



# Lincoln Acres Elementary School

2200 Lanoitan Avenue • National City, CA 91950 • (619) 336-8600 • Grades P-6

Raymond Ruiz, Principal

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www.nsd.us

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **National School District**

1500 N Ave.

National City, CA 91950

(619) 336-7500

www.nsd.us

### **District Governing Board**

Barbara Avalos

**Board President**

Brian Clapper

**Board Clerk**

Maria Betancourt-Castañeda

**Board Member**

Maria Dalla

**Board Member**

Alma Sarmiento

**Board Member**

### **District Administration**

Dr. Leighangela Brady

**Superintendent**

Dr. Sharmila Kraft

**Assistant Superintendent**

**Educational Services**

Chris Carson

**Assistant Superintendent**

**Business Services**

Dr. Leticia Hernandez

**Assistant Superintendent**

**Human Resources**

### **School Description**

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 compassionate and innovative leaders 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 academic and social development.
- Integrate STEAM+ content with Literacy to provide real-world learning, content literacy, application, and higher-ordered thinking skills.
- 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 via our PBIS program 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.

Lincoln Acres Vision and Mission Statement

"Today's Learners . . . Tomorrow's Leaders!"

Message from Principal, Raymond Ruiz

Lincoln Acres School is a kindergarten through sixth grade elementary school located in an unincorporated area 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 25 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 our 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, administration, and parents, facilitates student achievement.

Our focus on the Common Core State Standards and the effective implementation 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. During the summer of 2014 approximately half of our teachers participated in a week-long STEMposium 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. In 2017 and 2018, four teachers were selected to participate in the STEM training at the University of Notre Dame. In 2019, this team attended a three-day workshop at Stanford University. The impact of this training will trickle through our entire staff through the train-the-trainer model of professional development for all teachers. During this training staff received training on incorporating the STEAM+ subjects into the curriculum. These STEAM (Science, Technology, Engineering, Arts & Math ) subjects integrated with English Language Arts has increased student engagement and motivation in the classroom. Our staff has self-identified as a STEAM+ school and a core of teachers have presented workshops at STEAM+ conferences throughout Southern California. Students have had increased opportunities to explore life, physical and earth sciences. The excitement from the students has been evidenced throughout the day, but most especially in student projects.

This dedicated staff has provided many extra opportunities above and beyond the regular school day to provide additional support to our children. Our school in partnership with the YMCA provides extended learning opportunities before and after school. The YMCA provides supervised academic enrichment, homework help, nutritious snack time, and sports on our campus from 6 a.m. to 6 p.m. on school days.

Lincoln Acres has a very active Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), and School Site Council (SSC). We are thankful to have such a wonderful group of dedicated parents to help us support our educational program. We are always seeking parents and community members to volunteer at Lincoln Acres School.

#### Vision

Our vision is to provide our students with a superior education by incorporating the intersections of Literacy and STEAM subjects where students, families, and teachers are active learners through relevant, rigorous, and engaging hands-on-experiences, that lead to innovation and connect to the real world to ensure our students become compassionate professionals prepared for

21st Century careers.

#### About the 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	67
Grade 2	79
Grade 3	85
Grade 4	72
Grade 5	83
Grade 6	83
Total Enrollment	552

**2018-19 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	1.1
Asian	2
Filipino	3.1
Hispanic or Latino	89.7
Native Hawaiian or Pacific Islander	0.2
White	2.2
Two or More Races	1.1
Socioeconomically Disadvantaged	80.3
English Learners	53.6
Students with Disabilities	16.7
Foster Youth	0.7
Homeless	6

**A. Conditions of Learning**
**State Priority: Basic**

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

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

Teacher Credentials for Lincoln Acres Elementary School	17-18	18-19	19-20
With Full Credential	25	25	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for National School District	17-18	18-19	19-20
With Full Credential	♦	♦	226
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

**Teacher Misassignments and Vacant Teacher Positions at Lincoln Acres Elementary School**

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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, Availability of Textbooks and Instructional Materials (School Year 2019-20)

### Textbooks and Instructional Materials

Year and month in which data were collected: 12/20/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton-Mifflin-Harcourt California GO MATH! 2015-2016  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### 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 and assistant principal work daily with the custodial staff and the custodial supervisor to develop cleaning schedules in ensuring 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 the following: adding air conditioners to every classroom and multi-purpose room, upgrading electrical capacity for four school sites, a complete upgrade of our network cabling, upgrading network infrastructure hardware 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.

