

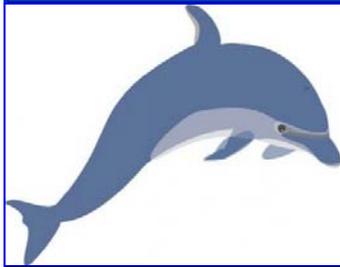
EXHIBIT A

January 27, 2016

SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2014-15

Published During 2015-16



CENTRAL SCHOOL
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**NATIONAL
 SCHOOL DISTRICT**
 1500 N Avenue
 National City, CA
 91950



About This SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 LCP is to be consistent with data reported in the SARC.

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Description

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, 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, Leticia Hernández

Welcome to Central School, home of the Dolphins, where our goal is to ensure that each and every student is on track to succeed with college or career. At Central, we maintain an enriching, nurturing and productive 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. We have established a safe campus that promotes personal responsibility for student behavior and mutual respect among all members of our learning community. We are implementing the PeaceBuilder program and students know the importance of being Responsible, Respectful and Safe.

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 or to serve as members of our parent committees and organizations on campus.

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

**Creating
Successful
Learners
NOW...**

GOVERNING BOARD

- Brian Clapper, President**
Maria Dalla, Clerk
Bárbara Avalos, Member
Maria Betancourt-Castañeda, Member
Alma Sarmiento, Member

ADMINISTRATION

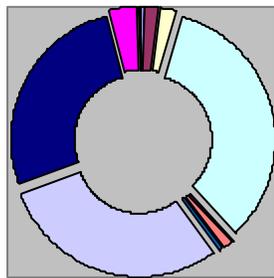
- Christopher Oram, Ed.D.
Superintendent**
**Paula Jameson-Whitney
Assistant Superintendent
Educational Services**
**Chris Carson
Assistant Superintendent
Business Services**
**Cynthia Frazee
Assistant Superintendent
Human Resources**

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School Accountability Report Card

Student Enrollment by Group - 2014-15



- Black or African American 1.6%
- Asian 4.1%
- Filipino 4.7%
- Hispanic 84.3%
- Native Hawaiian or Pacific Islander 0.88%
- White 2.5%
- Two or More Races 1.4%
- Socioeconomically Disadvantaged 73.4%
- English Learners 66.5%
- Students with Disabilities 8.9%
- Foster Youth 0.9%



Teacher Misassignments and Vacant Teacher Positions

Indicator	2013 2014	2014 2015	2015 2016
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.



School Enrollment by Grade Level - 2014-15

Grade Level	Number of Students
Kindergarten	109
Grade 1	91
Grade 2	86
Grade 3	98
Grade 4	88
Grade 5	98
Grade 6	106
Total Enrollment	677

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority:

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

Teacher Credentials

Teachers	School			District
	2012 2013	2013 2014	2014 2015	2014 2015
With Full Credential	18	23	30	236
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Core Academic Courses Taught by Highly Qualified Teachers - 2014-15

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals program,

Central Elementary School

Quality, Currency, and Availability of Textbooks and Other Instructional Materials - Most Recent Year

Year and month in which data were collected: August 12, 2015

Subject	Grade Levels	From Most Recent Adoption	Textbooks and Instructional Materials/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Sp. Ed. K-3 Sp. Ed. 4-6	Houghton-Mifflin Sopris West Read Well Sopris Read Well	2003/2004 2010-2011 2010-2011	0%
Mathematics	K-6	Houghton-Mifflin-Harcourt GO MATH!	2015/2016	0%
Science	K-6	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia	2008/2009	0%
History-Social Science	K-6	H. M. Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-6	E. L. Achieve - Systematic ELD	2014/2015	0%



Instructional Program

Our school is committed to high expectations for all students. Teachers design lessons based on the Common Core State Standards for their grade-level and deliver explicitly designed lessons using instructional strategies that provide all students access to the curriculum. Common formative assessments provide guidance with curriculum and instruction decisions. Students not yet meeting expectations are provided with support through small group instruction, the Reading lab or interventions held beyond the school day. Students meeting or exceeding grade-level expectations are given the opportunity to accelerate their learning. All

students participate in a 40-minute daily block of explicit direct instruction in the area of English language development. English learners are grouped based on their performance on the California English Language Development Test (CELDT) and native English speakers work to further develop academic vocabulary. Students identified as long-term English learners are provided with additional intervention and support. All classrooms integrate the use of technology and students use computer-based learning programs to enhance the core curriculum.

Central School offers a continuum of classroom placements ranging from mild to moderate/severe to resource program that services students who need support within the general education programming. Designated Instructional Services (Speech, APE, OT, AT) are provided to those students that qualify as part of their educational programming for educational benefit within the Least Restrictive Environment. Students are integrated to the fullest within in the general educational programming with their typically developing peers for optimum mainstreaming opportunities. Our school is committed to meeting the needs of students with exceptional needs.

School Facility Good Repair Status — Most Recent Year

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Results of the most recently completed school site inspection, done on September 8, 2015, to determine the school facility's good repair status. (No deficiencies were found)				
Systems: Gas Leaks, Mechanical /HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School/Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate — Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		

School Accountability Report Card



School Facility Conditions & Planned Improvements— Most Recent Year

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 and speech and psychologist offices.
- Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.
- This year, Central received a rating of "Exemplary" in all areas of school facilities inspected.

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 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.

California Assessment of Student Performance and Progress Results for All Students — 2014-15

Percent of Students Meeting or Exceeding the State Standards

Subject	School	District	State
English Language Arts/Literacy (grades 3-6)	32%	36%	44%
Mathematics (grades 3-6)	31%	25%	33%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.



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], and Science California Standards Tests).

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 — 2014-15

English Language Arts - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	100	96	96.0%	46.0%	30.0%	14.0%	10.0%
Male	100	48	48.0%	50.0%	31.0%	10.0%	8.0%
Female	100	48	48.0%	42.0%	29.0%	17.0%	13.0%
Black or African American	100	1	1.0%	--	--	--	--
Asian	100	1	1.0%	--	--	--	--
Filipino	100	2	2.0%	--	--	--	--
Hispanic or Latino	100	85	85.0%	48.0%	31.0%	14.0%	7.0%
Native Hawaiian or Pacific Islander	100	1	1.0%	--	--	--	--
White	100	4	4.0%	--	--	--	--
Two or More Races	100	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	100	76	76.0%	49.0%	28.0%	14.0%	9.0%
English Learners	100	69	69.0%	54.0%	35.0%	10.0%	1.0%
Students with Disabilities	100	10	10.0%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	91	90	98.9%	61.0%	20.0%	16.0%	2.0%
Male	91	43	47.3%	65.0%	16.0%	14.0%	2.0%
Female	91	47	51.6%	57.0%	23.0%	17.0%	2.0%
Asian	91	6	6.6%	--	--	--	--
Filipino	91	6	6.6%	--	--	--	--
Hispanic or Latino	91	76	83.5%	66.0%	20.0%	13.0%	0.0%
White	91	2	2.2%	--	--	--	--
Socioeconomically Disadvantaged	91	82	90.1%	63.0%	18.0%	15.0%	2.0%
English Learners	91	49	53.8%	86.0%	8.0%	6.0%	0.0%
Students with Disabilities	91	10	11.0%	--	--	--	--

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- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	99	93	93.9%	22.0%	33.0%	33.0%	12.0%
Male	99	43	43.4%	35.0%	28.0%	28.0%	9.0%
Female	99	50	50.5%	10.0%	38.0%	38.0%	14.0%
Black or African American	99	1	1.0%	--	--	--	--
Asian	99	3	3.0%	--	--	--	--
Filipino	99	6	6.1%	--	--	--	--
Hispanic or Latino	99	79	79.8%	24.0%	30.0%	35.0%	10.0%
White	99	2	2.0%	--	--	--	--
Two or More Races	99	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	99	81	81.8%	25.0%	31.0%	33.0%	11.0%
English Learners	99	31	31.3%	42.0%	42.0%	16.0%	0.0%
Students with Disabilities	99	6	6.1%	--	--	--	--

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- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	106	106	100.0%	28.0%	33.0%	31.0%	8.0%
Male	106	52	49.1%	33.0%	35.0%	29.0%	4.0%
Female	106	54	50.9%	24.0%	31.0%	33.0%	11.0%
Asian	106	3	2.8%	--	--	--	--
Filipino	106	8	7.5%	--	--	--	--
Hispanic or Latino	106	91	85.8%	30.0%	36.0%	30.0%	4.0%
White	106	2	1.9%	--	--	--	--
Two or More Races	106	2	1.9%	--	--	--	--
Socioeconomically Disadvantaged	106	74	69.8%	34.0%	30.0%	28.0%	8.0%
English Learners	106	35	33.0%	54.0%	29.0%	14.0%	3.0%
Students with Disabilities	106	14	13.2%	86.0%	7.0%	7.0%	0.0%

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- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	100	96	96.0%	28.0%	30.0%	33.0%	8.0%
Male	100	48	48.0%	31.0%	23.0%	33.0%	13.0%
Female	100	48	48.0%	25.0%	38.0%	33.0%	4.0%
Black or African American	100	1	1.0%	--	--	--	--
Asian	100	1	1.0%	--	--	--	--
Filipino	100	2	2.0%	--	--	--	--
Hispanic or Latino	100	85	85.0%	28.0%	33.0%	32.0%	7.0%
Native Hawaiian or Pacific Islander	100	1	1.0%	--	--	--	--
White	100	4	4.0%	--	--	--	--
Two or More Races	100	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	100	76	76.0%	30.0%	32.0%	28.0%	11.0%
English Learners	100	69	69.0%	33.0%	30.0%	32.0%	4.0%
Students with Disabilities	100	10	10.0%	--	--	--	--

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- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	91	90	98.9%	44.0%	43.0%	11.0%	1.0%
Male	91	43	47.3%	44.0%	40.0%	14.0%	2.0%
Female	91	47	51.6%	45.0%	47.0%	9.0%	0.0%
Asian	91	6	6.6%	--	--	--	--
Filipino	91	6	6.6%	--	--	--	--
Hispanic or Latino	91	76	83.5%	50.0%	41.0%	9.0%	0.0%
White	91	2	2.2%	--	--	--	--
Socioeconomically Disadvantaged	91	82	90.1%	48.0%	41.0%	10.0%	1.0%
English Learners	91	49	53.8%	61.0%	35.0%	4.0%	0.0%
Students with Disabilities	91	10	11.0%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 — 2014-15

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	99	93	93.9%	37.0%	30.0%	27.0%	6.0%
Male	99	43	43.4%	37.0%	28.0%	30.0%	5.0%
Female	99	50	50.5%	36.0%	32.0%	24.0%	8.0%
Black or African American	99	1	1.0%	--	--	--	--
Asian	99	3	3.0%	--	--	--	--
Filipino	99	6	6.1%	--	--	--	--
Hispanic or Latino	99	79	79.8%	35.0%	33.0%	25.0%	6.0%
White	99	2	2.0%	--	--	--	--
Two or More Races	99	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	99	81	81.8%	35.0%	31.0%	28.0%	6.0%
English Learners	99	31	31.3%	52.0%	42.0%	6.0%	0.0%
Students with Disabilities	99	6	6.1%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	106	106	100.0%	35.0%	30.0%	26.0%	8.0%
Male	106	52	49.1%	33.0%	35.0%	25.0%	8.0%
Female	106	54	50.9%	37.0%	26.0%	28.0%	9.0%
Asian	106	3	2.8%	--	--	--	--
Filipino	106	8	7.5%	--	--	--	--
Hispanic or Latino	106	91	85.8%	38.0%	30.0%	24.0%	8.0%
White	106	2	1.9%	--	--	--	--
Two or More Races	106	2	1.9%	--	--	--	--
Socioeconomically Disadvantaged	106	74	69.8%	39.0%	27.0%	27.0%	7.0%
English Learners	106	35	33.0%	66.0%	26.0%	3.0%	6.0%
Students with Disabilities	106	14	13.2%	86.0%	0.0%	7.0%	7.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Central Elementary School



California Standards Tests for All Student Group in Science — Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (Meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (Grade 5)	18%	39%	48%	37%	48%	41%	59%	60%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science - 2014-2015

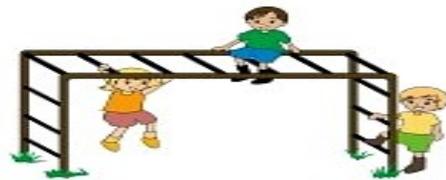
Student Group	Percent of Students at Scoring or Proficient or Advanced
All Students in the LEA	41%
All Students at the School	48%
Male	47%
Female	50%
Hispanic or Latino	43%
Socioeconomically Disadvantaged	23%
English Learners	51%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in physical education.



California Physical Fitness Test Results - 2014-15

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	23.1%	12.5%	9.6%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parent Involvement

The SARC Provides the following information relevant to the Parental Involvement State Priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.



School Accountability Report Card

Opportunities for Parent Involvement Most Recent Year

Contact Person Name: Leticia Hernández
Phone Number: (619) 336-7400

Home/School Partnership:

- Parent Volunteers
- Parent/Teacher Organization (PTO)
- Family Curriculum Nights
- English Learner Advisory Committee (ELAC)
- Back to School Nights
- Parent/Teacher Conferences
- Open House
- DAC (District Advisory Committee) Representatives
- Monthly Activity Calendar
- Parent Patrol Safety Program



School Safety

SB187 Safety Plan5

Date the plan was last updated: February, 2015

Date the plan was last reviewed with the staff: February, 2015

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

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority:

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measure on the sense of safety.

Suspensions and Expulsions

Rate*	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.9%	3.8%	2.0%	2.3%	2.6%	1.8%	5.1%	4.4%	3.8%
Expulsions	0.0	0.00	0.0	0.0	0.0	0.0	0.1%	0.1%	0.1%

D. Other SARC Information

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



Federal Intervention Program 2015-16

Indicator	School	District
Program Improvement Status	In PI	In PI
First year of Program Improvement	2006-07	2011-12
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in PI		10
Percent of Schools Currently in PI		90.9%

Central Elementary School

Adequate Yearly Progress Overall and by Criteria — 2014-15

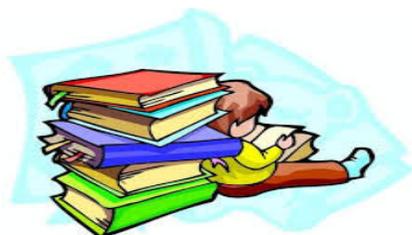
AYP Criteria	School	District	State
Made AYP Overall	Yes	No	N/A
Met Participation Rate—English Language Arts	Yes	Yes	N/A
Met Participation Rate—Mathematics	Yes	Yes	N/A
Met Percent Proficient—English Language Arts	N/A	N/A	N/A
Met Percent Proficient—Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	N/A

Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- Positive Behavior Intervention Program
- PeaceBuilders® Program
- Zero Tolerance Policy
- Mandatory School Uniforms
- Homework Policy
- Student Recognition Program
- Student Council
- Counseling Services
- Safety Patrol

Our library circulation and catalogue systems are computerized and connected to the National City Public Library. Students can use an on-line catalogue to check the availability of books in their school library.



Counselors & Other Support Staff — 2014-15

Title	FTE*
Psychologist	1.0
Adaptive P.E. Specialist	1.0 (district)
Nurse/Medical Assistant	1.0 (district)
Resource Specialist (non-teaching)	1.0
Library Media Services Staff (paraprofessional)	1.0 (full-time)
Speech/Language/Hearing Specialist	1.5
Language Arts Specialist	2.0 (school)
Inst. Asst.—Special Ed.	2.0 (full-time) 20 (part-time)

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

Average Class Size and Class Size Distribution

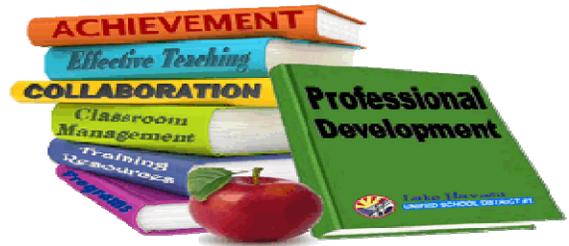
Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.0	2	4	0	16.0	4	3	0	19.0	4	2	
1	14.0	4	3	0	16.0	3	3	0	23.0		3	
2	15.0	4	2	0	15.0	5	2	0	23.0		4	
3	16.0	2	5	0	18.0	2	3	0	20.0	1	4	
4	21.0	2	3	0	22.0	2	0	3	29.0		3	
5	21.0	2	2	1	21.0	2	2	1	30.0		3	
6	21.0	2	0	3	21.0	2	1	2	27.0	1	2	1
Other	12.0	2			10.0	3			11.0	2		

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

School Accountability Report Card

Expenditures Per Pupil and School Site Teacher Salaries - Fiscal Year 2013-14

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic Unrestricted)	Average Teacher Salary
School Site	\$4,444	\$436	\$4,008	\$60,475
District			\$4,571	\$67,564
Percent Difference-School Site and District			12%	10%
State			\$5,348	\$72,993
Percent Difference-School Site and State			25%	8%



Types of Services Funded - Fiscal Year 2014-15

In addition to the State General Fund, National School District receives state and federal funding for categorical, special education, and other support programs.

Funding Source	Allocation
Title I with PI School	\$153,291
LCFF ¹ /EIA ² -SCE ³	123,076
LCFF/EIA-LEP ⁴	\$128,603
Total	\$404,970

¹Local Control Funding Formula
²Economic Impact Aid
³State Compensatory Education
⁴Limited English Proficient

Professional Development Most Recent Three Years

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

The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.



Teacher and Administrative Salaries Fiscal Year 2013-14

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/ca/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	37,402	\$43,091
Mid-Range Teacher Salary	\$62,338	\$70,247
Highest Teacher Salary	\$83,728	\$89,152
Average Principal Salary	\$115,650	\$112,492
Superintendent Salary	\$175,401	\$192,072
Percent of Budget for Teacher Salaries	42%	41%
Percentage of Budget for Administrative Salaries	5%	6%



SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2014-15

Published During 2015-16



EL TOYON SCHOOL

2000 E Division Street, National City, CA 91950

(619) 336-7400 • Fax (619) 336-7455

Principal, William Mellman

www.nsd.us

CDS Code • 37682216038731

NATIONAL
SCHOOL DISTRICT
1500 N Avenue
National City, CA
91950



About This SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about LCFF or LCAP, see the CDE CDELFCC Web page at <http://www.cde.ca.gov/fq/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Description

El Toyon is located in National City, fifteen minutes south of downtown San Diego, California. Built in 1952, El Toyon Elementary serves approximately 500 students in grades kindergarten through sixth grade.



School's Mission Statement and Core Values

The National School District is committed to developing successful learners NOW. To support that goal, we have developed the following core values.

- We believe that all students will learn
- We believe that student success is everyone's responsibility
- We believe that our community's cultural diversity enriches learning opportunities
- We promise a safe, nurturing learning environment
- We promise an active partnership with parents and community
- We promise a solid foundation in reading, writing, and problem-solving
- We promise a focus on individual student achievement

We, the staff of El Toyon, provide a caring, positive, and challenging educational environment for our students while building character, responsibility, and pride. As a result, we will motivate students to become life-long learners, independent thinkers, problem solvers, and productive members of society.

Message from Principal, William Mellman

At El Toyon School, we believe that children deserve the best education possible. We hold strong beliefs about the importance of educating our students and providing them with an inspiring, safe, and challenging environment. Our staff strives for excellence in all areas, and is motivated to support, nurture and provide our students with high quality education in the core areas of reading and math; we believe our students will not succeed in life without those crucial skills! We also believe that the elementary school years are the ideal time to lay a strong foundation in the arts, social

Creating
Successful
Learners
NOW...

GOVERNING BOARD

Brian Clapper,
Board President

Maria Dalla, Board Clerk

Bárbara Avalos, Member
Maria Betancourt-Castañeda,
Member

Alma Sarmiento, Member

ADMINISTRATION

Christopher Oram, Ed.D.
Superintendent

Paula Jameson-Whitney
Assistant Superintendent
Educational Services

Chris Carson
Assistant Superintendent
Business Services

Cynthia Frazee
Assistant Superintendent
Human Resources

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School Accountability Report Card

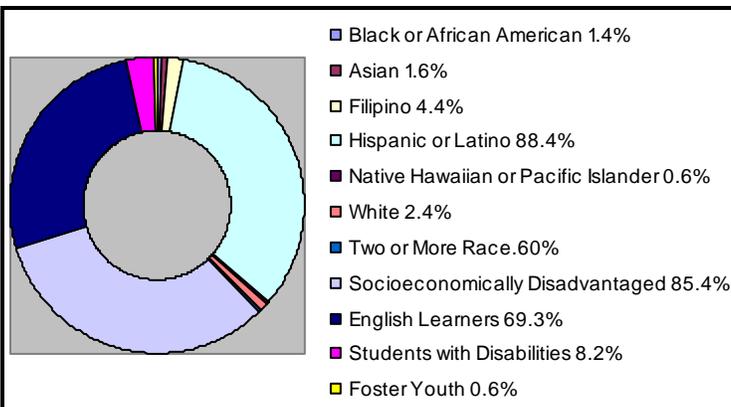
studies, science, physical education, and character education. Our teachers continue to refine their teaching practices through data team collaborations and incorporating Common Core Standards into their everyday lessons. Additionally, we understand that we cannot succeed without the support of our families and community members. We take pride in working alongside our families and community members to ensure that we do everything we can to help our students have a memorable and meaningful elementary education.

School Enrollment by Grade Level 2014-15

Grade Level	Number of Students
Kindergarten	70
Grade 1	63
Grade 2	70
Grade 3	69
Grade 4	80
Grade 5	76
Grade 6	67
Total Enrollment	495



Student Enrollment by Group 2014-15



A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority:

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



Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	18	23	20	236
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (With full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013 2014	2014 2015	2015 2016
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, and Availability of Textbooks and Other Instructional Materials - Most Recent Year

Year and month in which data were collected: August 12, 2015

Subject	Grade Levels	From Most Recent Adoption	Textbooks and Instructional Materials/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Sp. Ed. K-3 Sp. Ed. 4-6	Houghton-Mifflin Sopris West Read Well Sopris Read Well	2003/2004 2010-2011 2010-2011	0%
Mathematics	K-6	Houghton-Mifflin-Harcourt GO MATH!	2015/2016	0%
Science	K-6	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia	2008/2009	0%
History-Social Science	K-6	H. M. Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-6	D.L. Achieve - Systematic ELD	2014/2015	0%

El Toyon Elementary School



Core Academic Courses Taught by Highly Qualified Teachers 2014-15

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals program.



Instructional Program

1. Alignment of curriculum, instruction and materials to content and performance standards:

El Toyon Elementary has worked with the National School District to align curriculum, instruction, and materials closely to a standards-based system. Formal assessment takes place three times per year (once at the outset and two subsequent reporting periods) and is based on a series of comprehensive, criterion referenced tasks and tests. Assessments include OARS Interim exams, Common Core Performance Tasks, Renaissance's STAR Reading/Math, DIBELS/IDEL, EnVision Math, Learning Headquarters, SELD placement and ongoing assessments, and RESULTS/District tests. Instructional Sequence Guides are provided from the district for each grade level (K-6) in language arts and mathematics. Students in grades three through six take the CAASPP test each year.

2. Availability of standards-based instructional materials appropriate to all student groups:

El Toyon Elementary utilizes standards-based language arts and mathematics instruction for all students through the combination of published and computer-based instruction. The Houghton-Mifflin *Reading A Legacy of Literacy* and the EnVision Math programs comprise the publisher. The Houghton-Mifflin *Reading A Legacy of Literacy* in Spanish is utilized to meet the needs of students in the Kindergarten – 2nd grade bilingual program. English Language Development (ELD) in all grades is addressed through the use of *Systematic English Language Development* (SELD) program. Additionally, El Toyon provides our English Learners who are at a beginning to low intermediate level with a computer program called Imagine Learning English. Imagine Learning English provides a research-based language acquisition curriculum specially

designed to meet the needs of English language learners. Pearson's *SuccessMaker* software suite also supports the standards-based curriculum at El Toyon Elementary both in the classrooms and in a lab setting. *SuccessMaker* provides accurate assessment and targeted instruction in language arts, mathematics and English Language Development (ELD), and *Imagine Learning* provides ongoing assessment and targeted instruction in speaking, listening, reading, and writing English. These programs all facilitate learning of Common Core Standards.



School Facility Conditions & Planned Improvements— Most Recent Year

El Toyon's main campus was built in 1952. Since our opening the following major renovations or improvements have been addressed:

- 2006—Relocatables were added to replace existing relocatable and added for a new Parent Center
- 2007—Promethean Boards (interactive whiteboards) installed in every classroom
- 2007—Dirt field was sodded and a backstop and soccer goals were installed
- 2007—Audio and visual equipment upgraded in auditorium
- 2007—Electronic Marquee installed
- 2010—New portable air conditioners installed in classrooms
- 2011—New garden/play area for kinder and pre-school
- 2012—Upgraded all desktop computers and replaced older desktops with laptops
- 2013—Purchases 33 laptops for our new mobile computer lab
- Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment

El Toyon has 21 classrooms, and one classroom in a relocatable building.



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.

School Accountability Report Card

New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.



School Facility Good Repair Status — Most Recent Year

System Inspected Most recently completed school site inspection done on September 9, 2015 to determine the school facility's good repair status. (No deficiencies were found)	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical /HVAC, Sewer		X			
Interior: Interior Surfaces -		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School/Grounds, Windows/Doors/Gates/Fences		X			

Overall Facility Rate — Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], and Science California Standards Tests).



California Assessment of Student Performance and Progress Results for All Students — 2014-15

Percent of Students Meeting or Exceeding the State Standards)			
Subject	School	District	State
English Language Arts/Literacy (grades 3-6)	25%	36%	44%
Mathematics (grades 3-6)	18%	25%	33%

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	71	67	94,4%	49,0%	27,0%	19,0%	4,0%
Male	71	39	54,9%	64,0%	23,0%	13,0%	0,0%
Female	71	28	39,4%	29,0%	32,0%	29,0%	11,0%
Negro o afroamericano	71	1	1,4%	-	-	-	-
Asian	71	5	7,0%	--	--	--	--
Filipino	71	3	4,2%	--	--	--	--
Hispanic or Latino	71	54	76,1%	50,0%	30,0%	19,0%	2,0%
Native Hawaiian or Pacific Islander	71	1	1,4%	--	--	--	--
White	71	2	2,8%	--	--	--	--
Two or More Races	71	1	1,4%	--	--	--	--
Socioeconomically Disadvantaged	71	61	85,9%	51,0%	26,0%	20,0%	3,0%
English Learners	71	41	57,7%	61,0%	34,0%	2,0%	2,0%
Students with Disabilities	71	4	5,6%	--	--	--	--

Double dashes (-) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	81	98,8%	46,0%	31,0%	17,0%	6,0%
Male	82	37	45,1%	57,0%	30,0%	8,0%	5,0%
Female	82	44	53,7%	36,0%	32,0%	25,0%	7,0%
Filipino	82	3	3,7%	--	--	--	--
Hispanic or Latino	82	75	91,5%	45,0%	32,0%	16,0%	7,0%
Native Hawaiian or Pacific Islander	82	1	1,2%	--	--	--	--
White	82	1	1,2%	--	--	--	--
Two or More Races	82	1	1,2%	--	--	--	--
Socioeconomically Disadvantaged	82	75	91,5%	49,0%	31,0%	15,0%	5,0%
English Learners	82	41	50,0%	61,0%	32,0%	7,0%	0,0%
Students with Disabilities	82	8	9,8%	--	--	--	--

Double dashes (-) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	77	75	97.4%	52.0%	24.0%	16.0%	8.0%
Male	77	41	53.2%	54.0%	22.0%	15.0%	10.0%
Female	77	34	44.2%	50.0%	26.0%	18.0%	6.0%
Black or African American	77	1	1.3%	--	--	--	--
Filipino	77	5	6.5%	--	--	--	--
Hispanic or Latino	77	68	88.3%	54.0%	25.0%	13.0%	7.0%
White	77	1	1.3%	--	--	--	--
socioeconomically Disadvantaged	77	61	79.2%	56.0%	28.0%	15.0%	2.0%
English Learners	77	29	37.7%	83.0%	17.0%	0.0%	0.0%
Students with Disabilities	77	14	18.2%	86.0%	7.0%	0.0%	7.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	67	66	98.5%	33.0%	39.0%	26.0%	2.0%
Male	67	38	56.7%	26.0%	47.0%	24.0%	3.0%
Female	67	28	41.8%	43.0%	29.0%	29.0%	0.0%
Black or African American	67	2	3.0%	--	--	--	--
Asian	67	1	1.5%	--	--	--	--
Filipino	67	3	4.5%	--	--	--	--
Hispanic or Latino	67	59	88.1%	37.0%	37.0%	24.0%	2.0%
White	67	1	1.5%	--	--	--	--
Socioeconomically Disadvantaged	67	57	85.1%	39.0%	35.0%	25.0%	2.0%
English Learners	67	21	31.3%	76.0%	19.0%	5.0%	0.0%
Students with Disabilities	67	6	9.0%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	71	67	94.4%	30.0%	42.0%	21.0%	7.0%
Male	71	39	54.9%	46.0%	36.0%	13.0%	5.0%
Female	71	28	39.4%	7.0%	50.0%	32.0%	11.0%
Black or African American	71	1	1.4%	--	--	--	--
Asian	71	5	7.0%	--	--	--	--
Filipino	71	3	4.2%	--	--	--	--
Hispanic or Latino	71	54	76.1%	31.0%	46.0%	17.0%	6.0%
Native Hawaiian or Pacific Islander	71	1	1.4%	--	--	--	--
White	71	2	2.8%	--	--	--	--
Two or More Races	71	1	1.4%	--	--	--	--
Socioeconomically Disadvantaged	71	61	85.9%	30.0%	43.0%	21.0%	7.0%
English Learners	71	41	57.7%	41.0%	41.0%	12.0%	5.0%
Students with Disabilities	71	4	5.6%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	80	97.6%	36.0%	51.0%	8.0%	5.0%
Male	82	37	45.1%	46.0%	46.0%	3.0%	5.0%
Female	82	43	52.4%	28.0%	56.0%	12.0%	5.0%
Filipino	82	3	3.7%	--	--	--	--
Hispanic or Latino	82	74	90.2%	35.0%	51.0%	8.0%	5.0%
Native Hawaiian or Pacific Islander	82	1	1.2%	--	--	--	--
White	82	1	1.2%	--	--	--	--
Two or More Races	82	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	82	74	90.2%	39.0%	51.0%	7.0%	3.0%
English Learners	82	41	50.0%	54.0%	44.0%	2.0%	0.0%
Students with Disabilities	82	8	9.8%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	77	75	97.4%	57.0%	25.0%	13.0%	4.0%
Male	77	41	53.2%	59.0%	20.0%	20.0%	2.0%
Female	77	34	44.2%	56.0%	32.0%	6.0%	6.0%
Black or African American	77	1	1.3%	--	--	--	--
Filipino	77	5	6.5%	--	--	--	--
Hispanic or Latino	77	68	88.3%	60.0%	25.0%	12.0%	3.0%
White	77	1	1.3%	--	--	--	--
Socioeconomically Disadvantaged	77	61	79.2%	61.0%	26.0%	11.0%	2.0%
English Learners	77	29	37.7%	79.0%	14.0%	7.0%	0.0%
Students with Disabilities	77	14	18.2%	93.0%	0.0%	7.0%	0.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	67	66	98.5%	36.0%	47.0%	9.0%	8.0%
Male	67	38	56.7%	18.0%	63.0%	13.0%	5.0%
Female	67	28	41.8%	61.0%	25.0%	4.0%	11.0%
Black or African American	67	2	3.0%	--	--	--	--
Asian	67	1	1.5%	--	--	--	--
Filipino	67	3	4.5%	--	--	--	--
Hispanic or Latino	67	59	88.1%	39.0%	47.0%	5.0%	8.0%
White	67	1	1.5%	--	--	--	--
Two or More Races	67	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	67	57	85.1%	40.0%	42.0%	9.0%	9.0%
English Learners	67	21	31.3%	67.0%	29.0%	0.0%	5.0%
Students with Disabilities	67	6	9.0%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

El Toyon Elementary School

California Standards Tests for All Student Groups in Science — Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (Meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (Grade 5)	31%	26%	38%	37%	48%	41%	59%	60%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



California Standards Tests Results by Student Group in Science — 2014-15

Group	Percent of Students at Scoring or Proficient or Advanced
All Students in the LEA	41%
All Students at the School	38%
Male	45%
Female	30%
Filipino	0%
Hispanic or Latino	35%
Socioeconomically Dis-advantaged	0%
English Learners	15%
Students with Disabilities	32%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in physical education.



California Physical Fitness Test Results - 2014-15

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	16.2%	23.5%	17.6%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Accountability Report Card

C. Engagement

State Priority: Parent Involvement

The SARC Provides the following information relevant to the Parental Involvement State Priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.



Opportunities for Parent Involvement— Most Recent Year

Contact Person Name: **Xochitl Mercado**
Phone Number: **(619) 336-8052**

- Accelerated Reader Picnics
- *Monthly* Family Reading Fridays
- *Parent* Workshops
- Room Parents
- CST Award Recognition
- *Electronic Marquee*
- *Weekly* phone calls, emails, and texts to families for important updates
- *Peachtree communication*: Paperless information for parents
- End of Awards Ceremony
- Family Math Night
- Family Movie Night & Family Dance Night
- The Parent Education classes
- Parent Teacher Organization (PTO)
- Parent Volunteer Workshop
- Welcome Back BBQ
- Monthly coffee with the principal
- PeaceBuilders
- School Newsletters
- Spring Festival
- Student of the Month Assemblies
- Talent Show

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority:

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measure on the sense of safety.

