

# Kimball Elementary School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021 22 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>	Luz Vicario
<b>Email Address</b>	lvicario@nsd.us
<b>School Website</b>	www.nsd.us
<b>County-District-School (CDS) Code</b>	37-68221-6038772

## 2021 22 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 Address</b>	www.nsd.us

## 2021 22 School Overview

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.

### 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, Luz Vicario

The teachers, staff, and parents of our school community believe that all students can be successful when provided a

## 2021 22 School Overview

challenging, rigorous, 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 is offered to students of kindergarten through sixth-grade age. 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 to succeed. While barriers to achievement still exist, we have achieved extraordinary success and continue persisting and persevering. As a community of learners, we continuously investigate and implement best strategies on a school-wide basis to ensure our students achieve and succeed in two languages!

## About this School

### 2020 21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	28
Grade 1	68
Grade 2	64
Grade 3	69
Grade 4	57
Grade 5	50
Grade 6	43
<b>Total Enrollment</b>	<b>379</b>

### 2020 21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Black or African American	0.3
Filipino	1.3
Hispanic or Latino	96.3
Two or More Races	1.3
White	0.8
English Learners	55.4
Homeless	9.2
Socioeconomically Disadvantaged	67.8
Students with Disabilities	9.8

## 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

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

### 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>	16.7	100.0	226.9	93.4	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	0.0	0.0	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	0.0	0.0	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	3.0	1.2	12115.8	4.4
<b>Unknown</b>	0.0	0.0	13.0	5.4	18854.3	6.9
<b>Total Teaching Positions</b>	16.7	100.0	242.9	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020 21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020 21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020 21 Credentialed Teachers Assigned Out of Field (considered “out of field” under ESSA)

Indicator	2020 21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

## 2020 21 Class Assignments

Indicator	2020 21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	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)	0.0

## 2021 22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		08/25/2021	
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%

## 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.

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 tackboard, freshly painted and the floors were once again refurbished, giving the main entrance to the building a very modern look.

### 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**

8/4/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Girls RR: Walls/flooring need repairs Action Taken: Work orders submitted for repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		Kitchen: Roof leak Action Taken: Work orders submitted for repairs.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Playground: comment n/a

## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019 20	School 2020 21	District 2019 20	District 2020 21	State 2019 20	State 2020 21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020 21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	219	NT	NT	NT	NT
<b>Female</b>	122	NT	NT	NT	NT
<b>Male</b>	97	NT	NT	NT	NT
<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>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	212	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	127	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	32	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	142	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	NT	NT	NT	NT

## 2020 21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	219	NT	NT	NT	NT
Female	122	NT	NT	NT	NT
Male	97	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	212	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	127	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	32	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	142	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	NT	NT	NT	NT

## 2020 21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	216	216	100%	0	2%
Female	120	120	100%	0	3%
Male	96	96	100%	0	2%
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a

<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	3	3	100%	0	0
<b>Hispanic or Latino</b>	209	209	100%	0	2%
<b>Native Hawaiian or Pacific Islander</b>	n/a	n/a	n/a	n/a	n/a
<b>Two or More Races</b>	4	4	100%	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	138	138	100%	0	2%
<b>Foster Youth</b>	n/a	n/a	n/a	n/a	n/a
<b>Homeless</b>	n/a	n/a	n/a	n/a	n/a
<b>Military</b>	n/a	n/a	n/a	n/a	n/a
<b>Socioeconomically Disadvantaged</b>	n/a	n/a	n/a	n/a	n/a
<b>Students Receiving Migrant Education Services</b>	n/a	n/a	n/a	n/a	n/a

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020 21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	216	216	100%	0	7%
<b>Female</b>	120	120	100%	0	8%
<b>Male</b>	96	96	100%	0	6%
<b>American Indian or Alaska Native</b>	n/a	n/a	n/a	n/a	n/a
<b>Asian</b>	n/a	n/a	n/a	n/a	n/a
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	3	3	100%	0	33%
<b>Hispanic or Latino</b>	209	209	100%	0	7%
<b>Native Hawaiian or Pacific Islander</b>	n/a	n/a	n/a	n/a	n/a
<b>Two or More Races</b>	4	4	100%	0	25%
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	138	138	100%	0	1%
<b>Foster Youth</b>	n/a	n/a	n/a	n/a	n/a
<b>Homeless</b>	n/a	n/a	n/a	n/	n/a
<b>Military</b>	n/a	n/a	n/a	n/a	n/a
<b>Socioeconomically Disadvantaged</b>	n/a	n/a	n/a	n/a	n/a
<b>Students Receiving Migrant Education Services</b>	n/a	n/a	n/a	n/a	n/a

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019 20	School 2020 21	District 2019 20	District 2020 21	State 2019 20	State 2020 21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020 21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	51	NT	NT	NT	NT
<b>Female</b>	32	NT	NT		
<b>Male</b>	19	NT	NT		
<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>	0	0	0	0	0
<b>Hispanic or Latino</b>	50	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	27	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	14	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	37	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 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.

