School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kimball Elementary School	37-68221-6038772		January 19, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.
California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Kimball uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" and the Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year for a total of nine cabinet walk throughs.   During the cabinet walk throughs, evidence of district initiatives is observed and feedback to staff and the principal are provided. During school closures due to the COVID-19 pandemic, walkthroughs were conducted virtually.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

*Students who are having difficulty performing at grade level standard at Kimball Elementary School are supported on several levels in the classroom and through instructional support personnel – Impact Teachers, Language Arts Specialist, Special Education and Speech and Language resource teachers. Due to the COVID-19 pandemic all services are conducted virtually. In addition to teachers developing standards-based instructional plans based on comprehensive assessment outcomes, additional attention is focused on struggling students, providing appropriate instructional level support. Monthly grade level meetings, bi-weekly collaboration, Response to Intervention (RtI) meetings, administrator/teacher conferences, and site resource teacher guidance are all brought in to play in order to understand the best ways to assist these students and monitor their growth.

Kimball School has a Response to Intervention (RtI) system in place to respond to the specific needs of individual students. RtI is a tiered approach with specific goals and biweekly progress monitoring that includes the following tiers:

- Tier 1- Instruction within the regular classroom in which the teacher provides universal access and focused differentiated instruction with additional monitoring specific to each child.
- Tier 2- Additional instructional support and progress monitoring, provided by the teacher and or support personnel to meet individual needs as developed in the RtI goals. Students at Tier 2 receive double dose and instruction in smaller groups (4-6 students).
- Tier 3- Students who are not making progress towards their individual RtI goals as demonstrated through biweekly progress monitoring may receive more focused instructional support through very small groups (2-3 students).

Regular RtI meetings are scheduled to review and monitor students identified through the RtI process, with a focus on Tier 2 and 3 students. The classroom teacher presents student goals and data to support progress towards goals. Teachers and support staff agree on specific learning goals and next steps for intervention. In addition to these grade level meetings, we have two designated grade level liaisons who meet with grade levels or one on one with teachers to discuss students and develop instructional plans for them before they reach Tier 2 or 3. For students who continue to experience difficulties despite regular interventions, the School Study Team (SST/RtI) meets with the parent and the teacher who along with the principal, speech therapist, school psychologist, resource specialists, grade level team, and parent/guardian decide on more prescriptive academic and behavioral interventions. The Response to Intervention process has been implemented in all grade levels, emphasizing the collaboration on and implementation of an intervention plan, including student/parent accountability and regular communication on progress. The classroom teacher and/or the Impact teacher administer the six to eight-week progress monitoring assessment. Once again, this has continued through the pandemic in a virtual format.

Due to the pandemic, before and after school intervention classes, may begin during the 2nd half of the school year. Programs are offered to meet the needs of all students including students identified as Gifted and Talented (GATE) as well as students with IEPs to meet unique needs.

Teachers at Kimball school have had the opportunity to develop skills to meet the needs of every child in the classroom, especially our high percentage of English Learners. As a DLI (Dual Language Immersion) school, we are also charged with meeting the needs of our Spanish language learners. Our discussions revolve around how we use best practices and research proven strategies to address the needs of those whose second language is Spanish. Among these are instructional strategies using Explicit Direct Instruction, with the goal of 80% student skill mastery and Guided Learning Acquisition Design (GLAD) provide a lesson design for second language learners that increases rigor of building academic vocabulary and expository writing pieces. Use of these strategies continue to provide the foundation for all areas of instruction.

Instructional Data Teams happen regularly through teacher collaboration days, planning time and through monthly release time to analyze data, discuss adult actions and improve student achievement. Once a month, enrichment teachers provide instruction in visual and performing arts and physical education allowing teachers release time to meet for data teams and instructional planning. Teachers continue to meet during regularly scheduled data teams to analyze data, identify a focus area and create goals, identify and agree on adult/actions and to discuss next steps. Teachers follow the Five Steps in the DATA Team Process at the forefront of their practice. That data team process is used to guide instruction, increase collective teacher efficacy and create positive academic change.

In addition, twice monthly our staff meetings are focused around writing and mathematics. Teachers bring student artifacts and have dialogue around VisibleLearning (Hattie's) strategies which will bring about gains in student achievement.