School Safety

Everybody Working Together



School Safety

SB187 Safety Plan

Date the plan was last updated:

February, 2015

Date the plan was last reviewed with the staff:

February, 2015

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

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

Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- PBIS; Positive Behaviors Intervention Systems
- PeaceBuilder program
- Academic/Citizenship Recognition
- Accelerated Reader
- Designated English Language Development (ELD) time throughout all grade levels
- Data team meetings for each grade level (every 2 weeks)
- Enrichment wheel for students (art, music, PE)
- Homework Policy
- Intramurals (Soccer)
- Mandatory School Uniforms
- Promethean Boards (interactive whiteboards) in every classroom
- School Peace Patrol
- UCSD Mentors
- Spirit Days to promote school pride
- Student Council
- Technology Upgraded
- Visual and Performing Arts
- Computer coding classes for GATE students and for all students after school
- Temperature controlled classrooms
- Comprehensive library with full-time librarian, connected to National City Public Library

Suspensions and Expulsions

Rate*	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.5%	4.9%	2.0%	2.3%	2.6%	1.8%	5.1%	4.4%	3.8%
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1%	0.1%	0.1%

El Toyon Elementary School

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria — 2014-15

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	N/A
Met Participation Rate—English Language Arts	Yes	Yes	N/A
Met Participation Rate—Mathematics	Yes	Yes	N/A
Met Percent Proficient—English Language Arts	N/A	N/A	N/A
Met Percent Proficient—Mathematics	N/A	N/A	N/A
Met Attendance Rates	No	Yes	N/A



Academic Counselors & Other Support Staff 2014-15

Title	FTE*
Adaptive P.E. Specialist	1.0 (district)
Counselor (Social Behavior)	0.5
Impact Teachers	1.0
Instructional Assistants—Special Education	2.0
Language Arts Specialist	1.0 (school)
Library Media Services Staff (paraprofessional)	1.0
Nurse/Medical Assistant	1.0 (district)
Psychologist	0.6
Resource Specialist (Non-teaching)	1.0
Speech/Language/Hearing Specialist	0.4

Federal Intervention Program 2015-16

Indicator	School	District
Program Improvement Status	In PI	In PI
First year of Program Improvement	2012-13	2011-12
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in PI		10
Percent of Schools Currently in PI		90.9%

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

Average Class Size and Class Size Distribution

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	3		21.0	2	1	23.0		3			
1	21.0	2	1	23.0			21.0	2		1		
2	20.0	1	3	23.0		3	23.0			3		
3	22.0		3	20.0	4		23.0			3		
4	29.0		2	33.0		2	27.0			3		
5	33.0		1	31.0		2	33.0				2	
6	26.0	1		33.0		2	32.0			2		
Other				13.0	1		13.0	1				

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

School Accountability Report Card

Expenditures Per Pupil and School Site Teacher Salaries - Fiscal Year 2013-14

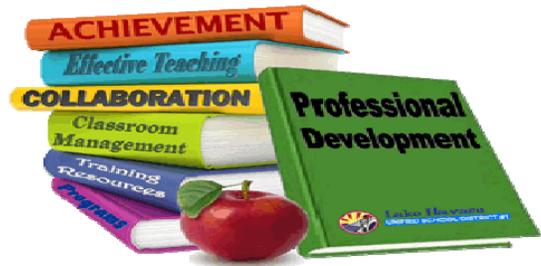
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic Unrestricted)	Average Teacher Salary
School Site	\$5,382	\$606	\$4,776	\$69,714
District			\$4,571	\$67,358
Percent Difference-School Site and District			4%	3%
State			\$5,348	\$72,993
Percent Difference-School Site and State			11%	4%

Types of Services Funded - Fiscal Year 2014-15

In addition to the State General Fund, National School District receives state and federal funding for categorical, special education, and other support programs.

Funding Source	Allocation
Title I with PI School	\$104,299
LCFF ¹ /EIA ² -SCE ³	\$55,277
LCFF/EIA-LEP ⁴	\$92,111
Total	\$251,687

- ¹Local Control Funding Formula
²Economic Impact Aid
³State Compensatory Education
⁴Limited English Proficient



Professional Development Most Recent Year

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

The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.



Teacher and Administrative Salaries Fiscal Year 2013-14

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/ca/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	--	\$43,091
Mid-Range Teacher Salary	\$62,338	\$70,247
Highest Teacher Salary	\$83,728	\$89,152
Average Principal Salary (Elementary)	\$115,650	\$112,492
Superintendent Salary	\$175,401	\$192,072
Percent of Budget for Teacher Salaries	42%	41%
Percent of Budget for Administrative	5%	6%



SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2014-15

Published During 2015-16

**NATIONAL
SCHOOL DISTRICT**
1500 N Avenue
National City, CA
91950



IRA HARBISON SCHOOL
2000 E Division Street, National City, CA 91950
(619) 336-7400 • Fax (619) 336-7455
Principal, Elena De La Rosa
www.nsd.us
CDS Code • 37682216038731



About This SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about LCFF or LCAP, see the CDE LFCC Web page at <http://www.cde.ca.gov/fq/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Description

Ira Harbison Elementary School was established in 1949. Ira Harbison is part of the National School District which is an environment focused on the following core values; "Students First, Whatever it Takes, and

Relationships Matter". National School District is located in San Diego County. It is part of National City which was incorporated in September 17, 1887; it is the second oldest community in San Diego. Our district is composed of 10 elementary schools as well as a Pre-School Center. In the 2015-2016 school year, we currently serve grades TK to 6th grade with the student population of 575. We have 24 classroom teachers, a site Language Arts Specialist, a School Psychologist, a part time Librarian, part time Health Clerks, and additional classroom support and office staff. We are proud to announce that we are a Blue Ribbon School as well as a California Distinguished School.



At Ira Harbison School, We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, 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.

**Creating
Successful
Learners
NOW...**

GOVERNING BOARD

Brian Clapper, President

Maria Dalla, Clerk

Bárbara Avalos, Member
Maria Betancourt-Castañeda, Member

Alma Sarmiento, Member

ADMINISTRATION

Christopher Oram, Ed.D.
Superintendent

Paula Jameson-Whitney
Assistant Superintendent
Educational Services

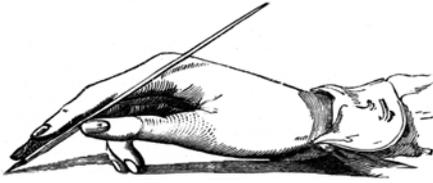
Chris Carson
Assistant Superintendent
Business Services

Cynthia Frazee
Assistant Superintendent
Human Resources

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School Accountability Report Card



Message from Principal, Elena De La Rosa

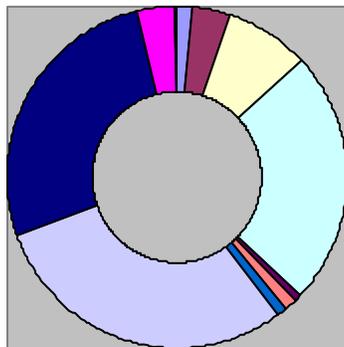
Academic excellence is our first priority at Ira Harbison School because we believe all students can and will succeed. We are committed to providing a quality educational program to all of our students so they will become lifelong learners. Our curriculum is aligned with the California Content Standards and our instruction is designed to bring out our students' best thinking and learning. We have strategically designed programs that dramatically impact the growth and development of our students. Our staff is committed to ensuring an educational experience that promotes academic success for all of our students. We have high expectations for our students and ourselves. Parents are an invaluable resource to our school and our students. We know that parent involvement is a strong predictor of a student's success and we work diligently to foster the partnership between our school and our students' parents and/or guardians. It is vitally important that parents are involved with their child's education. We welcome and would like to invite all parents to become involved with their child's education at Ira Harbison School. It takes all of us to ensure that an exceptional instructional program is offered to our students.

This School Accountability Report Card presents a variety of information about our school that we hope you find informative and interesting. We acknowledge that everyone who contributes to our school makes a difference in the lives of our students. With the support of our parents, community and the District we are able to offer our students an instructional program that allows them a wide variety of opportunities to progress academically and reach their fullest potential. We hope that the information included in this report will assist you in your involvement in your child's education as we work together in our commitment to "Excellence for All!" for our students and ourselves.

Ira Harbison Is Safe, Respectful, Responsible



Student Enrollment by Group — 2014-15



- Black or African American 3.5%
- Asian 8.8%
- Filipino 20.3%
- Hispanic 59.7%
- Native Hawaiian or Pacific Islander 1.8%
- White 2.3%
- Two or More Races 2.7%
- Socioeconomically Disadvantaged 73.4%
- English Learners 66.5%
- Students with Disabilities 8.9%
- Foster Youth 0.5%

School Enrollment by Grade Level — 2014-15

Grade Level	Number of Students
Kindergarten	88
Grade 1	64
Grade 2	90
Grade 3	87
Grade 4	85
Grade 5	84
Grade 6	68
Total Enrollment	566

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority:

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



Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	23	26	24	236
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013 2014	2014 2015	2015 2016
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Ira Harbison Elementary School

Core Academic Courses Taught by Highly Qualified Teachers — 2014-15

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0



Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, and Availability of Textbooks and Other Instructional Materials - Most Recent Year

Year and month in which data were collected: August 12, 2015

Subject	Grade Levels	From Most Recent Adoption	Textbooks and Instructional Materials/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Sp. Ed. K-3 Sp. Ed. 4-6	Houghton-Mifflin Sopris West Read Well Sopris Read Well	2003/2004 2010-2011 2010-2011	0%
Mathematics	K-6	Houghton-Mifflin-Harcourt GO MATH!	2015/2016	0%
Science	K-6	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia	2008/2009	0%
History-Social Science	K-6	H. M. Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-6	E. L Achieve - Systematic ELD	2014/2015	0%



Instructional Program

All curriculum and instructional practices at Ira Harbison School have been based on the California Content Standards. This year we are continuing our transition into the new Common Core State Standards. In order to continue this work, teachers will be provided ongoing training in the CCSS via work with Rigorous Curriculum Design and Data Team meetings. Students are provided direct, focused instruction in all academic areas. Instruction is differentiated to support our students' academic needs and is provided to students in whole group settings, small guided groups and individually. Success Maker, Imagine Learning, and Accelerated Reader are computer programs that also provide instructional support to our students.

Clear school goals, excellent pedagogical practices, grade level standards, shared vision and ongoing assessments are major forces that drive our instruction. The consistent academic growth shown by Ira Harbison students is due to highly qualified teachers using best practices that include directly involving students in all aspects of the instructional program as well as hands-on activities that use manipulatives for math and experiential activities for science.

We believe in success for all students. Differentiated instruction is provided for our students including those students who are English Learners, At-Risk, Gifted and Talented Education (GATE) and students on Individual

Education Plans. School staff, including the teachers and principal, as well as the School Site Council evaluates data to plan instruction and monitor progress. Standards-based assessment of all students and the early identification of those students who are having academic problems are routine procedures. Students are assessed on comprehensive tests in reading, writing, math and oral language several times each year. The goal of these assessments is to identify those students who need extra help and also to plan our instructional program to better meet all of our students' needs. The principal, teachers, language arts specialist, and resource specialist meet to review the results of these assessments. Students who need extra assistance are supported through small, focused, instructional skill groups within their classroom, instruction provided by the language arts specialist, resource specialist, and impact teacher and/or by attending before and after school intervention classes.

To assist students toward that goal, learning and language objectives are posted in each classroom. Students peer edit and evaluate their own work using rubrics, checklists and portfolios. They demonstrate their learning through projects, oral presentations and computer-generated reports. That same responsibility extends to homework. Teachers differentiate standards-based homework by modifying assignments or carefully selecting reading material to meet specific instructional needs. A recommended daily reading allotment for homework is standard practice. Parents reinforce the importance of reading by checking their child's reading log.

Educational outings extend learning opportunities. Birch Aquarium and the Chula Vista Conservation Center assisted in our school-wide oceanography program, M.A.R.E. (Marine Activities, Resources and Education). Local companies sponsored a successful Junior Achievement Free Enterprise Day for the entire school. Intermediate students attend outdoor education programs at Camp Marston (sixth graders).

School Accountability Report Card

School Facility Good Repair Status — Most Recent Year

System Inspected Results of most recently completed school site inspection, done on October 6, 2015 to determine the school facility's good repair status. (No deficiencies were found)	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical /HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School/Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate — Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		

School Facility Conditions & Planned Improvements— Most Recent Year

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

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

Maintenance and Repair

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

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean.

The District Governing Board has adopted cleaning standards for all

schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] and Science California Standards Tests).

California Assessment of Student Performance and Progress Results for All Students — 2014-15

Percent of Students Scoring at Proficient or Advanced			
Subject	School	District	State
English Language Arts/Literacy (grades 3-6)	52%	36%	44%
Mathematics (grades 3-6)	30%	25%	33%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Ira Harbison Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	91	90	98.9%	30.0%	26.0%	21.0%	23.0%
Male	91	41	45.1%	39.0%	32.0%	12.0%	17.0%
Female	91	49	53.8%	22.0%	20.0%	29.0%	29.0%
Black or African American	91	5	5.5%	--	--	--	--
Asian	91	11	12.1%	9.0%	45.0%	27.0%	18.0%
Filipino	91	16	17.6%	19.0%	6.0%	25.0%	50.0%
Hispanic or Latino	91	48	52.7%	44.0%	23.0%	19.0%	15.0%
Native Hawaiian or Pacific Islander	91	3	3.3%	--	--	--	--
White	91	3	3.3%	--	--	--	--
Two or More Races	91	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	91	54	59.3%	33.0%	28.0%	22.0%	17.0%
English Learners	91	25	27.5%	56.0%	28.0%	8.0%	8.0%
Students with Disabilities	91	4	4.4%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	87	86	98.9%	28.0%	21.0%	28.0%	23.0%
Male	87	42	48.3%	38.0%	24.0%	19.0%	19.0%
Female	87	44	50.6%	18.0%	18.0%	36.0%	27.0%
Black or African American	87	2	2.3%	--	--	--	--
Asian	87	8	9.2%	--	--	--	--
Filipino	87	15	17.2%	20.0%	7.0%	47.0%	27.0%
Hispanic or Latino	87	55	63.2%	35.0%	24.0%	18.0%	24.0%
Native Hawaiian or Pacific Islander	87	2	2.3%	--	--	--	--
Two or More Races	87	3	3.4%	--	--	--	--
Socioeconomically Disadvantaged	87	52	59.8%	37.0%	23.0%	27.0%	13.0%
English Learners	87	27	31.0%	52.0%	30.0%	15.0%	4.0%
Students with Disabilities	87	13	14.9%	77.0%	15.0%	0.0%	8.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	83	100.0%	27.0%	20.0%	28.0%	25.0%
Male	83	45	54.2%	27.0%	29.0%	24.0%	20.0%
Female	83	38	45.8%	26.0%	11.0%	32.0%	32.0%
Black or African American	83	1	1.2%	--	--	--	--
Asian	83	11	13.3%	27.0%	27.0%	9.0%	36.0%
Filipino	83	17	20.5%	6.0%	0.0%	41.0%	53.0%
Hispanic or Latino	83	49	59.0%	37.0%	24.0%	27.0%	12.0%
Native Hawaiian or Pacific Islander	83	1	1.2%	--	--	--	--
White	83	3	3.6%	--	--	--	--
Two or More Races	83	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	83	54	65.1%	30.0%	24.0%	28.0%	19.0%
English Learners	83	18	21.7%	67.0%	17.0%	11.0%	6.0%
Students with Disabilities	83	10	12.0%	--	--	--	--

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- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	70	68	97.1%	16.0%	21.0%	38.0%	25.0%
Male	70	34	48.6%	15.0%	29.0%	24.0%	32.0%
Female	70	34	48.6%	18.0%	12.0%	53.0%	18.0%
Black or African American	70	1	1.4%	--	--	--	--
Asian	70	4	5.7%	--	--	--	--
Filipino	70	15	21.4%	0.0%	27.0%	53.0%	20.0%
Hispanic or Latino	70	43	61.4%	23.0%	19.0%	35.0%	23.0%
Native Hawaiian or Pacific Islander	70	3	4.3%	--	--	--	--
White	70	1	1.4%	--	--	--	--
Two or More Races	70	1	1.4%	--	--	--	--
Socioeconomically Disadvantaged	70	43	61.4%	26.0%	26.0%	30.0%	19.0%
English Learners	70	15	21.4%	60.0%	20.0%	13.0%	7.0%
Students with Disabilities	70	8	11.4%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Ira Harbison Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
Male	91	41	45.1%	32.0%	29.0%	27.0%	12.0%
Female	91	49	53.8%	27.0%	29.0%	35.0%	10.0%
Black or African American	91	5	5.5%	--	--	--	--
Asian	91	11	12.1%	18.0%	27.0%	55.0%	0.0%
Filipino	91	16	17.6%	13.0%	31.0%	25.0%	31.0%
Hispanic or Latino	91	48	52.7%	40.0%	29.0%	27.0%	4.0%
Native Hawaiian or Pacific Islander	91	3	3.3%	--	--	--	--
White	91	3	3.3%	--	--	--	--
Two or More Races	91	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	91	54	59.3%	39.0%	24.0%	28.0%	9.0%
English Learners	91	25	27.5%	56.0%	32.0%	8.0%	4.0%
Students with Disabilities	91	4	4.4%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	87	86	98.9%	31.0%	41.0%	24.0%	3.0%
Male	87	42	48.3%	45.0%	31.0%	24.0%	0.0%
Female	87	44	50.6%	18.0%	50.0%	25.0%	7.0%
Black or African American	87	2	2.3%	--	--	--	--
Asian	87	8	9.2%	--	--	--	--
Filipino	87	15	17.2%	20.0%	47.0%	27.0%	7.0%
Hispanic or Latino	87	55	63.2%	38.0%	40.0%	18.0%	4.0%
Native Hawaiian or Pacific Islander	87	2	2.3%	--	--	--	--
Two or More Races	87	3	3.4%	--	--	--	--
Socioeconomically Disadvantaged	87	52	59.8%	40.0%	44.0%	15.0%	0.0%
English Learners	87	27	31.0%	59.0%	37.0%	4.0%	0.0%
Students with Disabilities	87	13	14.9%	77.0%	15.0%	8.0%	0.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 — 2014-15

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	82	98.8%	52.0%	35.0%	10.0%	2.0%
Male	83	44	53.0%	55.0%	32.0%	11.0%	2.0%
Female	83	38	45.8%	50.0%	39.0%	8.0%	3.0%
Black or African American	83	1	1.2%	--	--	--	--
Asian	83	11	13.3%	45.0%	27.0%	27.0%	0.0%
Filipino	83	17	20.5%	24.0%	59.0%	12.0%	6.0%
Hispanic or Latino	83	48	57.8%	65.0%	29.0%	6.0%	0.0%
Native Hawaiian or Pacific Islander	83	1	1.2%	--	--	--	--
White	83	3	3.6%	--	--	--	--
Two or More Races	83	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	83	54	65.1%	57.0%	37.0%	4.0%	2.0%
English Learners	83	17	20.5%	82.0%	18.0%	0.0%	0.0%
Students with Disabilities	83	10	12.0%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	70	68	97.1%	21.0%	41.0%	18.0%	21.0%
Male	70	34	48.6%	24.0%	35.0%	15.0%	26.0%
Female	70	34	48.6%	18.0%	47.0%	21.0%	15.0%
Black or African American	70	1	1.4%	--	--	--	--
Asian	70	4	5.7%	--	--	--	--
Filipino	70	15	21.4%	7.0%	53.0%	7.0%	33.0%
Hispanic or Latino	70	43	61.4%	26.0%	40.0%	23.0%	12.0%
Native Hawaiian or Pacific Islander	70	3	4.3%	--	--	--	--
White	70	1	1.4%	--	--	--	--
Two or More Races	70	1	1.4%	--	--	--	--
Socioeconomically Disadvantaged	70	43	61.4%	28.0%	44.0%	14.0%	14.0%
English Learners	70	15	21.4%	60.0%	27.0%	13.0%	0.0%
Students with Disabilities	70	8	11.4%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Ira Harbison Elementary School



California Standards Tests for All Students in Science — Three-Year Comparison

Subject (Grade 5)	Percent of Students Scoring at Proficient or Advanced (Meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
	46%	68%	36%	37%	48%	41%	59%	60%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science — 2014-15

Group	Percent of Students at Scoring or Proficient or Advanced
All Students in the LEA	41%
All Students at the School	36%
Male	39%
Female	32%
Asian	54%
Filipino	64%
Hispanic or Latino	19%
Socioeconomically Disadvantaged	30%
English Learners	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority.

Pupil outcomes in physical education.



California Physical Fitness Test Results - 2014-15

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	29.7%	15.6%	1.6%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Accountability Report Card



C. Engagement

State Priority: Parent Involvement

The SARC Provides the following information relevant to the Parental Involvement State Priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parent Involvement— Most Recent Year

Contact Person Name: Elizabeth Vidrios
Phone Number: (619) 336-8251

Home/School Partnership:

- Monthly School/Classroom Newsletters
- Parent Teacher Student Organization (PTSO)
- Student/Parent/Teacher/Principal Commitment to Excellence
- School Site Council
- English Learner Advisory Committee (ELAC)
- Parent Volunteers/Community Volunteers
- Back-to-School Night/Open House
- Parent-Teacher Conferences
- *Oceans Alive!* Marine Activities, Resources and Education (M.A.R.E.) Parent & Community Celebration
- Family Learning Days
- Reading Incentive Program
- School Festivals\
- West Coast Fundraisers
- Book Fair

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority:

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measure on the sense of safety.



School Safety

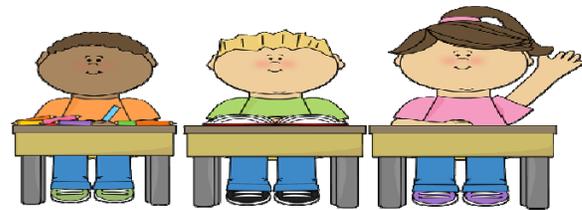
SB187 Safety Plan

Date the plan was last updated: February, 2015

Date the plan was last reviewed with the staff: February, 2015

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

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



Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- Positive Behavior Intervention Program
- PeaceBuilders Program
- Zero Tolerance Policy
- Mandatory School Uniforms
- Homework Policy
- Student Recognition Program
- Student Council
- Counseling Services

Our library circulation and catalogue systems are computerized and connected to the National City Public Library. Students can use an on-line catalogue to check the availability of books in their school library.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.9%	0.3%	0.5%	2.3%	2.6%	1.8%	5.1%	4.4%	3.8%
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1%	0.1%	0.1%

Ira Harbison Elementary School

D. Other SARC Information

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



Federal Intervention Program 2015-16

Program Improvement Status	In PI	In PI
First year of Program Improvement	2011-12	2011-12
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in PI		10
Percent of Schools Currently in PI		90.9%



Counselors & Other Support Staff - 2014-15

Title	FTE*
Psychologist	4 days a week
Adaptive P.E. Specialist	1.0 (district)
Impact Teachers	1.0 (half-time)
Nurse	1.0 (district)
Nurse Practitioner	1.0 (district)
Medical Assistant	3 days a week
Resource Specialist (teaching)	1(full-time)
Library Media Specialist	1.0 (full-time)
Speech/Language/Hearing Specialist	3 days a week
Language Arts Specialist	1.0 full-time
Instructional Assistants—Special Ed.	2 (part-time) 1(6 hours)

*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.

Adequate Yearly Progress Overall and by Criteria — 2014-15

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	N/A
Met Participation Rate—English-Language Arts	Yes	Yes	N/A
Met Participation Rate—Mathematics	Yes	Yes	N/A
Met Percent Proficient—English-Language Arts	N/A	N/A	N/A
Met Percent Proficient—Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	N/A

Average Class Size and Class Size Distribution

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	1	3		23.0		4		22.0	1	3	
1	22.0		4		20.0	3	1		21.0		3	
2	22.0		4		22.0		4		23.0		4	
3	22.0		4		22.0		4		22.0	1	3	
4	33.0		1	1	33.0			2	33.0		1	1
5	33.0			2	32.0		2		33.0		1	2
6	33.0			3	28.0	1		3	25.0	1		2
Other	12.0	1										

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

School Accountability Report Card

Expenditures Per Pupil and School Site Teacher Salaries - Fiscal Year 2013-14

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic Unrestricted)	Average Teacher Salary
School Site	\$5,227	\$249	\$4,978	\$69,641
District			\$4,571	\$67,358
Percent Difference-School Site and District			8%	3%
State			\$5,348	\$72,993
Percent Difference-School Site and State			7%	5%



Types of Services Funded - Fiscal Year 2014-15

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.

Funding Source	Allocation
Title I with PI School	\$88,146
LCFF ¹ /EIA ² -SCE ³	112,142
LCFF/EIA-LEP ⁴	56,591
Total	\$256,879

¹Local Control Funding Formula
²Economic Impact Aid
³State Compensatory Education
⁴Limited English Proficient



Professional Development Most Recent Year

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

The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.



Teacher and Administrative Salaries (Fiscal Year 2013-14)

For detailed information on salaries, see the CDE Certificated 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	\$37,402	\$43,091
Mid-Range Teacher Salary	\$62,338	\$70,247
Highest Teacher Salary	\$83,728	\$89,152
Average Principal Salary	\$115,650	\$112,492
Superintendent Salary	\$175,401	\$192,072
Percent of Budget for Teacher Salaries	42%	41%
Percentage of Budget for Administrative Salaries	5%	6%



SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2014-15

Published During 2015-16



KIMBALL SCHOOL

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(619) 336-7400 • Fax (619) 336-7455

Principal, Sonia Ruan

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NATIONAL
SCHOOL DISTRICT
1500 N Avenue
National City, CA
91950



About This SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about LCFF or LCAP, see the CDE LFCC Web page at <http://www.cde.ca.gov/fq/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, drop-outs, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Description

Kimball School was built in 1941 on the west side of National City, it is nestled in a mixed use community. It is surrounded by a community that is supportive of the success of our students. In 2012 Kimball School launched the first year of a 50:50 Dual Language Spanish and English Program. Our expectation is to have our students reading, writing and speaking in both languages. Upon entering Kimball you will notice a wel-

coming atmosphere as well as an aesthetically pleasing building. There are hardwood floors in the main building and a state of the art kitchen. There are two separate playgrounds one for primary and upper grade students. The school currently has a population of 400 students.



School's Mission Statement & Core Values

In a community of shared values, we the parents, staff and community of Kimball School strive to create life-long learners, of high character who meet the district and state standards through quality standards based instruction. Our formal vision statement is One Child, Two Languages, Unlimited Possibilities. At Kimball we believe that each individual child has unique talents, gifts and needs, we strive to provide a rigorous educational experience in both English and Spanish. We believe that providing instruction in two languages builds metacognition on key concepts, allows transference of skills learned and lays the foundation for a long term academic future. We believe that the possibilities for an ever-changing global society are limitless. We are preparing our children to thrive.

Message from Principal, Sonia Ruan

The teachers, staff, and parents of our school community believe that all students can be successful in a challenging and engaging curriculum. Kimball School is committed to forging new pathways in education to create confident bilingual, bi-literate students, who will lead the way in developing a strong economic community.

The Dual Language Program was established in 2012 and will continue to increase by one grade level each year until it is offered kindergarten through sixth grade in the year 2018.

Other benefits include increased teacher capacity through high-quality, focused staff development and coaching, resolving conflicts by developing collaborative practices focused on student achievement, access and strategic use of technology by all students to improve academic progress, and ongoing improvement of school facilities. In addition, we are committed to pro-

Creating
Successful
Learners
NOW...

GOVERNING BOARD

Brian Clapper, President

Maria Dalla, Clerk

Maria Betancourt-Castañeda,
Member

Bárbara Avalos, Member
Alma Sarmiento, Member

ADMINISTRATION

Christopher Oram, Ed.D.
Superintendent

Paula Jameson-Whitney
Assistant Superintendent
Educational Services

Chris Carson
Assistant Superintendent
Business Services

Cynthia Frazee
Assistant Superintendent
Human Resources

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School Accountability Report Card

viding academic support networks and intervention strategies so that all our students have an opportunity for success. While barriers to achievement still exist, we have achieved extraordinary success and continue persisting and persevering through major obstacles. As a community of learners, we are constantly investigating and implementing best strategies on a school-wide basis to ensure our students achieve and succeed. We have received various awards for our outstanding programs. We have been recognized by the Springboard Association for our Best Practices.



Kimball Partnerships

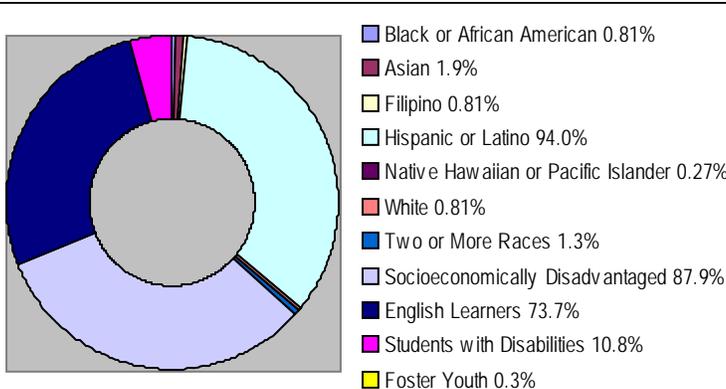
Active partnerships with parents and the local business community help support our students' academic and citizenship efforts. Our business partners include the Port District, Home Town Buffet, Kiwanis Club, San Diego State Department of Social Services and the Lion's Club International and the San Diego Food Bank. These partnerships have enabled us to provide certificates for our reading incentive program, field trips, and materials for school projects, certificates for our monthly awards assemblies, and incentives for student attendance, assistance with sixth grade camp and sixth grade year end activities, and items for our fundraising efforts.

School Enrollment by Grade Level — 2014-15

Grade Level	Number of Students
Kindergarten	56
Grade 1	56
Grade 2	40
Grade 3	47
Grade 4	53
Grade 5	59
Grade 6	56
Total Enrollment	367



Student Enrollment by Group — 2014-15



A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority:

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



Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	18	20	17	236
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Core Academic Courses Taught by Highly Qualified Teachers 2014-15

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the fee and reduced price meals program.

Teacher Misassignments and Vacant Teacher Positions

Indicators	2013 2014	2014 2015	2015 2016
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Kimball Elementary School

Quality, Currency, and Availability of Textbooks and Other Instructional Materials - Most Recent Year

Year and month in which data were collected: August 12, 2015

Subject	Grade Levels	From Most Recent Adoption	Textbooks and Instructional Materials/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Sp. Ed. K-3 Sp. Ed. 4-6	Houghton-Mifflin Sopris West Read Well Sopris Read Well	2003/2004 2010-2011 2010-2011	0%
Mathematics	K-6	Houghton-Mifflin-Harcourt GO MATH!	2015/2016	0%
Science	K-6	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia	2008/2009	0%
History-Social Science	K-6	H. M. Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-6	E. L. Achieve — Systematic ELD	2014/2015	0%



Instructional Program

As a result of participation in the II/USP process, we have endeavored to maintain a renewed focus over the past five years on teacher training, program evaluation, and using student formative assessment to drive the curriculum. We believe that this focus ensures our students continue to achieve and succeed. One of the most impactful change for our school is the work we do with the Data Team Process. Each grade level team looks at data to drive rigorous instruction. Teaching teams work closely together incorporating Common Core standards as we deliver a high quality instructional program for all our classrooms. Teachers share a common commitment and responsibility for the success of every student. Another change is the work we have started with Rigorous Curriculum Design. A team of teachers are trained through Rigorous Curriculum Design, work together to develop units of study with Common Core Standards for math and language arts.

Teachers use a variety of assessment tools to assist them in their lesson planning and implementation as they continually refocus their efforts to ensure students achieve grade level benchmarks. The standards along with assessment results are the basis for all decisions relating to curricula and instructional planning and implementation. Teachers use ongoing assessment results to develop student academic intervention plans and to keep parents informed on a regular basis of student progress towards grade level benchmarks and IEP goals. Teachers use this information to make referrals to the student study team and to assist with updating IEP goals in collaboration with the level two student study team.

We have a variety of support programs and services in place to ensure all students are successful. Students identified at risk based on below grade level performance are required to participate in intervention classes offered before school and after school. These classes offer small group instruction targeted in reading, writing and math. A newcomer class for students in grades 4-6 accommodates students new to the United States or those struggling to make the transition provide focused intensive English Language Development and primary language support. GATE and high achieving students participate in a variety of extension activities to further develop their higher level thinking skills. These include science, journalism and math clubs after school and instruction with the LAS for 4th grade students in reading during the day. In addition, students need intensive practice at their level of skill development. As a result, students participate in NCS *SuccessMaker* software designed to increase achievement in math and reading.

School Facility Conditions and Planned Improvements— Most Recent Year

Kimball's main campus was built in 1940. 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.
- Summer 2006 – Rooms 21, 22, and 23 were removed and replaced with new relocatables. The auditorium was newly renovated with new curtains, mini-blinds and refinished hardwood floors.
- Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.

Major renovations occurred in 1987 and in 2001. The first major renovation in 1987 was a complete modernization of the existing facility and portable buildings. During this time one regular classroom was reconfigured into a kindergarten classroom to accommodate student growth. The second major improvement was a “face lift” to the office and lounge. This included dropping the ceilings, updating the lighting to new fluorescent lights, putting in blinds, new carpeting, and purchasing new furniture. One portable classroom was updated to house a new computer lab. In 2006, the hardwood floors in the main hallway, stage and cafeteria were completely refurbished. Glass security doors were installed in the main entrance and a security gate by the library to provide additional perimeter security. Kimball currently has 22 regular classrooms and 9 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.

School Accountability Report Card

School Facility Good Repair Status — Most Recent Year

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Results of the most recently completed school site inspection on October 8, 2015 to determine the school facility's good repair status. (No deficiencies were found)				
Systems: Gas Leaks, Mechanical /HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School/Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate — Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		



New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

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] and Science California Standards Tests).

