0	0.0
Asian	5	4	0	0.0
Black or African American	9	8	3	37.5
Filipino	51	47	4	8.5
Hispanic or Latino	509	494	123	24.9
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	7	7	1	14.3
White	7	7	3	42.9
English Learners	349	336	74	22.0
Foster Youth	3	3	2	66.7
Homeless	55	52	22	42.3
Socioeconomically Disadvantaged	456	442	114	25.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	112	107	33	30.8

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018 19	School 2020 21	District 2018 19	District 2020 21	State 2018 19	State 2020 21
Suspensions	0.47	0.00	1.58	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019 20	District 2019 20	State 2019 20
Suspensions	0.16	0.78	2.45
Expulsions	0.00	0.00	0.05

2020 21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021 22 School Safety Plan

SB187 Safety Plan

Date the plan was last updated: December 2020

Date the plan was last reviewed with the staff: October 2021

The Comprehensive School Safety Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically-pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events. 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.

2018 19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	20	2	3	
1	22	1	2	
2	21		3	
3	21	1	3	
4	26		3	
5	30		2	
6	27	1	1	2
Other	12	2		

2019 20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	20	3	1	
1	22		3	
2	21		3	
3	21	1	2	
4	26		2	
5	27		2	
6	32		2	
Other	16	5	3	

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	

2020 21 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	549

2020 21 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)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.5
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	3.5

2019 20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$6,158	\$467	\$5,691	\$77,586
District	N/A	N/A	\$6447	\$83,098
Percent Difference - School Site and District	N/A	N/A	-12.5	-6.9
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-39.0	-6.1

2020 21 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 \$121,611
 LCAP Supplemental and Concentration Funds \$170,028
 Total \$291,639

2019 20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$49,557	\$51,450
Mid-Range Teacher Salary	\$73,699	\$80,263
Highest Teacher Salary	\$106,425	\$101,012
Average Principal Salary (Elementary)	\$136,181	\$128,082
Average Principal Salary (Middle)	\$0	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$210,492	\$197,968
Percent of Budget for Teacher Salaries	34%	34%
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. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in English Language Arts, English Language Development, Mathematics, and Social Emotional Learning, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. All professional developments this school year have taken place virtually in order to follow Covid-19 safety measures. In addition, to the professional development mentioned, the District also assists in the coordination of the BTSA Induction Support program for first-and second-year teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

Our Counselor has been provided professional development on the Sanford Harmony program, a curriculum focusing on the Social Emotional learning of students, and has been providing our staff Social Emotional education on self-care and mindfulness. This year classroom teachers have been participating in virtual professional development on 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	2019 20	2020 21	2021 22
Number of school days dedicated to Staff Development and Continuous Improvement	26	17	19

National School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021 22 District Contact Information

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

2020 21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2815	2	0.07	99.93	--
Female	1375	0	0.00	100.00	--
Male	1438	2	0.14	99.86	--
American Indian or Alaska Native	--	--	--	--	--
Asian	47	0	0.00	100.00	--
Black or African American	34	0	0.00	100.00	--
Filipino	219	0	0.00	100.00	--
Hispanic or Latino	2345	1	0.04	99.96	--
Native Hawaiian or Pacific Islander	19	0	0.00	100.00	--
Two or More Races	91	1	1.10	98.90	--
White	58	0	0.00	100.00	--
English Learners	1412	1	0.07	99.93	--
Foster Youth	--	--	--	--	--
Homeless	320	0	0.00	100.00	--
Military	13	0	0.00	100.00	--
Socioeconomically Disadvantaged	2021	2	0.10	99.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	379	2	0.53	99.47	--

2020 21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2815	2	0.07	99.93	--
Female	1375	0	0.00	100.00	--
Male	1438	2	0.14	99.86	--
American Indian or Alaska Native	--	--	--	--	--
Asian	47	0	0.00	100.00	--
Black or African American	34	0	0.00	100.00	--
Filipino	219	0	0.00	100.00	--
Hispanic or Latino	2345	1	0.04	99.96	--
Native Hawaiian or Pacific Islander	19	0	0.00	100.00	--
Two or More Races	91	1	1.10	98.90	--
White	58	0	0.00		--
English Learners	1412	1	0.07	99.93	--
Foster Youth	--	--	--	--	--
Homeless	320	0	0.00	100.00	--
Military	13	0	0.00	100.00	--
Socioeconomically Disadvantaged	2021	2	0.10	99.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	379	2	0.53	99.47	--

2020 21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020 21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.