

SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2014-15

Published During 2015-16

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



KIMBALL SCHOOL
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About This SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about LCFF or LCAP, see the CDE LFCC Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Description

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 life-long 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, resolving conflicts 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

**Creating
Successful
Learners
NOW...**

GOVERNING BOARD

Brian Clapper, President

Maria Dalla, Clerk

**Maria Betancourt-Castañeda,
Member**

**Bárbara Avalos, Member
Alma Sarmiento, Member**

ADMINISTRATION

**Christopher Oram, Ed.D.
Superintendent**

**Paula Jameson-Whitney
Assistant Superintendent
Educational Services**

**Chris Carson
Assistant Superintendent
Business Services**

**Cynthia Frazee
Assistant Superintendent
Human Resources**

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School Accountability Report Card

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.



Kimball Partnerships

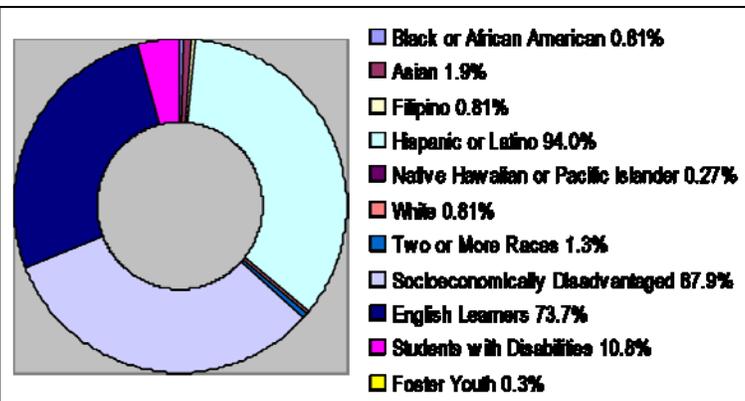
Active partnerships with parents and the local business community help support our students' academic and citizenship efforts. Our business partners include the Port District, Home Town Buffet, Kiwanis Club, San Diego State Department of Social Services and the Lion's Club International and the San Diego Food Bank. These partnerships have enabled us to provide certificates for our reading incentive program, field trips, and materials for school projects, certificates for our monthly awards assemblies, and incentives for student attendance, assistance with sixth grade camp and sixth grade year end activities, and items for our fundraising efforts.

School Enrollment by Grade Level — 2014-15

Grade Level	Number of Students
Kindergarten	56
Grade 1	56
Grade 2	40
Grade 3	47
Grade 4	53
Grade 5	59
Grade 6	56
Total Enrollment	367



Student Enrollment by Group — 2014-15



A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority:

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



Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	18	20	17	236
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Core Academic Courses Taught by Highly Qualified Teachers 2014-15

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals program.

Teacher Misassignments and Vacant Teacher Positions

Indicators	2013 2014	2014 2015	2015 2016
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Kimball Elementary School

Quality, Currency, and Availability of Textbooks and Other Instructional Materials - Most Recent Year

Year and month in which data were collected: August 12, 2015

Subject	Grade Levels	From Most Recent Adoption	Textbooks and Instructional Materials/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Sp. Ed. K-3 Sp. Ed. 4-6	Houghton-Mifflin Sopris West Read Well Sopris Read Well	2003/2004 2010-2011 2010-2011	0%
Mathematics	K-6	Houghton-Mifflin-Harcourt GO MATH!	2015/2016	0%
Science	K-6	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia	2008/2009	0%
History-Social Science	K-6	H. M. Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-6	E. L. Achieve — Systematic ELD	2014/2015	0%



Instructional Program

As a result of participation in the II/USP process, we have endeavored to maintain a renewed focus over the past five years on teacher training, program evaluation, and using student formative assessment to drive the curriculum. We believe that this focus ensures our students continue to achieve and succeed. One of the most impactful change for our school is the work we do with the Data Team Process. Each grade level team looks at data to drive rigorous instruction. Teaching teams work closely together incorporating Common Core standards as we deliver a high quality instructional program for all our classrooms. Teachers share a common commitment and responsibility for the success of every student. Another change is the work we have started with Rigorous Curriculum Design. A team of teachers are trained through Rigorous Curriculum Design, work together to develop units of study with Common Core Standards for math and language arts.