California Assessment of Student Performance and Progress Results for All Students — 2014-15

Percent of Students Meeting or Exceeding the State Standards)			
Subject	School	District	State
English Language Arts/Literacy (grade 3)	41%	36%	44%
Mathematics (grade 3)	29%	25%	33%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Kimball Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	49	47	95.9%	30.0%	32.0%	15.0%	23.0%
Male	49	28	57.1%	43.0%	36.0%	7.0%	14.0%
Female	49	19	38.8%	11.0%	26.0%	26.0%	37.0%
Asian	49	1	2.0%	--	--	--	--
Filipino	49	2	4.1%	--	--	--	--
Hispanic or Latino	49	42	85.7%	31.0%	29.0%	14.0%	26.0%
Two or More Races	49	2	4.1%	--	--	--	--
Socioeconomically Disadvantaged	49	43	87.8%	28.0%	33.0%	16.0%	23.0%
English Learners	49	33	67.3%	39.0%	30.0%	15.0%	15.0%
Students with Disabilities	49	3	6.1%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	57	52	91.2%	54.0%	13.0%	19.0%	13.0%
Male	57	27	47.4%	67.0%	11.0%	7.0%	15.0%
Female	57	25	43.9%	40.0%	16.0%	32.0%	12.0%
Asian	57	1	1.8%	--	--	--	--
Filipino	57	1	1.8%	--	--	--	--
Hispanic or Latino	57	48	84.2%	54.0%	13.0%	19.0%	15.0%
White	57	1	1.8%	--	--	--	--
Two or More Races	57	1	1.8%	--	--	--	--
Socioeconomically Disadvantaged	57	46	80.7%	54.0%	13.0%	22.0%	11.0%
English Learners	57	30	52.6%	77.0%	13.0%	10.0%	0.0%
Students with Disabilities	57	7	12.3%	--	--	--	--

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- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	67	59	88.1%	34.0%	24.0%	24.0%	19.0%
Male	67	28	41.8%	43.0%	14.0%	21.0%	21.0%
Female	67	31	46.3%	26.0%	32.0%	26.0%	16.0%
Asian	67	2	3.0%	--	--	--	--
Hispanic or Latino	67	57	85.1%	35.0%	25.0%	23.0%	18.0%
Two or More Races	67	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	67	53	79.1%	30.0%	26.0%	25.0%	19.0%
English Learners	67	28	41.8%	54.0%	32.0%	14.0%	0.0%
Students with Disabilities	67	9	13.4%	--	--	--	--

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- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	62	58	93.5%	24.0%	28.0%	38.0%	10.0%
Male	62	32	51.6%	28.0%	28.0%	38.0%	6.0%
Female	62	26	41.9%	19.0%	27.0%	38.0%	15.0%
Black or African American	62	1	1.6%	--	--	--	--
Filipino	62	0	0.0%	--	--	--	--
Hispanic or Latino	62	57	91.9%	23.0%	28.0%	39.0%	11.0%
Socioeconomically Disadvantaged	62	53	85.5%	25.0%	30.0%	36.0%	9.0%
English Learners	62	22	35.5%	59.0%	32.0%	9.0%	0.0%
Students with Disabilities	62	11	17.7%	82.0%	0.0%	9.0%	9.0%
Students Receiving Migrant Education Services	62	1	1.6%	--	--	--	--

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- Level 3 = Standard met,
- Level 4 = Standard exceeded

Kimball Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	49	48	98.0%	25.0%	40.0%	27.0%	8.0%
Male	49	29	59.2%	38.0%	34.0%	21.0%	7.0%
Female	49	19	38.8%	5.0%	47.0%	37.0%	11.0%
Asian	49	1	2.0%	--	--	--	--
Filipino	49	2	4.1%	--	--	--	--
Hispanic or Latino	49	43	87.8%	26.0%	42.0%	23.0%	9.0%
Two or More Races	49	2	4.1%	--	--	--	--
Socioeconomically Disadvantaged	49	44	89.8%	27.0%	36.0%	30.0%	7.0%
English Learners	49	34	69.4%	29.0%	47.0%	21.0%	3.0%
Students with Disabilities	49	3	6.1%	--	--	--	--

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- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	57	56	98.2%	46.0%	30.0%	21.0%	2.0%
Male	57	30	52.6%	53.0%	17.0%	27.0%	3.0%
Female	57	26	45.6%	38.0%	46.0%	15.0%	0.0%
Asian	57	2	3.5%	--	--	--	--
Filipino	57	1	1.8%	--	--	--	--
Hispanic or Latino	57	51	89.5%	49.0%	25.0%	24.0%	2.0%
White	57	1	1.8%	--	--	--	--
Two or More Races	57	1	1.8%	--	--	--	--
Socioeconomically Disadvantaged	57	49	86.0%	45.0%	29.0%	24.0%	2.0%
English Learners	57	32	56.1%	63.0%	25.0%	13.0%	0.0%
Students with Disabilities	57	7	12.3%	--	--	--	--

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- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	67	64	95.5%	53.0%	23.0%	13.0%	11.0%
Male	67	30	44.8%	53.0%	17.0%	13.0%	17.0%
Female	67	34	50.7%	53.0%	29.0%	12.0%	6.0%
Asian	67	3	4.5%	--	--	--	--
Hispanic or Latino	67	61	91.0%	54.0%	25.0%	10.0%	11.0%
Two or More Races	67	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	67	56	83.6%	52.0%	23.0%	13.0%	13.0%
English Learners	67	33	49.3%	82.0%	15.0%	3.0%	0.0%
Students with Disabilities	67	9	13.4%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	62	61	98.4%	30.0%	34.0%	20.0%	16.0%
Male	62	34	54.8%	29.0%	38.0%	24.0%	9.0%
Female	62	27	43.5%	30.0%	30.0%	15.0%	26.0%
Black or African American	62	1	1.6%	--	--	--	--
Filipino	62	1	1.6%	--	--	--	--
Hispanic or Latino	62	59	95.2%	27.0%	36.0%	20.0%	17.0%
Socioeconomically Disadvantaged	62	55	88.7%	29.0%	35.0%	20.0%	16.0%
English Learners	62	24	38.7%	67.0%	29.0%	4.0%	0.0%
Students with Disabilities	62	11	17.7%	73.0%	18.0%	9.0%	0.0%
Students Receiving Migrant Education Services	62	1	1.6%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Kimball Elementary School

California Standards Tests for All Students in Science — Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (Meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (Grade 5)	30%	62%	40%	37%	48%	41%	59%	60%	56%



California Standards Tests Results by Student Group in Science 2014-15

Group	Percent of Students at Scoring or Proficient or Advanced
All Students in the LEA	41%
All Students at the School	40%
Male	52%
Female	31%
Filipino	0%
Hispanic or Latino	38%
Socioeconomically Dis-advantaged	39%
English Learners	14%
Students with Disabilities	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in physical education

California Physical Fitness Test Results — 2014-15

Grade Level	Percent of Students Meeting Standards Four of Six Fitness Standards	Percent of Students Meeting Standards Five of Six Fitness Standards	Percent of Students Meeting Standards Six of Six Fitness Standards
5	26.2%	18.0%	14.8%

School Accountability Report Card



C. Engagement

State Priority: Parent Involvement

The SARC Provides the following information relevant to the Parental Involvement State Priority:

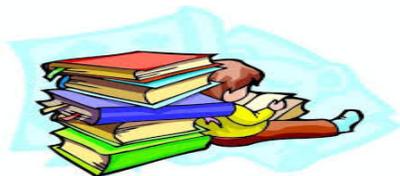
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parent Involvement Most Recent Year

Contact Person Name: Veronica Fonseca
Phone Number: (619) 336-8361

Home/School Partnership:

- Bi-monthly School Newsletter
- Parent Volunteer Workshops
- Parent Literacy Workshops
- Parent Content Night
- School Site Council
- English Language Learners Committee
- District Advisory Committee (DAC)
- CA Association for Bilingual Education (CABE)
- Adelante Mujer
- Parent Education
- Open House



State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority:

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measure on the sense of safety.



School Safety

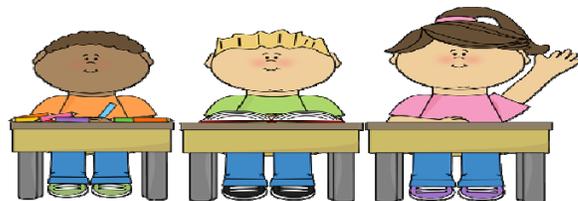
SB187 Safety Plan

Date the plan was last updated: February, 2015

Date the plan was last reviewed with the staff: February, 2015

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

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



Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- Positive Behavior Intervention Program
- Zero Tolerance Policy
- Mandatory School Uniforms
- Homework Policy
- Student Recognition Program
- Student Council
- Counseling Services

Our library circulation and catalogue systems are computerized and connected to the National City Public Library. Students can use an on-line catalogue to check the availability of books in their school library.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.2%	1.8%	1.9%	2.3%	2.6%	1.8%	5.1%	4.4%	3.8%
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1%	0.1%	0.1%

Kimball Elementary School

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria — 2014-15

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	N/A
Met Participation Rate—English Language Arts	Yes	Yes	N/A
Met Participation Rate—Mathematics	Yes	Yes	N/A
Met Percent Proficient—English Language Arts	N/A	N/A	N/A
Met Percent Proficient—Mathematics	N/A	N/A	N/A
Met Attendance Rates	No	Yes	N/A



Counselors & Other Support Staff 2014-15

*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	FTE*
Psychologist	1.0 (part-time)
Adaptive P.E. Specialist	1.0 (district)
Impact Teachers	2.0
Nurse	1.0 (district)
Medical Assistant	1.0 (district)
Resource Specialist (non-teaching)	1.0
Library Media Specialist	1.0 (full-time)
Speech/Language/Hearing Specialist	1.0 (part-time)
Language Arts Specialist	1.0
Instructional Assistants—Special Education	4 (part-time)

Federal Intervention Program — 2015-16

Indicator	School	District
Program Improvement Status	In PI	In PI
First year of Program Improvement	2012-13	2011-12
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in PI		10
Percent of Schools Currently in PI		90.9%

Average Class Size and Class Size Distribution

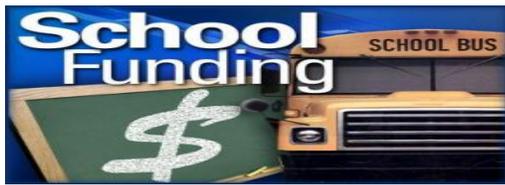
Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	1	1	21.0	1	2	19.0	3				
1	21.0	1	1	23.0		2	19.0	2	1			
2	21.0	1	2	24.0		2	20.0	1	1			
3	17.0	1	3	24.0		2	24.0			2		
4	26.0	1	1	31.0		1	30.0			1		
5	32.0		1	32.0		2	29.0			2		
6	27.0	1		26.0	1	1	24.0	1	2			
Other				12.0	1		9.0	1				

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

School Accountability Report Card

Expenditures Per Pupil and School Site Teacher Salaries - Fiscal Year 2013-14

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic Unrestricted)	Average Teacher Salary
School Site	\$5,488	\$935	\$4,553	\$65,511
District			\$4,571	\$67,358
Percent Difference-School Site and District			0.4%	3%
State			\$5,348	\$72,993
Percent Difference-School Site and State			15%	10%



Types of Services Funded - Fiscal Year 2014-15

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.

Funding Source	Allocation
Title I with PI School	\$67,510
LCFF ¹ /EIA ² -SCE ³	\$73,239
LCFF/EIA-LEP ⁴	\$58,876
Total	\$199,625

¹Local Control Funding Formula
²Economic Impact Aid
³State Compensatory Education
⁴Limited English Proficient

Professional Development Most Recent Year

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

The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

Teacher and Administrative Salaries Fiscal Year 2013-14

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

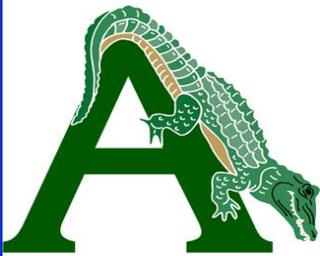
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,402	\$43,091
Mid-Range Teacher Salary	\$62,338	\$70,247
Highest Teacher Salary	\$83,728	\$89,152
Average Principal Salary	\$115,650	\$112,492
Superintendent Salary	\$175,401	\$192,072
Percent of Budget for Teacher Salaries	42%	41%
Percentage of Budget for Administrative Salaries	5%	6%



SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2014-15

Published During 2015-16



LAS PALMAS SCHOOL
933 E Avenue National City, CA 91950
(619) 336-7400 • Fax (619) 336-7455
Principal, Steven Sanchez

www.nsd.us
CDS Code • 37682216038731

**NATIONAL
SCHOOL DISTRICT**
1500 N Avenue
National City, CA
91950



About This SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.

For more information about LCFF or LCAP, see the CDE LFCC Web page at <http://www.cde.ca.gov/fq/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Description

Las Palmas School is located in National City, California, a community south of San Diego. Las Palmas is a pre-school to 6th grade elementary school. 54% of our students are English Language Learners and all of our students meet low-income criteria. The staff consists of

32 certificated teachers, 2 impact teachers, 21 classified employees and 6 support staff. We have 32 regular 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, Steven Sanchez

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!"

Las Palmas has an excellent staff of teachers, 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 Organization. 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. Come by for a visit, meet the staff and join us as we continue to create a school where all our students are successful.

**Creating
Successful
Learners
NOW...**

GOVERNING BOARD

**Brian Clapper,
Board President**

**Maria Dalla,
Board Clerk**

**Bárbara Avalos, Member
María Betancourt-Castañeda,
Member**

Alma Sarmiento, Member

ADMINISTRATION

**Christopher Oram, Ed.D.
Superintendent**

**Paula Jameson-Whitney
Assistant Superintendent
Educational Services**

**Chris Carson
Assistant Superintendent
Business Services**

**Cynthia Frazee
Assistant Superintendent
Human Resources**

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School Accountability Report Card

Las Palmas Partnerships

Active partnerships with parents and the local business community help support our students' academic and citizenship efforts. Our partners include the 7-11 on East 18th Street, Carl's Jr., El Torito, In and Out Burger, Kiwanis Club, Lions Club, Rotary Club, National City Police Department, Sweetwater Authority, John's Incredible Pizza, Point Loma Nazarene and UCSD. These partnerships have enabled us to provide certificates for our reading incentive program, field trips, and materials for school projects, certificates for our monthly awards assemblies, and incentives for student attendance, uniform assistance, assistance with sixth grade camp and sixth grade year-end activities, and items for our fundraising efforts.

School Enrollment by Grade Level — 2014-15

Grade Level	Number of Students
Kindergarten	114
Grade 1	73
Grade 2	83
Grade 3	100
Grade 4	115
Grade 5	107
Grade 6	97
Total Enrollment	689

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority:

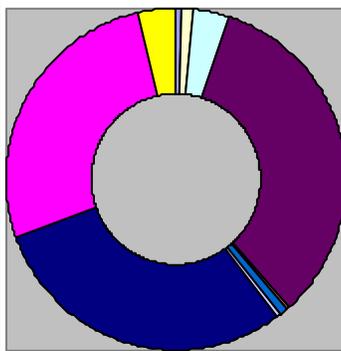
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.



Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	30	33	28	236
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Student Enrollment by Group — 2014-15



- Black or African American 1.3%
- American Indian or Alaska Native 0.29%
- Asian 2.3%
- Filipino 8.4%
- Hispanic 83.0%
- Native Hawaiian or Pacific Islander 0.44%
- White 2.3%
- Two or More Races 1.6%
- Socioeconomically Disadvantaged 73.4%
- English Learners 66.5%
- Students with Disabilities 8.9%
- Foster Youth 0.3%

cludes

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013 2014	2014 2015	2015 2016
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. * Total Teacher Misassignments is the number of Misassignments of Teachers of English Learners.

Quality, Currency, and Availability of Textbooks and Other Instructional Materials - Most Recent Year

Year and month in which data were collected: August 12, 2015

Subject	Grade Levels	From Most Recent Adoption	Textbooks and Instructional Materials/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Sp. Ed. K-3 Sp. Ed. 4-6	Houghton-Mifflin Sopris West Read Well Sopris Read Well	2003/2004 2010-2011 2010-2011	0%
Mathematics	K-6	Houghton-Mifflin-Harcourt GO MATH!	2015/2016	0%
Science	K-6	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia	2008/2009	0%
History-Social Science	K-6	H. M. Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-6	D. L. Achieve - Systematic ELD	2014/2015	0%

Las Palmas Elementary School



Core Academic Courses Taught by Highly Qualified Teachers – 2014-15

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Instructional Program

Las Palmas Elementary School is committed to Common Core standards-based language arts and mathematics instruction for all students through the combination of published and computer-based instruction. The Houghton Mifflin Reading and the Houghton- Mifflin Harcourt Go Math! programs comprise the publisher's programs. The Houghton Mifflin Lectura series is utilized to meet the needs of Spanish-speaking students in Kindergarten-3rd grade bilingual program, along with Hampton Brown Phonics and Friends for literacy instruction in English. The Houghton Mifflin Spelling and Vocabulary program are implemented in grades 1-6 as well as SIPPS (Systematic Instruction of Phonics and Phonemic Awareness). In addition, Learning Headquarters is our writing curriculum in grades K-6. The Houghton Mifflin Transitions to English series is utilized by staff in the 3rd grade transition classrooms to engage students with English phonics, grammar, vocabulary and writing skills.

English Language Development (ELD) is addressed through the use of the Systematic English Language Development (SELD) program. The NCS Learn SuccessMaker software supports the standards-based curriculum at Las Palmas Elementary School. The NCS Learn Success-Maker software also provides accurate assessment and targeted instruction in language arts, mathematics and English Language Development (ELD). We have unlimited licenses for the Imagine Learning software to support all English Language Learners this year. In addition we brought onboard Accelerated Reader three years ago as a program to motivate students to read independently and to help us monitor their independent reading.

Two years ago we piloted a program called Knewspace. Knewspace helped us ensure that all students in second grade and kindergarten received high quality, uninterrupted, small group instruction. Students rotated through classrooms that offer small group instruction and customized instruction in whole group resource rooms. Last year we expanded Knewspace to include TK through second grade. We use RESULTS assessments to identify the gaps in the students' literacy acquisition and target these gaps during small group instruction using SIPPS (Systematic Instruction of Phonics and Phonemic Awareness). Through

this program we foresee less students struggling with reading comprehension in grades third through sixth in the upcoming years. We currently have Knewspace in grades first and second due to the lack of support staff that we have been able to contract this year. We plan to continue Knewspace in kindergarten very soon.

In the area of Mathematics, this year our school district has implemented Rigorous Curriculum Design Math Units in order to support the implementation of Common Core State Standards. The units serve as a roadmap for our teachers to follow in order to focus on priority standards in Mathematics. Our teachers receive release time to meet in Data Team meetings where teachers review assessment data, make

instructional decisions in a collaborative manner, decide on research based instructional strategies to target student's needs, and set short term SMART goals in order to improve student achievement. While teachers are released, our students are taught by our Enrichment Teachers and provided extended learning opportunities in the area of Art, Physical Education, and Music.



School Facility Conditions & Planned Improvements— Most Recent Year

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.
- 2009—Ceiling fans were added to the cafeteria.

Las Palmas currently has 18 regular classrooms and 17 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.

School Accountability Report Card

New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.



School Facility Good Repair Status – Most Recent Year

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Results of most recently completed school site inspection, done on October 6, 2015, to determine the school facility's good repair status. (No deficiencies were found)				
Systems: Gas Leaks, Mechanical /HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School/Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate – Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] and Science California Standards Tests).



California Assessment of Student Performance and Progress Results for All Students – 2014-15

Percent of Students meeting or exceeding the state standards			
Student Group	School	District	State
English Language Arts (Grades 3-6)	29%	36%	44%
Mathematics (Grades 3-6)	18%	25%	33%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Las Palmas Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	98	94	95.9%	30.0%	37.0%	23.0%	9.0%
Male	98	51	52.0%	25.0%	47.0%	18.0%	8.0%
Female	98	43	43.9%	35.0%	26.0%	30.0%	9.0%
Black or African American	98	1	1.0%	--	--	--	--
Asian	98	3	3.1%	--	--	--	--
Filipino	98	1	1.0%	--	--	--	--
Hispanic or Latino	98	84	85.7%	32.0%	36.0%	24.0%	7.0%
White	98	3	3.1%	--	--	--	--
Two or More Races	98	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	98	72	73.5%	28.0%	40.0%	24.0%	7.0%
English Learners	98	44	44.9%	39.0%	48.0%	11.0%	0.0%
Students with Disabilities	98	11	11.2%	73.0%	18.0%	0.0%	9.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	82	98.8%	59.0%	21.0%	11.0%	10.0%
Male	83	40	48.2%	65.0%	18.0%	13.0%	5.0%
Female	83	42	50.6%	52.0%	24.0%	10.0%	14.0%
Black or African American	83	1	1.2%	--	--	--	--
Asian	83	2	2.4%	--	--	--	--
Filipino	83	4	4.8%	--	--	--	--
Hispanic or Latino	83	73	88.0%	56.0%	22.0%	12.0%	10.0%
White	83	2	2.4%	--	--	--	--
Socioeconomically Disadvantaged	83	66	79.5%	58.0%	21.0%	12.0%	9.0%
English Learners	83	34	41.0%	88.0%	12.0%	0.0%	0.0%
Students with Disabilities	83	11	13.3%	100.0%	0.0%	0.0%	0.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	88	100.0%	28.0%	39.0%	26.0%	7.0%
Male	88	51	58.0%	35.0%	33.0%	20.0%	12.0%
Female	88	37	42.0%	19.0%	46.0%	35.0%	0.0%
Black or African American	88	2	2.3%	--	--	--	--
Asian	88	3	3.4%	--	--	--	--
Hispanic or Latino	88	80	90.9%	29.0%	40.0%	25.0%	6.0%
White	88	2	2.3%	--	--	--	--
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	66	75.0%	29.0%	39.0%	24.0%	8.0%
English Learners	88	38	43.2%	42.0%	37.0%	21.0%	0.0%
Students with Disabilities	88	8	9.1%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	82	100.0%	28.0%	40.0%	22.0%	10.0%
Male	82	48	58.5%	33.0%	44.0%	17.0%	6.0%
Female	82	34	41.5%	21.0%	35.0%	29.0%	15.0%
Filipino	82	2	2.4%	--	--	--	--
Hispanic or Latino	82	79	96.3%	29.0%	41.0%	20.0%	10.0%
White	82	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	82	63	76.8%	32.0%	43.0%	17.0%	8.0%
English Learners	82	25	30.5%	60.0%	40.0%	0.0%	0.0%
Students with Disabilities	82	7	8.5%	--	--	--	--

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- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Las Palmas Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	98	94	95.9%	38.0%	39.0%	20.0%	2.0%
Male	98	52	53.1%	35.0%	35.0%	29.0%	2.0%
Female	98	42	42.9%	43.0%	45.0%	10.0%	2.0%
Black or African American	98	1	1.0%	--	--	--	--
Asian	98	3	3.1%	--	--	--	--
Filipino	98	1	1.0%	--	--	--	--
Hispanic or Latino	98	84	85.7%	42.0%	38.0%	19.0%	1.0%
White	98	3	3.1%	--	--	--	--
Two or More Races	98	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	98	72	73.5%	40.0%	38.0%	21.0%	1.0%
English Learners	98	44	44.9%	55.0%	36.0%	9.0%	0.0%
Students with Disabilities	98	11	11.2%	64.0%	18.0%	18.0%	0.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	82	98.8%	56.0%	29.0%	13.0%	1.0%
Male	83	40	48.2%	60.0%	23.0%	15.0%	3.0%
Female	83	42	50.6%	52.0%	36.0%	12.0%	0.0%
Black or African American	83	1	1.2%	--	--	--	--
Asian	83	2	2.4%	--	--	--	--
Filipino	83	4	4.8%	--	--	--	--
Hispanic or Latino	83	73	88.0%	56.0%	29.0%	14.0%	1.0%
White	83	2	2.4%	--	--	--	--
Socioeconomically Disadvantaged	83	66	79.5%	58.0%	30.0%	12.0%	0.0%
English Learners	83	34	41.0%	74.0%	24.0%	3.0%	0.0%
Students with Disabilities	83	11	13.3%	100.0%	0.0%	0.0%	0.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	88	100.0%	44.0%	42.0%	11.0%	2.0%
Male	88	51	58.0%	43.0%	37.0%	16.0%	4.0%
Female	88	37	42.0%	46.0%	49.0%	5.0%	0.0%
Black or African American	88	2	2.3%	--	--	--	--
Asian	88	3	3.4%	--	--	--	--
Hispanic or Latino	88	80	90.9%	43.0%	45.0%	11.0%	1.0%
White	88	2	2.3%	--	--	--	--
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	66	75.0%	45.0%	39.0%	14.0%	2.0%
English Learners	88	38	43.2%	50.0%	47.0%	3.0%	0.0%
Students with Disabilities	88	8	9.1%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	82	100.0%	35.0%	44.0%	16.0%	5.0%
Male	82	48	58.5%	40.0%	44.0%	10.0%	6.0%
Female	82	34	41.5%	29.0%	44.0%	24.0%	3.0%
Filipino	82	2	2.4%	--	--	--	--
Hispanic or Latino	82	79	96.3%	37.0%	44.0%	15.0%	4.0%
White	82	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	82	63	76.8%	38.0%	44.0%	14.0%	3.0%
English Learners	82	25	30.5%	84.0%	12.0%	4.0%	0.0%
Students with Disabilities	82	7	8.5%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Las Palmas Elementary School

California Standards Tests for All Students in Science — Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (Meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (Grade 5)	28%	37%	30%	37%	48%	41%	59%	60%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



California Standards Tests Results by Student Group in Science 2014-15

Group	Percent of Students at Scoring or Proficient or Advanced
All Students in the LEA	41%
All Students at the School	30%
Male	34%
Female	25%
Filipino	0%
Hispanic or Latino	26%
Socioeconomically Dis-advantaged	32%
English Learners	16%
Students with Disabilities	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

Pupil outcomes in physical education.

California Physical Fitness Test Results — 2014-15

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	26.7%	13.3%	8.9%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Accountability Report Card



C. Engagement

State Priority: Parent Involvement

The SARC Provides the following information relevant to the Parental Involvement State Priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parent Involvement— Most Recent Year

Contact Person Name: Steven Sanchez

Phone Number: (619) 336-8550

Home/School Partnership:

- School Newsletters published on School Website
- Quarterly Parent Meetings
- Daily Parent Volunteer Opportunities
- Common Core Parent Nights
- Parent Teacher Organization (PTO)
- Family Fun Nights: Movie Nights, Dance Parties, Fall Festivals
- Parent Nutrition Classes



State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority:

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measure on the sense of safety.



School Safety

SB187 Safety Plan

Date the plan was last updated: February, 2015

Date the plan was last reviewed with the staff: February, 2015

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

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

Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- Positive Behavior Intervention and Supports Program
- Zero Tolerance Policy
- Mandatory School Uniforms
- PeaceBuilders Program
- Multicultural Activities that Promote Self-esteem
- Lunchtime Sports Leagues that promote teamwork in upper grades
- Academic/Citizenship Recognition/PeaceBuilder Recognition
- Bi-monthly Schoolwide Flagpole Assemblies

Our library circulation and catalogue systems are computerized and connected to the National City Public Library. Students can use an on-line catalogue to check the availability of books in their school library.

D. Other SARC Information

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.1%	2.0%	3.0%	2.3%	2.6%	1.8%	5.1%	4.4%	3.8%
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1%	0.1%	0.1%

Las Palmas Elementary School



Federal Intervention Program — 2015-16

Indicator	School	District
Program Improvement Status	In PI	In PI
First year of Program Improvement	2011-12	2011-12
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in PI		10
Percent of Schools Currently in PI		90.9%

Counselors & Other Support Staff — 2014-15

Title	FTE*
Psychologist	1.0
Counselor	1.0 (part-time)
Adaptive P.E. Specialist	1.0 (district)
Impact Teachers	3.0 (part-time)
Nurse	1.0 (district)
Medical Assistant	1.0 (district)
Resource Specialist (non-teaching)	1.0
Library Media Specialist	1.0 (full-time)
Speech/Language/Hearing Specialist	1.0 (full time)
Language Arts Specialist	2.0
Instructional Assistants	13.0

*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.

Adequate Yearly Progress Overall and by Criteria 2014-15

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	N/A
Met Participation Rate—English-Language Arts	Yes	Yes	N/A
Met Participation Rate—Mathematics	Yes	Yes	N/A
Met Percent Proficient—English-Language Arts	N/A	N/A	N/A
Met Percent Proficient—Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	N/A

Average Class Size and Class Size Distribution

Grade Level	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
K	19.0	1	4		17.0	3	2		17.0	4	2			
1	22.0		4		24.0		2		18.0	3				
2	21.0	2	2		22.0		4		22.0	2	2			
3	22.0		4		21.0	1	3		23.0		4			
4	33.0			2	29.0		3		30.0		2			
5	32.0		2	1	29.0		3		30.0		3			
6	34.0			2	26.0	1	3		33.0		1	2		
Other	12.0	2			20.0	1	1		8.0	2				

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

School Accountability Report Card

Expenditures Per Pupil and School Site Teacher Salaries - Fiscal Year 2013-14

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic Unrestricted)	Average Teacher Salary
School Site	\$4,988	\$602	\$4,346	\$69,560
District			\$4,571	\$67,358
Percent Difference-School Site and District			5%	3%
State			\$5,348	\$72,993
Percent Difference-School Site and State			19%	5%



Teacher and Administrative Salaries Fiscal Year 2013-14

For detailed information on salaries, see the CDE Certificated 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	\$37,402	\$43,091
Mid-Range Teacher Salary	\$62,338	\$70,247
Highest Teacher Salary	\$83,728	\$89,152
Average Principal Salary	\$115,650	\$112,492
Superintendent Salary	\$175,401	\$192,072
Percent of Budget for Teacher Salaries	42%	41%
Percentage of Budget for Administrative Salaries	5%	6%

Types of Services Funded - Fiscal Year 2014-15

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.

Funding Source	Allocation
Title I with PI School	\$129,408
LCFF ¹ /EIA ² -SCE ³	\$256,611
LCFF/EIA-LEP ⁴	\$59,322
Total	\$445,341

¹Local Control Funding Formula

²Economic Impact Aid

³State Compensatory Education

⁴Limited English Proficient



Professional Development—Most Recent Year

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

The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.



SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2014-15

Published During 2015-16

**NATIONAL
SCHOOL DISTRICT**
1500 N Avenue
National City, CA
91950



LINCOLN ACRES SCHOOL
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- ADMINISTRATION**
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Superintendent**
- Paula Jameson-Whitney
Assistant Superintendent
Educational Services**
- Chris Carson
Assistant Superintendent
Business Services**
- Cynthia Frazee
Assistant Superintendent
Human Resources**

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About This SARC

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Lincoln Acres Vision and Mission Statement

“Today’s Learners . . . Tomorrow’s Leaders!”

The Lincoln Acres Timberwolves, a dynamic community, inspires all students to explore life’s possibilities by providing the building blocks for college and career readiness in order to create the leaders and innovators of the future.

In addition, Lincoln Acres School supports the National School District’s Strategic Plan to ensure student achievement. The strategic plan has identified the following core strategies:

- Provide a Quality, Standards-based Instructional Program – where every child makes measurable progress in the academic and social development.
- Maintain a High Quality Staff – to ensure that every student is taught by high quality, effective and well-trained staff.
- Maintain Effective Communication and Community Outreach – to ensure that teachers, staff, parents and community are well informed through timely and effective two-way communication that enhances collaboration, decision-making and partnerships in service of student success.
- Maintain a Safe and Healthy Environment – to enhance safe and healthy environments that support learning and physical well-being for students, staff and our community.
- Manage Fiscal Resources – to ensure the effective use of District fiscal resources to support student achievement



Message from Principal, Luz Vicario

Lincoln Acres School is a transitional-kindergarten through 6th grade elementary school located in a community southeast of National City. Our student population is rich in cultural diversity. We have a preschool, located adjacent to the school. We have 5 special education classes and 22 general education classes.

Lincoln Acres has a highly qualified staff of teachers, aides and support personnel who are committed to creating the best possible educational experience for your children. Effective teaching practices, the use of technology and instruction that implements the new Common Core State Standards, all support an educational environment where every child will learn and thrive. Our efforts have been focused on increasing student achievement at all grade levels and for every student. At Lincoln Acres we believe that the collaboration between teachers, support staff and administration, and parents along with our ability to identify and address educational needs using data, facilitates student achievement. Our focus on the new Common Core

School Accountability Report Card

State Standards and the effective use of state adopted curriculum allows us to provide educational opportunities that meet the needs of every student at Lincoln Acres. With the continued effort of the whole school community, which includes the support of parents and community members, we will continue to provide a safe, nurturing environment that supports student learning. parents and community members, we will continue to provide a safe, nurturing environment that supports student learning.

During the summer of 2014 approximately half of our teachers participated in a weeklong STEM *posium* training through the San Diego County Office of Education. The training required that teachers completed four additional days during the school year so that learning was maintained, supported and implemented. During this training staff received training on incorporating the STEM subjects into the curriculum. These STEM (*Science, Technology, Engineering & Math*) subjects have increased student engagement and motivation into the classroom. Our staff has self-identified as a STEAM school and a core of teachers have presented workshops at STEM conferences throughout Southern California. Students have had increased opportunities to explore life, physical and earth sciences and the excitement from the students has been evidenced throughout the day, but most especially in student writing.

This dedicated staff has provided many extra opportunities above and beyond the regular school day to provide additional support to your children. Our school in partnership with the YMCA to provides extended learning opportunities before and after school. Our YMCA provides supervised academic enrichment, homework help, nutritious snack time and sports on our campus from 6 am to 6 pm on school days. and a core of teachers have presented workshops at STEM conferences throughout Southern California.

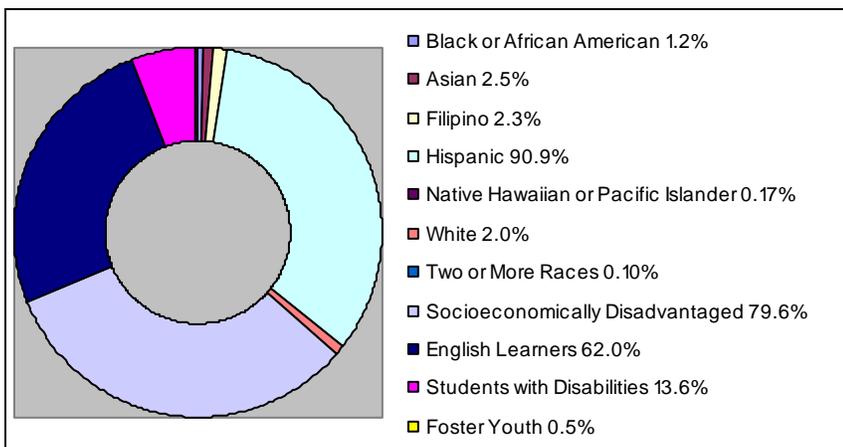
Lincoln Acres has a very active Parent Teacher Organization. We are thankful to have such a wonderful group of dedicated parents to help us support our educational program. This year as in years past, our parents supported many activities for students, families and teachers. Parents and community members are always welcome to volunteer at Lincoln Acres School.



Lincoln Acres Partnerships

Active partnerships with parents and the local business community help support our students' academic and citizenship efforts. Our business partners include Kiwanis Club, Lion's Club, the National City Police Association, and The Elk's Club, UCSD, and our local Olivewood Gardens. These partnerships have enabled us to provide incentives for students, classroom volunteers, and also allow us to provide materials and supplies for school projects. This year we plan to expand these partnerships both in the community and business sectors.