Kimball Elementary School is consistently involved in professional development and in refining instructional practices to support English language learners. Careful attention is taken to review their performance on all assessments as a sub-group in our plan. We have examined the outcomes on the annual English Language Proficiency Assessment for California Test (ELPAC). Data analysis shows that our English Language Learners are making significant growth towards site and district goals. Based on our data analysis, we have identified the following areas of focus:
1) Improve Reading Comprehension for our English Language Learners through vocabulary development and wide reading, 2) Provide intensive intervention for struggling Long Term English Learners 3) Improve Writing Strategies for all students. In 2019-2020, LAS Links a computer based Spanish language assessment program was administered as a means to establish baseline Spanish language data. Our goal is to receive more on-going information on how to best serve our language learners, both in English and Spanish.
*Due to the COVID-19 pandemic all of these components will be conducted virtually until the stay at home orders have been lifted and we are able to return to in person learning.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

We continue to track our students using several monitoring systems to improve our processes for student learning growth and needs. The iReady system allows for a diagnostic assessment for each student in reading and math. Once students have been placed on the diagnostic, teachers will be able to analyze each child's performance by domain and across all performance areas. Students are then grouped with similar instructional priorities and resources to support differentiated instruction are put into place. Once placed, teachers monitor the instructional lessons to ensure students are responding to online instruction. The nature of the iReady program allows us to seamless capture metrics in a distance learning environment. This year our school district has incorporated PANORAMA to ensure we are not only monitoring our students in ELA and MATH, but we are also monitoring our students on their social emotional learning. Teachers complete a perception survey on each child measuring their levels of social awareness, emotional regulation, engagement and self management. Students do the same and our school counselor develops plans for students in need.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

*The staff at Kimball Elementary School is involved in a program of ongoing professional development linked to standards. Instructional planning is driven by the review of student outcomes on assessments, which target essential grade level standards. District level staff development focuses on the key areas in language arts, mathematics, technology, science, social studies and ELD grade level objectives and instructional practices to optimize student performance.

Annually, a plan for staff development is designed based on the review of specific site data. The plan is developed through the collaborative efforts of the administration, site resource and teaching staff along with the School Site Council. Staff development days are planned to train and enlighten staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Offices of Educational Services Department at the National School District provide guidance and financial support for professional development days.   Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade level and in vertical planning groups.

Newly assigned teachers are coached and supported through the Beginning Teacher Support and Assessment Program (BTSA). A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the site language arts resource teacher and through grade level peers.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The LEA supports the school through professional development regarding program improvement, Common Core implementation, English Learner programs, and student monitoring using, iReady, Synergy and School Pace, and PANORAMA.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

While in distance learning, teachers were trained in pedagogical strategies to engage students in distance learning mode. Teachers also received training on Schoology which is a Learning Management System. Now that we have returned to in person learning, these opportunities will serve us in continuing to fortify and enhance our learning opportunities through our management system and ensure learning is not interrupted when students are unable to be on site due to quarantine needs. Kimball Elementary School provides a variety of categorical services to students who are identified as under-performing. Kimball Elementary School participates in a School wide Program to assess and deliver services to students under the Title 1 federally funded program. Additionally, struggling students are supported through through the Local Control Accountability Plan (LCAP). Administrators, resource staff and teaching staff identify student groups at the outset of each year who are priorities for additional services, the RtI process is started with the at risk students. This year we have incorporated MTSS and have developed school wide goals. We have identified language frames across K-6 in both English and Spanish to support students' speaking and writing skills.

Impact teachers work with students individually and in small groups outside of the classroom in collaboration with the classroom teacher as well as the language arts specialist. How many we have from year to year depends on budget and availability of qualified impact teachers as well as student need. The primary content areas served by impact teachers include literacy skills and English Language Development. Depending on need and availability, mathematics is supported as well specifically in multi-graded classrooms. Identified long-term ELs in 4th, 5th, and 6th grades are pulled out to receive additional instruction and support in ELD and ELA.

