

# Kimball Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Kimball Elementary School
<b>Street</b>	302 W. 18th Street
<b>City, State, Zip</b>	National City, CA 91950
<b>Phone Number</b>	619-336-8300
<b>Principal</b>	Francisco Lopez
<b>Email Address</b>	franciscolopez@nsd.us
<b>School Website</b>	www.nsd.us
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	37-68221-6038772

### 2024-25 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website</b>	www.nsd.us

### 2024-25 School Description and Mission Statement

Kimball School was built in 1941 on the west side of National City. 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 390 students. During the upcoming school year, we will promote our second cohort of students to the middle school. This cohort has been in the dual language immersion program since kindergarten grade.

## 2024-25 School Description and Mission Statement

### 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, A World of 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 in a global economy.

### Our Vision

One child, two languages, unlimited possibilities.

### Our Mission

Like our namesake, Frank Kimball, an early visionary leader in National City, the second oldest city in San Diego County, Kimball Dual Language School: Strives to encourage and promote each individual in realizing their full potential. As a learning community, we collaborate to educate and nurture students, parents, and staff. By providing rigorous standards and instruction in two languages we prepare our students to develop an appreciation of diverse cultures, to be critical thinkers and problem solvers of the future.

### Message from Principal, Francisco Lopez

As a Dual Language school, we are committed to fostering an environment where bilingualism, biliteracy, and cultural competency are celebrated and nurtured. By immersing students in a curriculum that integrates academic excellence with language development, we empower them to thrive in a globalized world. Our programs ensure that students gain proficiency in English and the target language, cultivating critical thinking, collaboration, and creativity. We recognize the profound cognitive, social, and academic benefits that come with dual language education and strive to make these accessible to every learner in our diverse community.

In collaboration with teachers, staff, and parents, we create a supportive network that champions equity, inclusion, and each student's unique strengths. We aim to inspire a love of learning and cultural appreciation. Our shared vision is to prepare students not only for academic success but also for meaningful participation in a multicultural society. Together, we celebrate every achievement and overcome challenges, fostering a community that believes in every child's potential to succeed and lead.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	51
Grade 2	44
Grade 3	28
Grade 4	55
Grade 5	41
Grade 6	56
<b>Total Enrollment</b>	<b>356</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.2
Male	45.8
Black or African American	0.3
Filipino	0.8
Hispanic or Latino	96.9
Two or More Races	0.6
White	0.8
English Learners	61.8
Foster Youth	0.3
Homeless	6.7
Socioeconomically Disadvantaged	79.8
Students with Disabilities	14.3

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.70	100.00	226.90	93.41	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.00	1.24	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	13.00	5.35	18854.30	6.86
<b>Total Teaching Positions</b>	16.70	100.00	242.90	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.00	100.00	193.80	91.50	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.00	0.47	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.00	1.42	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	14.00	6.61	15831.90	5.67
<b>Total Teaching Positions</b>	15.00	100.00	211.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.50	100.00	191.00	91.69	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.00	0.96	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.00	0.96	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	13.30	6.39	14303.80	5.15
<b>Total Teaching Positions</b>	16.50	100.00	208.30	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected 8/28/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt GO MATH! 2015/2016	Yes	0%
<b>Science</b>	McGraw-Hill - (Eng.) CA Science (Span.) CA Ciencia 2008/2009	Yes	0%
<b>History-Social Science</b>	H.M. Harcourt Reflections 2007/2008	Yes	0%
<b>Foreign Language</b>	Benchmark Advanced/Adelante for English Language Development 2020	Yes	0%

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

## School Facility Conditions and Planned Improvements

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.

In January of 2024, our school campus faced significant challenges when severe floods caused extensive damage to three classrooms. The unexpected disaster disrupted our learning environment and required immediate action to ensure the safety of our students and staff. Despite the difficulties, our school community came together with resilience and determination to address the situation. Temporary measures were put in place to continue instruction. At the same time, repairs were underway, and the unwavering support from the district played a critical role in helping us navigate this challenging time. 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, newly installed blinds, new carpeting, and purchasing new furniture. 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 was installed 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. In 2017 the kitchen area in the auditorium received a major upgrade with a new tiled look. During the summer of 2019 the hallways in the main building were all upgraded with vinyl tack board, freshly painted and the floors were once again refurbished, giving the main entrance to the building a very modern look. During the summer of 2023 the whole school was painted with a new color. We continue to make sure our facilities support the safety and learning experiences of our students.