Student Enrollment by Group 2014-15



School Enrollment by Grade Level - 2014-15

Grade Level	Number of Students
Kindergarten	98
Grade 1	73
Grade 2	78
Grade 3	98
Grade 4	82
Grade 5	89
Grade 6	85
Total Enrollment	603

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority:

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



Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	32	27	28	236
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

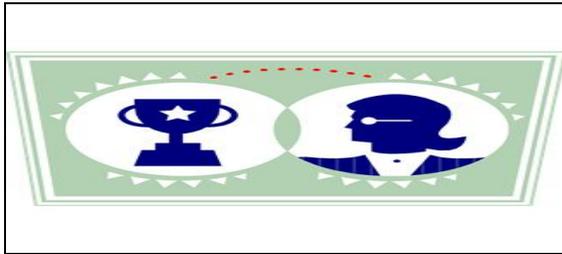


Lincoln Acres Elementary School

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.



Core Academic Courses Taught by Highly Qualified Teachers 2014-15

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, and Availability of Textbooks and Other Instructional Materials - Most Recent Year

Year and month in which data were collected: August 12, 2015

Subject	Grade Levels	From Most Recent Adoption	Textbooks and Instructional Materials/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Sp. Ed. K-3 Sp. Ed. 4-6	Houghton-Mifflin Sopris West Read Well Sopris Read Well	2003/2004 2010-2011 2010-2011	0%
Mathematics	K-6	Houghton-Mifflin-Harcourt GO MATH!	2015/2016	0%
Science	K-6	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia	2008/2009	0%
History-Social Science	K-6	H. M. Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-6	E. L. Achieve - Systematic ELD	2014/2015	0%



Instructional Program

This school year in accordance with the input of our Local Control Accountability Plan our school district hired seventeen roving teachers. Our school has four roving teachers who work with our students twice a month on enrichment curriculum. Students will participate in standards based music, art, technology and physical education courses. During this time classroom teachers will receive the opportunity to plan common core lessons with their grade level teams for approximately 2 hours and 15 minutes.

Our school is committed to meeting the needs of students with exceptional needs in the least restrictive environment. We offer a variety of special education aids and services to help students be successful in the general education program. Students who need a more restrictive program continue to participate in the general education classroom for some part of each school day.

Every English Learner receives English Language Development instruction based on their language proficiency level until they reclassify as Fluent English Proficient. Our school has implemented Systematic English Language Development (SELD) four days a week throughout all of our kindergarten through sixth grade classrooms. During the 2014-15 school year 61.6% of our student population were English Language Learners. For the majority of our English learners the home language is Spanish.



School Facility Conditions & Planned Improvements Most Recent Year

Lincoln Acres' main campus was built in 1927. Since our opening the following major renovations or improvements have been addressed:

- 1997—Relocatables were added to support class size reduction.
- 1998—Relocatables were added to support class size reduction.
- 1999—Relocatables were added to support class size reduction.
- 2005-The kindergarten permanent classrooms were completely modernized as were rooms 17-21.

School Accountability Report Card

- 2006-Five of the relocatables replaced with 4 new classrooms, new layout included student-designed landscaping.
- Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.

Lincoln Acres has 27 regular classrooms.



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.

New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

School Facility Good Repair Status — Most Recent Year

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Results of most recently completed school site inspection, done on September 11, 2015 to determine the school facility's good repair status.				
Systems: Gas Leaks, Mechanical /HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School/Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate — Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		



B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], and Science California Standards Tests).

California Assessment of Student Performance and Progress Results for All Students — 2014-15

Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)			
Subject	School	District	State
English Language Arts — (Grades 3-6)	29%	36%	44%
Mathematics — (Grades 3-6)	18%	25%	33%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Lincoln Acres Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	98	94	95.9%	30.0%	37.0%	23.0%	9.0%
Male	98	51	52.0%	25.0%	47.0%	18.0%	8.0%
Female	98	43	43.9%	35.0%	26.0%	30.0%	9.0%
Black or African American	98	1	1.0%	--	--	--	--
Asian	98	3	3.1%	--	--	--	--
Filipino	98	1	1.0%	--	--	--	--
Hispanic or Latino	98	84	85.7%	32.0%	36.0%	24.0%	7.0%
White	98	3	3.1%	--	--	--	--
Two or More Races	98	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	98	72	73.5%	28.0%	40.0%	24.0%	7.0%
English Learners	98	44	44.9%	39.0%	48.0%	11.0%	0.0%
Students with Disabilities	98	11	11.2%	73.0%	18.0%	0.0%	9.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	82	98.8%	59.0%	21.0%	11.0%	10.0%
Male	83	40	48.2%	65.0%	18.0%	13.0%	5.0%
Female	83	42	50.6%	52.0%	24.0%	10.0%	14.0%
Black or African American	83	1	1.2%	--	--	--	--
Asian	83	2	2.4%	--	--	--	--
Filipino	83	4	4.8%	--	--	--	--
Hispanic or Latino	83	73	88.0%	56.0%	22.0%	12.0%	10.0%
White	83	2	2.4%	--	--	--	--
Socioeconomically Disadvantaged	83	66	79.5%	58.0%	21.0%	12.0%	9.0%
English Learners	83	34	41.0%	88.0%	12.0%	0.0%	0.0%
Students with Disabilities	83	11	13.3%	100.0%	0.0%	0.0%	0.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

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CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	88	100.0%	28.0%	39.0%	26.0%	7.0%
Male	88	51	58.0%	35.0%	33.0%	20.0%	12.0%
Female	88	37	42.0%	19.0%	46.0%	35.0%	0.0%
Black or African American	88	2	2.3%	--	--	--	--
Asian	88	3	3.4%	--	--	--	--
Hispanic or Latino	88	80	90.9%	29.0%	40.0%	25.0%	6.0%
White	88	2	2.3%	--	--	--	--
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	66	75.0%	29.0%	39.0%	24.0%	8.0%
English Learners	88	38	43.2%	42.0%	37.0%	21.0%	0.0%
Students with Disabilities	88	8	9.1%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	82	100.0%	28.0%	40.0%	22.0%	10.0%
Male	82	48	58.5%	33.0%	44.0%	17.0%	6.0%
Female	82	34	41.5%	21.0%	35.0%	29.0%	15.0%
Filipino	82	2	2.4%	--	--	--	--
Hispanic or Latino	82	79	96.3%	29.0%	41.0%	20.0%	10.0%
White	82	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	82	63	76.8%	32.0%	43.0%	17.0%	8.0%
English Learners	82	25	30.5%	60.0%	40.0%	0.0%	0.0%
Students with Disabilities	82	7	8.5%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Lincoln Acres Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	98	94	95.9%	38.0%	39.0%	20.0%	2.0%
Male	98	52	53.1%	35.0%	35.0%	29.0%	2.0%
Female	98	42	42.9%	43.0%	45.0%	10.0%	2.0%
Black or African American	98	1	1.0%	--	--	--	--
Asian	98	3	3.1%	--	--	--	--
Filipino	98	1	1.0%	--	--	--	--
Hispanic or Latino	98	84	85.7%	42.0%	38.0%	19.0%	1.0%
White	98	3	3.1%	--	--	--	--
Two or More Races	98	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	98	72	73.5%	40.0%	38.0%	21.0%	1.0%
English Learners	98	44	44.9%	55.0%	36.0%	9.0%	0.0%
Students with Disabilities	98	11	11.2%	64.0%	18.0%	18.0%	0.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	82	98.8%	56.0%	29.0%	13.0%	1.0%
Male	83	40	48.2%	60.0%	23.0%	15.0%	3.0%
Female	83	42	50.6%	52.0%	36.0%	12.0%	0.0%
Black or African American	83	1	1.2%	--	--	--	--
Asian	83	2	2.4%	--	--	--	--
Filipino	83	4	4.8%	--	--	--	--
Hispanic or Latino	83	73	88.0%	56.0%	29.0%	14.0%	1.0%
White	83	2	2.4%	--	--	--	--
Socioeconomically Disadvantaged	83	66	79.5%	58.0%	30.0%	12.0%	0.0%
English Learners	83	34	41.0%	74.0%	24.0%	3.0%	0.0%
Students with Disabilities	83	11	13.3%	100.0%	0.0%	0.0%	0.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	88	100.0%	44.0%	42.0%	11.0%	2.0%
Male	88	51	58.0%	43.0%	37.0%	16.0%	4.0%
Female	88	37	42.0%	46.0%	49.0%	5.0%	0.0%
Black or African American	88	2	2.3%	--	--	--	--
Asian	88	3	3.4%	--	--	--	--
Hispanic or Latino	88	80	90.9%	43.0%	45.0%	11.0%	1.0%
White	88	2	2.3%	--	--	--	--
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	66	75.0%	45.0%	39.0%	14.0%	2.0%
English Learners	88	38	43.2%	50.0%	47.0%	3.0%	0.0%
Students with Disabilities	88	8	9.1%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	82	100.0%	35.0%	44.0%	16.0%	5.0%
Male	82	48	58.5%	40.0%	44.0%	10.0%	6.0%
Female	82	34	41.5%	29.0%	44.0%	24.0%	3.0%
Filipino	82	2	2.4%	--	--	--	--
Hispanic or Latino	82	79	96.3%	37.0%	44.0%	15.0%	4.0%
White	82	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	82	63	76.8%	38.0%	44.0%	14.0%	3.0%
English Learners	82	25	30.5%	84.0%	12.0%	4.0%	0.0%
Students with Disabilities	82	7	8.5%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

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California Standards Tests for All Student Group in Science — Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (Meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (Grade 5)	28%	37%	30%	37%	48%	41%	59%	60%	56%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



California Standards Tests Results by Student Group in Science — 2014-15

Group	Percent of Students at Scoring or Proficient or Advanced
All Students in the LEA	41%
All Students at the School	30%
Male	34%
Female	25%
Filipino	0%
Hispanic or Latino	26%
Socioeconomically Dis-advantaged	32%
English Learners	16%
Students with Disabilities	0%
Foster Youth	0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Sate Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

Pupil outcomes in physical education.



California Physical Fitness Test Results — 2014-15

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	21.1%	11.1%	10.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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C. Engagement

State Priority: Parent Involvement

The SARC Provides the following information relevant to the Parental Involvement State Priority:

Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parent Involvement— Most Recent Year

Contact Person Name: Camillia Arias
Phone Number: (619) 336-8651

- Accelerated Reader
- Chaperone field trips & classroom projects
- District Advisory Council (DAC)
- English Language Advisory Committee (ELAC)
- Fall Festival
- Family Reading and Math Nights
- Grandparent Program (Catholic Charities)
- Parent/Teacher Organization (PTSO)
- Parent Education Opportunities (Nutrition, Por la Vida, English Classes, Mano a Mano)
- Parent Volunteers (Volunteer Workshops)
- PeaceBuilders
- School Site Council (SSC)
- Student of the Month Assemblies
- Technology Events
- Hispanic Latino Lunchbox – Dental Outreach Services

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority:

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measure on the sense of safety.



School Safety

SB187 Safety Plan

Date the plan was last updated: February, 2015

Date the plan was last reviewed with the staff: February, 2015
The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5)

sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

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

Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- Academic/Citizenship Recognition
- Family Resource Center
- Homework Policy
- Instructional Data Teams
- Red Ribbon Celebrations
- Mandatory School Uniforms
- PeaceBuilders
- Positive Behavior Interventions and Supports Program (PBIS)
- Promethean (Interactive) Boards in all classrooms
- Second Step Curriculum
- Student Council
- Systematic English Language Development (SELD) and a common English Language Development (ELD) time throughout all grade levels.
- Visual and Performing Arts
- Zero Tolerance Policy

Our library circulation and catalogue systems are computerized and connected to the National City Public Library. Students can use an on-line catalogue to check the availability of books in their school library.



Counselors & Other Support Staff 2014-15

*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	FTE
Psychologist	1.0
Counselor	.60
Inst. Aides-Special Ed. Program Mod/ Severe	4
Adaptive P.E. Specialist	1.0 (part-time)
Impact Teachers	3.0
Nurse	1.0 (part-time)
Medical Assistant	1.0
Resource Specialist (non-teaching)	1.5
Library Media Specialist	1.0 (full-time)
Speech/Language/Hearing Specialist	1.0
Language Arts Specialist	1.0

Lincoln Acres Elementary School

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

Suspensions and Expulsions

Rate*	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.1%	2.0%	3.0%	2.3%	2.6%	1.8%	5.1%	4.4%	3.8%
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1%	0.1%	0.1%

Federal Intervention Program — 2015-16



Indicator	School	District
Program Improvement Status	In PI	In PI
First year of Program Improvement	2011-12	2011-12
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in PI		10
Percent of Schools Currently in PI		90.9%

Adequate Yearly Progress (AYP) Overall and by Criteria — 2014-15

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	N/A
Met Participation Rate—English Language Arts	Yes	Yes	N/A
Met Participation Rate—Mathematics	Yes	Yes	N/A
Met Percent Proficient—English Language Arts	N/A	N/A	N/A
Met Percent Proficient—Mathematics	N/A	N/A	N/A
Met Attendance Rates	No	Yes	N/A

Average Class Size and Class Size Distribution

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	1	4		17.0	3	2		17.0	4	2	
1	22.0		4		24.0		2		18.0	3		
2	21.0	2	2		22.0		4		22.0	2	2	
3	22.0		4		21.0	1	3		23.0		4	
4	33.0			2	29.0		3		30.0		2	
5	32.0		2	1	29.0		3		30.0		3	
6	34.0			2	26.0	1	3		33.0		1	2
Other	12.0	2			20.0	1	1		8.0	2		

* Number of classes indicates how many classes fall into each size category (a range of total)

School Accountability Report Card

Expenditures Per Pupil and School Site Teacher Salaries - Fiscal Year 2013-14

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic Unrestricted)	Average Teacher Salary
School Site	\$4,689	\$571	\$4,119	\$59,598
District			\$4,571	\$67,358
Percent Difference-School Site and District			(10%)	(12%)
State			\$5,348	\$72,993
Percent Difference-School Site and State			23%	18%



Types of Services Funded - Fiscal Year 2014-15

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.

Funding Source	Allocation
Title I with PI School	\$193,879
LCFF ¹ /EIA ² -SCE ³	\$107,322
LCFF/EIA-LEP ⁴	\$173,944
Total	\$475,145

- ¹Local Control Funding Formula
²Economic Impact Aid
³State Compensatory Education
⁴Limited English Proficient

Teacher and Administrative Salaries Fiscal Year 2013-14

For detailed information on salaries, see the CDE Certificated 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	\$37,402	\$43,091
Mid-Range Teacher Salary	\$62,338	\$70,247
Highest Teacher Salary	\$83,728	\$89,152
Average Principal Salary	\$115,650	\$112,492
Superintendent Salary	\$175,401	\$192,072
Percent of Budget for Teacher Salaries	42%	41%
Percentage of Budget for Administrative Salaries	5%	6%

Professional Development—Most Recent Year

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 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. attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students

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.



SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2014-15

Published During 2015-16

**NATIONAL
SCHOOL DISTRICT**
1500 N Avenue
National City, CA
91950



OLIVEWOOD SCHOOL
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**Creating
Successful
Learners
NOW...**

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Assistant Superintendent
Business Services
 - Cynthia Frazee**
Assistant Superintendent
Human Resources

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About This SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about LCFF or LCAP, see the CDE LFCC Web page at <http://www.cde.ca.gov/fq/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Description

Olivewood School is an elementary school that serves students in preschool through sixth grade. The main building for Olivewood School was built in 1959. Portable classrooms have been added to the campus as needed. The buildings are well maintained and the grounds are beautifully landscaped. A school garden is also part of the campus.



Olivewood School's mascot is the wise owl. Students are guided to make wise choices by:

- Owning their actions;
- Working to succeed;
- Learning for the future; and,
- Showing respect and kindness. At citizenship assemblies, students are acknowledged for demonstrating the traits of being a wise owl.

Olivewood's Promise, Mission Statement and Core Values District-wide of "Children First", "Whatever It Takes", and "Relationships Matter" guide us in our commitment to developing successful, lifelong learners.

**At Olivewood School,
We Promise**

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, 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

Olivewood's Mission Statement

 At Olivewood School we are committed to ensure quality and excellence in all aspects of the curriculum. We value and foster the partnership we have between our school and the parent community. We join forces as we continue "Growing Towards the Future"

School Accountability Report Card

Message from Principal, Beverly Hayes

We are very proud of our school and our school community. Student learning is our top priority! We believe all students can and will succeed. We are committed to providing a high quality educational program to all of our students. We have strategically designed programs that dramatically impact the growth and development of our students. Our staff is committed to ensuring an educational experience that promotes academic success for all of our students. We have high expectations for our students and ourselves.

California has adopted the Common Core State Standards (CCSS). These standards have also been adopted by other states throughout the United States bringing a consistency to teaching and learning as well as instruction and expectations for students throughout the United States. Due to the adoption of the Common Core State Standards, our instructional practices have changed as we have made the transition from the California State Standards to the Common Core State Standards. In National School District and at Olivewood School, we are continuing our implementation of the Common Core State Standards. School staff has and will continue to participate in staff development activities that will "grow our knowledge" to implement the Common Core State Standards with our students. The Common Core State Standards are designed to bring out our students' best thinking and learning and to ensure that all students are college and career ready when they graduate from high school.

Parents are an invaluable resource to our school and our students. We know that parent involvement is a strong predictor of a student's success and we work diligently to foster the partnership between our school and our students' parents and/or guardians. It is vitally important that parents are involved with their child's education. It takes all of us to ensure that an excellent instructional program is offered to our students and that we work together to assist our students and our school to fully meet the needs of our students.

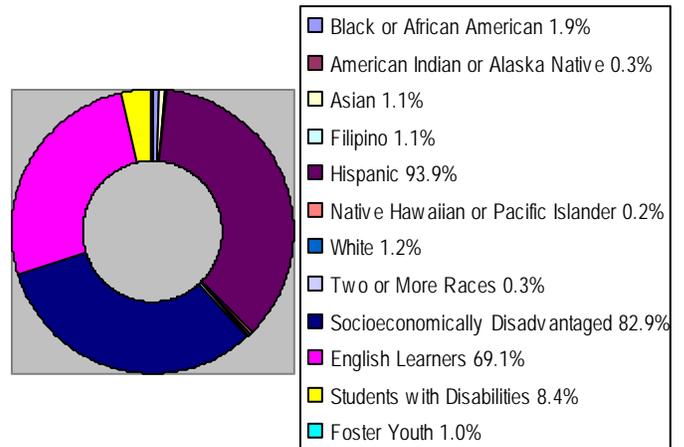
This School Accountability Report Card presents a variety of information about our school that we hope you find informative and interesting. We acknowledge that everyone who contributes to our school makes a difference in the lives of our students. With the support of our parents, community and the District we are able to offer our students an instructional program that allows them a wide variety of opportunities to progress academically and to reach their fullest potential. We hope that the information included in this report will assist you in your involvement in your child's education as we work together in our commitment to provide the best educational experience each and every student at Olivewood School.



School Enrollment by Grade Level — 2014-15

Grade Level	Number of Students
Kindergarten	123
Grade 1	71
Grade 2	83
Grade 3	94
Grade 4	83
Grade 5	83
Grade 6	87
Total Enrollment	624

Student Enrollment by Group — 2014-15



A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority:

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	26	26	236
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Olivewood Elementary School

Quality, Currency, and Availability of Textbooks and Other Instructional Materials - Most Recent Year

Year and month in which data were collected: August 12, 2015

Subject	Grade Levels	From Most Recent Adoption	Textbooks and Instructional Materials/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Sp. Ed. K-3 Sp. Ed. 4-6	Houghton-Mifflin Sopris West Read Well Sopris Read Well	2003/2004 2010-2011 2010-2011	0%
Mathematics	K-6	Houghton-Mifflin-Harcourt GO MATH!	2015/2016	0%
Science	K-6	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia	2008/2009	0%
History-Social Science	K-6	H. M. Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-6	E. L. Achieve Systematic ELD	2014/2015	0%

Core Academic Courses Taught by Highly Qualified Teachers 2014-15

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.



Instructional Program

At Olivewood School, the Common Core State Standards in English Language Arts and math are being implemented in classrooms. Students are provided direct, focused instruction in all academic areas. Instruction is differentiated to support our students' academic needs and is provided to students in whole group settings, small guided groups and individually. SuccessMaker, Renaissance Learning Star Reading, Renaissance Learning Star Math, Accelerated Reader Enterprise and Imagine Learning are computer programs that also provide instructional support to our students.

Clear school goals, excellent pedagogical practices, grade level standards, shared vision and ongoing assessments are major forces that drive our instruction. Olivewood students are directly involved in their instructional program due to highly qualified teachers using best practices. Instructional practices include hands-on activities, using manipulatives for math and experiential activities for science.

We believe in success for all students. Differentiated instruction is provided for our students including those students who are English Learners, At-Risk, Gifted and Talented Education (GATE) and students on Individual Education Plans. School staff, including the teachers and principal, as well as the School Site Council evaluates data to plan in-

struction and monitor progress.

Standards-based assessment of all students and the early identification of those students who are displaying academic concerns are routine procedures using the Response to Intervention and Instruction (RTI²) model. Students are assessed on summative tests in reading and math at least three times each year. The goal of these assessments is to identify those students who need extra help and also to plan our instructional program to better meet all of our students' needs. The principal, teachers, language arts specialists, and resource specialist meet to review the results of these assessments. Students who need extra assistance are supported through small, focused, instructional skill groups within their classroom. Additional instructional support may also be provided by the language arts specialists and/or resource specialist, Impact teachers and/or by attending before and after school intervention classes.

A new school funding model has been adopted by the State of California for California's schools. It is called the Local Control Funding Formula. School districts were required to adopt a Local Control Funding Plan (LCAP) with input from parents, community members as well as district and school staff.

A program called the Instructional Wheel has been adopted by National School District for all schools as part of their Local Control Funding Plan. The instructional wheel provides a scheduled time for classroom teachers to collaborate together as a Data Team approximately two times a month. During the time that the classroom teachers are collaborating with their grade-level colleagues, roving enrichment teachers are in their classrooms providing enrichment activities in physical education, art, music and drama. The instructional wheel provides the time for teachers to meet together to analyze students data and determine instructional strategies as well as providing enrichment activities for students.

It is also important that students take responsibility for their own learning. Students demonstrate their learning through projects and oral presentations utilizing technology. Students also need to take responsibility for their assigned homework. Teachers differentiate homework by modifying assignments or carefully selecting reading material to meet specific instructional needs. A recommended daily reading allotment for homework is standard practice. Parents reinforce the importance of reading by checking their child's reading log.

Not all learning takes place in the classroom. Educational outings extend learning opportunities. Our partnership with Olivewood Gardens & Learning Center for the third, fourth and fifth grade students enrich our instructional program. Sixth grade students attend a week-long outdoor education program at YMCA's Camp Marston. Other grade levels schedule field trips to extend and enrich their students' educational experiences.

School Accountability Report Card

School Facility Good Repair Status — Most Recent Year

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Most recently completed school site inspection, done on October 9, 2015 to determine the school facility's good repair status.					
Systems: Gas Leaks, Mechanical /HVAC, Sewer Interior: Interior Surfaces Cleanliness: Overall Cleanliness, Pest/Vermin Infestation Electrical: Electrical Restrooms/Fountains: Restrooms, Sinks/Fountains Safety: Fire Safety Hazardous Materials Structural: Structural Damage, Roofs External: Playground/School/Grounds, Windows/Doors/Gates/Fences					

Overall Facility Rate — Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		

School Facility Conditions & Planned Improvements— Most Recent Year

Olivewood's main campus was built in 1959. Since our opening the following major renovations or improvements have been addressed:

- 1999—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry.
- Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.
- Olivewood has 18 regular classrooms and 16 classes in relocatable buildings. There are at least 5 computers in each of our classrooms, transition kindergarten through sixth grade. Our Special Day Class has 4 computers and our Resource Specialist Program has 5 computers. We have a computer lab with 34 computers; a primary computer lab with 26 computers; an intermediate reading lab with 8 computers and, a primary reading lab with 5 computers. Each classroom has at least 2 new computers and the intermediate grade classrooms have 5 new computers. All other computers have had memory upgrades to be able to run new computer software. We also have a cart with 32 netbooks that can travel from room to room.
- All classrooms have a Promethean Board that is supported by a laptop computer: We also have a Promethean board in our Special Day Class; one in our resource specialist program room; one in our computer lab; and, one in each of our Reading Labs

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.

California Assessment of Student Performance and Progress Results for All Students — 2014-15

Percent of Students Meeting or Exceeding the State Standards)			
Subject	School	District	State
English Language Arts/Literacy — (grades 3-6)	35%	36%	44%
Mathematics — (grades 3-6)	23%	25%	33%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] and Science Standards Tests).

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	95	97.9%	52.0%	20.0%	18.0%	11.0%
Male	97	43	44.3%	56.0%	21.0%	16.0%	7.0%
Female	97	52	53.6%	48.0%	19.0%	19.0%	13.0%
Black or African American	97	3	3.1%	--	--	--	--
Asian	97	2	2.1%	--	--	--	--
Filipino	97	1	1.0%	--	--	--	--
Hispanic or Latino	97	87	89.7%	53.0%	20.0%	16.0%	11.0%
Native Hawaiian or Pacific Islander	97	1	1.0%	--	--	--	--
Two or More Races	97	1	1.0%	--	--	--	--
Socioeconomically Disadvantaged	97	86	88.7%	52.0%	19.0%	19.0%	10.0%
English Learners	97	53	54.6%	70.0%	19.0%	8.0%	4.0%
Students with Disabilities	97	9	9.3%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	86	85	98.8%	48.0%	16.0%	22.0%	12.0%
Male	86	37	43.0%	35.0%	27.0%	32.0%	5.0%
Female	86	48	55.8%	58.0%	8.0%	15.0%	17.0%
Black or African American	86	2	2.3%	--	--	--	--
Filipino	86	1	1.2%	--	--	--	--
Hispanic or Latino	86	81	94.2%	48.0%	17.0%	22.0%	11.0%
White	86	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	86	66	76.7%	48.0%	15.0%	23.0%	12.0%
English Learners	86	41	47.7%	73.0%	20.0%	7.0%	0.0%
Students with Disabilities	86	7	8.1%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	85	96.6%	44.0%	24.0%	24.0%	9.0%
Male	88	35	39.8%	51.0%	23.0%	14.0%	11.0%
Female	88	50	56.8%	38.0%	24.0%	30.0%	8.0%
Black or African American	88	2	2.3%	--	--	--	--
Filipino	88	3	3.4%	--	--	--	--
Hispanic or Latino	88	78	88.6%	42.0%	24.0%	24.0%	9.0%
White	88	1	1.1%	--	--	--	--
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	70	79.5%	43.0%	23.0%	26.0%	9.0%
English Learners	88	33	37.5%	88.0%	9.0%	3.0%	0.0%
Students with Disabilities	88	9	10.2%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	89	87	97.8%	22.0%	34.0%	36.0%	8.0%
Male	89	36	40.4%	28.0%	31.0%	33.0%	8.0%
Female	89	51	57.3%	18.0%	37.0%	37.0%	8.0%
Black or African American	89	1	1.1%	--	--	--	--
American Indian or Alaska Native	89	1	1.1%	--	--	--	--
Asian	89	1	1.1%	--	--	--	--
Filipino	89	2	2.2%	--	--	--	--
Hispanic or Latino	89	81	91.0%	23.0%	35.0%	36.0%	6.0%
White	89	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	89	70	78.7%	21.0%	37.0%	36.0%	6.0%
English Learners	89	19	21.3%	58.0%	37.0%	5.0%	0.0%
Students with Disabilities	89	11	12.4%	55.0%	36.0%	9.0%	0.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	96	99.0%	47.0%	28.0%	19.0%	6.0%
Male	97	43	44.3%	47.0%	26.0%	23.0%	5.0%
Female	97	53	54.6%	47.0%	30.0%	15.0%	8.0%
Black or African American	97	3	3.1%	--	--	--	--
Asian	97	2	2.1%	--	--	--	--
Filipino	97	1	1.0%	--	--	--	--
Hispanic or Latino	97	88	90.7%	47.0%	26.0%	20.0%	7.0%
Native Hawaiian or Pacific Islander	97	1	1.0%	--	--	--	--
Two or More Races	97	1	1.0%	--	--	--	--
Socioeconomically Disadvantaged	97	87	89.7%	46.0%	30.0%	20.0%	5.0%
English Learners	97	54	55.7%	57.0%	30.0%	13.0%	0.0%
Students with Disabilities	97	9	9.3%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	86	85	98.8%	33.0%	42.0%	14.0%	11.0%
Male	86	37	43.0%	30.0%	43.0%	16.0%	11.0%
Female	86	48	55.8%	35.0%	42.0%	13.0%	10.0%
Black or African American	86	2	2.3%	--	--	--	--
Filipino	86	1	1.2%	--	--	--	--
Hispanic or Latino	86	81	94.2%	33.0%	42.0%	15.0%	10.0%
White	86	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	86	66	76.7%	35.0%	39.0%	14.0%	12.0%
English Learners	86	41	47.7%	44.0%	51.0%	5.0%	0.0%
Students with Disabilities	86	7	8.1%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	86	97.7%	57.0%	29.0%	12.0%	2.0%
Male	88	35	39.8%	57.0%	26.0%	14.0%	3.0%
Female	88	51	58.0%	57.0%	31.0%	10.0%	2.0%
Black or African American	88	2	2.3%	--	--	--	--
Filipino	88	3	3.4%	--	--	--	--
Hispanic or Latino	88	79	89.8%	56.0%	30.0%	13.0%	1.0%
White	88	1	1.1%	--	--	--	--
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	71	80.7%	54.0%	32.0%	13.0%	1.0%
English Learners	88	34	38.6%	91.0%	6.0%	3.0%	0.0%
Students with Disabilities	88	10	11.4%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	89	88	98.9%	31.0%	41.0%	17.0%	11.0%
Male	89	36	40.4%	36.0%	39.0%	8.0%	17.0%
Female	89	52	58.4%	27.0%	42.0%	23.0%	8.0%
Black or African American	89	1	1.1%	--	--	--	--
American Indian or Alaska Native	89	1	1.1%	--	--	--	--
Asian	89	1	1.1%	--	--	--	--
Filipino	89	2	2.2%	--	--	--	--
Hispanic or Latino	89	82	92.1%	33.0%	41.0%	17.0%	9.0%
White	89	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	89	71	79.8%	31.0%	44.0%	14.0%	11.0%
English Learners	89	20	22.5%	75.0%	20.0%	5.0%	0.0%
Students with Disabilities	89	11	12.4%	73.0%	18.0%	9.0%	0.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Olivewood Elementary School

California Standards Tests for All Students in Science — Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (Meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (Grade 5)	36%	40%	35%	37%	48%	41%	59%	60%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



California Standards Tests Results by Student Group in Science — 2014-15

Group	Percent of Students at Scoring or Proficient or Advanced
All Students in the LEA	41%
All Students at the School	35%
Male	35%
Female	36%
Filipino	0%
Hispanic or Latino	33%
Socioeconomically Dis-advantaged	35%
English Learners	11%
Students with Disabilities	0%
Foster Youth	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in physical education.



California Physical Fitness Test Results — 2014-15

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	20.2%	29.8%	7.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Accountability Report Card



C. Engagement

State Priority: Parent Involvement

The SARC Provides the following information relevant to the Parental Involvement State Priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parent Involvement— Most Recent Year

Contact Person Name: Lupita Saunders
Phone Number: (619) 336-8752

Home/School Partnership:

- School/Classroom Newsletter
- Parent Workshops Sponsored by Teachers
- Parent Nutrition Workshops
- Parent Teacher Organization (PTO)
- Family Curriculum Night
- School Festivals & Programs
- Back to School Night
- Open House
- Parent-Teacher Conferences
- School Site Council
- English Learners Advisory Committee (ELAC)
- Parent Education Classes
- Olivewood Gardens & Learning Center

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority:

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measure on the sense of safety.

School Safety

SB187 Safety Plan

Date the plan was last updated: February, 2015

Date the plan was last reviewed with the staff: February, 2015

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

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



Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

Positive Behavioral Intervention and Support (PBIS)/Restorative Justice Practices - Schoolwide Discipline Program which includes an Emphasis on Anti-Bullying

Wise Owl Recognition Weekly at Citizenship Assemblies

Classroom/School/Cafeteria Rules

Zero Tolerance Policy

Mandatory School Uniforms

Homework Policy

Daily Out-of-School Reading Allotments— TK-6

Academic/Attendance Recognition

Multicultural Activities that Promote Self-esteem

Student Council

Our library circulation and catalogue systems are computerized and connected to the National City Public Library. Students can use an on-line catalogue to check the availability of books in their school library.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.6%	3.6%	1.7%	2.3%	2.6%	1.8%	5.1%	4.4%	3.8%
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1%	0.1%	0.1%

Olivewood Elementary School

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

Adequate Yearly Progress Overall and by Criteria — 2014-15

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	N/A
Met Participation Rate—English Language Arts	Yes	Yes	N/A
Met Participation Rate—Mathematics	Yes	Yes	N/A
Met Percent Proficient—English Language Arts	N/A	N/A	N/A
Met Percent Proficient—Mathematics	N/A	N/A	N/A
Met Attendance Rates	No	Yes	N/A



Federal Intervention Program — 2015-16

Indicator	School	District
Program Improvement Status	In PI	In PI
First year of Program Improvement	2011-12	2011-12
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in PI		10
Percent of Schools Currently in PI		90.9%

Counselors and Other Support Staff 2014-15

Title	FTE*
Adaptive P.E. Specialist	1.0 (district)
School Counselor	2 days/week
Impact Teachers	2 half-time
Resource Specialist (Non-teaching)	1 full-time
Language Arts Specialist (Primary Grades)	1 full-time
Language Arts Specialist (Intermediate Grades)	1 full-time
Speech/Language/Hearing Specialist	3.5 days/week
Bilingual Speech/Language/Hearing Specialist	1 day/week
Nurse and Nurse Practitioner	1.0 (district)
Medical Assistants	5 days/week
Psychologist	3 days/week
Library Media Specialist	1 full-time
Instructional Assistants—Special Education	4 (part-time)

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

Average Class Size and Class Size Distribution

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2	3		19.0	3	3		21.0	2	4	
1	21.0	1	3		21.0	2	2		24.0		3	
2	16.0	6			22.0		4		21.0	2	2	
3	20.0	4	1		22.0		3		24.0		4	
4	33.0			2	29.0		1	2	31.0		2	
5	33.0			3	32.0		2	1	29.0		3	
6	27.0	1	2	1	28.0	1	1	2	26.0	1	3	

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

School Accountability Report Card

Expenditures Per Pupil and School Site Teacher Salaries - Fiscal Year 2013-14

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic Unrestricted)	Average Teacher Salary
School Site	\$5,310	\$521	\$4,789	\$72,746
District			\$4,571	\$67,358
Percent Difference-School Site and District			(5%)	7%
State			\$5,348	72,993
Percent Difference-School Site and State			9%	0.3%



Types of Services Funded - Fiscal Year 2014-15

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.

