

# Las Palmas 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/](http://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/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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

<b>School Name</b>	Las Palmas Elementary School
<b>Street</b>	1900 E. 18th Street
<b>City, State, Zip</b>	National City, CA 91950
<b>Phone Number</b>	(619) 336-8500
<b>Principal</b>	Sonia Ruan
<b>Email Address</b>	sruan@nsd.us
<b>School Website</b>	www.nsd.us
<b>County-District-School (CDS) Code</b>	37-68221-6038780

## 2021 22 District Contact Information

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

## 2021 22 School Overview

Las Palmas School is located in National City, California, a close-knit community south of San Diego. Las Palmas is a preschool to sixth grade elementary school. Fifty-four percent of our students are English Language Learners and all of our students meet low-income criteria. The staff consists of 22 certificated teachers, 3 special ed teachers, 4 impact teachers, 15 classified employees and 6 support staff. special education classrooms.

### School Mission Statement and Core Values

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

"Children First"

"Whatever it Takes"

"Relationships Matter"

### Message from Principal, Sonia Ruan

Welcome to Las Palmas School! We, at Las Palmas, strive for excellence in education and will provide an inspiring, safe, and challenging environment for all children. It is our goal to "Create Successful Learners Now!" During the Corona Virus Pandemic, our entire school community united in our efforts to continue supporting all our families. Las Palmas has an excellent staff of teachers, instructional aides, and support staff who are committed to creating the best possible educational experience for your children. Our efforts have been focused on the improvement of student achievement at all levels and for all children. Las Palmas has an amazing Parent Teacher Association. We are thankful to have such a core group of dedicated parents to help us support our educational program.

You, the parents, and community members, are always welcome at Las Palmas. Join us as we continue to create a school where all of our students are successful.

## About this School

### 2020 21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	73
Grade 2	78
Grade 3	85
Grade 4	84
Grade 5	85
Grade 6	85
Total Enrollment	566

### 2020 21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Black or African American	0.5
Filipino	9.5
Hispanic or Latino	84.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.5
White	2.1
English Learners	44.7
Foster Youth	0.2
Homeless	2.5
Socioeconomically Disadvantaged	72.8
Students with Disabilities	12.7

## A. Conditions of Learning

### State Priority: Basic

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

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

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.7	89.2	226.9	93.4	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	0.0	0.0	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	0.0	0.0	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.0	7.2	3.0	1.2	12115.8	4.4
<b>Unknown</b>	1.0	3.6	13.0	5.4	18854.3	6.9
<b>Total Teaching Positions</b>	27.7	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
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

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

Indicator	2020 21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	2.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	2.0

## 2020 21 Class Assignments

Indicator	2020 21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (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
<b>Reading/Language Arts</b>	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt California GO MATH, University California Irvine Math 2015/2016	Yes	0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	Yes	0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008	Yes	0%
<b>Foreign Language</b>	Benchmark Advanced/Adelante for English Language Development 2020	Yes	0%

## School Facility Conditions and Planned Improvements

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

- 1993 - Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry
- 1997 - 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 and new playground equipment.

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

Las Palmas currently has 18 regular classrooms and 17 relocatable buildings

During the summer of 2016, Las Palmas's main buildings were refurbished and updated with modern air-conditioning and heating. This work was made possible through Proposition N school bond funds that were approved by the citizens of National City in 2014.

### 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**

8/4/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Furnace Room: Dirty Multipurpose: Flooring needs to be replaced Action Taken: Work orders submitted for repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Kitchen RR: Damage to sewage line Action Taken: Work order submitted for repair.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Playground: comment n/a

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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
<b>All Students</b>	341	NT	NT	NT	NT
<b>Female</b>	147	NT	NT	NT	NT
<b>Male</b>	194	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	29	NT	NT	NT	NT
<b>Hispanic or Latino</b>	287	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	13	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	156	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	20	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	252	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	51	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	341	NT	NT	NT	NT
Female	147	NT	NT	NT	NT
Male	194	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	29	NT	NT	NT	NT
Hispanic or Latino	287	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	13	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	156	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	20	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	252	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	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.

All Students	402	402	88	12	31
Female	210	182	85	28	31
Male	220	220	91	20	66
American Indian or Alaska Native	0	0	0	0	0
Filipino	402	34	88	12	38
Hispanic or Latino	402	334	88	12	29
White		9	100	0	33

\*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.

