

Ira Harbison Elementary

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	Ira Harbison Elementary
Street	3235 East 8th Street
City, State, Zip	National City, CA 91950
Phone Number	(619) 336-8200
Principal	Meghann Young
Email Address	myoung@nsd.us
School Website	www.nsd.us
County-District-School (CDS) Code	37-68221-6038764

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

Ira Harbison Elementary School was established in 1950 and 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 the southern region of San Diego County. It is part of National City, which was incorporated on September 17, 1887; it is the second oldest community in San Diego. Our district is composed of 10 elementary schools and a pre-school center. For the 2021-2022 school year, we serve students in grades transitional kindergarten to sixth grade. We have 15 classroom teachers, a site Language Arts Specialist, a School Psychologist, a School Counselor, a Library Media Specialist, a full-time Health Clerk as well as additional support personnel and office staff.

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.

Message from the School Principal, Meghann Young

Welcome to Ira Harbison Elementary School, Home of the Hawks! Ira Harbison School serves the eastern community of National City and is part of the National School District. Our school serves over 350 students every day from transitional

kindergarten through sixth grade, with high-quality academic programs and extra-curricular activities. Our commitment is to provide students with learning experiences that will help them develop the skills necessary to thrive in a 21st century environment. Though our instructional focus remains centered on the Common Core State Standards, we also celebrate and build on students' interests, passions, and hobbies. We want learning to be meaningful, purposeful, and fun and know that this will be achieved with a child-centered education. Additionally, it's clear that our parents play an integral role in their child's education. We work side-by-side with them to ensure that our students develop into life-long learners filled with confidence, compassion, and creativity. Ira Harbison staff, students and parents are truly dedicated to the school's vision of "Excellence for All." As a result of this unified and family-oriented approach, we are proud to announce that Ira Harbison School has been recognized with the Bronze level state-wide recognition for the Positive Behavioral Interventions and Supports Framework.

We look forward to working with you and your child this year and encourage you to stay connected with our school community.

*As a result of the school closure due to COVID-19 many of our traditionally in person activities and school experiences have transitioned to the virtual setting, where possible.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	56
Grade 2	68
Grade 3	48
Grade 4	63
Grade 5	64
Grade 6	73
Total Enrollment	432

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
Asian	3.7
Black or African American	1.6
Filipino	25.9
Hispanic or Latino	60.6
Native Hawaiian or Pacific Islander	1.2
Two or More Races	3
White	3.5
English Learners	35
Foster Youth	0.5
Homeless	3
Socioeconomically Disadvantaged	66
Students with Disabilities	9.3

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>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

Year and month in which the data were collected	08/25/2021
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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%
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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
- 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.
- 2018 - The flower beds on the site have been updated to include a water efficient drip system, and have been replanted.

Ongoing - The school is highly maintained with new paint, plants, flowers and grass on an ongoing 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.

Year and month of the most recent FIT report

8/3/2021

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			K-1: Flooring has cracks K-2: Flooring has cracks Action Taken: Work orders submitted for repairs.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Library (Modular): Termite Damage Action Taken: Work order submitted for repair.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Multipurpose Room: Roof drains need repairs

School Facility Conditions and Planned Improvements

				Action Taken: Work order submitted for repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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	243	NT	NT	NT	NT
Female	113	NT	NT	NT	NT
Male	130	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	11	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	56	NT	NT	NT	NT
Hispanic or Latino	145	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	16	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	78	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	20	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	152	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	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	243	NT	NT	NT	NT
Female	113	NT	NT	NT	NT
Male	130	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	11	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	56	NT	NT	NT	NT
Hispanic or Latino	145	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	16	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	78	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	20	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	152	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	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	411	392	95.4	4.6	44.9
Female	202	193	95.5	4.5	54.9
Male	209	199	95.2	4.8	35.2
Asian	17	16	94.1	5.9	56.3
Black or African American	6	6	100	0	16.7

Filipino	106	101	95.3	4.7	63.4
Hispanic or Latino	246	235	95.5	4.5	35.3
Native Hawaiian or Pacific Islander	5	5	100	0	40
Two or More Races	11	11	100	0	63.6
White	12	11	91.7	8.3	54.5
English Learners	148	137	92.6	7.4	27.7
Foster Youth	2	2	100	0	50
Homeless	14	13	92.9	7.1	23.1
Military	5	5	100	0	40
Socioeconomically Disadvantaged	266	254	95.5	4.5	40.9
Students with Disabilities	40	37	92.5	7.5	16.2