Funding Source	Allocation
Title I with PI School	\$152,956
LCFF ¹ /EIA ² -SCE ³	\$105,101
LCFF/EIA-LEP ⁴	\$84,011
Total	\$342,068

¹Local Control Funding Formula
²Economic Impact Aid
³State Compensatory Education
⁴Limited English Proficient



Professional Development Most Recent Three Years

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

The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.



Teacher and Administrative Salaries Fiscal Year 2013-14

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,402	\$43,091
Mid-Range Teacher Salary	\$62,338	\$70,247
Highest Teacher Salary	\$83,728	\$89,152
Average Principal Salary	\$115,650	\$112,492
Superintendent Salary	\$175,401	\$192,072
Percent of Budget for Teacher Salaries	42%	41%
Percentage of Budget for Administrative Salaries	5%	6%



For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/ca/>.

SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2014-15

Published During 2015-16



JOHN A. OTIS SCHOOL
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(619) 336-7400 • Fax (619) 336-7455

Principal, Felipe De La Peña

www.nsd.us

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**NATIONAL
SCHOOL DISTRICT**
1500 N Avenue
National City, CA
91950



About This SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about LCFF or LCAP, see the CDE LFCC Web page at <http://www.cde.ca.gov/fq/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Description

At John A. Otis we believe in creating a safe, nurturing environment. We are active participants with the parents and the community to create an ideal environment for all students. We provide a solid foundation for all of the students in reading, mathematics, problem solving and writing. The achievement of every student is a priority.

At John A. Otis School, We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, 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

John A. Otis Mission Statement

The mission of the staff, students, parents and community of John A. Otis School is to achieve optimum academic, physical and emotional potential for each student. We work cooperatively in a positive learning environment that supports our mutual belief that education has value.

John A. Otis School maintains a safe, orderly environment that provides a pleasant, efficient climate in which current technology reinforces educational goals. We envision John A. Otis School as an integral part of our community.

Message from Principal, Felipe De La Peña

"John A. Otis School, in partnership with parents and the community, will maintain high educational standards for all students by providing a positive learning environment and exemplary instruction in order to prepare our students academically for a successful future." As our Mission Statement affirms, our entire staff is committed to achieving this goal. Since California has adopted the Common Core State Standards, our instructional practices have shifted to meet the needs of the new standards. School staff is and will continue to participate in staff development that will increase the knowledge necessary to teach the new standards. The Common Core Standards will ensure that all students are college and career ready when they graduate from high school. They are designed to bring out our students' best thinking and learning. Our expectations will continue to be rigorous and our goal is for all of our students to achieve success.

We have established a safe campus using the Positive Behavioral Interventions and Supports model. Our students and staff members know the importance of being Responsible, Respectful and Safe. We are very proud of our school and its continued progress in academic and overall achievement.

**Creating
Successful
Learners
NOW...**

GOVERNING BOARD

**Brian Clapper,
Board President**

**Maria Dalla,
Board Clerk**

**Maria Betancourt-Castañeda,
Member**

Bárbara Avalos, Member

Alma Sarmiento, Member

ADMINISTRATION

**Christopher Oram, Ed.D.
Superintendent**

**Paula Jameson-Whitney
Assistant Superintendent
Educational Services**

**Chris Carson
Assistant Superintendent
Business Services**

**Cynthia Frazee
Assistant Superintendent
Human Resources**

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School Finances	1
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School Accountability Report Card

John A. Otis Partnerships

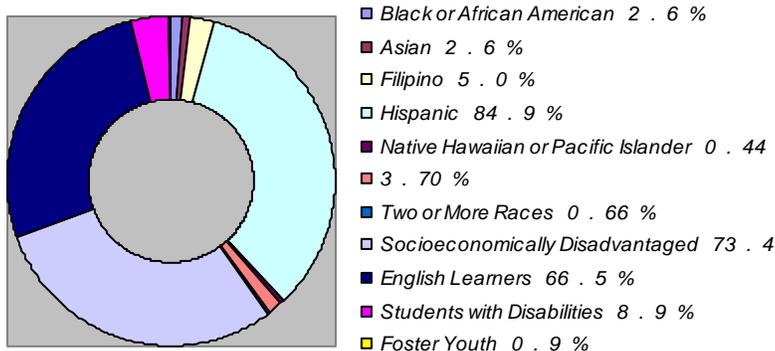
We have a partnership with Stein Farm that helps students develop hands-on experience in the area of farming, ecology, and water conservation. John Otis School also has a partnership with Ocean Connectors that includes fieldtrips in grades 4-6th. Along with the field trips, Ocean Connectors also provides lessons taught in and out of the classroom. The lessons are meant to build upon each other, beginning with Sea Turtle Exploration in 4th Grade. In 5th Grade, students learn about California Whale Exploration and finish up in 6th grade with Bird and Habitat lessons. John Otis School also partners with Children's Rady Hospital and the Safe Routes to School Program to promote safety awareness while walking to school. John Otis School has also partnered with Metropolitan Transit Services to provide a "Safety First" assembly, teaching our students the importance of wearing a helmet when riding a bicycle or a scooter.

School Enrollment by Grade Level 2014-15

Grade Level	Number of Students
Kindergarten	79
Grade 1	54
Grade 2	68
Grade 3	66
Grade 4	68
Grade 5	56
Grade 6	65
Total Enrollment	456



Student Enrollment by Group 2014-15



Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	21	19	19	236
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Core Academic Courses Taught by Highly Qualified Teachers — 2014-15

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the fee and reduced price meals program.



Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority:

- 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.

John A. Otis Elementary School

Quality, Currency, and Availability of Textbooks and Other Instructional Materials - Most Recent Year

Year and month in which data were collected: August 12, 2015

Subject	Grade Levels	From Most Recent Adoption	Textbooks and Instructional Materials/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Sp. Ed. K-3 Sp. Ed. 4-6	Houghton-Mifflin Sopris West Read Well Sopris Read Well	2003/2004 2010-2011 2010-2011	0%
Mathematics	K-6	Houghton-Mifflin-Harcourt GO MATH!	2015/2016	0%
Science	K-6	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia	2008/2009	0%
History-Social Science	K-6	H. M. Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-6	<i>E. L. Achieve - Systematic ELD</i>	2014/2015	0%



Instructional Program

All of the curriculum and instructional practices at John A. Otis are based on the California Common Core Content Standards. Students are provided direct, focused instruction in all of the academic areas. The Otis staff has set high achievement goals using research-based instructional practices, and on-going formative and summative assessments to drive our instruction.

Instruction is differentiated to support our students' needs. They use methodology that enhances student achievement through small group instruction. Success Maker, Star Reading, and Imagine Learning are some of the programs utilized to enhance student growth. The students are directly involved in their instructional program due to highly qualified teachers using best practices.

Success for all students is our goal. Differentiated instruction is provided for all of our student groups. We use standards driven assessments in reading and math to identify those students who need extra help and also to plan our instructional skill groups. Additional support may also be provided by the language arts specialist or resource specialist. Classroom teachers also support the after school intervention classes.

School Facility Conditions & Planned Improvements— Most Recent Year

John Otis' main campus was built in 1927. Since our opening the following major renovations or improvements have been addressed:



School Facility Good Repair Status — Most Recent Year

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<i>Results of most recently completed school site inspection, done on October 5, 2015, to determine the school facility's good repair status. (No deficiencies were found)</i>				
Systems: Gas Leaks, Mechanical /HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School/Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate — Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		

School Accountability Report Card

- 1987—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, cabinetry, and an ADA elevator for the auditorium.
- 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.
- 1999—Relocatables were added to support class size reduction.
- 2006—Refurbished stage
- 2006—New lighting for parking facility
- Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.

John A. Otis has 22 regular classrooms. 16 are portable buildings. There are five computers in each of our classrooms kindergarten through third grade, and an average of 9 computers in each of our classrooms fourth through sixth grade.



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.



New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites.

Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.



B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] and Science California Standards Tests).

California Assessment of Student Performance and Progress Results for All Students — 2014-15

Percent of Students Meeting or Exceeding the State Standards)			
Subject	School	District	State
English Language Arts/Literacy (grades 3-6)	37%	36%	44%
Mathematics (grades 3-6)	23%	25%	33%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

John A. Otis Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	74	69	93.2%	41.0%	28.0%	26.0%	6.0%
Male	74	34	45.9%	47.0%	24.0%	26.0%	3.0%
Female	74	35	47.3%	34.0%	31.0%	26.0%	9.0%
Black or African American	74	4	5.4%	--	--	--	--
Filipino	74	2	2.7%	--	--	--	--
Hispanic or Latino	74	59	79.7%	41.0%	32.0%	24.0%	3.0%
White	74	3	4.1%	--	--	--	--
Two or More Races	74	1	1.4%	--	--	--	--
Socioeconomically Disadvantaged	74	54	73.0%	39.0%	24.0%	30.0%	7.0%
English Learners	74	37	50.0%	54.0%	27.0%	19.0%	0.0%
Students with Disabilities	74	4	5.4%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	68	68	100.0%	41.0%	29.0%	21.0%	9.0%
Male	68	28	41.2%	54.0%	21.0%	14.0%	11.0%
Female	68	40	58.8%	33.0%	35.0%	25.0%	8.0%
Black or African American	68	1	1.5%	--	--	--	--
Asian	68	2	2.9%	--	--	--	--
Filipino	68	4	5.9%	--	--	--	--
Hispanic or Latino	68	58	85.3%	43.0%	28.0%	22.0%	7.0%
Native Hawaiian or Pacific Islander	68	1	1.5%	--	--	--	--
White	68	2	2.9%	--	--	--	--
Socioeconomically Disadvantaged	68	56	82.4%	41.0%	32.0%	20.0%	7.0%
English Learners	68	36	52.9%	58.0%	33.0%	8.0%	0.0%
Students with Disabilities	68	4	5.9%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	59	57	96.6%	40.0%	28.0%	21.0%	11.0%
Male	59	32	54.2%	41.0%	31.0%	19.0%	9.0%
Female	59	25	42.4%	40.0%	24.0%	24.0%	12.0%
Black or African American	59	2	3.4%	--	--	--	--
Asian	59	1	1.7%	--	--	--	--
Filipino	59	3	5.1%	--	--	--	--
Hispanic or Latino	59	49	83.1%	43.0%	24.0%	22.0%	10.0%
White	59	2	3.4%	--	--	--	--
Socioeconomically Disadvantaged	59	47	79.7%	40.0%	30.0%	21.0%	9.0%
English Learners	59	29	49.2%	66.0%	31.0%	3.0%	0.0%
Students with Disabilities	59	10	16.9%	--	--	--	--

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- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	69	66	95.7%	20.0%	27.0%	41.0%	12.0%
Male	69	40	58.0%	23.0%	28.0%	35.0%	15.0%
Female	69	26	37.7%	15.0%	27.0%	50.0%	8.0%
Black or African American	69	3	4.3%	--	--	--	--
Asian	69	3	4.3%	--	--	--	--
Filipino	69	4	5.8%	--	--	--	--
Hispanic or Latino	69	56	81.2%	20.0%	27.0%	46.0%	7.0%
Socioeconomically Disadvantaged	69	56	81.2%	20.0%	30.0%	38.0%	13.0%
English Learners	69	25	36.2%	32.0%	56.0%	12.0%	0.0%
Students with Disabilities	69	9	13.0%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
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John A. Otis Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	74	72	97.3%	43.0%	29.0%	25.0%	3.0%
Male	74	35	47.3%	43.0%	31.0%	26.0%	0.0%
Female	74	37	50.0%	43.0%	27.0%	24.0%	5.0%
Black or African American	74	4	5.4%	--	--	--	--
Filipino	74	2	2.7%	--	--	--	--
Hispanic or Latino	74	62	83.8%	45.0%	31.0%	24.0%	0.0%
White	74	3	4.1%	--	--	--	--
Two or More Races	74	1	1.4%	--	--	--	--
Socioeconomically Disadvantaged	74	56	75.7%	38.0%	32.0%	27.0%	4.0%
English Learners	74	39	52.7%	56.0%	31.0%	13.0%	0.0%
Students with Disabilities	74	4	5.4%	--	--	--	--

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- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	68	68	100.0%	38.0%	41.0%	15.0%	6.0%
Male	68	28	41.2%	43.0%	39.0%	11.0%	7.0%
Female	68	40	58.8%	35.0%	43.0%	18.0%	5.0%
Black or African American	68	1	1.5%	--	--	--	--
Asian	68	2	2.9%	--	--	--	--
Filipino	68	4	5.9%	--	--	--	--
Hispanic or Latino	68	58	85.3%	40.0%	41.0%	14.0%	5.0%
Native Hawaiian or Pacific Islander	68	1	1.5%	--	--	--	--
White	68	2	2.9%	--	--	--	--
Socioeconomically Disadvantaged	68	56	82.4%	38.0%	43.0%	16.0%	4.0%
English Learners	68	36	52.9%	56.0%	39.0%	6.0%	0.0%
Students with Disabilities	68	4	5.9%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
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- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	59	58	98.3%	43.0%	41.0%	7.0%	9.0%
Male	59	32	54.2%	38.0%	47.0%	6.0%	9.0%
Female	59	26	44.1%	50.0%	35.0%	8.0%	8.0%
Black or African American	59	2	3.4%	--	--	--	--
Asian	59	1	1.7%	--	--	--	--
Filipino	59	3	5.1%	--	--	--	--
Hispanic or Latino	59	50	84.7%	44.0%	40.0%	8.0%	8.0%
White	59	2	3.4%	--	--	--	--
Socioeconomically Disadvantaged	59	48	81.4%	48.0%	35.0%	8.0%	8.0%
English Learners	59	30	50.8%	70.0%	30.0%	0.0%	0.0%
Students with Disabilities	59	10	16.9%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	69	67	97.1%	34.0%	39.0%	24.0%	3.0%
Male	69	41	59.4%	34.0%	32.0%	29.0%	5.0%
Female	69	26	37.7%	35.0%	50.0%	15.0%	0.0%
Black or African American	69	3	4.3%	--	--	--	--
Asian	69	3	4.3%	--	--	--	--
Filipino	69	4	5.8%	--	--	--	--
Hispanic or Latino	69	57	82.6%	37.0%	39.0%	23.0%	2.0%
Socioeconomically Disadvantaged	69	56	81.2%	36.0%	38.0%	25.0%	2.0%
English Learners	69	25	36.2%	60.0%	36.0%	4.0%	0.0%
Students with Disabilities	69	9	13.0%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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John A. Otis Elementary School

California Standards Tests for All Student in Science — Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (Meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (Grade 5)	36%	54%	35%	37%	48%	41%	59%	60%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



California Standards Tests Results by Student Group In Science — 2014-15

Group	Percent of Students at Scoring or Proficient or Advanced
All Students in the LEA	41%
All Students at the School	35%
Male	36%
Female	33%
Filipino	0%
Hispanic or Latino	36%
Socioeconomically Disadvantaged	33%
English Learners	0%
Students with Disabilities	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in physical education.



California Physical Fitness Test Results - 2014-15

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	19.4%	35.5%	19.4

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Accountability Report Card



C. Engagement

State Priority: Parent Involvement

The SARC Provides the following information relevant to the Parental Involvement State Priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parent Involvement Most Recent Year

Contact Person Name: Evelyn Sanchez

Phone Number: (619) 336-8800

Home/School Partnership:

- Go Math! online lessons
- SuccessMaker Online-Reading and Math
- Home & School Connection Newsletter (on line)
- Parent/Teacher Organization (PTO)
- Fall Festival
- Spring Festival
- Parent Trainings
- Volunteer Luncheon
- Parent Health Education
- Internet web page (weekly homework, classroom and school news are posted)
- Monthly Parent Meetings
- Safe Routes to School Program
- Monthly Newsletters
- Science Emphasis
- Student Council
- ELAC Committee
- School Site Council
- Accelerated Reader

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority:

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measure on the sense of safety.

Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- Student Council
- Positive Behavior Program
- Jog A Thon
- Sixth Grade Camp
- Zero Tolerance Policy
- Anti-Bullying Assemblies
- Mandatory School Uniforms
- Home/School Compact
- Red Ribbon Activities Week
- Uniform Assistance
- Academic/Citizenship Recognition
- Motivational Assemblies
- Multicultural Activities that Promote Self-Esteem
- Pasta for Pennies
- Sixth Grade Activities
- Rolling Computer Lab
- Fall and Spring Festivals
- Monthly Attendance Incentive Assemblies
- Lunch Time Sports Leagues
- Honor Roll Assemblies
- Anti-Bullying Assemblies
- Before/after school R.E.A.C.H. program run by the YMCA

Our library circulation and catalogue systems are computerized and connected to the National City Public Library. Students can use an on-line catalogue to check the availability of books in their school library.



School Safety

SB187 Safety Plan

Date the plan was last updated: February, 2015

Date the plan was last reviewed with the staff: February, 2015

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.4%	2.4%	2.0%	2.3%	2.6%	1.8%	5.1%	4.4%	3.8%
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1%	0.1%	0.1%

John A. Otis Elementary School

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

Adequate Yearly Progress (AYP) Overall and by Criteria 2014-15

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	N/A
Met Participation Rate—English Language Arts	Yes	Yes	N/A
Met Participation Rate—Mathematics	Yes	Yes	N/A
Met Percent Proficient—English Language Arts	N/A	N/A	N/A
Met Percent Proficient—Mathematics	N/A	N/A	N/A
Met Attendance Rates	No	Yes	N/A



Counselors & Other Support Staff 2014-15

Title	FTE*
Psychologist	1 (2 days per week)
Language Arts Specialist	1.0
Adaptive P.E. Specialist	1.0 (district)
Nurse	1.0 (district)
Medical Assistant	1.0 (2 days/week)
Resource Specialist Program	1.0
Library Media Specialist	1.0 (full-time)
Speech/Language/Hearing Specialist	1.0
Counselor	1.0 (1 day/week)
Instructional Aides	2.0 (3 days/week)

Federal Intervention Program 2015-16

Indicator	School	District
Program Improvement Status	In PI	In PI
First year of Program Improvement	2011-12	2011-12
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in PI		10
Percent of Schools Currently in PI		90.9%

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

Average Class Size and Class Size Distribution

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.0	2	2		21.0	1	2		20.0	3	1	
1	21.0	1	2		23.0	1	2		18.0	3		
2	22.0		2		22.0		3		23.0		3	
3	22.0		3		22.0		3		22.0		3	
4	31.0		2		31.0		2		33.0		1	1
5	33.0		1	1	33.0			2	27.0		2	
6	25.0	1	2		33.0			2	24.0	1	2	
Other					9.0	1						

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

School Accountability Report Card

Expenditures Per Pupil and School Site Teacher Salaries - Fiscal Year 2013-14

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic Unrestricted)	Average Teacher Salary
School Site	\$5,347	\$491	\$4,856	\$68,564
District			\$4,571	\$67,358
Percent Difference-School Site and District			6%	2%
State			\$5,348	72,993
Percent Difference-School Site and State			2%	6%



Types of Services Funded - Fiscal Year 2014-15

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.

Funding Source	Allocation
Title I with PI School	\$122,012
LCFF ¹ /EIA ² -SCE ³	\$132,646
LCFF/EIA-LEP ⁴	\$80,080
Total	\$334,738

¹Local Control Funding Formula
²Economic Impact Aid
³State Compensatory Education
⁴Limited English Proficient



Professional Development Most Three Recent Years

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

The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.



Teacher and Administrative Salaries Fiscal Year 2013-14

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,402	\$43,091
Mid-Range Teacher Salary	\$62,338	\$70,247
Highest Teacher Salary	\$83,728	\$89,152
Average Principal Salary	\$115,650	\$112,492
Superintendent Salary	\$175,401	\$192,072
Percent of Budget for Teacher Salaries	42%	41%
Percentage of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2014-15

Published During 2015-16

**NATIONAL
SCHOOL DISTRICT**
1500 N Avenue
National City, CA
91950



PALMER WAY SCHOOL
2900 Palmer Street, National City, CA 91950
(619) 336-8900 • Fax (619) 336-8955
Principal, Alfonso Denegri

www.nsd.us
CDS Code • 37682216038731

About This SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Description

Palmer Way School is located in National City, California, a community south of San Diego. Palmer Way is a pre-school to 6th grade elementary school. This year, we began our second Transitional Kindergarten class. Fifty-four percent of our students are English Language Learners and all of our students meet low-income crite-

ria. The staff consists of 26 certificated teachers, 2 impact teachers, 19 classified employees and 6 support staff. We have 24 regular classrooms.



At Palmer Way School, We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, 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, Alfonso Denegri

Palmer Way has an extraordinary teaching staff of 20 classroom teachers, supported by a Language Arts Specialist, Counselor, Resource Specialist, Librarian, 4 Collaboration Wheel Enrichment Teachers, Speech Teachers, and Paraprofessionals. Our goal is to motivate children to be the best they can be. We believe all children are brilliant and challenge all students to meet and exceed the standards. Teacher collaboration is an essential, rigorous and meaningful part of the core curriculum enabling teachers to identify the most effective strategies to help students master the new Common Core State Standards.

Palmer Way has an excellent Parent Teacher Student Organization. We are thankful to have such a core group of dedicated parents to help us support our educational program.

**Creating
Successful
Learners
NOW...**

GOVERNING BOARD

Brian Clapper,
Board President

Maria Dalla,
Board Clerk

Bárbara Avalos, Member
Maria Betancourt-Castañeda,
Member

Alma Sarmiento, Member

ADMINISTRATION

Christopher Oram, Ed.D.
Superintendent

Paula Jameson-Whitney
Assistant Superintendent
Educational Services

Chris Carson
Assistant Superintendent
Business Services

Cynthia Frazee
Assistant Superintendent

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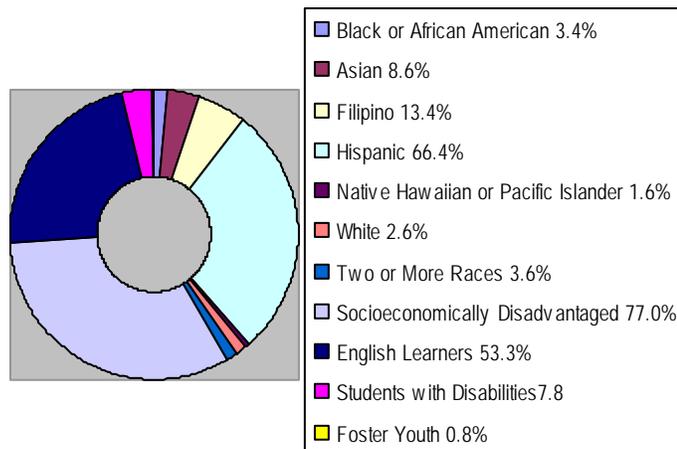
School Accountability Report Card

School Enrollment by Grade Level 2014-15

Grade Level	Number of Students
Kindergarten	105
Grade 1	82
Grade 2	87
Grade 3	81
Grade 4	82
Grade 5	92
Grade 6	85
Total Enrollment	614



Student Enrollment by Group 2014-15



A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority:

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



Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	26	28	24	236
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.



Core Academic Courses Taught by Highly Qualified Teachers 2014-15

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Palmer Way Elementary School

Quality, Currency, and Availability of Textbooks and Other Instructional Materials - Most Recent Year

Year and month in which data were collected: August 12, 2015

Subject	Grade Levels	From Most Recent Adoption	Textbooks and Instructional Materials/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Sp. Ed. K-3 Sp. Ed. 4-6	Houghton-Mifflin Sopris West Read Well Sopris Read Well	2003/2004 2010-2011 2010-2011	0%
Mathematics	K-6	Houghton-Mifflin-Harcourt GO MATH!	2015/2016	0%
Science	K-6	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia	2008/2009	0%
History-Social Science	K-6	H. M. Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-6	E. L. Achieve - Systematic ELD	2014/2015	0%



Instructional Programs

Palmer Way staff, teachers, instructional support staff and classified staff 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. This year, staff development focused on supporting our English Learners, as well as technology. Last year was an exciting year as we began our collaboration wheel for teachers, which not only provides bi-monthly collaboration times for teachers, but also provides students with enrichment classes that include, science, art, technology and physical education. We continue to recognize the importance of the cumulative effect by focusing on the following strategic and school wide structures: (1) Technology (2) Data Teams, (3) Response to Intervention (RTI) and (4) School Wide Positive Behavior Intervention Support (SWPBIS). This strategic approach establishes and guides our student support, budget and expected adult actions. Our dedicated staff regularly goes above and beyond to provide additional support to your children. Many teachers open their classrooms before school, during all recesses and after school to help students with math, reading or writing.

In addition, the before and after school program, Recreation, Education, and Academics for Children (REACH) provides many classes in academic support, fine arts and physical education. Additionally, several classes have been formed before and after school by credentialed teachers. Students meet before school to create Palmer Way's memory yearbooks or to work on Imagine Learning in our computer lab. We also have math, ELD and reading comprehension after school classes to support students. The Palmer Way website continues to be a vital pathway for linking home and school communication. It enables teachers and students to post videos, photographs and news about Palmer Way. Weekly bulletins are sent home and posted on our web page to share upcoming events with parents and community members.

Palmer Way has developed a comprehensive technology plan. Our vision is, "To create an environment that integrates technology as a natural part of the educational experience, and to provide all learners with the skills to access knowledge that will build a foundation for their future." Teachers use technology to collect, organize and analyze student achievement data to support and enhance our instructional program. As teachers monitor student progress, they are able to plan appropriate

instruction and are therefore able to meet the needs of individual students. In addition, we have created goals that align with the National School District's long-term goals for integrating technology. Our goals include two major curricular emphasis (reading/language arts and math), sequential and grade appropriate digital technology integration, professional development for teachers and an ongoing focus on technological purchases which will allow students at Palmer Way to have a 1-to-1 access to technology.



School Facility Conditions & Planned Improvements— Most Recent Year

Palmer Way's main campus was built in 1967. Since our opening the following major renovations or improvement have been addressed:

- 1997 – Relocatables were added to support class size reduction.
- 1998—Relocatables were added to support class size reduction.
- 1999—Relocatables were added to support class size reduction.
- 2000—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry.

Palmer Way currently has 28 regular classrooms and 12 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.

School Accountability Report Card

School Facility Good Repair Status — Most Recent Year

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Results of most recently completed school site inspection, done on October 1, 2015 to determine the school facility's good repair status. (No deficiencies were found)				
Systems: Gas Leaks, Mechanical /HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School/Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate — Most Recent Year

Overall Rating	Good	Fair	Poor
	X		



New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] and Science California Standards Tests).

California Assessment of Student Performance and Progress Results for All Students — 2014-15

Percent of Students Meeting or Exceeding the State Standards)			
Subject	School	District	State
English Language Arts/Literacy (grades 3-6)	49%	36%	44%
Mathematics (grades 3-6)	30%	25%	33%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Palmer Way Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	71	71	100.0%	38.0%	35.0%	17.0%	10.0%
Male	71	37	52.1%	43.0%	35.0%	11.0%	11.0%
Female	71	34	47.9%	32.0%	35.0%	24.0%	9.0%
Black or African American	71	3	4.2%	--	--	--	--
Asian	71	7	9.9%	--	--	--	--
Filipino	71	7	9.9%	--	--	--	--
Hispanic or Latino	71	48	67.6%	46.0%	33.0%	17.0%	4.0%
Native Hawaiian or Pacific Islander	71	1	1.4%	--	--	--	--
White	71	2	2.8%	--	--	--	--
Two or More Races	71	2	2.8%	--	--	--	--
Socioeconomically Disadvantaged	71	60	84.5%	43.0%	32.0%	17.0%	8.0%
English Learners	71	38	53.5%	53.0%	34.0%	13.0%	0.0%
Students with Disabilities	71	10	14.1%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	82	93.2%	27.0%	20.0%	27.0%	26.0%
Male	88	35	39.8%	37.0%	17.0%	29.0%	14.0%
Female	88	47	53.4%	19.0%	21.0%	26.0%	34.0%
Black or African American	88	4	4.5%	--	--	--	--
Asian	88	11	12.5%	18.0%	9.0%	36.0%	36.0%
Filipino	88	4	4.5%	--	--	--	--
Hispanic or Latino	88	57	64.8%	28.0%	23.0%	26.0%	23.0%
Native Hawaiian or Pacific Islander	88	1	1.1%	--	--	--	--
White	88	4	4.5%	--	--	--	--
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	60	68.2%	27.0%	20.0%	27.0%	25.0%
English Learners	88	29	33.0%	41.0%	24.0%	28.0%	3.0%
Students with Disabilities	88	5	5.7%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	82	93.2%	18.0%	23.0%	34.0%	24.0%
Male	88	50	56.8%	22.0%	16.0%	30.0%	32.0%
Female	88	32	36.4%	13.0%	34.0%	41.0%	13.0%
Black or African American	88	4	4.5%	--	--	--	--
Asian	88	10	11.4%	--	--	--	--
Filipino	88	16	18.2%	6.0%	13.0%	19.0%	63.0%
Hispanic or Latino	88	46	52.3%	22.0%	28.0%	39.0%	11.0%
Native Hawaiian or Pacific Islander	88	2	2.3%	--	--	--	--
White	88	3	3.4%	--	--	--	--
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	67	76.1%	19.0%	25.0%	36.0%	19.0%
English Learners	88	11	12.5%	73.0%	18.0%	9.0%	0.0%
Students with Disabilities	88	10	11.4%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	91	86	94.5%	13.0%	34.0%	36.0%	17.0%
Male	91	41	45.1%	15.0%	34.0%	37.0%	15.0%
Female	91	45	49.5%	11.0%	33.0%	36.0%	20.0%
Black or African American	91	2	2.2%	--	--	--	--
Asian	91	11	12.1%	0.0%	45.0%	36.0%	18.0%
Filipino	91	23	25.3%	0.0%	30.0%	35.0%	35.0%
Hispanic or Latino	91	47	51.6%	21.0%	34.0%	34.0%	11.0%
White	91	3	3.3%	--	--	--	--
Socioeconomically Disadvantaged	91	69	75.8%	14.0%	35.0%	35.0%	16.0%
English Learners	91	15	16.5%	40.0%	60.0%	0.0%	0.0%
Students with Disabilities	91	1	1.1%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Palmer Way Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	71	71	100.0%	39.0%	31.0%	25.0%	4.0%
Male	71	37	52.1%	41.0%	27.0%	27.0%	5.0%
Female	71	34	47.9%	38.0%	35.0%	24.0%	3.0%
Black or African American	71	3	4.2%	--	--	--	--
Asian	71	7	9.9%	--	--	--	--
Filipino	71	7	9.9%	--	--	--	--
Hispanic or Latino	71	48	67.6%	44.0%	38.0%	19.0%	0.0%
Native Hawaiian or Pacific Islander	71	1	1.4%	--	--	--	--
White	71	2	2.8%	--	--	--	--
Two or More Races	71	2	2.8%	--	--	--	--
Socioeconomically Disadvantaged	71	60	84.5%	42.0%	30.0%	27.0%	2.0%
English Learners	71	38	53.5%	53.0%	37.0%	11.0%	0.0%
Students with Disabilities	71	10	14.1%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	87	98.9%	38.0%	39.0%	16.0%	7.0%
Male	88	40	45.5%	50.0%	35.0%	5.0%	10.0%
Female	88	47	53.4%	28.0%	43.0%	26.0%	4.0%
Black or African American	88	4	4.5%	--	--	--	--
Asian	88	11	12.5%	27.0%	45.0%	0.0%	27.0%
Filipino	88	4	4.5%	--	--	--	--
Hispanic or Latino	88	62	70.5%	40.0%	40.0%	16.0%	3.0%
Native Hawaiian or Pacific Islander	88	1	1.1%	--	--	--	--
White	88	4	4.5%	--	--	--	--
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	62	70.5%	42.0%	37.0%	13.0%	8.0%
English Learners	88	34	38.6%	59.0%	35.0%	6.0%	0.0%
Students with Disabilities	88	5	5.7%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	86	97.7%	29.0%	44.0%	19.0%	8.0%
Male	88	52	59.1%	23.0%	44.0%	23.0%	10.0%
Female	88	34	38.6%	38.0%	44.0%	12.0%	6.0%
Black or African American	88	4	4.5%	--	--	--	--
Asian	88	10	11.4%	--	--	--	--
Filipino	88	16	18.2%	13.0%	38.0%	38.0%	13.0%
Hispanic or Latino	88	50	56.8%	38.0%	44.0%	16.0%	2.0%
Native Hawaiian or Pacific Islander	88	2	2.3%	--	--	--	--
White	88	3	3.4%	--	--	--	--
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	70	79.5%	31.0%	49.0%	13.0%	7.0%
English Learners	88	15	17.0%	73.0%	27.0%	0.0%	0.0%
Students with Disabilities	88	10	11.4%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	91	90	98.9%	19.0%	41.0%	27.0%	13.0%
Male	91	41	45.1%	17.0%	39.0%	32.0%	12.0%
Female	91	49	53.8%	20.0%	43.0%	22.0%	14.0%
Black or African American	91	2	2.2%	--	--	--	--
Asian	91	11	12.1%	0.0%	36.0%	55.0%	9.0%
Filipino	91	23	25.3%	13.0%	35.0%	30.0%	22.0%
Hispanic or Latino	91	51	56.0%	24.0%	43.0%	22.0%	12.0%
White	91	3	3.3%	--	--	--	--
Socioeconomically Disadvantaged	91	72	79.1%	21.0%	40.0%	22.0%	17.0%
English Learners	91	19	20.9%	47.0%	47.0%	5.0%	0.0%
Students with Disabilities	91	1	1.1%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Palmer Way Elementary School

California Standards Tests for All Students in Science — Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (Meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (Grade 5)	59%	74%	59%	37%	48%	41%	59%	60%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



California Standards Tests Results by Student Group in Science — 2014-15

Group	Percent of Students at Scoring or Proficient or Advanced
All Students in the LEA	41%
All Students at the School	59%
Male	70%
Female	43%
Filipino	80%
Hispanic or Latino	52%
Socioeconomically Disadvantaged	55%
English Learners	14%
Students with Disabilities	0%
Foster Youth	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

Pupil outcomes in physical education.