#### The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 08/09/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Rm 2 - Peeling paint on door frame; broken glass in cabinet; holes on wall. Hallway - Recaulk tiles in RR; cracked paint by room 4. Nurse's Office - Hole in wall; peeling paint; paint touch up; peeling paint on door; ceiling tile in restroom. Action Taken - Work orders requested for repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Rm 15 - Ceiling tiles; loose plaster; peeling paint sink cabinet; window screen. Action Taken - Work orders requested for repairs.
<b>Electrical:</b> Electrical	Good	Hallway - Peeling paint by double black doors; electrical plate by main entrance; peeling paint by 3A and main office. Rm 4 - Daisy chain. Action Taken - Work orders requested for repairs.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Boys, girls, and staff restroom by rm 11 - Peeling paint skylights; replace boys restroom sign; dry wall tape coming off. Action Taken - Work orders requested for repairs.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Rm 1B - Double doors peeling paint on frame; chemical in closet. Action Taken - Work orders requested for repairs.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Rm 19 - Window screens; speakers ceiling tiles. Action Taken - Work orders requested for repairs.
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	36	39	43	43	50	50
Math	26	25	33	33	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	23.5	8.2	7.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	314	310	98.73	39.03
Male	165	163	98.79	34.97
Female	149	147	98.66	43.54
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	288	284	98.61	36.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	260	259	99.62	34.75
English Learners	216	212	98.15	33.49
Students with Disabilities	46	45	97.83	13.33
Foster Youth	--	--	--	--
Homeless	26	26	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	314	313	99.68	25.24
Male	165	164	99.39	28.66
Female	149	149	100.00	21.48
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	288	287	99.65	24.04
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	260	260	100.00	23.46
English Learners	216	215	99.54	24.19
Students with Disabilities	46	45	97.83	8.89
Foster Youth	--	--	--	--
Homeless	26	26	100.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2019-20)

Contact Person Name: Elizabeth Vidrios

Phone Number: (619) 336-8651

- i-ready
- Accelerated Reader
- Book Fair
- Chaperone field trips & classroom projects
- District Parent Advisory Council (DPAC)
- English Language Advisory Committee (ELAC)
- Fall Festival
- Family Reading Nights
- STEAM Days and Nights
- Grandparent Program (Catholic Charities)
- Parent/Teacher Association (PTA)
- Parent Education Opportunities (Nutrition, Por la Vida, English Classes, Mano a Mano)
- Parent Volunteers (Volunteer Workshops)
- PeaceBuilders
- Makerspace
- School Site Council (SSC)
- Student of the Month Assemblies
- Technology Events
- Vision and Dental Outreach Services



**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

**School Safety Plan**

Date the plan was last updated: October, 2019

Date the plan was last reviewed with the staff: September, 2019

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

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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.1	4.0	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	1.5	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	.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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	5.0

\* 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.

#### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	2	2		14	3	2		17	4	2	
1	22		4		22	1	2		24		2	
2	20	1	2		20	2	2		23		3	
3	19	1	3		22		3		18	3	2	
4	25		3		33			2	33		1	1
5	33			2	33			2	32		2	
6	33			3	24	2	2	1	25	1	2	1
Other**	11	3			13	1			12	1		

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

\*\* "Other" category is for multi-grade level classes.

#### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13	23	26

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 (ARC and Benchmark) and mathematics (UCI Math Project), as well as specific training to support the needs of English Learners. The project includes hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core to assist our teachers in the implementation of our GoMath adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and ELA was selected in response to the needs highlighted in our CAASPP data. In the area of language arts, all of our teachers will receive in-depth professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. Both these areas of focus have been delivered through teacher release days, bi-weekly data team meetings, collaboration days and weekly staff meetings, off the clock offerings and during individual teacher planning days. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. In addition, Our counselors have received training on the Sanford Harmony social-emotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students. 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.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,104	\$45,741
Mid-Range Teacher Salary	\$68,585	\$81,840
Highest Teacher Salary	\$102,647	\$102,065
Average Principal Salary (ES)	\$126,006	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$200,349	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

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

Title I \$75,745

LCAP Supplemental and Concentration Funds \$209,737

Total \$ 285,482

#### DataQuest

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

#### 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.

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	4,689	533	4,119	59,598
District	N/A	N/A	4,571	\$76,870.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-10.4	-13.0
School Site/ State	-27.4	-20.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.