Additionally, our school district was awarded an MCAP (Multilingual California Project) grant. Due to our focus on the pandemic we began our full participation this year in partnership with the San Diego County Office of Education. This has allowed us to honestly reflect on how to best support our English language learners as well as support our students acquiring two languages in our dual language program. Teachers have also received the opportunity to participate in a variety of innovations: GLAD training, Writing, Language Development through Science and a Dual Language Teacher Academy. The 8 teacher academies included the following topics: (1) Foundations for a strong, successful, 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 the How of Spanish, (7) Cross-linguistic transfer in a dual language program, (8) Best practices for Spanish writing instruction in a dual language classroom.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Collaboration opportunities are a priority and are provided through early release days. This collaboration time allows all grade levels an opportunity to monitor student progress through the use of data. At Instructional Data Team meetings, participants meet to set and monitor student grade level achievement goals in the area of reading, writing and mathematics. In addition, Support Staff which includes, the Language Arts Specialist, the Resource Teacher, Special Education teacher, the Speech Therapist and School Psychologist meet by grade level with teachers to communicate progress on students at the Tier II and III level or on IEP's. Support Staff also act as grade level liaisons to meet with teachers more frequently to provide support to help them develop intervention plans for other at risk students.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Kimball School takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Kimball School has worked with the National School District to align curriculum, instruction and materials closely to a standards based system. Committees comprised of teachers, resource staff and administrators have identified priority as well as supporting language arts and mathematics standards at each grade level. The identified standards have been integrated into the district standards-based report card. Formal assessment takes place at least four times per year (once at the outset, two subsequent reporting periods, and again at the end of the year) and is based on a series of comprehensive, standards based assessments.   Assessments are aligned with the California Common Core Standards, iReady diagnostic system and American Reading Company's Pace assessment matrix. Site Instructional Data Teams meet regularly with on the clock release time to analyze data and create adult actions towards aligning student outcomes with proficient performance standards. Teachers are released by the Enrichment Teachers who provide instruction in the arts and physical education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

During our data teams, teachers meet to review appropriate pacing for teaching grade level material as well as for reviewing and intervening for our at-risk students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

A Language Arts specialists works with teaching staff to provide additional support for students not reading at grade level. During the pandemic, before and after school classes may resume the second part of the school year. Resource and Special Day classes are available for students with special needs.

Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices. There are two monthly staff meetings that are dedicated to looking at student artifacts of an at-risk, language learner and of an average child to see where and how we can incorporate strategies that will yield is the highest effect sizes according to John Hattie's research.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The staff at Kimball School recognize the importance of parent participation in the form of workshops, meetings, hours of volunteerism, parent recognition and committee participation. We know that parental support and involvement are key contributors of student success. Some of the key meetings organized prior to the pandemic are listed below:

- Early Literacy Workshops for Parents
- Families For Success
- Curriculum Nights
- Monthly Parent Meetings/ Coffee with the Principal.
- School Site Council
- English Learner Advisory Committee
- Dual Language Focus Group Meetings
- District Advisory Committee
- PTA
- Technology Courses for Parents

Due to an overabundance of caution, volunteerism has been put on hold until it is safe.

In addition to the services provided by the school through the regular and categorical programs, a number of schools, district, and community services are accessible for students, parents, and families to strengthen the school experience.

Kimball Elementary School has a part-time school psychologist that works two days a week. The psychologist provides such services as individual and group counseling, crisis counseling, crisis intervention, teacher consultation, home visits as necessary, family counseling, conflict resolution training, and formal academic assessment on a limited basis. The psychologist also works with students experiencing behavior problems at school (in the classroom as well as on the playground).

Prior to the pandemic, our before and after school programs provided academic tutoring and enriched learning/recreational opportunities for our students and families. Depending on availability of funding, students on academic intervention plans attend a number of intervention classes designed to accelerate learning in the areas of math and reading. Additionally, at-risk students can be referred to the District Family Resource Center for guidance with academic, social/emotional and developmental issues. The Family Resource Center provides both on-site support in the form of parenting and nutrition classes as well as referrals to a variety of community-based agencies for additional services.

Building our school community is a key factor in building a strong dual language program. Throughout the year, parents will be invited to be an integral part of the school family. While parent involvement has increased, Kimball is committed to strengthening the parent-child-school connection. Prior to the pandemic, our PTA had a strong core group of parents who sponsored Welcome Back Luaus, Fall and Spring festivals, bi-monthly book bingos, A Día del Niño celebration and many other community building opportunities for our families and community. Once it is safe to re-open and we plan to resume these important partnerships.

Approximately, 50 of our students participated in the Backpacks for Kids Food Program where every Friday. Students who qualify receive a backpack with food for the weekend.