*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	411	381	92.7	7.3	31.2
Female	202	184	91.1	8.9	37
Male	209	197	94.3	5.7	25.9
Asian	17	16	94.1	5.9	56.3
Black or African American	6	5	83.3	16.7	20
Filipino	106	100	94.3	5.7	46
Hispanic or Latino	246	227	92.3	7.7	20.3
Native Hawaiian or Pacific Islander	5	4	80	20	50
Two or More Races	11	11	100	0	54.5
White	12	11	91.7	8.3	72.7
English Learners	148	1135	91.2	8.8	18.5
Foster Youth	2	1	50	50	0
Homeless	14	13	92.9	7.1	7.7
Military	5	5	100	0	40
Socioeconomically Disadvantaged	266	244	91.7	8.3	28.3
Students with Disabilities	40	37	92.5	7.5	10.8

*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	63	NT	NT	NT	NT
Female	23	NT	NT	NT	NT
Male	40	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	16	NT	NT	NT	NT
Hispanic or Latino	38	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	18	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	16	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	43	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	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: Veronica Garcia
Phone Number: (619) 336-8251

Due to COVID-19 many of annual opportunities for parental involvement have been suspended. When possible we will conduct these opportunities virtually. We will resume activities when approved, per district policy..

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
- Virtual Back-to-School Night/Open House
- Virtual Parent-Teacher Conferences
- Oceans Alive! Marine Activities, Resources and Education (M.A.R.E.)
- Virtual Parent Hour

Parent & Community Celebration

- Family Learning Days
- Reading Incentive Program
- School Festivals
- Virtual School-wide Fundraisers
- Virtual Book Fair

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	452	434	76	17.5
Female	226	216	41	19.0
Male	226	218	35	16.1
American Indian or Alaska Native	0	0	0	0.0
Asian	18	17	1	5.9
Black or African American	7	7	2	28.6
Filipino	115	112	9	8.0
Hispanic or Latino	278	264	60	22.7
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	13	13	1	7.7
White	14	14	2	14.3
English Learners	180	174	39	22.4
Foster Youth	3	3	2	66.7
Homeless	17	12	8	66.7
Socioeconomically Disadvantaged	300	286	65	22.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	49	48	5	10.4

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	2.89	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	1.26	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	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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: January 2021

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (A.) Child Abuse Reporting, (B.) Disaster Response Procedures, (C.) Suspension and Expulsion Policies, (D.) Notification of Teachers regarding Dangerous Pupils, (E.) Discrimination and Sexual Harassment, (F.) School-wide Dress Codes Prohibiting Gang-related Apparel, (G.) Procedures for Safe Ingress and Egress from School, (H.) Procedures to Ensure a Safe and Orderly Environment Conducive to Learning, (I.) Rules and Procedures on School Discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. (J.) Hate Crimes Policies and Procedures, (K.) Procedures under the Safe and Drug-Free Schools Act and (L.) Bullying Prevention Policies and Procedures. 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.

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	22	1	3	
1	18	3		
2	24		3	
3	22		3	
4	30		2	
5	29		3	
6	32		3	

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	19	4		
1	24		3	
2	18	3		
3	23		3	
4	27		2	
5	31		2	
6	31		2	
Other	28		2	

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	20	1	2	
1	19	3		
2	23		3	
3	24		2	
4	32		2	
5	32		2	
6	24		3	

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	432

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
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	4.3

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	\$7,105	\$508	\$6,597	\$78,743
District	N/A	N/A	\$6,447	\$83,098
Percent Difference - School Site and District	N/A	N/A	2.3	-5.4
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-24.6	-4.6

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 \$26,943
 LCAP Supplemental and Concentration Funds \$114,631
 Total \$141,574

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/csl/>.

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, school needs and staff input. The district calendar earmarks two full professional growth days and six days with early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend virtual conferences and virtual district-wide professional development throughout the year, including five early-release days for district-focused learning. Conferences and professional workshops are selected by teachers with the principal's guidance to ensure that the professional learning involves strategies with rigor and relevance towards meeting our objectives. In recent years, reas of focus for teacher training have included effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in language arts and mathematics, specific training to support the needs of English Learners, innovative approaches in instructional content/delivery, as well as increased awareness and planning around school safety, and ways to support and strengthen our school culture. 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, targeted groups, grade-level teams, and through individual mentoring by the school administrator. During the implementation process, teachers are supported through teacher-principal meetings and student performance reporting on grade level data team collaboration days. As part of grade level collaboration, teachers share ideas, strategies and resources that were learned during professional growth trainings and review student progress on specific English Language Arts and Mathematics units. The district also assists in the coordination of support services under the Beginning Teacher Support and Assessment (BTSA) Induction Program for Year One and Year Two Beginning Teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

*As a result of the restrictions due to COVID-19 many of our traditionally in person professional development opportunities have transitioned to the virtual setting, where possible.

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	20	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.