#### 2020 21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021 22 Opportunities for Parental Involvement

Contact Person Name: Luz Vicario, Principal

Phone Number: (619) 336-8350

\*\*Home/School Partnership:

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

Monthly student recognition assemblies

\*\*Most of these activities conducted virtually due to COVID-19 restrictions

## 2020 21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	405	396	135	34.1
Female	213	209	76	36.4
Male	192	187	59	31.6
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	391	382	133	34.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	1	20.0
White	3	3	1	33.3
English Learners	243	240	93	38.8
Foster Youth	0	0	0	0.0
Homeless	39	36	14	38.9
Socioeconomically Disadvantaged	274	269	104	38.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	50	49	12	24.5

### 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018 19	School 2020 21	District 2018 19	District 2020 21	State 2018 19	State 2020 21
<b>Suspensions</b>	1.59	0.00	1.58	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019 20	District 2019 20	State 2019 20
<b>Suspensions</b>	0.45	0.78	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020 21 Suspensions and Expulsions by Student Group

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



## 2021 22 School Safety Plan

Date the plan was last updated: December 2021

Date the plan was last reviewed with the staff: November 2021

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 is aimed at providing 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. Portions of our safety plan have been reviewed by parents 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 aspect of our safety plan.

Additionally, our plan includes our PBIS (Positive Behavior Intervention and Supports) program which is a preventative and positive multi-tiered system of support that is embraced by Kimball School 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 making responsible choices at all times. Our restorative practice framework and approach is 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 who have been 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.

## 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.

## 2018 19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	24		3	
1	23		3	
2	20	2	1	
3	18	3		
4	26		2	
5	29		1	
6	28		2	
Other	9	1		

## 2019 20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	24		3	
1	24		3	
2	24		3	
3	20	1	1	
4	29		2	
5	30		1	
6	28		1	
Other	27		2	

## 2020 21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	14	2		
1	23		3	
2	21	1	2	
3	23		3	
4	29		2	
5	31		1	
6	32		1	
Other	30		1	

## 2020 21 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	379

## 2020 21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	0
Other	3.3

## 2019 20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$7,017	\$417	\$6,600	\$78,549
District	N/A	N/A	\$6,447	\$83,098
Percent Difference - School Site and District	N/A	N/A	2.3	-5.6
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-24.5	-4.8

## 2020 21 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.

LCAP \$75,138  
 Title I \$73,063  
 Total \$148,201

## 2019 20 Teacher and Administrative Salaries

This table displays the 2019-20 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>	\$49,557	\$51,450
<b>Mid-Range Teacher Salary</b>	\$73,699	\$80,263
<b>Highest Teacher Salary</b>	\$106,425	\$101,012
<b>Average Principal Salary (Elementary)</b>	\$136,181	\$128,082
<b>Average Principal Salary (Middle)</b>	\$0	\$132,453
<b>Average Principal Salary (High)</b>	\$0	\$134,792
<b>Superintendent Salary</b>	\$210,492	\$197,968
<b>Percent of Budget for Teacher Salaries</b>	34%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

Given that our program began approximately 10 years ago, a decision was made to review, regroup and restructure our dual language program. Several teachers will participate in eight (8) modules of the Dual Language Academy sponsored by CABE (California Association of Bilingual Education.) The modules included the following topics: (1) Foundations for a strong, successful, and sustainable dual language program, (2) Best practices in dual language education, (3) Becoming a reflective dual language teacher, (4) Authentic Spanish reading instruction, (5) Academic Spanish language development for dual language teachers, (6) The what and how of Spanish, (7) Cross-linguistic transfer in a dual language program, (8) Best practices for Spanish writing instruction in a dual language classroom. Additionally, teachers have participated in ELD training, staff development on Panaroma, our student success tracking system across academics, attendance, behavior and social emotional learning, and MTSS.

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

Subject	2019 20	2020 21	2021 22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	26	18	19

# National School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021 22 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 Address</b>	www.nsd.us

## 2020 21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2815	2	0.07	99.93	--
Female	1375	0	0.00	100.00	--
Male	1438	2	0.14	99.86	--
American Indian or Alaska Native	--	--	--	--	--
Asian	47	0	0.00	100.00	--
Black or African American	34	0	0.00	100.00	--
Filipino	219	0	0.00	100.00	--
Hispanic or Latino	2345	1	0.04	99.96	--
Native Hawaiian or Pacific Islander	19	0	0.00	100.00	--
Two or More Races	91	1	1.10	98.90	--
White	58	0	0.00	100.00	--
English Learners	1412	1	0.07	99.93	--
Foster Youth	--	--	--	--	--
Homeless	320	0	0.00	100.00	--
Military	13	0	0.00	100.00	--
Socioeconomically Disadvantaged	2021	2	0.10	99.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	379	2	0.53	99.47	--

## 2020 21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2815	2	0.07	99.93	--
Female	1375	0	0.00	100.00	--
Male	1438	2	0.14	99.86	--
American Indian or Alaska Native	--	--	--	--	--
Asian	47	0	0.00	100.00	--
Black or African American	34	0	0.00	100.00	--
Filipino	219	0	0.00	100.00	--
Hispanic or Latino	2345	1	0.04	99.96	--
Native Hawaiian or Pacific Islander	19	0	0.00	100.00	--
Two or More Races	91	1	1.10	98.90	--
White	58	0	0.00		--
English Learners	1412	1	0.07	99.93	--
Foster Youth	--	--	--	--	--
Homeless	320	0	0.00	100.00	--
Military	13	0	0.00	100.00	--
Socioeconomically Disadvantaged	2021	2	0.10	99.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	379	2	0.53	99.47	--

## 2020 21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020 21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.