During the pandemic, Kimball School offers to days of materials distribution per week. Teachers and other staff organize and distribute student resource materials 2 days a week. On Tuesdays, parents of students in grades K-3 are able to pick up materials that will be needed in order to maximize their

distance learning experience from 8:00-2:00pm. On Thursdays, parents in grades 4-6 do the same. Also on Thursdays, parents are able to pick up five days worth of breakfast and lunch items for any child under 18. Should parents miss a day, they are able to pick up from one of the other nine elementary schools throughout the district.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

1. Language Arts Specialist
2. Before and after school classes
3. iReady, STS Math, Imagine Learning, School Pace and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on student demographics.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Engagement:
- What is the process used to consult with stakeholders in the development of the plan? Stakeholders were consulted through our school site council meetings, leadership team meetings, coffees with the principal, ELAC meetings and informally through conversations with students and staff. Following are the meeting dates where stakeholder input was sought for the 2021-2022 school year:

*School Site Council Meetings

October 21
November 18
December 9
January 20
January 15
February 17
March 17

April 21
May 19

*Coffee with the Principal Meetings

October 5
November 2
December 7
January 11
February 1
March 1
April 5
May 3

*English Language Advisory Council Meetings

November 12
December 10
January 21
February 11
March 18
April 22
May 27

- The SPSA budget as well as priorities were shared with all stakeholder groups. This included parents as well as staff members. Input was sought and included as part of the plan.
- In order for a plan to be carried out, it is important that everyone involved stand behind it and supports it. By involving everyone in the development of the plan, ensuring that everyone know that decisions were made based on data, will ensure that the plan is carried out to the fullest of potential.

Our SPSA reflects what stakeholders listed as the five major needs:

1. Support for language development (Impact Teachers)
2. Support for students to receive additional interventions (Impact Teachers & LAS)
3. Continued supports for our PBIS/MTSS plan (Counselor)
4. Opportunities for children to participate in student study trips

*ALTHOUGH STUDENTS ARE NOW LEARNING IN PERSON, ALL MEETINGS CONTINUE TO BE CONDUCTED VIRTUALLY DUE TO SAFETY PRECAUTIONS FOR STUDENTS.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Inequities that have historically been the challenge at Kimball is the reduced budget given our ADA, as well as the lack of interest in the certificated ranks to commit to before/after school tutoring programs.

An analysis was conducted of the budget we had last year aimed at increasing services for students. We determined the following inequities:

1. An amount of dollars were allocated for after school interventions, and we noted that our data increased.
2. There was a lack of formal assessment to determine whether or not our students in our dual immersion program were making progress in Spanish language.
3. Opportunities for special needs to mainstream.
4. Funds were allocated for our after school program, however the staff did not come forward.
5. There is a need to focus more on the Next Generation Science Standards as well as more project based learning.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.5%	0.47%	0.3%	2	2	1
Asian	%	0%	%		0	
Filipino	1.24%	1.18%	1.3%	5	5	5
Hispanic/Latino	96.27%	96.7%	96.3%	387	410	365
Pacific Islander	%	0%	%		0	
White	1%	0.71%	0.8%	4	3	3
Multiple/No Response	%	0%	1.3%		4	5
			Total Enrollment	402	424	379

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	72	72	28
Grade 1	71	72	68
Grade 2	73	73	64
Grade3	59	59	69
Grade 4	58	58	57
Grade 5	49	49	50
Grade 6	41	41	43
Total Enrollment	402	424	379

Conclusions based on this data:

1. Our largest population is the Hispanic/Latino student group.

2. The Hispanic/Latino student group has increased by 1% for the past three years.

3. We have a small Asian student group.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	259	256	210	64.4%	60.4%	55.4%
Fluent English Proficient (FEP)	44	76	73	10.9%	17.9%	19.3%
Reclassified Fluent English Proficient (RFEP)	27	33	19	9.3%	12.7%	7.4%

Conclusions based on this data:

1. Our highest population of students is our English Learner student population.

2. Ten percent of our English learners are fluent English proficient.

3. Nine percent of our English learners are reclassified fluent English proficient students.

School and Student Performance Data

Diagnostic Results - Math

Diagnostic Results

i-Ready

School	Kimball Elementary
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **345/395**

1%	5%	45%	32%	17%

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
4 Students	17 Students	154 Students	110 Students	60 Students

Placement by Domain

Number and Operations (NO)	
Algebra and Algebraic Thinking (ALG)	
Measurement and Data (MS)	
Geometry (GEO)	
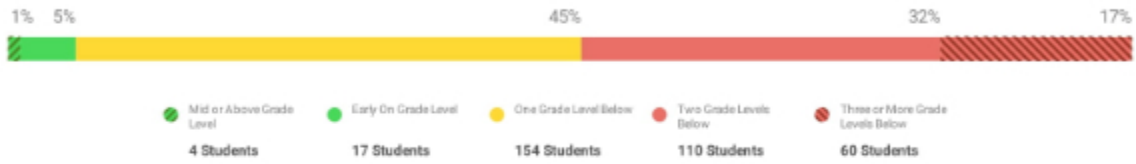
Switch Table View	Show Results By
Placement Summary	Grade

