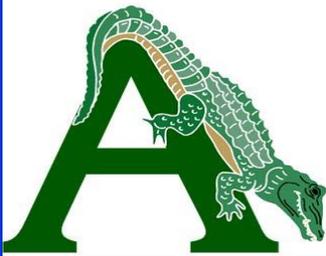


SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2014-15

Published During 2015-16

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



LAS PALMAS SCHOOL
1900 E. 18th Street · National City, CA 91950
(619) 336-8500 · Fax (619) 336-8555
Principal, Steven Sanchez
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

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**

Table of Contents

Enrollment- Grade & Group	2
Teachers	2
Adopted Textbooks	2
Instructional Program	3
School Facilities	3
CAASPP Results – All	4
CAASPP Results – ELA	5
CAASPP Results – Math	7
CST Results – Science	9
Parent Participation	10
Class Size	11
School Finances	12
Professional Development	12

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:

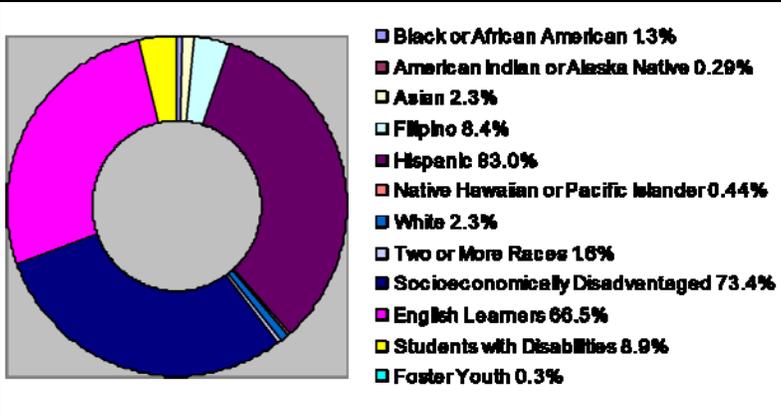
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.



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



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

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



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.

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 SuccessMaker 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)	34%	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	102	97	95.1%	43.0%	30.0%	18.0%	9.0%
Male	102	42	41.2%	48.0%	36.0%	10.0%	7.0%
Female	102	55	53.9%	40.0%	25.0%	24.0%	11.0%
Asian	102	3	2.9%	--	--	--	--
Filipino	102	3	2.9%	--	--	--	--
Hispanic or Latino	102	87	85.3%	44.0%	30.0%	18.0%	8.0%
White	102	1	1.0%	--	--	--	--
Two or More Races	102	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	102	76	74.5%	45.0%	32.0%	18.0%	5.0%
English Learners	102	55	53.9%	51.0%	31.0%	15.0%	4.0%
Students with Disabilities	102	11	10.8%	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	111	105	94.6%	49.0%	18.0%	24.0%	10.0%
Male	111	49	44.1%	53.0%	18.0%	27.0%	2.0%
Female	111	56	50.5%	45.0%	18.0%	21.0%	16.0%
Black or African American	111	1	0.9%	--	--	--	--
American Indian or Alaska Native	111	2	1.8%	--	--	--	--
Asian	111	2	1.8%	--	--	--	--
Filipino	111	10	9.0%	--	--	--	--
Hispanic or Latino	111	86	77.5%	50.0%	21.0%	20.0%	9.0%
White	111	1	0.9%	--	--	--	--
Two or More Races	111	3	2.7%	--	--	--	--
Socioeconomically Disadvantaged	111	85	76.6%	54.0%	16.0%	20.0%	9.0%
English Learners	111	38	34.2%	84.0%	13.0%	3.0%	0.0%
Students with Disabilities	111	10	9.0%	--	--	--	--

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

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	112	106	94.6%	44.0%	21.0%	25.0%	10.0%
Male	112	54	48.2%	52.0%	19.0%	26.0%	4.0%
Female	112	52	46.4%	37.0%	23.0%	23.0%	17.0%
Black or African American	112	3	2.7%	--	--	--	--
Asian	112	11	9.8%	45.0%	18.0%	36.0%	0.0%
Hispanic or Latino	112	90	80.4%	46.0%	21.0%	23.0%	10.0%
Native Hawaiian or Pacific Islander	112	1	0.9%	--	--	--	--
White	112	1	0.9%	--	--	--	--
Socioeconomically Disadvantaged	112	80	71.4%	46.0%	25.0%	20.0%	9.0%
English Learners	112	41	36.6%	76.0%	20.0%	5.0%	0.0%
Students with Disabilities	112	7	6.3%	--	--	--	--

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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	100	97	97.0%	22.0%	37.0%	28.0%	13.0%
Male	100	45	45.0%	29.0%	47.0%	16.0%	9.0%
Female	100	52	52.0%	15.0%	29.0%	38.0%	17.0%
Black or African American	100	2	2.0%	--	--	--	--
Asian	100	3	3.0%	--	--	--	--
Filipino	100	10	10.0%	--	--	--	--
Hispanic or Latino	100	80	80.0%	23.0%	39.0%	28.0%	11.0%
White	100	1	1.0%	--	--	--	--
Two or More Races	100	1	1.0%	--	--	--	--
Socioeconomically Disadvantaged	100	81	81.0%	21.0%	37.0%	30.0%	12.0%
English Learners	100	26	26.0%	38.0%	50.0%	12.0%	0.0%
Students with Disabilities	100	7	7.0%	--	--	--	--
Students Receiving Migrant Education Services	100	1	1.0%	--	--	--	--