California Physical Fitness Test Results — 2014-15

Grade Level	Percent of Students Meeting Standards Four of Six Fitness Standards	Percent of Students Meeting Standards Five of Six Fitness Standards	Percent of Students Meeting Standards Six of Six Fitness Standards
5	16.5%	28.6%	24.2%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Accountability Report Card

C. Engagement

State Priority: Parent Involvement

The SARC Provides the following information relevant to the Parental Involvement State Priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite



Opportunities for Parent Involvement— Most Recent Year

Contact Person Name: School Office

Phone Number: (619) 336-8900

Home/School Partnership:

- Parent/Teacher/Student Organization (PTSO)
- GATE Steering Committee
- Catholic Charities Grandparent Program
- Volunteer Appreciation Events
- Family Fun Nights
- School Site Council
- English Language Advisory Committee (ELAC)
- Parents Volunteers
- Literacy Nights
- Art Festival
- Fall Festival

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority:

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measure on the sense of safety.



School Safety

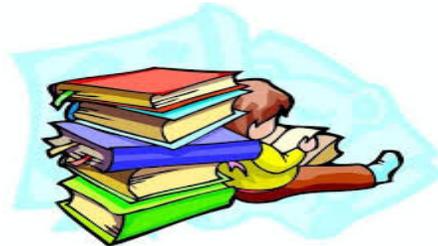
SB187 Safety Plan

Date the plan was last updated: February, 2015

Date the plan was last reviewed with the staff: February, 2015

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

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



Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- School Wide Positive Behavior Intervention Support (SWPBIS)
- Anti-Bullying campaign including classroom lessons by school counselor
- Response to Intervention (Academic and Behavior)
- Data Teams
- Positive Incentives (Good citizenship assemblies, Positive Panther

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.6%	1.8%	1.2%	2.3%	2.6%	1.8%	5.1%	4.4%	3.8%
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1%	0.1%	0.1%

Palmer Way Elementary School

Paws Cards, etc.)

- Mandatory School Uniforms
- Homework Policy
- Zero Tolerance Policy
- One to one technology program

Our library circulation and catalogue systems are computerized and connected to the National City Public Library. Students can use an on-line catalogue to check the availability of books in their school library.

D. Other SARC Information

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



Adequate Yearly Progress Overall and by Criteria — 2014-15

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	N/A
Met Participation Rate—English Language Arts	Yes	Yes	N/A
Met Participation Rate—Mathematics	Yes	Yes	N/A
Met Percent Proficient—English Language Arts	N/A	N/A	N/A
Met Percent Proficient—Mathematics	N/A	N/A	N/A
Met Attendance Rates	No	Yes	N/A



Federal Intervention Program — 2015-16

Indicator	School	District
Program Improvement Status	In PI	In PI
First year of Program Improvement	2011-12	2011-12
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in PI		10
Percent of Schools Currently in PI		90.9%

Average Class Size and Class Size Distribution

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	3	3		23.0		5		21.0	2	3	
1	16.0	2	2		23.0		3		24.0		3	
2	21.0	1	3		23.0		3		21.0	2	2	
3	22.0		3		22.0	1	3		24.0		3	
4	32.0		2		33.0		1	1	32.0		2	
5	33.0			2	33.0		1	2	33.0		1	2
6	28.0	1	1	2	24.0	1	3		30.0		3	
Other	12.0	1			10.0	1			10.0	1		

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

School Accountability Report Card

Expenditures Per Pupil and School Site Teacher Salaries - Fiscal Year 2013-14

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic Unrestricted)	Average Teacher Salary
School Site	\$5,244	\$627	\$4,617	\$70,190
District			\$4,571	\$67,358
Percent Difference-School Site and District			.10%	4%
State			\$5,348	\$72,993
Percent Difference-School Site and State			14%	4%

Counselors & Other Support Staff — 2014-15

*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	FTE*
Psychologist	1.0 (part-time)
Counselor (10 Students per Counselor)	1.0 (part-time)
Adaptive P.E. Specialist	1.0 (part time)
Impact Teachers	4.0
Nurse	1.0 (part time)
Medical Assistant	1.0 (part time)
Resource Specialist Program	1.0
Library Media Specialist	1.0 (full-time)
Speech/Language/Hearing Specialist	3.0 (part-time)
Language Arts Specialist	1.0
Instructional Assistants	10 (part-time)

Types of Services Funded - Fiscal Year 2014-15

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.

Funding Source	Allocation
Title I with PI School	\$153,178
LCFF ¹ /EIA ² -SCE ³	\$166,147
LCFF/EIA-LEP ⁴	\$131,610
Total	\$450,935

¹Local Control Funding Formula

²Economic Impact Aid

³State Compensatory Education

⁴Limited English Proficient



Teacher and Administrative Salaries Fiscal Year 2013-14

For detailed information on salaries, see the CDE Certificated 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	\$37,402	\$43,091
Mid-Range Teacher Salary	\$62,338	\$70,247
Highest Teacher Salary	\$83,728	\$89,152
Average Principal Salary	\$115,650	\$112,492
Superintendent Salary	\$175,401	\$192,072
Percent of Budget for Teacher Salaries	42%	41%
Percentage of Budget for Administrative Salaries	5%	6%

Professional Development—Most Recent Year

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

The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2014-15

Published During 2015-16



RANCHO de la NACIÓN SCHOOL
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Principal, Deborah Hernández

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**NATIONAL
SCHOOL DISTRICT**
1500 N Avenue
National City, CA
91950



About This SARC

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

*Rancho de la Nación...An Innovative
Learning Community!*

School Description

Rancho de la Nación is located in National City, California, a diverse community south of San Diego. Rancho

de la Nación is a Transitional Kindergarten through sixth grade school. Students at Rancho de la Nación continue to make incremental growth year after year due to the hard work, dedication and commitment of our staff, students and parents.

Guiding Principles

At Rancho de la Nación, we believe:

- that every individual is valued, to be treated respectfully and with dignity.
- in mutual cooperation for ensuring our school is a safe place, emotionally and physically for all.
- in shared responsibility for focused, powerful learning which permeates all our decisions and actions.

Mission Statement

Rancho de la Nación will provide a quality education in a safe environment for students and parents through the collaboration of dedicated staff, students and parents using quality learning tools. We will work together to develop students who become independent, lifelong learners and future productive citizens.

Message from Principal, Deborah Hernández

Students at Rancho de la Nación continue to make incremental growth year after year due to the hard work, dedication and commitment of our staff, students and parents.

Rancho staff, teachers, instructional support and classified staff are committed to creating the best possible educational experience for our students. Our efforts have been focused on the improvement of student achievement at all levels and for all children. We recognize that our English Learners are unique as we provided targeted support so that they can reach high levels of success. Site-wide English Language Development based on Systematic ELD occurs daily. English Learners also use Imagine Learning software to target language support. Due to our continued focus, we met our Annual Measurable of Achievement Objectives in all areas for our English Learners.

As a community of learners, we continue to implement best practices and instructional strategies on a school-wide basis through Data Team meetings. Teachers meet twice a month (2.5 hours each meeting) to analyze data and to create researched-based lessons that are based on the California Common Core State Standards. Focusing on Rigorous Curriculum Design math units, unwrapping the standards and implementing our new "Go Math!". All of our classrooms are equipped with electronic Promethean boards (smart boards) and computers to better utilize quick time visuals and resources to help students truly understand content and

**Creating
Successful
Learners
NOW...**

GOVERNING BOARD

Brian Clapper, President

Maria Dalla, Clerk

Bárbara Avalos, Member

**María Betancourt-Castañeda,
Member**

Alma Sarmiento, Member

ADMINISTRATION

**Christopher Oram, Ed.D.
Superintendent**

**Paula Jameson-Whitney
Assistant Superintendent
Educational Services**

**Chris Carson
Assistant Superintendent
Business Services**

**Cynthia Frazee
Assistant Superintendent
Human Resources**

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School Accountability Report Card

concepts. This year we will complete a plan to upgrade both teacher and student computers.

We continue to recognize the importance of strategic planning by focusing on the following school wide structures: (1) School wide priorities, (2) Data teams, (3) Response to Intervention and (4) School Wide Positive Behavior Intervention Support (SWPBIS). Through our school wide focus we continue to work as a team to support all students.

Our dedicated staff continually goes above and beyond to provide additional support to our children. Many teachers open their classrooms before school, during recess and after school to assist students with math, reading and writing.

Parents play an integral part of our success. We are thankful for having such dedicated parents who support our educational programs. Parents and community members are always welcome at Rancho. Come by for a visit, meet the staff and join us as we continue to create a school where all students are successful.

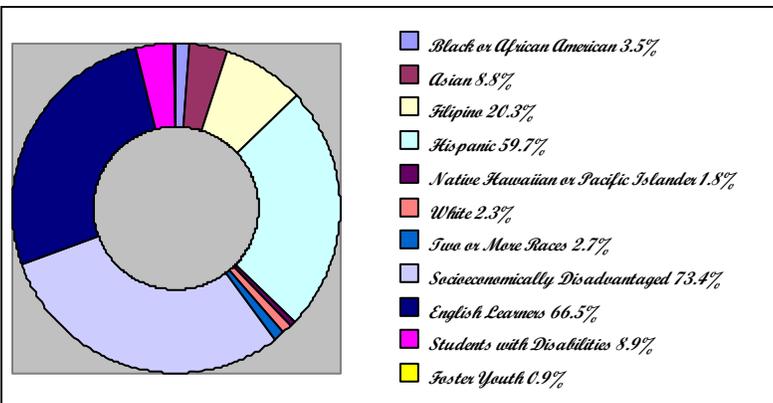


School Enrollment by Grade Level — 2014-15

Grade Level	Number of Students
Kindergarten	82
Grade 1	52
Grade 2	70
Grade 3	66
Grade 4	76
Grade 5	71
Grade 6	73
Total Enrollment	490



Student Enrollment by Group — 2014-15



A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority:

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



Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	22	23	20	236
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Core Academic Courses Taught by Highly Qualified Teachers - 2014-15

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the fee and reduced price meals program.

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013 2014	2014 2015	2015 2016
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Rancho de la Nación Elementary School

Quality, Currency, and Availability of Textbooks and Other Instructional Materials - Most Recent Year

Year and month in which data were collected: August 12, 2015

Subject	Grade Levels	From Most Recent Adoption	Textbooks and Instructional Materials/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Sp. Ed. K-3 Sp. Ed. 4-6	Houghton-Mifflin Sopris West Read Well Sopris Read Well	2003/2004 2010-2011 2010-2011	0%
Mathematics	K-6	Houghton-Mifflin-Harcourt GO MATH!	2015/2016	0%
Science	K-6	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia	2008/2009	0%
History-Social Science	K-6	H. M. Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-6	E. L. Achieve - Systemic ELD	2014/2015	0%

Instructional Program

Our school is committed to meeting the needs of students with exceptional needs in the least restrictive environment. We offer a variety of special education aids and services to help students be successful in the general education program. Students who need a more restrictive program will continue to participate in the general education classroom for some part of each school day. In 2015-2016 our school had 34 students who qualified for these special education programs. At the school site, there are 9 students in Special Day Class, 26 students receiving Speech and Language services, and 9 students receiving Resource Specialist Program services and 2 students on a 504 plan.

Students that are not yet fluent in English, participate in classes that help them gain fluency. During the 2015-16 school year, we had 284 English Learners enrolled. We strive to advance our English Learners each year. Students participate in daily English Language Development to continue their growth using Systematic English Language Development (SELD). English Learners also use Imagine Learning software which targets language development. Additionally, we provide before and after school intervention classes using *Teaching English Materials English Language Development LINKS*. A newcomer program is established at satellite schools that supports our students who are non-English speaking and new to the United States in grades 4, 5, and 6.

Other programs that support instruction and learning

- SuccessMaker
- REACH
- Targeted Before and After-School Intervention Programs
- Accelerated Reader
- RESULTS
- Math 24
- IXL Math
- Border Voices Poetry
- • Fine Arts
- • Music
- • Mad Science
- Student Council (student leadership and civic/community projects)
- Peace Patrol
- Recycling
- PeaceBuilders
- Peaceful Playground
- DIBELS Next/Idel



School Facility Conditions & Planned Improvements— Most Recent Year

Rancho de la Nación's main campus was built in 1989. There have been and continue to be renovations and improvements at the site since it's opening. These include:

- 2005-2006 School year - Addition of office facilities and multi-purpose building which houses kitchen for serving hot meals for Rancho de la Nación students; new library to accommodate K-6 students; renovation of lower campus buildings (kindergarten and rooms 1-6).
- 2006-2007 – Landscaping/hardscaping in the passageway between the upper campus buildings.
- 2007-2008 - Proposed landscaping in courtyard of lower campus buildings; bulletin boards and signage in the new multipurpose room.
- Ongoing—Maintenance of site with new paint, plants, flowers, grass and new playground equipment.

Rancho de la Nación has 21 regular classrooms, a resource room for literacy support personnel, a room for the Resource Specialist Program, offices for support personnel (speech and language therapists, psychologist and counselor), a parent center, and a library.

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

School Accountability Report Card

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.



New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

School Facility Good Repair Status — Most Recent Year

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Results of most recently completed school site inspection, done on October 7, 2015 to determine the school facility's good repair status. (No deficiencies were found)				
Systems: Gas Leaks, Mechanical /HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School/Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate — Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		



B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests).

California Assessment of Student Performance and Progress Results for All Students — 2014–15

Percent of Students Meeting or Exceeding the State Standards)			
Subject	School	District	State
English Language Arts/Literacy (grades 3-6)	30%	36%	44%
Mathematics (grades 3-6)	28%	25%	33%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Rancho de la Nación Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	65	62	95.4%	53.0%	24.0%	15.0%	8.0%
Male	65	41	63.1%	56.0%	22.0%	20.0%	2.0%
Female	65	21	32.3%	48.0%	29.0%	5.0%	19.0%
Black or African American	65	1	1.5%	--	--	--	--
Filipino	65	6	9.2%	--	--	--	--
Hispanic or Latino	65	54	83.1%	57.0%	26.0%	9.0%	7.0%
Two or More Races	65	1	1.5%	--	--	--	--
Socioeconomically Disadvantaged	65	56	86.2%	54.0%	23.0%	14.0%	9.0%
English Learners	65	44	67.7%	57.0%	30.0%	11.0%	2.0%
Students with Disabilities	65	5	7.7%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	58	96.7%	60.0%	28.0%	9.0%	3.0%
Male	60	29	48.3%	55.0%	34.0%	10.0%	0.0%
Female	60	29	48.3%	66.0%	21.0%	7.0%	7.0%
Filipino	60	5	8.3%	--	--	--	--
Hispanic or Latino	60	47	78.3%	62.0%	26.0%	11.0%	2.0%
Native Hawaiian or Pacific Islander	60	3	5.0%	--	--	--	--
Two or More Races	60	2	3.3%	--	--	--	--
Socioeconomically Disadvantaged	60	51	85.0%	59.0%	29.0%	10.0%	2.0%
English Learners	60	28	46.7%	75.0%	21.0%	4.0%	0.0%
Students with Disabilities	60	2	3.3%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	75	75	100.0%	32.0%	31.0%	32.0%	5.0%
Male	75	41	54.7%	39.0%	20.0%	34.0%	7.0%
Female	75	34	45.3%	24.0%	44.0%	29.0%	3.0%
Asian	75	6	8.0%	--	--	--	--
Filipino	75	1	1.3%	--	--	--	--
Hispanic or Latino	75	66	88.0%	32.0%	32.0%	30.0%	6.0%
Native Hawaiian or Pacific Islander	75	2	2.7%	--	--	--	--
Socioeconomically Disadvantaged	75	60	80.0%	35.0%	32.0%	30.0%	3.0%
English Learners	75	35	46.7%	51.0%	40.0%	9.0%	0.0%
Students with Disabilities	75	4	5.3%	--	--	--	--
Students Receiving Migrant Education Services	75	1	1.3%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	71	70	98.6%	23.0%	33.0%	40.0%	4.0%
Male	71	32	45.1%	34.0%	31.0%	34.0%	0.0%
Female	71	38	53.5%	13.0%	34.0%	45.0%	8.0%
Black or African American	71	1	1.4%	--	--	--	--
Asian	71	4	5.6%	--	--	--	--
Filipino	71	1	1.4%	--	--	--	--
Hispanic or Latino	71	62	87.3%	24.0%	34.0%	39.0%	3.0%
White	71	1	1.4%	--	--	--	--
Two or More Races	71	1	1.4%	--	--	--	--
Socioeconomically Disadvantaged	71	60	84.5%	23.0%	32.0%	40.0%	5.0%
English Learners	71	24	33.8%	58.0%	38.0%	4.0%	0.0%
Students with Disabilities	71	3	4.2%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Rancho de la Nación Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	65	64	98.5%	33.0%	22.0%	39.0%	6.0%
Male	65	42	64.6%	36.0%	21.0%	38.0%	5.0%
Female	65	22	33.8%	27.0%	23.0%	41.0%	9.0%
Black or African American	65	1	1.5%	--	--	--	--
Filipino	65	6	9.2%	--	--	--	--
Hispanic or Latino	65	56	86.2%	34.0%	21.0%	38.0%	7.0%
Two or More Races	65	1	1.5%	--	--	--	--
Socioeconomically Disadvantaged	65	58	89.2%	33.0%	21.0%	40.0%	7.0%
English Learners	65	46	70.8%	37.0%	22.0%	39.0%	2.0%
Students with Disabilities	65	5	7.7%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	58	96.7%	43.0%	41.0%	14.0%	2.0%
Male	60	29	48.3%	38.0%	41.0%	21.0%	0.0%
Female	60	29	48.3%	48.0%	41.0%	7.0%	3.0%
Filipino	60	5	8.3%	--	--	--	--
Hispanic or Latino	60	47	78.3%	51.0%	36.0%	13.0%	0.0%
Native Hawaiian or Pacific Islander	60	3	5.0%	--	--	--	--
Two or More Races	60	2	3.3%	--	--	--	--
Socioeconomically Disadvantaged	60	51	85.0%	39.0%	47.0%	14.0%	0.0%
English Learners	60	28	46.7%	64.0%	32.0%	4.0%	0.0%
Students with Disabilities	60	2	3.3%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	75	75	100.0%	47.0%	36.0%	11.0%	7.0%
Male	75	41	54.7%	39.0%	32.0%	17.0%	12.0%
Female	75	34	45.3%	56.0%	41.0%	3.0%	0.0%
Asian	75	6	8.0%	--	--	--	--
Filipino	75	1	1.3%	--	--	--	--
Hispanic or Latino	75	66	88.0%	47.0%	35.0%	12.0%	6.0%
Native Hawaiian or Pacific Islander	75	2	2.7%	--	--	--	--
Socioeconomically Disadvantaged	75	60	80.0%	50.0%	35.0%	10.0%	5.0%
English Learners	75	35	46.7%	74.0%	20.0%	6.0%	0.0%
Students with Disabilities	75	4	5.3%	--	--	--	--
Students Receiving Migrant Education Services	75	1	1.3%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	71	70	98.6%	33.0%	34.0%	29.0%	4.0%
Male	71	32	45.1%	38.0%	25.0%	34.0%	3.0%
Female	71	38	53.5%	29.0%	42.0%	24.0%	5.0%
Black or African American	71	1	1.4%	--	--	--	--
Asian	71	4	5.6%	--	--	--	--
Filipino	71	1	1.4%	--	--	--	--
Hispanic or Latino	71	62	87.3%	31.0%	39.0%	29.0%	2.0%
White	71	1	1.4%	--	--	--	--
Two or More Races	71	1	1.4%	--	--	--	--
Socioeconomically Disadvantaged	71	60	84.5%	28.0%	37.0%	32.0%	3.0%
English Learners	71	24	33.8%	58.0%	38.0%	4.0%	0.0%
Students with Disabilities	71	3	4.2%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Rancho de la Nación Elementary School

California Standards Tests for All Students in Science — Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (Meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (Grade 5)	42%	47%	43%	37%	48%	41%	59%	60%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



California Standards Tests Results by Student Group in Science — 2014-15

Group	Percent of Students at Scoring or Proficient or Advanced
All Students in the LEA	41%
All Students at the School	43%
Male	51%
Female	33%
Filipino	0%
Hispanic or Latino	39%
Socioeconomically Disadvantaged	39%
English Learners	18%
Students with Disabilities	0%
Foster Youth	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 areas of physical education



California Physical Fitness Test Results — 2014-15

Grade Level	Percent of Students Meeting Standards Four of Six Fitness Standards	Percent of Students Meeting Standards Five of Six Fitness Standards	Percent of Students Meeting Standards Six of Six Fitness Standards
5	13.5%	28.4%	25.7%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Accountability Report Card



School Safety

C. Engagement

State Priority: Parental Involvement

The SARC Provides the following information relevant to the Parental Involvement State Priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parent Involvement – Most Recent Year

Contact Person Name: Patty Felix
Phone Number: (619) 336-8151 (610) 336-8152

Home/School Partnership:

- Weekly School Newsletter
- Parent Education Classes
- Regular Principal/Parent Meetings
- School Site Council (SSC)
- PTO Meetings
- English Language Advisory Committee (ELAC)
- Student Recognition Assemblies
- School Events (Fall Festival, Book Fair, Open House, Back-to-School Night, etc.)
- PTO/Family Events (Winter Store, Movie Night, etc.)
- Home-School Multi-Lingual Notification System
- Student Council Spirit Days
- Updated information on our school Marquee
- Daily activity board at school entrance
- RED communication, emails, texts and voice messages

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority:

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measure on the sense of safety.

SB187 Safety Plan

Date the plan was last updated: February, 2015

Date the plan was last reviewed with the staff: February, 2015

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

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

Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- School Wide Positive Behavior Intervention Support (SWPBIS)
- Anti-bullying campaign including classroom lessons by school counselor
- Peace Builder Patrol
- Response to Intervention (Academic and Behavior)
- Site and Instructional Data Teams
- Positive Incentives (Good recognition assemblies, Positive Mustang Cards, etc.)
- Daily Pledge of Allegiance and Peace Builder Pledge
- Academic/Citizenship Recognition
- Zero Tolerance Policy
- Mandatory School Uniforms
- Homework Policy

Our library technician is a very important part of our educational school community. This year we are pleased to have her on site full time. With updated circulation and catalogue systems, she is able to meet the varying needs of our students.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.3%	4.6%	1.7%	2.3%	2.6%	1.8%	5.1%	4.4%	3.8%
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1%	0.1%	0.1%

Rancho de la Nación Elementary School

D. Other SARC Information

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

Adequate Yearly Progress (AYP) Overall and by Criteria 2014-15

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	N/A
Met Participation Rate—English Language Arts	Yes	Yes	N/A
Met Participation Rate—Mathematics	Yes	Yes	N/A
Met Percent Proficient—English Language Arts	N/A	N/A	N/A
Met Percent Proficient—Mathematics	N/A	N/A	N/A
Met Attendance Rates	No	Yes	N/A



Counselors & Other Support Staff 2014-15

Title	FTE*
Psychologist	0.5
Counselor	0.5
Adaptive P.E. Specialist	1.0 (district)
Impact Teachers	2.0
Nurse	1.0 (district)
Medical Assistant	1.0 (district)
Resource Specialist Program	1.0
Library Media Specialist	1.0
Speech/Language/Hearing Specialist	0.4
Instructional Assistants	7.0

Federal Intervention Program - 2015-16

Indicator	School	District
Program Improvement Status	In PI	In PI
First year of Program Improvement	2011-12	2011-12
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in PI		10
Percent of Schools Currently in PI		90.9%

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

Average Class Size and Class Size Distribution

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	1	3		21.0	1	3		20.0	2	2	
1	21.0		3		17.0	3			20.0	1	2	
2	20.0	2	1		22.0		3		19.0	2	1	
3	20.0	1	4		18.0	2	2		17.0	3	1	
4	27.0		2		30.0		2		29.0		2	
5	32.0		3		32.0		2		28.0		2	
6	33.0		1	1	32.0		2	1	29.0		2	1
Other												

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

School Accountability Report Card

Expenditures Per Pupil and School Site Teacher Salaries - Fiscal Year 2013-14

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic Unrestricted)	Average Teacher Salary
School Site	\$5,350	\$359	\$4,991	\$70,632
District			\$4,571	\$67,358
Percent Difference-School Site and District			8%	4%
State			\$5,348	\$72,993
Percent Difference-School Site and State			7%	3%



Types of Services Funded - Fiscal Year 2014-15

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.

Funding Source	Allocation
Title I with PI School	\$105,955
LCFF ¹ /EIA ² -SCE ³	\$199,138
LCFF/EIA-LEP ⁴	\$22,425
Total	\$327,518

¹Local Control Funding Formula
²Economic Impact Aid
³State Compensatory Education
⁴Limited English Proficient



Professional Development Three Most Recent Year

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, 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.



Teacher and Administrative Salaries Fiscal Year 2013-14

For detailed information on salaries, see the CDE Certificated 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	\$37,402	\$43,091
Mid-Range Teacher Salary	\$62,338	\$70,247
Highest Teacher Salary	\$83,728	\$89,152
Average Principal Salary	\$115,650	\$112,492
Superintendent Salary	\$175,401	\$192,072
Percent of Budget for Teacher Salaries	42%	41%
Percentage of Budget for Administrative Salaries	5%	6%



EXHIBIT B

January 27, 2016

I. Purchase Orders	Travel & Conference	A04156	A04158	\$	261,548.68
	CNS Purchasing	C1623	C1625		
	Maintenance & Operations	F15313	F15398		
	Purchasing Department	P6627	P6708		
	Stores	S05182	S05189		
II. Consultant Contracts (not to exceed \$500 each)				\$	0.00
III. Miscellaneous Contracts				\$	0.00
IV. Commercial Warrants				\$	2,721,364.20
V. Revolving Cash Fund Business I (Month ending December 31, 2015)				\$	3.00
VI. Revolving Cash Fund Business II (Month ending December 31, 2015)				\$	3.00
VII. Purchasing Card Expenses					
	November 2015			\$	8,345.66
	December 2015			\$	22,217.43

**NATIONAL SCHOOL DISTRICT
"A" PURCHASE ORDER REGISTER - TRAVEL AND CONFERENCE**

DATE	P.O. #	VENDOR/DESCRIPTION	AMOUNT	REQUESTER
11/20/15	A04156	CSBA	\$498.00	ORAM
		Masters in Governance Course 3 & 4, Anahiem, 3/4 - 3/5/16		
		Attendee: Maria Betancourt-Castaneda		
12/1/15	A04157	SDCOE	\$60.00	O'CONNOR
		Academia Common Core in Spanish 12/12/15		
		Attendee: Ana Jara		
12/4/15	A04158	EL Achieve	\$2,670.00	VASQUEZ
		Learning and Leading: Refining Our Practice 3/8-3/9/16, University of California Irvine		
		Attendees: Deborah Hernandez, Leticia Hernandez, Cindy Vasquez, Angela Franco, Sarah Peterson, Dalilah Gil-Dang		
TOTAL:			\$3,228.00	

**NATIONAL SCHOOL DISTRICT
"C" PURCHASE ORDER REGISTER - CNS PURCHASING**

DATE	P.O. #	VENDOR/DESCRIPTION	AMOUNT	REQUESTER
12/15/15	C1623	FASTSIGNS	\$849.55	HANSEN
		SIGN-RANCHO		
12/16/15	C1624	THERMOWORKS	\$304.83	HANSEN
		THERMOMETERS		
01/08/16	C1625	ECONOMY RESTAURANT EQUIPMENT	\$742.29	HANSEN
		KITCHEN SUPPLIES		
TOTAL:			\$1,896.67	

NATIONAL SCHOOL DISTRICT
"F" PURCHASE ORDER REGISTER - MAINTENANCE AND OPERATIONS

DATE	P.O. #	VENDOR/DESCRIPTION	AMOUNT	REQUESTER
11/10/16	F15313	HUB CONSTRUCTION	\$352.78	GOYTIA
		LAS PALMAS STATUE REPAIR MATERIALS		
11/10/16	F15314	J&M KEYSTONE	\$1,750.80	O'HARA
		STEAM CLEAN CARPETS FOR FLEAS - IH/RN/ET		
11/10/16	F15315	SOUTH BAY MECHANICAL	\$4,276.50	HARMS
		REPLACE PURCHASING A/C UNIT		
11/10/16	F15316	ATLAS ELEVATOR	\$396.00	SMITHDEAL
		LP WHEELCHAIR LIFT REPAIRS		
11/12/16	F15317	HOME DEPOT	\$388.24	CRON
		REPLACE WATER HEATER-OW		
11/12/16	F15318	FASTENAL COMPANY	\$308.85	O'HARA
		CUSTODIAL CART WHEELS		
11/13/16	F15319	CINTAS FIRE	\$300.00	SMITHDEAL
		SEMI-ANNUAL SERVER ROOM FIRE TEST		
11/13/16	F15320	ABC SCHOOLEQUIPMENT	\$8,141.42	O'HARA
		RESTROOM PARTITIONS AND SCREENS-OW		
11/14/16	F15321	EWING IRRIGATION	\$330.89	CRON
		DÉCOR FOUNTAIN REPAIR PARTS-RANCHO		
11/16/16	F15322	HOME DEPOT	\$36.75	CHAVEZ
		PAINTING SUPPLIES		
11/16/16	F15323	AMERI-MEX PLUMBING	\$396.06	CRON
		EMERGENCY PLUMBING REPAIRS - PW		
11/16/16	F15324	RON BAKER CHEVROLET	\$599.59	SALTER
		#37 REPAIRS		
11/17/16	F15325	ATLAS ELEVATOR	\$948.72	SMITHDEAL
		STATE-MANDATED W/C LIFT INSPECTIONS		
11/17/16	F15326	BJ'S RENTAL	\$281.30	GOYTIA
		DUMP TRUCK RENTAL		
11/17/16	F15327	NATIONAL-57 SELF STORAGE	\$2,688.00	MARTINEZ
		CONTAINER STORAGE RENTAL-12/13/15-7/12/16		
11/17/16	F15328	J&M KEYSTONE	\$192.20	O'HARA
		STEAM CLEAN CARPETS FOR FLEAS - ET/RM 4		
11/17/16	F15329	AMS	\$385.88	CHAVEZ
		CEILING TILES		
11/17/16	F15330	TIME AND ALARM COMPANY	\$560.44	SMITHDEAL
		FIRE SUB PANEL REPLACEMENT - JO		
11/17/16	F15331	VALLEY INDUSTRIAL	\$257.47	CRON
		PLUMBING REPAIR SUPPLIES		
11/18/16	F15332	HOME DEPOT	\$141.61	VASQUEZ
		TRAPS/IPM SUPPLIES		
11/18/16	F15333	REXEL ESD	\$153.32	GIAMANCO
		ELECTRICAL SUPPLIES		

NATIONAL SCHOOL DISTRICT
"F" PURCHASE ORDER REGISTER - MAINTENANCE AND OPERATIONS

DATE	P.O. #	VENDOR/DESCRIPTION	AMOUNT	REQUESTER
11/18/16	F15334	DIXIELINE LUMBER COMPANY	\$216.16	GOYTIA
		PLAYGROUND EQUIPMENT REPAIR MATERIALS		
11/18/16	F15335	J&M KEYSTONE	\$167.00	O'HARA
		STEAM CLEAN FOR FLEAS - CN OFFICE		
11/18/16	F15336	TRAFFIC SAFETY MATERIALS	\$199.03	CHAVEZ
		STRIPING PAINT		
11/18/16	F15337	HANDY METAL MART	\$27.99	PERRY
		LP KITCHEN/AUD. REPAIR MATERIALS		
11/18/16	F15338	OPTIMUM FLOORCARE	\$1,833.92	O'HARA
		WET/DRY VAC, AUTO SCRUBBER REPAIRS		
11/18/16	F15339	ZASUETA CONTRACTING COMPANY	\$4,088.00	O'HARA
		PLAY STRUCTURE REPAIRS - PW		
11/19/16	F15340	HOME DEPOT	\$412.20	HARMS
		MISC. MAINTENANCE REPAIR SUPPLIES		
11/19/16	F15341	MISSION JANITORIAL SUPPLIES	\$2,458.72	O'HARA
		NEW VACUUM CLEANERS - 5		
11/19/16	F15342	RED TRUCK & FIRE COMPANY	\$246.83	CHAVEZ
		FIRE EXTINGUISHER CABINETS - LP, IH		
11/19/16	F15343	RSD	\$534.12	HARMS
		EXHAUST BLOWER ASSEMBLY - PW		
11/20/16	F15344	HOME DEPOT	\$210.76	PERRY
		BRUSH SWEEPS - LP AUDITORIUM		
11/20/16	F15345	WESTAIR GASES & EQUIPMENT	\$209.56	PERRY
		WELDER REPLACEMENT PART		
11/20/16	F15346	NATIONAL CITY SMOG CHECK	\$500.00	SALTER
		SMOG INSPECTIONS - 10 VEHICLES		
11/20/16	F15347	WILLY'S ELECTRONIC SUPPLY	\$131.51	SMITHDEAL
		COMPUTER CART BATTERIES - CNS		
11/20/16	F15348	FASTENAL COMPANY	\$2,131.77	O'HARA
		TRASH CONTAINERS - LP		
11/20/16	F15349	PRIMO PLUMBING	\$3,500.00	MARTINEZ
		SEAL, RECOMPACT AND SUBGRADE - OW		
11/20/16	F15350	PERRY FORD	\$3,281.96	SALTER
		REPAIRS TO VEHICLES #30, 31		
11/20/16	F15351	CALIFORNIA ELECTRIC SUPPLY	\$237.42	GIAMANCO
		VARIOUS ELECTRICAL FUSES		
12/1/16	F15352	DIXIELINE LUMBER COMPANY	\$48.51	CRON
		FUSES - OW WATER HEATER POWER SUPPLY		
12/1/16	F15353	NAPA AUTO PARTS	\$472.55	SALTER
		AUTOMOTIVE REPAIR SUPPLIES - DEC 2015		
12/1/16	F15354	WILLY'S ELECTRONIC SUPPLY	\$1,804.22	SMITHDEAL
		A/V SUPPLIES - DECEMBER, PGD MATERIALS		
12/1/16	F15355	WAXIE SANITARY SUPPLY	\$9,914.66	O'HARA
		CUSTODIAL SUPPLIES - DECEMBER 2015		
12/1/16	F15356	SOCO GROUP	\$1,961.18	SALTER