### 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. Due to the current COVID-19 situation we have adopted cleaning standards that promote a healthy environment and mitigate transmission and spread of the virus.

### 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.

### Year and month of the most recent FIT report

8/6/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			



## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces		X		Deficiencies: Boys RR, Rm. 10, Rm. 12, Rm. 13, Storage, Rm. 14, 14A Hallway, 14A Storage, 17 FRC Modular, 21 Modular (comments not provided)  Action Taken: Work orders submitted.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Deficiencies - Overall Cleanliness: Custodial Rm., Boys RR MPR, Girls RR MPR, 17 FRC Modular, 21 Modular (comments not provided)  Action Taken: Work orders submitted.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	35	37	31	30	46	47
<b>Mathematics</b> (grades 3-8 and 11)	25	29	25	24	34	35

### 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	182	182	100.00	0.00	36.81
Female	95	95	100.00	0.00	44.21
Male	87	87	100.00	0.00	28.74
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	177	177	100.00	0.00	36.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	84	84	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	17	17	100.00	0.00	35.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	124	124	100.00	0.00	33.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	28	100.00	0.00	10.71

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	182	182	100.00	0.00	28.57
<b>Female</b>	95	95	100.00	0.00	29.47
<b>Male</b>	87	87	100.00	0.00	27.59
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	177	177	100.00	0.00	28.25
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	84	84	100.00	0.00	8.33
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	17	17	100.00	0.00	41.18
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	124	124	100.00	0.00	25.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	28	28	100.00	0.00	7.14

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	11.86	23.81	18.43	19.16	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	42	42	100.00	0.00	23.81
<b>Female</b>	20	20	100.00	0.00	35.00
<b>Male</b>	22	22	100.00	0.00	13.64
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	41	41	100.00	0.00	24.39
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	18	18	100.00	0.00	5.56
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	31	31	100.00	0.00	25.81
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### 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.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93	93	93	93	93

## 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 regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Contact Person Name: Francisco Lopez, Principal  
Phone Number: (619) 336-8350

\*\*Home/School Partnership:

Parents play a very important role at Kimball Elementary School. We believe: "When parents, students, teachers, and community partners work together, they make a difference in a child's educational journey."

We take pride in learning through the expertise parents bring to our school. We value their commitment to our students, as well as our school vision. Our goal each day is to make sure our parents see our school as a learning community. We encourage parents to read with their children at home, provide cultural activities, and attend school functions with their children. We encourage parents to become actively involved in our school. The following are opportunities for parents to engage with the school:

- Weekly Parent 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)
- Coffee with the Principal
- Back to School Night
- PTA
- Student recognition assemblies
- Festivals

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	380	366	97	26.5
Female	204	198	52	26.3
Male	176	168	45	26.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	367	354	94	26.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	232	228	62	27.2
Foster Youth	--	--	--	--
Homeless	25	24	9	37.5
Socioeconomically Disadvantaged	308	298	84	28.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	63	60	17	28.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### 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



## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.65	0	0	1.12	1.89	1.11	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

SB187 Safety Plan

Date the plan was last updated and board approved: February 2024

Date the plan was last reviewed with the staff: July 2024

## 2024-25 School Safety Plan

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 to 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 in the school's front office. Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan aims to provide security for students, teachers, and family members in case of unexpected and disruptive events. Throughout the school year, we hold ten (10) fire drills, four (4) lockdown drills, and (4) earthquake drills. Parents have reviewed portions of our safety plan during our parent meetings and we work closely with our local police and fire department to provide a safe environment. In addition to this, our staff is involved in regularly scheduled safety meetings throughout the school year to review all aspects of our safety plan.

