Kimball Elementary School

301 W 18th St • National City, CA 91950 • 619-336-8300 • Grades PS-6
Sonia Ruan, Principal
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

School Description

Kimball School was built in 1941 on the west side of National City, it is nestled in a mixed use community. It is surrounded by a community that is supportive of the success of our students. In 2012 Kimball School launched the first year of a 50:50 Dual Language Spanish and English Program. Our expectation is to have our students reading, writing and speaking in both languages. Upon entering Kimball you will notice a welcoming atmosphere as well as an aesthetically pleasing building. There are hardwood floors in the main building and a state of the art kitchen. There are two separate playgrounds one for primary and upper grade students. The school currently has a population of 400 students.

School's Mission Statement & Core Values

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

Message from Principal, Sonia Ruan

The teachers, staff, and parents of our school community believe that all students can be successful in a challenging and engaging curriculum. Kimball School is committed to forging new pathways in education to create confident bilingual, bi-literate students, who will lead the way in developing a strong economic community. The Dual Language Program was established in 2012 and will continue to increase by one grade level each year until it is offered kindergarten through sixth grade in the year 2018. Other benefits include increased teacher capacity through high-quality, focused staff development and coaching, increasing instructional capacity by developing collaborative practices focused on student achievement, access and strategic use of technology by all students to improve academic progress, and ongoing improvement of school facilities. In addition, we are committed to providing academic support networks and intervention strategies so that all our students have an opportunity for success. While barriers to achievement still exist, we have achieved extraordinary success and continue persisting and persevering through major obstacles. As a community of learners, we are constantly investigating and implementing best strategies on a school-wide basis to ensure our students achieve and succeed. We have received various awards for our outstanding programs. We have been recognized by the Springboard Association for our Best Practices.

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	65
Grade 1	63
Grade 2	62
Grade 3	47
Grade 4	47
Grade 5	66
Grade 6	46
Total Enrollment	396

2016-17 Student Enrollment by Group	
Black or African American	0.5
American Indian or Alaska Native	0
Asian	0.8
Filipino	2
Hispanic or Latino	94.4
Native Hawaiian or Pacific Islander	0
White	0.5
Two or More Races	1.8
Socioeconomically Disadvantaged	53.8
English Learners	66.4
Students with Disabilities	7.8
Foster Youth	0

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			
Kimball Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	17	18	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
National School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	226
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Kimball Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*   "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 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: August 23, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton-Mifflin Sopris West Read Well Sopris Read Well 2003/2004 2010-2011 2010-2011 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton-Mifflin-Harcourt 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 Ciencia 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 **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Kimball's main campus was built in 1940. Since our opening the following major renovations or improvements have been addressed:

1993—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry

1997—Relocatables were added to support class size reduction

1998—Relocatables were added to support class size reduction

Summer 2006 – Rooms 21, 22, and 23 were removed and replaced with new relocatables. The auditorium was newly renovated with new curtains, mini-blinds and refinished hardwood floors.

Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.

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

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

Maintenance and Repair

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

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/19/2017				
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No findings
Interior: Interior Surfaces	X			Multipurpose Room stage doors are missing a handle, stage floor is badly scratched, areas around main doors need paint and repair. Boys and Girls Restrooms have interior wall cracks, the hallway by the Multipurpose Room has some broken floor tiles. Work orders for all repairs have been submitted. Work to be completed before the end of the 2017-2018 school year.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Rooms 5, 11 were dirty. Custodian was advised and rooms have been cleaned.
Electrical: Electrical	X			Lights out in Rooms 3 and 22. Work order has been submitted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 8 sink water pressure too high. Room 9 sink slow to drain. Room 13 faucet loose. Room 25 drinking fountain leaking. Work orders have been submitted for all repairs.
Safety: Fire Safety, Hazardous Materials	X			No findings

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/19/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			Room 24 ramp has small hole. Work order has been submitted, repairs scheduled for completion prior to the end of the 2017-2018 school year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door of Room 28 hits ramp. Work order has been submitted.
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	44	36	40	41	48	48
Math	29	29	29	31	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	40	27	41	34	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	**2016-17 Percent of Students Meeting Fitness Standards**		
5	16.9	7.7	0

* 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.