NATIONAL SCHOOL DISTRICT
"F" PURCHASE ORDER REGISTER - MAINTENANCE AND OPERATIONS

DATE	P.O. #	VENDOR/DESCRIPTION	AMOUNT	REQUESTER
		FUEL - DECEMBER 2015		
12/1/16	F15357	FASTENAL COMPANY	\$57.35	O'HARA
		(3) "FLAMMABLE" SIGNS		
12/1/16	F15358	J&M KEYSTONE	\$167.00	O'HARA
		STEAM CLEAN FOR FLEAS - CN OFFICE AREA		
12/2/16	F15359	EXPRESS PLUMBING	\$49.52	CRON
		NOZZLE TOOL FOR DRINKING FOUNTAIN REPAIRS		
12/2/16	F15360	GREENBRIER LAWN & TREE EXPERT	\$340.00	MILLER
		TRIM (4) PALM TREES - RN		
12/2/16	F15361	FASTSIGNS	\$53.92	CHAVEZ
		W/C LOWERING DEVICE SIGNS-LP,PW,IH,OW		
12/2/16	F15362	OPTIMUM FLOORCARE	\$199.26	O'HARA
		SENSOR BRUSH ROLL CORES (10)		
12/3/16	F15363	CAROLINO CONSTRUCTION	\$13,673.92	MARTINEZ
		ASPHALT WORK-LA KDG AREA		
12/3/16	F15364	RSD	\$471.58	HARMS
		CHILL/HOT WATER ACTUATORS - PW		
12/3/16	F15365	SHERWIN WILLIAMS PAINT	\$71.96	CHAVEZ
		PAINTING SUPPLIES		
12/3/16	F15366	SOUTHWEST SCHOOL & OFFICE SUPPLY	\$48.65	POWELL
		OFFICE SUPPLIES		
12/4/16	F15367	BJ'S EQUIPMENT RENTAL	\$720.00	GIAMANCO
		MAN-LIFT RENTAL		
12/8/16	F15368	BJ'S EQUIPMENT RENTAL	\$352.25	GOYTIA
		RENTAL OF 3-TON EXCAVATOR - PW REPAIRS		
12/8/16	F15369	ESD REXEL	\$234.44	GIAMANCO
		PARKING SECURITY BALLAST - RN		
12/8/16	F15370	CALIFORNIA ELECTRIC SUPPLY	\$95.60	GIAMANCO
		LAMPS - RN SECURITY PARKING		
12/8/16	F15371	OPTIMUM FLOORCARE	\$1,169.02	O'HARA
		VACUUM BRUSHES/BAGS		
12/9/16	F15372	BUSINESS PRINTING	\$580.23	POWELL
		PURCHASE ORDER FORMS (3,630)		
12/9/16	F15373	ATLAS ELEVATOR	\$929.74	SMITHDEAL
		WHEELCHAIR LIFT INSPECTIONS/REPAIRS - RN/IH		
12/10/16	F15374	FERGUSON ENTERPRISE	\$107.91	CRON
		PLUMBING REPAIR MATERIALS		
12/10/16	F15375	ASBURY ENVIRONMENTAL	\$120.00	SALTER
		USED OIL/FILTER RECYCLING		
12/10/16	F15376	DEBRIS BOX	\$517.00	VASQUEZ
		TRASH DUMPSTER EXCHANGE		
12/10/16	F15377	FASTENAL COMPANY	\$651.62	O'HARA
		CAUTION TAPE, PURELL SANITIZER		
12/10/16	F15378	AMERI-MEX PLUMBING	\$777.00	CRON
		CAMERA DRAIN - OW STAFF RESTROOMS		

NATIONAL SCHOOL DISTRICT
"F" PURCHASE ORDER REGISTER - MAINTENANCE AND OPERATIONS

DATE	P.O. #	VENDOR/DESCRIPTION	AMOUNT	REQUESTER
12/10/16	F15379	DUGMORE & DUNCAN	\$341.67	HARMS
		EXIT MORTISE LOCK - LP AUD.		
12/10/16	F15380	SOUTH BAY WINDOW & GLASS	\$116.84	PERRY
		WINDOW REPLACEMENT-KM/GIRLS RR		
12/10/16	F15381	GREENBRIER LAWN & TREE EXPERT	\$340.00	MILLER
		TRIM PALM TREES (4) - PW		
12/11/16	F15382	OPTIMUM FLOORCARE	\$269.21	O'HARA
		VACUUM CLEANER PARTS		
12/11/16	F15383	OLD CASTLE PRECAST INC	\$488.43	CRON
		CHRISTY BOXES - LP		
12/12/16	F15384	HOME DEPOT	\$40.53	CRON
		STORM GRATE ANCHORS		
12/14/16	F15385	EXPRESS PIPE & SUPPLY CO.	\$170.00	SMITHDEAL
		OW BOYS R/R VANDALISM REPAIR MATERIALS		
12/14/16	F15386	ORKIN PEST CONTROL	\$600.00	O'HARA
		ET/LP FLEA TREATMENTS		
12/14/16	F15387	WESTAIR GASES & EQUIPMENT	\$47.40	SALTER
		WELDING SUPPLIES		
12/15/16	F15388	DIXIELINE LUMBER COMPANY	\$473.39	PERRY
		REPAIR MATERIALS - PW/A4, TRAILER		
12/15/16	F15389	PERRY FORD	\$272.78	SALTER
		#31 REPAIRS		
12/15/16	F15390	CALIFORNIA ELECTRIC SUPPLY	\$1,341.98	GIAMANCO
		SECURITY LIGHTS/BALLASTS/LAMPS-RN,PW,LA		
12/15/16	F15391	FASTENAL COMPANY	\$785.28	O'HARA
		MISC. CUSTODIAL SUPPLIES		
12/16/16	F15392	SO CAL TRUCK STOP	\$169.08	O'HARA
		PROPANE FUEL - #9		
12/16/16	F15393	EXPRESS PIPE & SUPPLY CO.	\$169.59	CRON
		OW BOYS R/R REPAIR MATERIALS		
12/16/16	F15394	GRAINGER	\$406.69	GIAMANCO
		CN SECURITY LIGHT TIME CLOCK		
12/17/16	F15395	AHLEE BACKFLOW	\$54.00	MARTINEZ
		CN BACKFLOW DEVICE REPAIRS		
12/17/16	F15396	HANDY METAL MART	\$88.33	SALTER
		METAL FOR TRAILER REPAIRS		
12/17/16	F15397	RCOMM	\$637.65	SMITHDEAL
		RADIOS (3) - JOHN OTIS		
12/21/16	F15398	EXPRESS PIPE & SUPPLY CO.	\$361.44	CRON
		PLUMBING REPAIR MATERIALS - PW DRAIN		
TOTAL:			\$86,037.15	

**NATIONAL SCHOOL DISTRICT
"P" PURCHASE ORDER REGISTER - PURCHASING DEPARTMENT**

DATE	P.O. #	VENDOR/DESCRIPTION	AMOUNT	REQUESTER
11/17/15	P6627	FASTENAL COMPANY	\$77.99	TRANS
		CLEANING WIPES		
11/17/15	P6628	HOUGHTON MIFFLIN CO.	\$138.20	ED SERVICES
		GO MATH PROGRAM		
11/17/15	P6629	OFFICE DEPOT ONLINE	\$96.90	FRC WEST
		OFFICE SUPPLIES		
11/17/15	P6630	EDUCATIONAL DATA SYSTEMS	\$1,205.18	ED SERVICES
		LEARNING MATERIALS		
11/17/15	P6631	IXL.COM	\$2,763.00	ED SERVICES
		MATH SITE LICENSE		
11/17/15	P6632	OFFICE DEPOT ONLINE	\$207.44	ED SERVICES
		OFFICE SUPPLIES		
11/17/15	P6633	AREY JONES	\$5,267.26	RANCHO
		TEACHER LAPTOPS		
11/17/15	P6634	DEPARTMENT OF SOCIAL SERVICES	\$3,872.00	PRE-SCHOOL
		LICENSING FEES FOR 2016		
11/19/15	P6635	MORE DIRECT, INC.	\$227.24	MIS
		INK CARTRIDGES		
11/19/15	P6636	EDUPOINT EDUCATIONAL SERVICES	\$1,500.00	ED SERVICES
		BACKUP DATA SERVICE		
11/19/15	P6637	FRUTH GROUP	\$ 856.80	OLIVEWOOD
		MASTERS AND INK		
11/19/15	P6638	OFFICE DEPOT ONLINE	\$ 112.25	CENTRAL
		INK CARTRIDGES		
11/19/15	P6639	PEARSON ASSESSMENT	\$ 352.24	ED SERVICES
		TESTING MATERIALS		
11/19/15	P6640	PAR INC	\$ 119.00	ED SERVICES
		TESTING MATERIALS		
11/19/15	P6641	EDUCATIONAL DATA SYSTEMS	\$ 850.00	ED SERVICES
		PE ANSWER DOCUMENTS		
11/20/15	P6642	AREY JONES	\$ 1,170.84	RANCHO
		ADMIN SYSTEM		
11/20/15	P6643	OFFICE DEPOT ONLINE	\$ 236.50	RANCHO
		PRINTER & INK CARTRIDGES		
11/20/15	P6644	AREY JONES	\$ 660.76	RANCHO
		FLAT SCREEN MONITORS		
11/20/15	P6645	ARENSEN OFFICE FURNITURE	\$ 4,068.37	ED SERVICES
		LATERAL FILE CABINETS		
11/20/15	P6646	MORE DIRECT, INC.	\$ 14.67	ED SERVICES
		TONER COLLECTION UNIT		
11/20/15	P6647	CDW	\$ 436.00	ED SERVICES
		COPIER FOR PRODUCTION		
11/20/15	P6648	MORE DIRECT, INC.	\$ 935.63	ED SERVICES
		INK CARTRIDGES FOR PRODUCTION		
11/20/15	P6649	ADVANCED CLASSROOM TECHNOLOGIES	\$ 386.69	M&O

**NATIONAL SCHOOL DISTRICT
"P" PURCHASE ORDER REGISTER - PURCHASING DEPARTMENT**

DATE	P.O. #	VENDOR/DESCRIPTION	AMOUNT	REQUESTER
		PROJECTOR INSTALLATION SUPPLIES		
11/20/15	P6650	AMPLIFIED IT, LLC.	\$ 4,500.00	ED SERVICES
		GAFE AUDIT		
12/3/15	P6651	AREY JONES	\$125.86	CENTRAL
		LENOVO THINKPADS AC ADAPTERS		
12/3/15	P6652	LEARNING A-Z	\$1,405.28	LAS PALMAS
		LICENSE RENEWAL		
12/3/15	P6653	CDW COMPUTER DISCOUNT WAREHOUSE	\$583.59	BUSINESS
		CROSS-CUT SHREDDER		
12/3/15	P6654	BUS WEST	\$34.83	TRANS
		BRACKET MIRROR		
12/3/15	P6655	BUS WEST	\$232.58	TRANS
		HAND CONTROL W/ C LIFT CONTROL		
12/3/15	P6656	OFFICE DEPOT ONLINE	\$176.58	BUSINESS
		OFFICE SUPPLIES		
12/3/15	P6657	KONICA MINOLTA BUSINESS SOLUTIONS	\$1,889.01	BUSINESS
		COPIER FOR LINCOLN ACRES SCHOOL OFFICE		
12/3/15	P6658	THERAPRO INC	\$27.89	ED SERVICES
		NARROWLINES PAPER		
12/3/15	P6659	ENABLE MART	\$76.28	ED SERVICES
		KEYBOARD		
12/3/15	P6660	THERAPRO INC	\$113.65	ED SERVICES
		LEARNING MATERIALS		
12/3/15	P6661	LAKESHORE LEARNING MATERIALS	\$49.59	ED SERVICES
		LEARNING MATERIALS		
12/3/15	P6662	SUPER DUPER PUBLICATIONS	\$86.00	ED SERVICES
		LEARNING MATERIALS		
12/4/15	P6663	CONVEYOR & STORAGE	\$2,048.26	BUSINESS
		WAREHOUSE EQUIPMENT		
12/4/15	P6664	OFFICE DEPOT ONLINE	\$174.95	BUSINESS
		OFFICE SUPPLIES		
12/4/15	P6665	APPLE COMPUTER	\$11,943.46	LA/ADRIANA
		IPADS		
12/4/15	P6666	AMERICAN WAREHOUSE	\$1,640.70	PUR/WAREHOUSE
		WAREHOUSE EQUIPMENT		
12/4/15	P6667	BEST WAY PRINTING	\$60.82	ET/OFFICE
		SCHOOL LOGO ENVELOPES		
12/4/15	P6668	SCHOLASTIC NEWS & MAGAZINES	\$463.12	STEVEN SANCHEZ
		SUBSCRIPTIONS		
12/7/15	P6669	SUPPLYMASTER, INC.	\$11,368.70	ED SERVICES
		EARBUDS		
12/7/15	P6670	OFFICE DEPOT ONLINE	\$203.82	ED SERVICES
		TONER		
12/8/15	P6671	MORE DIRECT INC	\$1,343.15	ED SERVICES
		INK CARTRIDGE		

**NATIONAL SCHOOL DISTRICT
"P" PURCHASE ORDER REGISTER - PURCHASING DEPARTMENT**

DATE	P.O. #	VENDOR/DESCRIPTION	AMOUNT	REQUESTER
12/8/15	P6672	OFFICE DEPOT ONLINE	\$79.95	CN/PAT SAINZ
		OFFICE SUPPLIES		
12/8/15	P6673	GIGAKOM	\$13,987.17	ED SERVICES
		TECHNICAL SUPPLIES		
12/8/15	P6674	KELLY PAPER	\$267.08	ED SERVICES
		PAPER SUPPLIES		
12/8/15	P6675	XEROX CORPORATION	\$627.84	ED SERVICES
		PAPER SUPPLIES		
12/8/15	P6676	VIRCO MANUFACTURING COMPANY	\$851.94	JO
		CHAIRS		
12/9/15	P6677	RED SCHOOLHOUSE SOFTWARE	\$7,131.00	ED SERVICES
		REPORT CARD LICENSE FEES		
12/10/15	P6678	OFFICE DEPOT ONLINE	\$30.72	BUSINESS
		OFFICE SUPPLIES		
12/11/15	P6679	ZONAR CONNECTED	\$434.50	TRANS
		BUS PASSES		
12/11/15	P6680	SUPER DUPER PUBLICATIONS	\$102.24	ED SERVICES
		TEST		
12/11/15	P6681	PEARSON ASSESSMENT	\$77.85	ED SERVICES
		STUDENT SUPPLIES		
12/11/15	P6682	MHS INC	\$1,245.87	ED SERVICES
		MATERIALS		
12/11/15	P6683	SOCIAL THINKING AND THINK SOCIAL PUBLISHING	\$654.50	ED SERVICES
		MATERIALS		
12/11/15	P6684	MRC/MR. COPY	\$195.00	BUSINESS
		EQUIPMENT		
12/11/15	P6685	UNION-TRIBUNE PUBLISHING	\$364.80	BUSINESS
		NEWSPAPER AD		
12/11/15	P6686	RIVERSIDE PUBLISHING COMPANY	\$141.70	ED SERVICES
		TEST RECORDS		
12/11/15	P6687	AREY JONES	\$1,170.84	BUSINESS
		DESKTOP		
12/11/15	P6688	LINGUAL LEARNING	\$1,480.22	RANCHO
		MATERIALS		
12/11/15	P6689	APPLE COMPUTER	\$5,185.70	BUSINESS SERVICES
		I PADS		
12/15/15	P6690	MORE DIRECT INC	\$76.02	PALMER WAY
		TONER		
12/15/15	P6691	GIGAKOM	\$ 59,309.63	ED SERVICES
		MAINTENANCE FOR E-RATE PROJECT		
12/15/15	P6692	HANDWRITING WITHOUT TEARS	\$45.22	ED SERVICES
		BOOKS		
12/21/15	P6693	CDW COMPUTER DISCOUNT WAREHOUSE	\$1,638.24	BUSINESS SERVICES
		COMPUTER/DOCKING STATION		
12/21/15	P6694	OFFICE DEPOT ONLINE	\$84.46	BUSINESS SERVICES

**NATIONAL SCHOOL DISTRICT
"P" PURCHASE ORDER REGISTER - PURCHASING DEPARTMENT**

DATE	P.O. #	VENDOR/DESCRIPTION	AMOUNT	REQUESTER
		TONER		
12/21/15	P6695	COMPREHENSIVE DRUG TESTING	\$105.00	HUMAN RESOURCES
		SAN DIEGO JPA		
12/21/15	P6696	U.S. HEALTHWORKS	\$50.00	HUMAN RESOURCES
		EXAMINATION		
12/21/15	P6697	U.S. HEALTHWORKS	\$69.00	HUMAN RESOURCES
		EXAMINATION		
12/21/15	P6698	OFFICE DEPOT ONLINE	\$564.54	BUSINESS SERVICES
		SUPPLIES		
12/21/15	P6699	CDW COMPUTER DISCOUNT WAREHOUSE	\$58.55	BUSINESS SERVICES
		SWING LOCK/PADLOCK		
12/21/15	P6700	GRAINGER	\$164.81	JOHN OTIS
		FIRE RETARDANT SPRAY		
12/22/15	P6701	SOCIAL THINKING AND THINK SOCIAL PUBLISHING	\$130.90	ED SERVICES
		SUPPLIES		
1/4/16	P6702	VIRCO MANUFACTURING COMPANY	\$674.73	BUSINESS SERVICES
		BOOKCASE		
1/4/16	P6703	NATIONAL BUSINESS FURNITURE LLC	\$1,135.02	BUSINESS SERVICES
		TABLE		
1/4/16	P6704	EXCELLENT PARTY RENTAL	\$575.10	BUSINESS SERVICES
		TABLES FOR STAFF DEVELOPMENT		
1/4/16	P6705	CONVEYOR & STORAGE	\$558.08	BUSINESS SERVICES
		WIRE MESH DECKS - WAREHOUSE		
1/6/16	P6706	SOUTHLAND TECHNOLOGY	\$1,350.15	BUSINESS SERVICES
		COMPUTER		
1/8/16	P6707	CDW COMPUTER DISCOUNT WAREHOUSE	\$557.75	BUSINESS SERVICES
		I PAD CASE		
1/8/16	P6708	XEXOX CORPORATION	\$534.06	FRC EAST
		TONER		
TOTAL:			\$165,813.26	

**NATIONAL SCHOOL DISTRICT
"S" PURCHASE ORDER REGISTER - STORES**

DATE	P.O. #	VENDOR/DESCRIPTION	AMOUNT	REQUESTER
11/16/15	S05182	SOUTHWEST SCHOOL & OFFICE SUPPLY	\$156.96	LINO GARCIA
		OFFICE SUPPLIES		
11/30/15	S05183	PACPARTS, INC.	\$1,308.00	LINO GARCIA
		PROMETHEAN BULBS (AV0300)		
12/3/15	S05184	OFFICE DEPOT ONLINE	\$36.95	LINO GARCIA
		DESK CALENDARS 2016		
12/3/15	S05185	OFFICE DEPOT ONLINE	\$36.95	LINO GARCIA
		DESK CALENDARS 2016		
12/7/15	S05186	FRUTH GROUP	\$176.58	LINO GARCIA
		INK FOR DUPLO MACHINES		
12/14/15	S05187	SOUTHWEST SCHOOL & OFFICE SUPPLY	\$996.70	LINO GARCIA
		TEMPERA PAINT		
12/16/15	S05188	SOUTHWEST SCHOOL & OFFICE SUPPLY	\$1,286.81	LINO GARCIA
		SCHOOL SUPPLIES		
12/16/15	S05189	XPDEX PAPER & GRAPHICS	\$574.65	LINO GARCIA
		CARD STOCK CANARY		
TOTAL:			\$4,573.60	

**CONSULTANT CONTRACT
(Not to Exceed \$500.00 each)**

CT3264	McDonald's Educational Assemblies	The Importance of Good Character	4/8/16	Rancho de la Nación	\$0.00
CT3265	Scripps Well-Being Center	Parent Educational Workshops	2/1/16 through 6/18/16	Palmer Way	\$0.00
CT3266	Birch Aquarium Scripps	Outreach Program	1/15/16 through 6/15/16	Ira Harbison	\$0.00
CT3270	Sweetwater Adult School	ESL Courses	2/1/16 through 6/15/16	District	\$0.00
CT3274	Resource Conservation District of Greater San Diego County	Watershed Presentations	2/2/16 through 6/15/16	Ira Harbison	\$0.00

MISCELLANEOUS CONTRACTS

None

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
STEVE COKKINIS	12 - 453490	173.07	
MARGARET DE LA PAZ	12 - 453491	30.35	
MARY FINDLAY	12 - 453492	822.31	
JESSICA GASTELUM	12 - 453493	115.00	
IRMA GUTIERREZ	12 - 453494	28.23	
JACKIE MA	12 - 453495	113.42	
DAVID MAHLOW	12 - 453496	60.00	
JOSE QUINONEZ	12 - 453497	8.83	
IRMA SANCHEZ	12 - 453498	13.80	
AMPLIFIED IT, LLC	12 - 453499	3,500.00	
BUS PARTS WAREHOUSE	12 - 453500	234.81	
CALIFORNIA SCHOOL BOARDS	12 - 453501	2,000.00	
CURRIER & HUDSON	12 - 453502	6,699.00	
DION INTERNATIONAL TRUCKS, INC	12 - 453503	142.68	
ESCUELA DE MUSICA	12 - 453504	5,425.00	
FAGEN FRIEDMAN & FULFROST, LLP	12 - 453505	1,155.46	
FISHER WIRELESS SERVICES INC	12 - 453506	95.21	
HAWTHORNE PDWER SYSTEMS	12 - 453507	1,931.63	
HOUGHTON MIFFLIN HARCOURT	12 - 453508	5,101.20	
KONICA MINOLTA BUSINESS	12 - 453509	307.63	
LIFEPLAY, INC.	12 - 453510	1,250.00	
MAILFINANCE	12 - 453511	1,686.54	
NATIONAL SCHOOL DISTRICT	12 - 453512	16,892.14	
HOUGHTON MIFFLIN HARCOURT	12 - 453513	3,236.57	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
SAMBA HOLDINGS INC	12 - 453514	239.70	
SO-CAL TRUCK STOP	12 - 453515	319.89	
TOSHIBA FINANCIAL SERVICES	12 - 453516	369.97	
THE REGENTS OF THE UNIVERSITY	12 - 453517	5,201.35	

FIS/PRINT/SERIES12/LIST/SHEETS
PREPARED ON 11/16/2015 AT 20:24

COMMERCIAL WARRANT LISTING SHEET
WARRANT DATE 11/17/2015

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VENDDR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
NATIONAL SCHOOL DISTRICT	12 - 453518	766.12	

NATIONAL
CHILDO DEVELOPMENT FUND

56022 TOTAL AMOUNT
12-06

PAGE 1 OF

766.12
1

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
FOOD 4 THOUGHT LLC	12 - 453519	6,961.30	
NATIONAL SCHOOL DISTRICT	12 - 453520	519.54	
PAPA JOHN'S PIZZA	12 - 453521	2,474.09	
P&R PAPER SUPPLY COMPANY INC	12 - 453522	5,188.11	
SO-CAL TRUCK STOP	12 - 453523	17.48	
TOSHIBA FINANCIAL SERVICES	12 - 453524	160.49	

FIS/PRINT/SERIES12/LIST/SHEETS
PREPARED ON 11/16/2015 AT 20:24

COMMERCIAL WARRANT LISTING SHEET
WARRANT DATE 11/17/2015

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VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
BOYS & GIRLS CLUBS	12 - 453525	5,000.00	
COPY LINK	12 - 453526	428.97	
STAPLES ADVANTAGE	12 - 453527	57.00	

NATIONAL
CHARTER SCHOOL ENTERPRISE

56044 TOTAL AMOUNT 5,485.97
62-00 PAGE 1 OF 1

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
YEN DANG HAGLER	12 - 453735	86.00	
MARY KAY ROSINSKI	12 - 453736	9.99	
CYNTHIA VAZQUEZ	12 - 453737	307.40	
ATLAS ELEVATOR COMPANY	12 - 453738	595.68	
DIXIELINE PROBUILD	12 - 453739	307.89	
OPTIMUM FLOORCARE	12 - 453740	352.33	
PERRY FORD OF NATIONAL CITY	12 - 453741	677.40	
JACKIE ROBINSON FAMILY YMCA	12 - 453742	24,320.00	
SOUTH BAY FENCE INC	12 - 453743	112.32	
SWEETWATER AUTHORITY	12 - 453744	11,065.92	
TOSHIBA FINANCIAL SERVICES	12 - 453745	261.58	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
U.S. TOY COMPANY, INC.	12 - 453746	622.57	
DEPARTMENT OF SOCIAL SERVICES	12 - 453747	3,872.00	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
DSA SAN DIEGO REGIONAL OFFICE	12 - 453748	23,250.00	
DSA SAN DIEGO REGIONAL OFFICE	12 - 453749	23,250.00	
DSA SAN DIEGO REGIONAL OFFICE	12 - 453750	23,250.00	
DSA SAN DIEGO REGIONAL OFFICE	12 - 453751	23,250.00	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
KAISER FOUNDATION HEALTH PLAN	12 - 453752	12,633.94	
RENAISSANCE LEARNING	12 - 453753	5,459.00	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
FELIZA SALVATIERRA	12 - 454826	4.37	
ABC SCHOOL EQUIPMENT INC	12 - 454827	8,892.00	
ADVANCED CLASSROOM	12 - 454828	932.33	
AREY JONES	12 - 454829	7,054.39	
AT&T INFORMATION SYSTEMS	12 - 454830	6,788.02	
CAROLINA BIOLOGICAL SUPPLY CO	12 - 454831	72.80	
JOAN COMMONS	12 - 454832	15,684.50	
CDW GOVERNMENT	12 - 454833	834.34	
COUNTY BURNER MACHINERY CORP	12 - 454834	1,524.86	
CULVER-NEWLIN	12 - 454835	217.38	
OFFICE SUPPLY.COM	12 - 454836	200.09	
EDUCATIONAL DATA SYSTEMS	12 - 454837	3,015.47	
EDUPOINT EDUCATIONAL SYSTEMS	12 - 454838	1,500.00	
FASTENAL COMPANY	12 - 454839	783.62	
FRUTH GROUP	12 - 454840	834.80	
FUN AND FUNCTION	12 - 454841	159.27	
GIGAKOM	12 - 454842	359.70	
GRAINGER	12 - 454843	21.97	
HARCOURT OUTLINES INC	12 - 454844	149.60	
HOME DEPDT CREDIT SERVICES	12 - 454845	623.76	
HOUGHTON MIFFLIN HARCOURT	12 - 454846	65,316.96	
IXL LEARNING	12 - 454847	299.00	
J&M KEYSTONE INC	12 - 454848	1,750.80	
KONICA MINDLTA BUSINESS	12 - 454849	333.87	

VENDDR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
LANSOLUTIONS LLC	12 - 454850	500.00	
LOZANO SMITH LLP	12 - 454851	222.00	
MORE DIRECT INC	12 - 454852	973.58	
OFFICE DEPOT	12 - 454853	2,509.01	
NCS PEARSON INC	12 - 454854	276.00	
PIPS C/O KEENAN - SETECH	12 - 454855	69,722.00	
PRACTI-CAL INC	12 - 454856	39.28	
HOUGHTON MIFFLIN HARCOURT	12 - 454857	311.74	
SAN DIEGO CENTER FOR CHILDREN	12 - 454858	11,959.44	
SUPERINTENDENT OF SCHOOLS	12 - 454859	15,600.00	
SCHOOL SERVICES OF CALIFORNIA,	12 - 454860	3,540.00	
SOUTH BAY MECHANICAL SERVICES	12 - 454861	8,776.50	
SOUTHWEST SCHOOL&OFFICE SUPPLY	12 - 454862	217.49	
STANDARD STATIONARY SUPPLY CO	12 - 454863	88.80	
STEIN EDUCATION CENTER	12 - 454864	18,970.74	
THERAPRO INC	12 - 454865	44.48	
TIME FOR KIDS	12 - 454866	139.92	
TLM INDUSTRIES	12 - 454867	516.75	
TOSHIBA AMERICA BUSINESS	12 - 454868	372.78	
VALLEY INDUSTRIAL SPECIALTIES	12 - 454869	1,171.78	
WESTAIR GASES & EQUIPMENT	12 - 454870	252.65	
WHEELS OF FREESTYLE	12 - 454871	999.00	
XEROX CORPORATION	12 - 454872	1,242.52	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
FERMINA LOPEZ	12 - 454873	180.58	
AUDIOLOGY SYSTEMS, INC.	12 - 454874	136.62	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
CHARITY JOHNSON	12 - 454875	404.96	
ECONOMY RESTAURANT EQUIPMENT	12 - 454876	1,101.71	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
CATHOLIC CHARITIES	12 - 454877	1,200.00	
INTEGRITY CHARTER SCHOOL	12 - 454878	13,907.16	
JOE TECH CONSULTING	12 - 454879	1,664.74	
701 NATIONAL CITY BLVD FUND	12 - 454880	24,000.00	
STAPLES ADVANTAGE	12 - 454881	806.50	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
KATIE CROSBIE	12 - 455078	250.00	
ELENA DE LA ROSA	12 - 455079	35.00	
CHRIS HDUCK	12 - 455080	73.72	
JONATHAN ISAACS	12 - 455081	35.58	
JENNIFER JAQUISH	12 - 455082	92.84	
AMBER KOUBESERIAN	12 - 455083	38.96	
MELISSA LEE-KWAN	12 - 455084	164.50	
MEGHANN O'CONNOR	12 - 455085	201.36	
LETICIA SEGURA	12 - 455086	363.83	
ACOUSTICAL MATERIAL SERVICES	12 - 455087	385.88	
APPLE INC	12 - 455088	2,748.91	
AREY JONES	12 - 455089	6,320.71	
A BETTER TOMORROW EDUCATION	12 - 455090	702.00	
RON BAKER CHEVROLET	12 - 455091	599.59	
BJ'S RENTALS	12 - 455092	307.35	
CVA SECURITY	12 - 455093	390.00	
CDW GOVERNMENT	12 - 455094	104.03	
DEBRIS BOX	12 - 455095	517.00	
EDCO DISPOSAL CORPORATION	12 - 455096	3,534.70	
EWING	12 - 455097	330.39	
EXCELSIOR ACADEMY	12 - 455098	5,571.93	
FASTENAL COMPANY	12 - 455099	77.99	
FISHER WIRELESS SERVICES INC	12 - 455100	324.88	
FRUTH GROUP	12 - 455101	834.80	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
FUTURE STARS TUTURING SERVICES	12 - 455102	2,175.00	
GIGAKOM	12 - 455103	931.95	
HAWTHORNE POWER SYSTEMS	12 - 455104	24,199.24	
HOUGHTON MIFFLIN HARCOURT	12 - 455105	139.29	
HUB CONSTRUCTION SPECIALTIES,	12 - 455106	352.78	
IDENT-A-KID SERVICES	12 - 455107	91.72	
IXL LEARNING	12 - 455108	2,763.00	
KONICA MINOLTA BUSINESS	12 - 455109	434.25	
123 MATH & READING, INC.	12 - 455110	525.00	
MATH WIZ	12 - 455111	1,687.50	
HANOY METAL MART	12 - 455112	27.99	
MORE DIRECT INC	12 - 455113	426.14	
MRC SMART TECHNOLOGY SOLUTIONS	12 - 455114	810.53	
OFFICE DEPDT	12 - 455115	2,126.60	
PERRY FORD OF NATIONAL CITY	12 - 455116	42,571.67	
QUILL CORPORATION	12 - 455117	2,172.65	
RAYNE WATER CONDITIONING	12 - 455118	189.50	
RESOURCES FOR EDUCATORS	12 - 455119	278.00	
LEARNING ENRICHMENT &	12 - 455120	227.50	
SAN DIEGO CENTER FOR VISION	12 - 455121	1,099.00	
SUPERINTENDENT OF SCDOLS	12 - 455122	65.00	
SUPT OF SCHOOLS S D CO	12 - 455123	45.00	
SAN DIEGO GAS & ELECTRIC	12 - 455124	83,079.05	
SO-CAL TRUCK STOP	12 - 455125	3,446.39	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
SOUTHLAND TECHNOLOGY	12 - 455126	189.83	
SOUTHWEST SCHOOL&OFFICE SUPPLY	12 - 455127	156.96	
40 ACRES AND A MIND INC.	12 - 455128	1,092.50	
TIME & ALARM SYSTEMS-A	12 - 455129	702.94	
TOSHIBA FINANCIAL SERVICES	12 - 455130	686.74	Cancelled
TOSHIBA AMERICA BUSINESS	12 - 455131	162.95	
UNIFIRST CORPORATION	12 - 455132	1,830.79	
UPS	12 - 455133	25.75	
UROK LEARNING INSTITUTE	12 - 455134	2,750.00	
VERIZON WIRELESS	12 - 455135	5,064.24	
XEROX CORPORATION	12 - 455136	329.96	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
SONIA RICO	12 - 455137	20.88	
EQUICROSS INC	12 - 455138	13,546.85	
GALASSO'S BAKERY	12 - 455139	3,814.93	
METRO REFRIGERATION	12 - 455140	347.27	
SAN DIEGO RESTAURANT SUPPLY	12 - 455141	4,056.98	
ULINE	12 - 455142	126.96	

VENDDR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
WORLD BRIDGE TECHNOLOGIES INC	12 - 455143	102,197.03	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
BOYS & GIRLS CLUBS	12 - 455144	13,138.30	
EDCO DISPOSAL CORPORATION	12 - 455145	235.81	
STAPLES ADVANTAGE	12 - 455146	75.25	
US BANK EQUIPMENT FINANCE	12 - 455147	509.89	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
MARIA DALLA	12 - 455967	213.93	
ADVANCED CLASSROOM	12 - 455968	178.50	
APRENDE TUTORING	12 - 455969	1,007.50	
GOVERNMENT LEASING COMPANY	12 - 455970	1,262.54	
A+ EDUCATIONAL CENTERS	12 - 455971	8,758.75	Cancelled
ATLAS ELEVATOR COMPANY	12 - 455972	948.72	
BUS WEST	12 - 455973	34.83	
CDW GOVERNMENT	12 - 455974	436.00	
DIXIELINE PROBUILD	12 - 455975	216.16	
DOCTRINA TUTORING	12 - 455976	200.00	
REXEL	12 - 455977	158.32	
EXPRESS PIPE & SUPPLY	12 - 455978	161.52	
1 IPAD GRATIS LLC	12 - 455979	1,412.50	
KONICA MINDLTA BUSINESS	12 - 455980	146.02	
LANSOLUTIDNS LLC	12 - 455981	400.48	
NATIONAL CITY SMOG CHECK	12 - 455982	500.00	
OFFICE DEPOT	12 - 455983	183.24	
OXFORD TUTORING	12 - 455984	1,406.00	
PALOMAR COMMUNICATIONS	12 - 455985	300.00	
PAR INC	12 - 455986	110.00	
NCS PEARSON INC	12 - 455987	81.94	
SAN DIEGO GAS & ELECTRIC	12 - 455988	19,915.13	
TECHNOLOGY INTEGRATION GROUP	12 - 455989	135.00	
1 TOUCH-SCREEN TABLET	12 - 455990	1,275.00	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
TOSHIBA AMERICA BUSINESS	12 - 455991	155.24	
TRAFFIC SAFETY MATERIALS LLC	12 - 455992	199.03	
TUTORIAL SERVICES	12 - 455993	405.25	
XEROX CORPORATION	12 - 455994	2,352.99	
XEROX FINANCIAL SERVICES	12 - 455995	523.82	
YMCA OF SAN DIEGO COUNTY	12 - 455996	130,876.45	