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- Level 1 = Standard not met,
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- 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	102	99	97.1%	53.0%	27.0%	17.0%	3.0%
Male	102	42	41.2%	48.0%	31.0%	17.0%	5.0%
Female	102	57	55.9%	56.0%	25.0%	18.0%	2.0%
Asian	102	3	2.9%	--	--	--	--
Filipino	102	3	2.9%	--	--	--	--
Hispanic or Latino	102	89	87.3%	53.0%	29.0%	17.0%	1.0%
White	102	1	1.0%	--	--	--	--
Two or More Races	102	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	102	78	76.5%	55.0%	29.0%	13.0%	3.0%
English Learners	102	57	55.9%	58.0%	28.0%	14.0%	0.0%
Students with Disabilities	102	11	10.8%	91.0%	0.0%	9.0%	0.0%

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

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	111	107	96.4%	37.0%	45.0%	15.0%	2.0%
Male	111	51	45.9%	37.0%	45.0%	16.0%	0.0%
Female	111	56	50.5%	38.0%	45.0%	14.0%	4.0%
Black or African American	111	1	0.9%	--	--	--	--
American Indian or Alaska Native	111	2	1.8%	--	--	--	--
Asian	111	2	1.8%	--	--	--	--
Filipino	111	10	9.0%	--	--	--	--
Hispanic or Latino	111	87	78.4%	39.0%	45.0%	13.0%	2.0%
White	111	2	1.8%	--	--	--	--
Two or More Races	111	3	2.7%	--	--	--	--
Socioeconomically Disadvantaged	111	87	78.4%	39.0%	45.0%	13.0%	2.0%
English Learners	111	38	34.2%	55.0%	42.0%	3.0%	0.0%
Students with Disabilities	111	10	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,
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- 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	112	106	94.6%	59.0%	33.0%	5.0%	3.0%
Male	112	54	48.2%	61.0%	33.0%	2.0%	4.0%
Female	112	52	46.4%	58.0%	33.0%	8.0%	2.0%
Asian	112	3	2.7%	--	--	--	--
Filipino	112	11	9.8%	73.0%	27.0%	0.0%	0.0%
Hispanic or Latino	112	90	80.4%	59.0%	33.0%	6.0%	2.0%
Native Hawaiian or Pacific Islander	112	1	0.9%	--	--	--	--
White	112	1	0.9%	--	--	--	--
Socioeconomically Disadvantaged	112	80	71.4%	61.0%	34.0%	3.0%	3.0%
English Learners	112	41	36.6%	88.0%	12.0%	0.0%	0.0%
Students with Disabilities	112	7	6.3%	--	--	--	--

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- 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	100	97	97.0%	31.0%	40.0%	14.0%	13.0%
Male	100	45	45.0%	38.0%	42.0%	7.0%	13.0%
Female	100	52	52.0%	25.0%	38.0%	21.0%	13.0%
Asian	100	2	2.0%	--	--	--	--
Black or African American	100	3	3.0%	--	--	--	--
Filipino	100	10	10.0%	--	--	--	--
Hispanic or Latino	100	80	80.0%	34.0%	41.0%	15.0%	9.0%
White	100	1	1.0%	--	--	--	--
Two or More Races	100	1	1.0%	--	--	--	--
Socioeconomically Disadvantaged	100	81	81.0%	30.0%	41.0%	16.0%	12.0%
English Learners	100	26	26.0%	62.0%	31.0%	4.0%	4.0%
Students with Disabilities	100	7	7.0%	--	--	--	--
Students Receiving Migrant Education Services	100	1	1.0%	--	--	--	--

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

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)	40.0%	42.0%	39.0%	37.0%	48.0%	41.0%	59.0%	60.0%	56.0%

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.



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	39%
Male	36%
Female	42%
Filipino	36%
Hispanic or Latino	38%
Socioeconomically Dis-advantaged	37%
English Learners	8%
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	29.1%	17.3%	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.

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.

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	1.7%	1.7%	1.4%	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%



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.

Las Palmas Elementary School



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		8
Percent of Schools Currently in PI		80.9%

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	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

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	22.0		4	23.0		4	23.0	1	4					
1	22.0		4	23.0		3	19.0	2	1					
2	22.0	1	5	21.0	1	4	24.0		4					
3	22.0		5	21.0	1	5	21.0	1	4					
4	24.0	1	3	33.0		1	31.0		3					
5	32.0		3	29.0		3	31.0		3	1				
6	33.0			32.0		2	23.0	1	2					
Other	10.0	1		10.0	1									

*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/td/cs/>.

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%	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 BTSAs 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.