Teachers use a variety of assessment tools to assist them in their lesson planning and implementation as they continually refocus their efforts to ensure students achieve grade level benchmarks. The standards along with assessment results are the basis for all decisions relating to curricula and instructional planning and implementation. Teachers use ongoing assessment results to develop student academic intervention plans and to keep parents informed on a regular basis of student progress towards grade level benchmarks and IEP goals. Teachers use this information to make referrals to the student study team and to assist with updating IEP goals in collaboration with the level two student study team.

We have a variety of support programs and services in place to ensure all students are successful. Students identified at risk based on below grade level performance are required to participate in intervention classes offered before school and after school. These classes offer small group instruction targeted in reading, writing and math. A newcomer class for students in grades 4-6 accommodates students new to the United States or those struggling to make the transition provide focused intensive English Language Development and primary language support. GATE and high achieving students participate in a variety of extension activities to further develop their higher level thinking skills. These include science, journalism and math clubs after school and instruction with the LAS for 4th grade students in reading during the day. In addition, students need intensive practice at their level of skill development. As a result, students participate in NCS *SuccessMaker* software designed to increase achievement in math and reading.

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.

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.

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School Facility Good Repair Status — Most Recent Year

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Results of the most recently completed school site inspection on October 8, 2015 to determine the school facility's good repair status. (No deficiencies were found)				
Systems: Gas Leaks, Mechanical /HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School/Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate — Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		



New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] and Science California Standards Tests).

California Assessment of Student Performance and Progress Results for All Students — 2014-15

Percent of Students Meeting or Exceeding the State Standards)			
Subject	School	District	State
English Language Arts/Literacy (grade 3)	41%	36%	44%
Mathematics (grade 3)	29%	25%	33%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Kimball Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	49	47	95.9%	30.0%	32.0%	15.0%	23.0%
Male	49	28	57.1%	43.0%	36.0%	7.0%	14.0%
Female	49	19	38.8%	11.0%	26.0%	26.0%	37.0%
Asian	49	1	2.0%	--	--	--	--
Filipino	49	2	4.1%	--	--	--	--
Hispanic or Latino	49	42	85.7%	31.0%	29.0%	14.0%	26.0%
Two or More Races	49	2	4.1%	--	--	--	--
Socioeconomically Disadvantaged	49	43	87.8%	28.0%	33.0%	16.0%	23.0%
English Learners	49	33	67.3%	39.0%	30.0%	15.0%	15.0%
Students with Disabilities	49	3	6.1%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

English Language Arts - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	57	52	91.2%	54.0%	13.0%	19.0%	13.0%
Male	57	27	47.4%	67.0%	11.0%	7.0%	15.0%
Female	57	25	43.9%	40.0%	16.0%	32.0%	12.0%
Asian	57	1	1.8%	--	--	--	--
Filipino	57	1	1.8%	--	--	--	--
Hispanic or Latino	57	48	84.2%	54.0%	13.0%	19.0%	15.0%
White	57	1	1.8%	--	--	--	--
Two or More Races	57	1	1.8%	--	--	--	--
Socioeconomically Disadvantaged	57	46	80.7%	54.0%	13.0%	22.0%	11.0%
English Learners	57	30	52.6%	77.0%	13.0%	10.0%	0.0%
Students with Disabilities	57	7	12.3%	--	--	--	--

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- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	67	59	88.1%	34.0%	24.0%	24.0%	19.0%
Male	67	28	41.8%	43.0%	14.0%	21.0%	21.0%
Female	67	31	46.3%	26.0%	32.0%	26.0%	16.0%
Asian	67	2	3.0%	--	--	--	--
Hispanic or Latino	67	57	85.1%	35.0%	25.0%	23.0%	18.0%
Two or More Races	67	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	67	53	79.1%	30.0%	26.0%	25.0%	19.0%
English Learners	67	28	41.8%	54.0%	32.0%	14.0%	0.0%
Students with Disabilities	67	9	13.4%	--	--	--	--