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VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
KONICA MINOLTA BUSINESS	12 - 455997	205.09	

NATIONAL
CHILD DEVELOPMENT FUND

56022 TOTAL AMOUNT
12-06 PAGE 1 DF

205.09
1

VENDDR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
FASTSIGNS	12 - 455998	849.55	
FOOD 4 THOUGHT LLC	12 - 455999	6,353.75	
REFRIGIWEAR INC	12 - 456000	34.20	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
BALFOUR BEATTY CONSTRUCTION	12 - 456001	677,507.31	
NATIONAL-54 SELF STORAGE	12 - 456002	384.00	

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VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
PIPS C/O KEENAN - SETECH	12 - 456264	69,722.00	

NATIONAL
GENERAL FUND UNRESTRICTED

56013 TOTAL AMOUNT 69,722.00
03-00/06-00 PAGE 1 OF 1

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
GRISELDA AISPURD	12 - 456457	33.70	
MARICELA HERIC	12 - 456458	497.56	
CARMEN JIMENEZ	12 - 456459	19.55	
LYNN STACEY	12 - 456460	27.19	
CYNTHIA VAQUEZ	12 - 456461	237.53	
AMERICAN FIDELITY ASSURANCE CO	12 - 456462	80.22	
A TREE OF KNOWLEDGE	12 - 456463	8,758.75	
CONVEYOR & STORAGE	12 - 456464	2,064.46	
COX COMMUNICATIONS SAN DIEGO	12 - 456465	24,303.79	
DEPARTMENT OF JUSTICE	12 - 456466	571.00	
ENABLE MART	12 - 456467	344.51	
HAWTHORNE POWER SYSTEMS	12 - 456468	855.06	
HEWLETT-PACKARD	12 - 456469	136.24	
KEENAN & ASSOCIATES	12 - 456470	425.54	
ORKIN PEST CDNTROL	12 - 456471	1,467.05	
NCS PEARSON INC	12 - 456472	340.40	
RED TRUCK FIRE & SAFETY CO.	12 - 456473	244.83	
SAN DIEGD COUNTY VECTOR	12 - 456474	100.00	
SCHOLASTIC INC	12 - 456475	183.00	
SDUTHLAND TECHNOLOGY	12 - 456476	561.11	
TOSHIBA BUSINESS SOLUTIONS USA	12 - 456477	300.33	
TOSHIBA FINANCIAL SERVICES	12 - 456478	386.41	
UNIFIRST CORPORATION	12 - 456479	573.17	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
NORMA LUNA	12 - 456480	21.51	
JEANETTE PEARSON	12 - 456481	38.01	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
ALL AMERICAN PLASTIC &	12 - 456482	8,370.32	
DIAMOND JACK ENTERPRISES INC	12 - 456483	40,817.45	
FOOD 4 THOUGHT LLC	12 - 456484	2,023.60	
GALASSO'S BAKERY	12 - 456485	3,709.42	
HOLLANDIA DAIRY	12 - 456486	33,180.82	
OFFICE DEPOT	12 - 456487	179.82	
ORKIN PEST CONTROL	12 - 456488	418.00	
PAPA JOHN'S PIZZA	12 - 456489	5,881.97	
P&R PAPER SUPPLY COMPANY INC	12 - 456490	5,818.35	
SAN DIEGO RESTAURANT SUPPLY	12 - 456491	2,210.52	

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VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
VECTOR RESOURCES, INC.	12 - 456492	302,687.47	

NATIONAL
SPECIAL RESERVES/CAPITAL PROJ

56016 TOTAL AMOUNT
40-00

PAGE 1 OF 1
302,687.47

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
NATIONAL SCHOOL DISTRICT	12 - 456680	8,138.55	
PRACTI-CAL INC	12 - 456681	2,072.25	
THE SOCO GRDUP INC	12 - 456682	2,076.44	
WAXIE SANITARY SUPPLY	12 - 456683	16,211.97	

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COMMERCIAL WARRANT LISTING SHEET

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WARRANT DATE 12/14/2015

VENDDR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
NATIONAL SCHOOL DISTRICT	12 - 456684	133.92	

NATIONAL
CHILD DEVELOPMENT FUND

56022 TOTAL AMOUNT
12-06

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133.92
1

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WARRANT DATE 12/14/2015

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
NATIONAL SCHOOL DISTRICT	12 - 456685	73.19	

NATIONAL
CAFETERIA SPCL REVENUE FUND

56019 TOTAL AMOUNT
13-00

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73.19
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WARRANT DATE 12/14/2015

VENDDR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
NATIONAL-54 SELF STORAGE	12 - 456686	2,304.00	

NATIONAL
BUILDING FUND - PROP 39

56033 TOTAL AMOUNT
21-39

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2,304.00
1

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
KAISER FOUNDATION HEALTH PLAN	12 - 456687	13,019.69	
701 NATIONAL CITY BLVD FUND	12 - 456688	24,000.00	
WAXIE SANITARY SUPPLY	12 - 456689	1,165.59	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
JORGE CLAYTON	12 - 456878	22.24	
MARIA GARCIA	12 - 456879	13.07	
ADRIANA HERNANDEZ	12 - 456880	101.00	
SUAL LOPEZ POBLANO	12 - 456881	25.06	
SERGIO ROSAS	12 - 456882	288.86	
ASHLEY WORKIZER	12 - 456883	29.54	
AMERICAN FIDELITY ASSURANCE CO	12 - 456884	1,625.00	
AREY JONES	12 - 456885	295.92	
AT&T INFORMATION SYSTEMS	12 - 456886	86.71	
RADY CHILDREN'S HDSPITAL	12 - 456887	33,442.36	
CINTAS FIRE 636525	12 - 456888	300.00	
CURRIER & HUOSON	12 - 456889	1,522.50	
DATTA CONSULTING GROUP	12 - 456890	3,000.00	
ESCUELA DE MUSICA	12 - 456891	5,425.00	
FASTENAL COMPANY	12 - 456892	2,131.77	
FASTSIGNS	12 - 456893	55.92	
GIGAKOM	12 - 456894	26,868.50	
GREENBRIER LAWN & TREE EXPERT	12 - 456895	340.00	
HAWTHORNE POWER SYSTEMS	12 - 456896	153.00	
HOME DEPOT CREDIT SERVICES	12 - 456897	780.70	
J&M KEYSTONE INC	12 - 456898	192.20	
NAPA AUTO PARTS	12 - 456899	282.61	
PRACTI-CAL INC	12 - 456900	358.45	
SUPT OF SCHOOLS S D CO	12 - 456901	60.00	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
SOUTH BAY COMMUNITY SERVICES	12 - 456902	31,045.04	
TOSHIBA BUSINESS SOLUTIONS USA	12 - 456903	631.46	
TOSHIBA FINANCIAL SERVICES	12 - 456904	369.97	
UNITED HEALTH SUPPLIES	12 - 456905	5,244.84	
VALLEY INDUSTRIAL SPECIALTIES	12 - 456906	533.95	
ZASUETA CONTRACTING CO., INC.	12 - 456907	4,088.00	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
ALL AMERICAN PLASTIC &	12 - 456908	6,290.32	
GOLD STAR FOODS	12 - 456909	84,226.29	
OFFICE DEPOT	12 - 456910	207.09	
WILLY'S ELECTRONIC SUPPLY CO	12 - 456911	131.51	

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COMMERCIAL WARRANT LISTING SHEET

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WARRANT DATE 12/15/2015

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
VOLUNTEERS OF AMERICA SW CALIF	12 - 456913	21,255.80	

NATIONAL
CHARTER SCHOOL ENTERPRISE

56044 TOTAL AMOUNT
62-00

PAGE 1 OF 1

21,255.80

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
KATHY MELANESE	12 - 457095	100.00	
ADVANCED CLASSROOM	12 - 457096	111.80	
AMERICAN WAREHOUSE	12 - 457097	1,640.70	
ATLAS ELEVATOR COMPANY	12 - 457098	929.76	
CALIFORNIA ELECTRIC SUPPLY	12 - 457099	333.02	
DIXIELINE PROBUILD	12 - 457100	48.51	
REXEL	12 - 457101	234.44	
EXPRESS PIPE & SUPPLY	12 - 457102	49.52	
FASTENAL COMPANY	12 - 457103	62.51	
J&M KEYSTONE INC	12 - 457104	167.00	
CAMBIUM LEARNING GROUP	12 - 457105	1,289.25	
MORE DIRECT INC	12 - 457106	950.30	
MRC SMART TECHNOLOGY SOLUTIONS	12 - 457107	195.00	
OFFICE DEPOT	12 - 457108	711.08	
OPTIMUM FLOORCARE	12 - 457109	1,993.56	
PERRY FORD OF NATIONAL CITY	12 - 457110	3,281.96	
RAINBOW BOOK COMPANY	12 - 457111	1,373.73	
REFRIGERATION SUPPLIES DIST	12 - 457112	471.58	
SCHOLASTIC INC	12 - 457113	166.00	
THE SHERWIN-WILLIAMS COMPANY	12 - 457114	71.96	
UNION-TRIBUNE PUBLISHING	12 - 457115	364.80	
WESTAIR GASES & EQUIPMENT	12 - 457116	209.56	
ZONAR CONNECTED	12 - 457117	435.34	

VENDOR NAME	-- WARRANT --- SERIES NUMBER	WARRANT AMOUNT	REMARKS
RADY CHILDREN'S HOSPITAL	12 - 457118	60,700.88	
SOUTH BAY COMMUNITY SERVICES	12 - 457119	77,751.27	

REVOLVING CASH FUND - BUSINESS I
December 1 through December 31, 2015

DATE	NUM.	PAYEE	DESCRIPTION	AMT
12/31/2015	Bank Fee	Union Bank	Check Image Fee	3.00
TOTAL				\$3.00

REVOLVING CASH FUND - BUSINESS II
December 1 through December 31, 2015

DATE	NUM.	PAYEE	DESCRIPTION	AMOUNT
12/31/2015	Bank Fee	Union Bank	Check Image Fee	3.00
TOTAL				\$3.00

Petty cash funds are maintained in Business Services, Family Resource Center and Service Center for the purchase of office and maintenance supplies.

**NATIONAL SCHOOL DISTRICT
PURCHASING CARD EXPENSES
NOVEMBER 2015 - BOARD REPORT**

Account Name	Merchant Name	Amount	Expense Description
CARSON,CHRISTOPHER B	HYATT HOTELS	435.22	Accommodations - CASBO 2015 Symposium, Monterey, CA 11/18-11/20/15
CARSON,CHRISTOPHER B	UNITED AIRLINES	25.00	Luggage/Transportation - CASBO 2015 Symposium, Monterey, CA 11/18-11/20/15
CARSON,CHRISTOPHER B	TURN 12 BAR AND GRILL	14.66	Meal - CASBO 2015 Symposium, Monterey, CA 11/18-11/20/15
CARSON,CHRISTOPHER B	ALASKA AIRLINES INC.	25.00	Luggage/Transportation - CASBO 2015 Symposium, Monterey, CA 11/18-11/20/15
CARSON,CHRISTOPHER B	SOUTHWEST AIRLINES	<u>303.92</u>	Transportation - CASBO 2015 Symposium, Monterey, CA 11/18-11/20/15
CARSON,CHRISTOPHER B Total		803.80	
CHAVEZ,RAUL	CA ASSN OF SCHOOL TRAN	75.00	California Association of School Transportation Officials
CHAVEZ,RAUL	BETTER LIFE	206.70	Shirts and Sweatshirts for transportation staff
CHAVEZ,RAUL	OFFICE DEPOT #0963	189.64	Ink Cartridges for Director and Assistant printer
CHAVEZ,RAUL	THE HOME DEPOT 1032	26.99	Key Cabinet for spare keys
CHAVEZ,RAUL	OFFICE DEPOT #0963	21.79	File Wall Mount
CHAVEZ,RAUL	NAPA STORE 4810003	<u>51.11</u>	Oil for Transportation Vans, Silicone for Bus # 7
CHAVEZ,RAUL Total		571.23	
DE LA PENA,FELIPE	WAL-MART #2952	403.33	Attendance incentives for students.
DE LA PENA,FELIPE	WAL-MART #2952	133.32	Attendance incentives for students.
DE LA PENA,FELIPE	SCHOLASTIC BOOK CLUB	294.00	Attendance incentives for students.
DE LA PENA,FELIPE	OFFICE DEPOT #0963	44.49	Office supplies.
DE LA PENA,FELIPE	LITTLE CAESARS NTNL CT	87.20	Attendance incentives for students.
DE LA PENA,FELIPE	WM SUPERCENTER #5023	<u>148.33</u>	Attendance incentives for students.
DE LA PENA,FELIPE Total		1,110.67	
DELAROSA,ELENA	OFFICE DEPOT #5125	177.66	Classroom Ink Cartridges
DELAROSA,ELENA	OFFICE DEPOT #5125	<u>174.25</u>	Classroom Ink Cartridges
DELAROSA,ELENA Total		351.91	
DENEGRI,ALFONSO	SCHOLASTIC INC. KEY 6	181.38	Thirty-four copies of book titled "Mummy Maker" for our Book Club.
DENEGRI,ALFONSO	FOREIGN CURRENCY FEE	1.44	This is a foreign currency fee for a purchase made online.
DENEGRI,ALFONSO	SPARKOL	<u>144.00</u>	One Video Scribe Presentation Application
DENEGRI,ALFONSO Total		326.82	
FRAZEE,CINDY	OFFICE DEPOT #0963	75.17	Office supplies.
FRAZEE,CINDY	VONS STORE00021303	<u>33.81</u>	CSEA Negotiations snacks.
FRAZEE,CINDY Total		108.98	
HANSEN,JON	SMARTNFINAL34710803476	33.53	Extra dinner rolls for student/parent lunch service at Kimball School
HANSEN,JON	HOLIDAY INNS	21.66	Dinner while at CSNA Conference
HANSEN,JON	ONTARIO CONV CTR PARK	9.00	Parking Fees for CSNA Conference
HANSEN,JON	ONTARIO CONV CTR PARK	<u>9.00</u>	Parking Fees for CSNA Conference
HANSEN,JON Total		73.19	

**NATIONAL SCHOOL DISTRICT
PURCHASING CARD EXPENSES
NOVEMBER 2015 - BOARD REPORT**

Account Name	Merchant Name	Amount	Expense Description
HAYES,BEVERLY A	FEDEXOFFICE 00026971	37.14	Supplies for goal setting conference
HAYES,BEVERLY A	STAPLES DIRECT	<u>143.37</u>	Office supplies
HAYES,BEVERLY A Total		180.51	
HERNANDEZ,DEBORAH	STAPLES DIRECT	558.73	Classroom/Office supplies
HERNANDEZ,DEBORAH	MENTORING MINDS	631.13	Instructional supplies
HERNANDEZ,DEBORAH	NATIONAL FIREPROOFING	-12.28	Product refund
HERNANDEZ,DEBORAH	NETBRANDS MEDIA CORP.	<u>76.33</u>	Attendance incentives.
HERNANDEZ,DEBORAH Total		1,253.91	
JAMESON,PAULA	WALMART.COM	12.28	Batteries
JAMESON,PAULA	SMARTNFINAL34710803476	70.62	Staff Development
JAMESON,PAULA	SMARTNFINAL34710803476	<u>62.85</u>	Staff Development
JAMESON,PAULA Total		145.75	
LAWSON,CHARMAINE	DOLRTREE 5716 00057166	25.92	Recycleable bags to be used to transport monthly supplies to classrooms
LAWSON,CHARMAINE	LAKESHORE LEARNING #04	<u>108.00</u>	a scooter was exchanged for a toy cart that was needed
LAWSON,CHARMAINE Total		133.92	
MELLMAN,WILLIAM	AMAZON.COM	113.19	Classroom Printer
MELLMAN,WILLIAM	WRISTBANDEXPRESSCOM	31.34	Free dress wristbands
MELLMAN,WILLIAM	AMAZON MKTPLACE PMTS	-8.08	credit for returned item, defective toner cartridge
MELLMAN,WILLIAM	AMAZON MKTPLACE PMTS	168.74	Classroom printer
MELLMAN,WILLIAM	AMAZON MKTPLACE PMTS	-4.99	credit for warranty not needed
MELLMAN,WILLIAM	AMAZON MKTPLACE PMTS	19.73	Replacement Toner for classroom printers
MELLMAN,WILLIAM	AMAZON.COM AMZN.COM/BI	107.45	Classroom Printer
MELLMAN,WILLIAM	AMAZON MKTPLACE PMTS	<u>70.38</u>	Office Supplies
MELLMAN,WILLIAM Total		497.76	
OCONNOR,MEGHANN	SANDAG	36.00	Bus pass for homeless student #3708436.
OCONNOR,MEGHANN	SANDAG	72.00	Bus pass for parent of homeless student #3708436.
OCONNOR,MEGHANN	SANDAG	36.00	Bus pass for homeless student #3709056.
OCONNOR,MEGHANN	SANDAG	72.00	Bus pass for parent of homeless student #3709056.
OCONNOR,MEGHANN	SANDAG	<u>72.00</u>	Bus pass for parent of homeless student #3701239.
OCONNOR,MEGHANN Total		288.00	
OLEA,YVETTE	4IMPRINT	<u>534.59</u>	Staff incentives
OLEA,YVETTE Total		534.59	
ORAM,CHRISTOPHER	MSFT * E02001J1IO	105.30	Monthly charge for 26 Office 365/SharePoint licenses
ORAM,CHRISTOPHER	HYATT HOTELS	184.60	Hotel for Maria Dalla to attend Master's in Governance Conference.
ORAM,CHRISTOPHER	CALIF ASSOC OF BILINGU	<u>90.00</u>	Annual CABA membership dues.
ORAM,CHRISTOPHER Total		379.90	

NATIONAL SCHOOL DISTRICT
PURCHASING CARD EXPENSES
NOVEMBER 2015 - BOARD REPORT

Account Name	Merchant Name	Amount	Expense Description
ORENDAIN,ADRIANA	BARNES & NOBLE #2745	<u>10.76</u>	Monthly Planner
ORENDAIN,ADRIANA Total		10.76	
RUAN,SONIA	SMARTNFINAL34710803476	73.54	Student Attendance Incentives.
RUAN,SONIA	CARTRIDGE WORKS	<u>30.41</u>	Refill for teacher classroom printers
RUAN,SONIA Total		103.95	
VASQUEZ,CINDY	AMAZON MKTPLACE PMTS	41.58	Science Grant Materials
VASQUEZ,CINDY	AMAZON.COM AMZN.COM/BI	74.75	Science Grant Materials
VASQUEZ,CINDY	CA DEPT OF ED CONFEREN	525.00	Registration to 2016 California Mathematics & Science Partnership (CaMSP) Learning Network
VASQUEZ,CINDY	AMAZON MKTPLACE PMTS	17.49	Science Grant Materials
VASQUEZ,CINDY	STAPLES 00113076	56.11	Professional Development Materials
VASQUEZ,CINDY	AMAZON MKTPLACE PMTS	4.00	Library Instructional Materials
VASQUEZ,CINDY	AMAZON MKTPLACE PMTS	13.89	Library Instructional Materials
VASQUEZ,CINDY	AMAZON MKTPLACE PMTS	28.85	Library Instructional Materials
VASQUEZ,CINDY	AMAZON MKTPLACE PMTS	8.00	Library Instructional Materials
VASQUEZ,CINDY	AMAZON MKTPLACE PMTS	11.64	Instructional Materials
VASQUEZ,CINDY	AMAZON MKTPLACE PMTS	<u>27.34</u>	Instructional Materials
VASQUEZ,CINDY Total		808.65	
VICARIO,LUZ S	GIANT NEW YORK PIZZA	42.00	Lincoln Acres had a contest to reward the classroom who turned in their re-registration packets.
VICARIO,LUZ S	APPLE STORE #R040	20.52	Cable for her iMAC computer.
VICARIO,LUZ S	TRADER JOE'S #120 QPS	11.98	Supplies for Lincoln Acres Science Day.
VICARIO,LUZ S	WAL-MART #3516	361.83	Supplies for Lincoln Acres Science Day.
VICARIO,LUZ S	TRADER JOE'S #120 QPS	<u>1.29</u>	Supplies for Lincoln Acres Science Day.
VICARIO,LUZ S Total		437.62	
VINE,BRYAN	GENESEE VALERO	26.77	Supplies for Lincoln Acres Science Day.
VINE,BRYAN	WM SUPERCENTER #5023	15.17	Supplies for Lincoln Acres Science Day.
VINE,BRYAN	WAL-MART #5338	<u>181.80</u>	Supplies for Lincoln Acres Science Day.
VINE,BRYAN Total		223.74	

Grand Total

8,345.66

**NATIONAL SCHOOL DISTRICT
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Account Name	Merchant Name	Amount	Expense Description
CARSON,CHRISTOPHER B	CO FOR ADQ S H	5500.00	CASH Maintenance Training - Tom Giamanco
CARSON,CHRISTOPHER B	PRECISION ROLLER	53.98	Split - HR/BUS Copier Staples (50%)
CARSON,CHRISTOPHER B	PRECISION ROLLER	53.97	Split - HR/BUS Copier Staples (50%)
CARSON,CHRISTOPHER B	ENTERPRISE RENT-A-CAR	108.99	Rental Van for CBOC Meeting
CARSON,CHRISTOPHER B	KHALIFEH ENTERPRISES	9.03	Fuel for Rental Car-CBOC
CARSON,CHRISTOPHER B Total		5716.94	
CHAVEZ,RAUL	WAL-MART #5023	11.84	Spare Keys for buses
CHAVEZ,RAUL Total		11.84	
DE LA PENA,FELIPE	LITTLE CAESARS NTNL CT	81.75	Attendance Incentives
DE LA PENA,FELIPE	CURRICULUM ASSOC	351.59	Instructional Materials
DE LA PENA,FELIPE	WAL-MART #5023	44.20	Office Supplies
DE LA PENA,FELIPE	WAL-MART #5023	238.02	Attendance Incentives
DE LA PENA,FELIPE Total		715.56	
DELAROSA,ELENA	AMAZON MKTPLACE PMTS	46.00	Teacher supplies
DELAROSA,ELENA Total		46.00	
DENEGRI,ALFONSO	U. S. SCHOOL SUPPLY	174.02	Pencils for students denoting good character, good citizen and for incentive purposes.
DENEGRI,ALFONSO	SOCRATIC SEMINAR INTL	215.00	Registration- Jessica Yoon, Socratic International Seminar held in San Diego, CA, Jan 12, 2016.
DENEGRI,ALFONSO	CONVENTION CTR 1150	15.00	Parking Fee for CEPTA 55th Annual Conference- Dec 3, 2015
DENEGRI,ALFONSO	ACE PARKING 1151	22.00	Parking Fee for CEPTA 55th Annual Conference- Dec 1, 2015
DENEGRI,ALFONSO	CALIFORNIA EDUCATIONAL	655.00	Registration- CETPA 55th Annual Conference in San Diego,CA, Dec. 1-4, 2015
DENEGRI,ALFONSO Total		1081.02	
FRAZEE,CINDY	CRAIGSLIST.ORG	105.00	Postings for Payroll/Benefits Specialist position.
FRAZEE,CINDY	FREDPRYOR CAREERTRACK	512.00	Registration fee for HR staff to attend Excel 2-day training.
FRAZEE,CINDY	SUPER SERGIOS #1	37.31	NCETA Negotiations breakfast.
FRAZEE,CINDY	VONS STORE00021303	31.77	NCETA Negotiations breakfast.
FRAZEE,CINDY	CRAIGSLIST.ORG	105.00	Three job postings for: Assistant Buyer/Storekeeper.
FRAZEE,CINDY	CRAIGSLIST.ORG	35.00	Job posting for Groundskeeper position.
FRAZEE,CINDY	ABM ONSITE 655WBRDWWY 1	28.00	Parking Fee
FRAZEE,CINDY	FEA	439.00	Registration- 2016 Negotiator's Symposium.
FRAZEE,CINDY Total		1293.08	
HANSEN,JON	WM SUPERCENTER #5023	34.73	Additional storage containers
HANSEN,JON	FEDEXOFFICE 00026971	133.59	Laminated Justice for All Posters for USDA compliance
HANSEN,JON	WM SUPERCENTER #5023	50.23	Shelf liners and storage containers
HANSEN,JON	SMARTNFINAL34710803476	19.16	Tickets for Spirit Raffle

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HANSEN, JON	SMARTNFINAL34710803476	126.39	Supplies for Spirit of Holidays
HANSEN, JON Total		364.10	
HAYES, BEVERLY A	STAPLES DIRECT	68.60	Receipt books
HAYES, BEVERLY A	BED BATH & BEYOND #212	64.80	Megaphones for noon supervisors/teachers
HAYES, BEVERLY A	OFFICE DEPOT #0963	-27.20	Receipt books (returned)
HAYES, BEVERLY A	PARTY CITY	91.94	Student incentives for PBIS
HAYES, BEVERLY A	OFFICE DEPOT #0963	38.08	Receipt books and office supplies
HAYES, BEVERLY A	BED BATH & BEYOND #212	62.64	Megaphones for noon supervisors/teachers
HAYES, BEVERLY A	4IMPRINT	652.60	Instructional materials and, student incentives for walking program
HAYES, BEVERLY A	HILTON	138.36	Lodging- ACSA coaching class in Alhambra, CA
HAYES, BEVERLY A	BROWNPAPERTICKETS.COM	30.00	Science staff development activity for third grade teacher
HAYES, BEVERLY A	OFFICE DEPOT #0963	132.94	Instructional materials
HAYES, BEVERLY A Total		1252.76	
HERNANDEZ, DEBORAH	DOLRTREE 2889 00028894	109.00	Attendance Incentives
HERNANDEZ, DEBORAH	SAFETYDEPOT.COM	56.30	Traffic control equipment
HERNANDEZ, DEBORAH	NATIONAL FIREPROOFING	-11.52	Product refund
HERNANDEZ, DEBORAH	AMAZON MKTPLACE PMTS	197.86	Campus supervisors equipment
HERNANDEZ, DEBORAH Total		351.64	
JAMESON, PAULA	SMARTNFINAL34710803476	114.94	Professional Development
JAMESON, PAULA	SMARTNFINAL34710803476	36.17	Professional Development
JAMESON, PAULA	WESTIN	264.94	Lodging- 2015 Accountability Leadership Institute
JAMESON, PAULA	OFFICE DEPOT #0963	104.60	Staff Development
JAMESON, PAULA Total		520.65	
LAWSON, CHARMAINE	WAL-MART #5338	23.76	Juice for children's Birthday Celebrations
LAWSON, CHARMAINE	WAL-MART #5338	22.96	Refreshments for Staff Development
LAWSON, CHARMAINE Total		46.72	
MARTINEZ, RAUL	CO FOR ADQ S H	924.00	Registration- C.A.S.H. 37th Annual Conference in Sacramento, CA
MARTINEZ, RAUL Total		924.00	
MELLMAN, WILLIAM	AMAZON MKTPLACE PMTS	30.76	Toner Cartridge for office printer
MELLMAN, WILLIAM	24 GAME	1272.96	Online math program for classrooms
MELLMAN, WILLIAM	OFFICE DEPOT 1135	14.16	Office supplies
MELLMAN, WILLIAM	OFFICE DEPOT #5125	10.89	Office Supplies
MELLMAN, WILLIAM	OFFICE DEPOT #5125	15.99	Office supplies
MELLMAN, WILLIAM	AMAZON MKTPLACE PMTS	124.79	Printer for Admin Asst.- Office
MELLMAN, WILLIAM	AMAZON MKTPLACE PMTS	82.95	Printer for Classroom Teacher

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MELLMAN,WILLIAM	AMAZON MKTPLACE PMTS	76.29	Toner Cartridge for office printer
MELLMAN,WILLIAM	AMAZON.COM AMZN.COM/BI	43.14	Blue tape for office/classroom use
MELLMAN,WILLIAM	AMAZON.COM	210.69	Ball Cart for recess equipment
MELLMAN,WILLIAM Total		1882.62	
OCONNOR,MEGHANN	SOUTHWEST AIRLINES	515.92	Transportation- Every Child Counts Conference, Monterey, CA, 1/13-15, 2016
OCONNOR,MEGHANN	SANDAG	36.00	Bus pass for homeless student #3701239.
OCONNOR,MEGHANN	WM SUPERCENTER #5023	45.65	Supplies to be used by SDC student #3702897.
OCONNOR,MEGHANN	FEA	1500.00	Registration- Every Child Counts Conference, Monterey, CA, 1/13-15, 2016
OCONNOR,MEGHANN	ASSOC SUPERV AND CURR	89.00	Association for Supervision and Curriculum Development Membership
OCONNOR,MEGHANN	WALMART.COM	236.97	Storage Bins for student files.
OCONNOR,MEGHANN Total		2423.54	
ORAM,CHRISTOPHER	MSFT * E02001M05T	105.30	Monthly charge for 26 Office 365/SharePoint licenses
ORAM,CHRISTOPHER	AMAZON.COM	505.00	Leadership Books
ORAM,CHRISTOPHER	IN *NAME BADGE PRODUCT	102.25	Magnetic name badge holder
ORAM,CHRISTOPHER	CONVENTION CTR 1150	15.00	Parking for CSBA Conference
ORAM,CHRISTOPHER	SQ *CSBA	34.51	Leadership Book
ORAM,CHRISTOPHER	SQ *CSBA	129.28	Leadership Books
ORAM,CHRISTOPHER Total		891.34	
ORENDAIN,ADRIANA	PARTS TOWN, LLC	140.86	Repair parts for Las Palmas kitchen
ORENDAIN,ADRIANA	WM SUPERCENTER #5023	15.66	Lock for warehouse cage
ORENDAIN,ADRIANA	WAL-MART #5023	11.96	Lock for warehouse cage
ORENDAIN,ADRIANA Total		168.48	
RUAN,SONIA	SMARTNFINAL34710803476	65.36	Attendance Incentives
RUAN,SONIA	CARTRIDGE WORKS	67.96	Ink cartridge for Classroom Printer.
RUAN,SONIA Total		133.32	
SANCHEZ,STEVEN	SMARTNFINAL34710803476	20.78	Attendance Incentives
SANCHEZ,STEVEN	SMARTNFINAL34710803476	84.60	Attendance Incentives
SANCHEZ,STEVEN	SMARTNFINAL34710803476	190.77	Attendance Incentives for Kinder Classrooms.
SANCHEZ,STEVEN	AMAZON MKTPLACE PMTS	40.00	Special whole punchers for running club use.
SANCHEZ,STEVEN Total		336.15	
VASQUEZ,CINDY	DNH*GODADDY.COM	69.99	Annual security certificate fee to run online reports
VASQUEZ,CINDY	OFFICE DEPOT #0963	59.93	Office Supplies
VASQUEZ,CINDY	ACT*NOVELL INC.	2100.00	Five day Novell training for the technology department
VASQUEZ,CINDY	COASTAL MEDICAL WEIGHT	112.00	Reimbursed by Personal Check

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Account Name	Merchant Name	Amount	Expense Description
VASQUEZ,CINDY	WESTIN	45.01	Parking- Accountability Leadership Institute in LA
VASQUEZ,CINDY Total		2386.93	
VICARIO,LUZ S	AMAZON MKTPLACE PMTS	67.81	Ink cartridges for Classroom Printers.
VICARIO,LUZ S	HILTON	133.36	Lodgong- Hilton in LA for Conference
VICARIO,LUZ S	AMAZON MKTPLACE PMTS	67.81	Ink Cartridges for Classroom Printers.
VICARIO,LUZ S	AMAZON MKTPLACE PMTS	67.81	Ink Cartridges for Classroom Printers.
VICARIO,LUZ S	AMAZON MKTPLACE PMTS	339.05	Ink cartridges for Classroom Printers.
VICARIO,LUZ S	AMAZON MKTPLACE PMTS	135.62	Ink cartridges for Classroom Printers.
VICARIO,LUZ S	GIANT NEW YORK PIZZA	59.00	Pizza for Attendance Incentives.
VICARIO,LUZ S Total		870.46	
VINE,BRYAN	SCHOLASTIC BOOK FAIRS	50.00	Books for classroom libraries.
VINE,BRYAN	SCHOLASTIC BOOK FAIRS	50.00	Books for classroom libraries.
VINE,BRYAN	SCHOLASTIC BOOK FAIRS	50.00	Books for classroom libraries.
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VINE,BRYAN	SCHOLASTIC BOOK FAIRS	50.00	Books for classroom libraries.
VINE,BRYAN	SCHOLASTIC BOOK FAIRS	50.00	Books for classroom libraries.
VINE,BRYAN	SCHOLASTIC BOOK FAIRS	85.39	Books for classroom libraries.
VINE,BRYAN	SCHOLASTIC BOOK FAIRS	17.43	Books for classroom libraries.
VINE,BRYAN	SCHOLASTIC BOOK FAIRS	46.80	Books for classroom libraries.
VINE,BRYAN	SCHOLASTIC BOOK FAIRS	50.00	Books for classroom libraries.
VINE,BRYAN	SCHOLASTIC BOOK FAIRS	49.00	Books for classroom libraries.
VINE,BRYAN	OFFICE DEPOT #0963	32.67	Certificates for student of the month recognition assemblies.
VINE,BRYAN	FOOD4LESS #0346	9.96	Juice for pizza party awarded to classes with best attendance.
VINE,BRYAN Total		791.25	

Grand Total

\$ 22,217.43