<table>
<tr><td colspan="5">2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)</td></tr>
<tr><td rowspan="2">Group</td><td colspan="2">Number of Students</td><td colspan="2">Percent of Students</td></tr>
<tr><td>Enrolled</td><td>with Valid Scores</td><td>w/ Valid Scores</td><td>Proficient or Advanced</td></tr>
<tr><td>All Students</td><td>55</td><td>52</td><td>94.6</td><td>26.9</td></tr>
<tr><td>Male</td><td>32</td><td>30</td><td>93.8</td><td>26.7</td></tr>
<tr><td>Female</td><td>23</td><td>22</td><td>95.7</td><td>27.3</td></tr>
<tr><td>Hispanic or Latino</td><td>50</td><td>48</td><td>96.0</td><td>27.1</td></tr>
<tr><td>Socioeconomically Disadvantaged</td><td>49</td><td>47</td><td>95.9</td><td>23.4</td></tr>
<tr><td>English Learners</td><td>36</td><td>33</td><td>91.7</td><td>9.1</td></tr>
</table>

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

<table>
<tr><td colspan="5">School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>All Students</td><td>207</td><td>197</td><td>95.17</td><td>35.53</td></tr>
<tr><td>Male</td><td>117</td><td>111</td><td>94.87</td><td>28.83</td></tr>
<tr><td>Female</td><td>90</td><td>86</td><td>95.56</td><td>44.19</td></tr>
<tr><td>Asian</td><td>--</td><td>--</td><td>--</td><td>--</td></tr>
<tr><td>Filipino</td><td>--</td><td>--</td><td>--</td><td>--</td></tr>
<tr><td>Hispanic or Latino</td><td>198</td><td>188</td><td>94.95</td><td>36.17</td></tr>
<tr><td>Two or More Races</td><td>--</td><td>--</td><td>--</td><td>--</td></tr>
<tr><td>Socioeconomically Disadvantaged</td><td>134</td><td>126</td><td>94.03</td><td>31.75</td></tr>
<tr><td>English Learners</td><td>167</td><td>157</td><td>94.01</td><td>35.67</td></tr>
<tr><td>Students with Disabilities</td><td>26</td><td>26</td><td>100</td><td>3.85</td></tr>
</table>

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 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
All Students	207	207	100	28.5
Male	117	117	100	25.64
Female	90	90	100	32.22
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	198	198	100	27.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	134	134	100	23.13
English Learners	167	167	100	26.95
Students with Disabilities	26	26	100	7.69

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Contact Person Name: Veronica Garcia
Phone Number: (619) 336-8361
Home/School Partnership:
• Bi-monthly School Newsletter
• Parent Volunteer Workshops
• Parent Literacy Workshops
• Parent Content Night
• School Site Council
• English Language Learners Committee
• District Parent Advisory Committee (DPAC)
• CA Association for Bilingual Education (CABE)
• Adelante Mujer
• Parent Education
• Open House

State Priority: School Climate
The SARC provides the following information relevant to the 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: December, 2017

Date the plan was last reviewed with the staff: December, 2017

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

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.9	0.2	2.8
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.8	1.0	2.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	1.0 (District)
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	1.0 Language
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)											
K	19	21	21	3	1	1		2	2		
1	19	21	24	2	1		1	2	2		
2	20	24	22	1			1	2	3		
3	24	22	22				2	2	2		
4	30	31	28				1	1	1	1	
5	29	31	29				2	1	2		
6	24	31	26	1		1	2	2	2		
Other	9	17	10	1	1	1		1			

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

Professional Development provided for Teachers

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

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$45,498	$48,678
Mid-Range Teacher Salary	$64,520	$78,254
Highest Teacher Salary	$86,659	$96,372
Average Principal Salary (ES)	$125,145	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$230,807	$212,818
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	5%	5%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
School Site	$5,488	$935	$4,553	$65,511
District	◆	◆	$4,571	$68,228
State	◆	◆	$6,574	$78,363
Percent Difference: School Site/District			-0.4	-4.4
Percent Difference: School Site/ State			-19.8	-12.8

* Cells with ◆ do not require data.

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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 with PI School $153,966
LCAP Supplemental and Concentration Funds $119,569
Total: $273,535

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 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.