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

English Language Arts - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	62	58	93.5%	24.0%	28.0%	38.0%	10.0%
Male	62	32	51.6%	28.0%	28.0%	38.0%	6.0%
Female	62	26	41.9%	19.0%	27.0%	38.0%	15.0%
Black or African American	62	1	1.6%	--	--	--	--
Filipino	62	0	0.0%	--	--	--	--
Hispanic or Latino	62	57	91.9%	23.0%	28.0%	39.0%	11.0%
Socioeconomically Disadvantaged	62	53	85.5%	25.0%	30.0%	36.0%	9.0%
English Learners	62	22	35.5%	59.0%	32.0%	9.0%	0.0%
Students with Disabilities	62	11	17.7%	82.0%	0.0%	9.0%	9.0%
Students Receiving Migrant Education Services	62	1	1.6%	--	--	--	--

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Kimball Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	49	48	98.0%	25.0%	40.0%	27.0%	8.0%
Male	49	29	59.2%	38.0%	34.0%	21.0%	7.0%
Female	49	19	38.8%	5.0%	47.0%	37.0%	11.0%
Asian	49	1	2.0%	--	--	--	--
Filipino	49	2	4.1%	--	--	--	--
Hispanic or Latino	49	43	87.8%	26.0%	42.0%	23.0%	9.0%
Two or More Races	49	2	4.1%	--	--	--	--
Socioeconomically Disadvantaged	49	44	89.8%	27.0%	36.0%	30.0%	7.0%
English Learners	49	34	69.4%	29.0%	47.0%	21.0%	3.0%
Students with Disabilities	49	3	6.1%	--	--	--	--

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- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	57	56	98.2%	46.0%	30.0%	21.0%	2.0%
Male	57	30	52.6%	53.0%	17.0%	27.0%	3.0%
Female	57	26	45.6%	38.0%	46.0%	15.0%	0.0%
Asian	57	2	3.5%	--	--	--	--
Filipino	57	1	1.8%	--	--	--	--
Hispanic or Latino	57	51	89.5%	49.0%	25.0%	24.0%	2.0%
White	57	1	1.8%	--	--	--	--
Two or More Races	57	1	1.8%	--	--	--	--
Socioeconomically Disadvantaged	57	49	86.0%	45.0%	29.0%	24.0%	2.0%
English Learners	57	32	56.1%	63.0%	25.0%	13.0%	0.0%
Students with Disabilities	57	7	12.3%	--	--	--	--

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School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	67	64	95.5%	53.0%	23.0%	13.0%	11.0%
Male	67	30	44.8%	53.0%	17.0%	13.0%	17.0%
Female	67	34	50.7%	53.0%	29.0%	12.0%	6.0%
Asian	67	3	4.5%	--	--	--	--
Hispanic or Latino	67	61	91.0%	54.0%	25.0%	10.0%	11.0%
Two or More Races	67	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	67	56	83.6%	52.0%	23.0%	13.0%	13.0%
English Learners	67	33	49.3%	82.0%	15.0%	3.0%	0.0%
Students with Disabilities	67	9	13.4%	--	--	--	--

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- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	62	61	98.4%	30.0%	34.0%	20.0%	16.0%
Male	62	34	54.8%	29.0%	38.0%	24.0%	9.0%
Female	62	27	43.5%	30.0%	30.0%	15.0%	26.0%
Black or African American	62	1	1.6%	--	--	--	--
Filipino	62	1	1.6%	--	--	--	--
Hispanic or Latino	62	59	95.2%	27.0%	36.0%	20.0%	17.0%
Socioeconomically Disadvantaged	62	55	88.7%	29.0%	35.0%	20.0%	16.0%
English Learners	62	24	38.7%	67.0%	29.0%	4.0%	0.0%
Students with Disabilities	62	11	17.7%	73.0%	18.0%	9.0%	0.0%
Students Receiving Migrant Education Services	62	1	1.6%	--	--	--	--

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Kimball Elementary School

California Standards Tests for All Students in Science — Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (Meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (Grade 5)	30%	62%	40%	37%	48%	41%	59%	60%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



California Standards Tests Results by Student Group in Science 2014-15

Group	Percent of Students at Scoring or Proficient or Advanced
All Students in the LEA	41%
All Students at the School	40%
Male	52%
Female	31%
Filipino	0%
Hispanic or Latino	38%
Socioeconomically Dis-advantaged	39%
English Learners	14%
Students with Disabilities	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in physical education

California Physical Fitness Test Results — 2014-15

Grade Level	Percent of Students Meeting Standards Four of Six Fitness Standards	Percent of Students Meeting Standards Five of Six Fitness Standards	Percent of Students Meeting Standards Six of Six Fitness Standards
5	4.7%	21.9%	21.9%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Accountability Report Card



