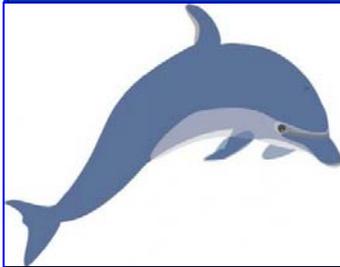


SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2014-15

Published During 2015-16

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



CENTRAL SCHOOL
933 E. Avenue · National City, CA 91950
(619) 336-7400 · Fax (619) 336-7455
Principal, Leticia Hernández
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 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

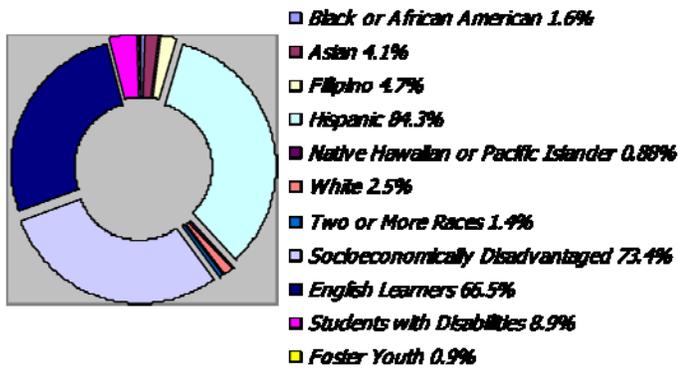
Cynthia Frazee
Assistant Superintendent

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School Accountability Report Card

Student Enrollment by Group - 2014-15



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



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

Note: High-poverty schools are defined as those schools with student eligibility

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

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.

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	

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 23, 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		

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).

Central 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	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%	--	--	--	--

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	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

Central 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	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%	--	--	--	--

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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

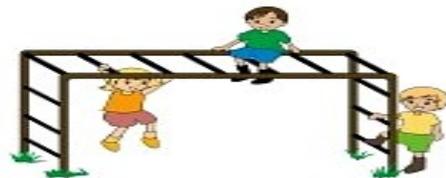
Student Group	Percent of Students at Scoring or Proficient or Advanced
All Students in the LEA	41%
All Students at the School	48%
Male	47%
Female	50%
Hispanic or Latino	43%
Socioeconomically Disadvantaged	23%
English Learners	51%

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	25.3%	17.2%	8.1%

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.

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	Not in PI	In PI
First year of Program Improvement	2006-07	2011-12
Year in Program Improvement	N/A	Year 3
PI Exit Year	2014-15	N/A
Number of Schools Currently in PI		8
Percent of Schools Currently in PI		80.9%

Central Elementary School

Adequate Yearly Progress Overall and by Criteria — 2014-15

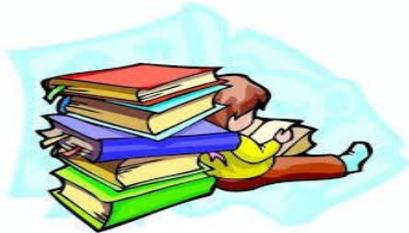
AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate—English Language Arts	Yes	Yes	Yes
Met Participation Rate—Mathematics	Yes	Yes	Yes
Met Percent Proficient—English Language Arts	N/A	N/A	N/A
Met Percent Proficient—Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes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

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

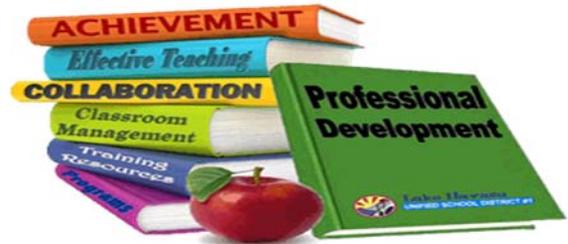
Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.0	2	4	0	16.0	4	3	0	19.0	4	2	
1	14.0	4	3	0	16.0	3	3	0	23.0		3	
2	15.0	4	2	0	15.0	5	2	0	23.0		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



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	\$43,960	\$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	42.0%	41.0%
Percentage of Budget for Administrative Salaries	5.0%	6.0%

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.