## 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
<b>Science</b> (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	85	NT	NT	NT	NT
Female	32	NT	NT		
Male	53	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	71	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	31	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	62	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

Las Palmas strives to involve parents in motivating students to love learning and be successful in school. We believe that with parents as team partners, we can make great academic and emotional strides with our children. We offer a variety of classes and workshops to our parents during our virtual Coffee with the Principal meetings. Topics for these meetings include workshops for technology, distance learning, Positive Behavior Intervention and Supports (PBIS), Restorative Practices, and Safety. Parents also have the opportunity to attend the DPAC workshops and CAFE Para-Ed/ Parent Conference offered through the San Diego County Office of Education. Our Parent Teacher Association has been creative in organizing virtual school celebrations that are intended to motivate our community.

#### 2020 21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	613	587	158	26.9
Female	278	266	74	27.8
Male	334	320	83	25.9
American Indian or Alaska Native	1	1	1	100.0
Asian	2	2	1	50.0
Black or African American	7	6	2	33.3
Filipino	56	55	8	14.5
Hispanic or Latino	517	494	138	27.9
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	12	12	4	33.3
White	12	12	3	25.0
English Learners	306	291	83	28.5
Foster Youth	2	2	0	0.0
Homeless	18	15	6	40.0
Socioeconomically Disadvantaged	457	436	136	31.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	85	18	21.2

## 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
<b>Suspensions</b>	1.56	0.00	1.58	0.00	3.47	0.20
<b>Expulsions</b>	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
<b>Suspensions</b>	0.45	0.78	2.45
<b>Expulsions</b>	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

Date the plan was last updated: November 2021

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

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

### D. Other SARC Information

### Information Required in the SARC

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



## 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	23		3	
2	24		4	
3	19	3	2	
4	29		3	
5	31		3	
6	30		2	
Other	11	1		

## 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	21	2	2	
1	23		3	
2	22		3	
3	23	1	3	
4	28		3	
5	28		3	
6	30		3	
Other	13	4		

## 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	18	2	2	
1	20	2	1	
2	19	3		
3	19	4		
4	27		3	
5	27		3	
6	26		3	
Other	14	3	1	

## 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	566

## 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	3.8

## 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	\$6,594	\$291	\$6,303	\$81,918
District	N/A	N/A	\$6,447	\$83,098
Percent Difference - School Site and District	N/A	N/A	-2.3	-1.4
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-29.0	-0.6

## 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 \$243,890

LCAP Supplemental and Concentration Funds \$167,267

Total: \$411,157

## 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. Teachers also have opportunities to attend district-wide professional development throughout the year. During the 2019-20 school year all teachers at Las Palmas will receive approximately over ten hours of professional development in mathematics through the University of California Irvine subject matter project. This professional development will empower our teachers to deliver a cohesive, common core curriculum based on the CCSS. The project includes hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core to assist our teachers in the implementation of our GoMath adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and ELA was selected in response to the needs highlighted in our CAASPP data. In the area of language arts, all of our teachers will receive in-depth professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to deliver robust and rigorous lessons. Both these areas of focus have been delivered through teacher release days, bi-weekly data team meetings, collaboration days and weekly staff meetings, off the clock offerings and during individual teacher planning days. We have three District Resource Teachers that provide workshops in the area of Language Arts and English Language Development. With our new English Language Arts adoption, all teachers will receive staff development in the implementation of our newly adopted BENCHMARK materials. To support daily, robust, and rigorous reading, our district office has adopted the American Reading Company 100 book libraries. All teachers will receive staff development on the implementation and best practices used for these reading baskets for students. Our counselors have received training on the Sanford Harmony social-emotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students. of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, ELA Benchmark curriculum, 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 difficulty or need improvement have access to the PAR (Peer Assistance Review) Program. Lastly, in preparation for Distance Learning, certificated staff received seventeen days of professional development on instructional resources that support distance teaching. These workshops were extremely valuable as teachers transitioned to teaching on line.

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

Subject	2019 20	2020 21	2021 22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	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

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	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
<b>All Students</b>	2815	2	0.07	99.93	--
<b>Female</b>	1375	0	0.00	100.00	--
<b>Male</b>	1438	2	0.14	99.86	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	47	0	0.00	100.00	--
<b>Black or African American</b>	34	0	0.00	100.00	--
<b>Filipino</b>	219	0	0.00	100.00	--
<b>Hispanic or Latino</b>	2345	1	0.04	99.96	--
<b>Native Hawaiian or Pacific Islander</b>	19	0	0.00	100.00	--
<b>Two or More Races</b>	91	1	1.10	98.90	--
<b>White</b>	58	0	0.00	100.00	--
<b>English Learners</b>	1412	1	0.07	99.93	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	320	0	0.00	100.00	--
<b>Military</b>	13	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	2021	2	0.10	99.90	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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.