C. Engagement

State Priority: Parent Involvement

The SARC Provides the following information relevant to the Parental Involvement State Priority:

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

Opportunities for Parent Involvement Most Recent Year

Contact Person Name: Veronica Fonseca
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 Advisory Committee (DAC)
- 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 School Climate State Priority:

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



School Safety

SB187 Safety Plan

Date the plan was last updated: February, 2015

Date the plan was last reviewed with the staff: February, 2015

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

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



Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- Positive Behavior Intervention Program
- Zero Tolerance Policy
- Mandatory School Uniforms
- Homework Policy
- Student Recognition Program
- Student Council
- Counseling Services

Our library circulation and catalogue systems are computerized and connected to the National City Public Library. Students can use an on-line catalogue to check the availability of books in their school library.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.2%	1.8%	1.9%	2.3%	2.6%	1.8%	5.1%	4.4%	3.8%
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1%	0.1%	0.1%

Kimball Elementary School

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.

Adequate Yearly Progress Overall and by Criteria — 2014-15

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



Federal Intervention Program — 2015-16

Indicator	School	District
Program Improvement Status	In PI	In PI
First year of Program Improvement	2012-13	2011-12
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in PI		8
Percent of Schools Currently in PI		80.9%

Counselors & Other Support Staff 2014-15

*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	FTE*
Psychologist	1.0 (part-time)
Adaptive P.E. Specialist	1.0 (district)
Impact Teachers	2.0
Nurse	1.0 (district)
Medical Assistant	1.0 (district)
Resource Specialist (non-teaching)	1.0
Library Media Specialist	1.0 (full-time)
Speech/Language/Hearing Specialist	1.0 (part-time)
Language Arts Specialist	1.0
Instructional Assistants—Special Education	4 (part-time)

Average Class Size and Class Size Distribution

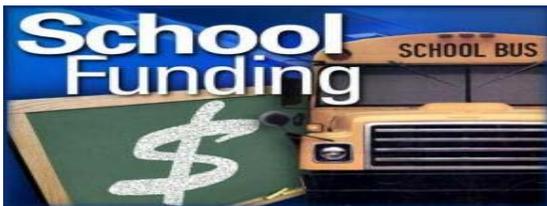
Grade Level	2012-13			2013-14			2014-15		
	Avg. Class Size	Number of Classes*		Avg. Class Size	Number of Classes*		Avg. Class Size	Number of Classes*	
		1-20	21-32		33+	1-20		21-32	33+
K	21.0	1	1	21.0	1	2	19.0	3	
1	21.0	1	1	23.0		2	19.0	2	1
2	21.0	1	2	24.0		2	20.0	1	1
3	17.0	1	3	24.0		2	24.0		2
4	26.0	1	1	31.0		1	30.0		1
5	32.0		1	32.0		2	29.0		2
6	27.0	1		26.0	1	1	24.0	1	2
Other				12.0	1		9.0	1	

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

School Accountability Report Card

Expenditures Per Pupil and School Site Teacher Salaries - Fiscal Year 2013-14

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic Unrestricted)	Average Teacher Salary
School Site	\$5,488	\$935	\$4,553	\$65,511
District			\$4,571	\$67,358
Percent Difference-School Site and District			0.4%	3%
State			\$5,348	\$72,993
Percent Difference-School Site and State			15%	10%



Types of Services Funded - Fiscal Year 2014-15

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

Funding Source	Allocation
Title I with PI School	\$67,510
LCFF ¹ /EIA ² -SCE ³	\$73,239
LCFF/EIA-LEP ⁴	\$58,876
Total	\$199,625

¹Local Control Funding Formula
²Economic Impact Aid
³State Compensatory Education
⁴Limited English Proficient



Professional Development Most Recent Year

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

The District also assists in the coordination of 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.

Teacher and Administrative Salaries Fiscal Year 2013-14

.For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,960	\$43,091
Mid-Range Teacher Salary	\$62,338	\$70,247
Highest Teacher Salary	\$83,728	\$89,152
Average Principal Salary	\$115,650	\$112,492
Superintendent Salary	\$175,401	\$192,072
Percent of Budget for Teacher Salaries	42%	41%
Percentage of Budget for Administrative Salaries	5%	6%