Additionally, our plan includes our PBIS (Positive Behavior Intervention and Supports) program, a preventative and positive multi-tiered system of support that Kimball School embraces to foster a safe and positive learning environment. Our PBIS program includes four main components: (1) clearly defining and teaching behavioral expectations, (2) consistently acknowledging and rewarding expected behavior, (3) providing clear and consistent interventions when students break expectations, and (4) using behavioral data to assess progress and address needs. In addition to our positive behavior supports, we also use restorative practices to support students in always making responsible choices. Our restorative practice framework and approach are centered around strengthening relationships between students, building social connections within classrooms and schools, and resolving conflict. While restorative approaches aim to prevent harm, they also give voice to those harmed and allow individuals to take responsibility for their actions and restore relationships. Students are rewarded when caught making positive choices with Lion's Pride/Golden tickets, which students enter into weekly and monthly raffles. Every week, our school has a Positive Behavior/Intervention focus. Teachers receive a weekly curriculum to review in English and Spanish with the week's direction.

## D. Other SARC Information Information Required in the SARC

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

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
2	23		2	
3	20	1	1	
4	32		2	
5	32		1	
6	31		1	
Other	28	1	2	1

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	2	
1	23		2	
2	18	1	1	
3	20	1	2	
4	25		1	
5	32		1	
6	31		1	
Other	33			

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		1	
1	24		2	
2	24		1	
4	28		2	
5	31		1	
6	33			
Other	26		3	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	356

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.9

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,990	\$3,289	\$10,701	\$97,960
District	N/A	N/A	\$10,807	\$97,792
Percent Difference - School Site and District	N/A	N/A	-1.0	0.2
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-0.7	4.0

## Fiscal Year 2023-24 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. The school receives funding from various federal, state, and local sources to support its programs and operations. Federal funding includes Title I, which provides resources to assist students in meeting challenging academic standards. These funds are primarily used for supplemental instructional materials, targeted interventions, and professional development opportunities for staff. Local funding plays a vital role in enhancing the quality of education and addressing specific Kimball community needs.

Title I Fund: \$109,090  
 LCAP Supplemental and Concentration Fund: \$112,523  
 Total: \$221,613

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$56,195	\$57,839
<b>Mid-Range Teacher Salary</b>	\$83,569	\$90,040
<b>Highest Teacher Salary</b>	\$120,678	\$118,647
<b>Average Principal Salary (Elementary)</b>	\$154,082	\$144,639
<b>Average Principal Salary (Middle)</b>	\$0	\$148,270
<b>Average Principal Salary (High)</b>	\$0	\$161,275
<b>Superintendent Salary</b>	\$236,319	\$229,986
<b>Percent of Budget for Teacher Salaries</b>	28%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

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, NGSS Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts (ARC and Benchmark) and mathematics (UCI Math Project), transfer of skills from primary language to second language, as well as specific training to support the needs of English Learners. In addition to these subject areas, professional development is provided to teachers on methods and best practices for using online platforms such as Panorama, ARC, Summit, Google Meets, and other resources.

During the 2023-2024 school year, professional development will be provided in the areas of mathematics and ELA. These content areas were selected in response to the needs highlighted in our iReady data. In the area of language arts, all of our teachers will receive professional development in the California ELA/ELD framework and standards with a specific focus on vocabulary development and comprehension of informational text and literature. As well as understanding how the design of Summit K12: Connect to Literacy supports ELPAC readiness. In math, professional development will address the domains of Number and Operations and Algebra and Algebraic Thinking. A secondary goal of all professional development is to address the needs of English learners to close the achievement gap between this group and their English only peers. In addition to the academic areas, our teachers have received training on a variety of social-emotional curriculum which they will deliver in their classrooms. The curriculum will focus on a variety of topics with an emphasis on emotional regulation. This area was an identified need based on social-emotional student self-surveys and teacher surveys of students.

Professional development will be delivered through teacher release days, district and site professional learning days, collaboration days, weekly staff meetings, off the clock offerings and during individual teacher planning days. Professional development is provided in various formats including whole group, grade-level teams, and through individual mentoring and coaching by our District Resource Teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

# Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	20	20	20