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Grade	Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Grade K		2%	4%	93%	0%	0%	45/55
Grade 1		0%	0%	77%	23%	0%	26/43
Grade 2		3%	2%	37%	58%	0%	65/80
Grade 3		0%	2%	30%	50%	19%	54/59
Grade 4		0%	5%	32%	27%	36%	59/62
Grade 5		2%	6%	36%	23%	32%	47/47

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Diagnostic Results

i-Ready

School	Kimball Elementary
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🚫	Students Assessed/Total
Grade 6		0%	14%	33%	24%	29%	49/49

Conclusions based on this data:

1. At the beginning of the year 6% of students were early on, mid or above grade level. Most recent assessments show an increase of 2% points overall in math. Our most recent assessments show that we are at 8% in this category.

2. Sixth grade has the highest percentage of students in the at grade level category with 14% and 1st grade had no students above or at grade level at the beginning of the year. However, most recent assessments show that 1st grade students are now 6% at mid or on grade level.

3. How do we accelerate learning post pandemic?

School and Student Performance Data

Diagnostic Results - Reading

Diagnostic Results

i-Ready

School	Kimball Elementary
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **346/395**

6%	9%	43%	22%	20%

◐ Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	◉ Three or More Grade Levels Below
22 Students	31 Students	148 Students	76 Students	69 Students

Placement by Domain

Phonological Awareness (PA)
Phonics (PH)
High-Frequency Words (HFW)
Vocabulary (VOC)
Comprehension: Literature (LIT)
Comprehension: Informational Text (INFO)

Switch Table View: **Placement Summary**   Show Results By: **Grade**

Showing 7 of 7

Grade	Overall Grade-Level Placement	◐	●	●	●	◉	Students Assessed/Total
Grade K		5%	2%	93%	0%	0%	43/55
Grade 1		4%	11%	79%	7%	0%	28/43
Grade 2		7%	6%	40%	46%	0%	67/80
Grade 3		4%	17%	21%	34%	25%	53/59
Grade 4		3%	10%	39%	14%	34%	59/62

Curriculum Associates

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Diagnostic Results

i-Ready

School	Kimball Elementary
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⛔	Students Assessed/Total
Grade 5		9%	9%	36%	17%	30%	47/47
Grade 6		12%	8%	16%	18%	45%	49/49

Conclusions based on this data:

1. At the beginning of the year 15% of students were early on, mid or above grade level, that is 50 students. Most recent assessments show an increase of 3% points overall in Reading. Our most recent assessments show that we are at 18% in this category which translate now to 64 students.

2. Sixth grade is once again scoring the highest at beginning of the year with 20% at mid or grade level. A breakdown of the data shows that our focus must be in vocabulary development.

3. 1. How can we accelerate learning post-pandemic?

School and Student Performance Data

EL Diagnostic Results - Math

Diagnostic Results

i-Ready

School	Kimball Elementary
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **345/395**

1%	5%	45%	32%	17%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
4 Students	17 Students	154 Students	110 Students	60 Students

Placement by Domain

- Number and Operations (NO)
- Algebra and Algebraic Thinking (ALG)
- Measurement and Data (MS)
- Geometry (GEO)
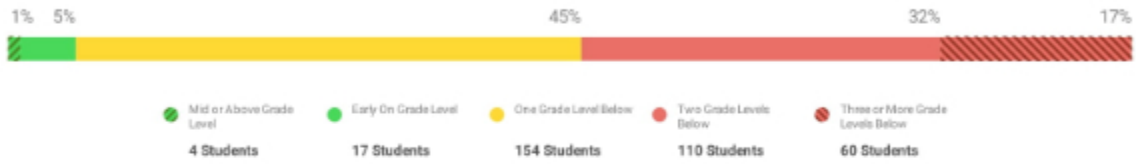
Switch Table View	Show Results By
Placement Summary	English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	◐	●	●	●	◐	Students Assessed/Total
Yes - English Learner		0%	1%	36%	38%	24%	215/240
No - English Learner		3%	11%	58%	22%	6%	130/155

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Conclusions based on this data:

1. At the beginning of the year only 1% of EL students were early on, mid or above grade level. Most recent assessments show an increase of 2% points overall in math. Our most recent assessments show that we are at 3% in this category.

2. During the 2019-2020 school year (pre-pandemic) we were at 22% at this time and at 26% in 2018-2019. An analysis of this data would show we are approximately 5% below at this time last year. At the end of the year in 2018-2019 our English Learners were at 26%. By the end of 2019-2020 44% were at or above. Looking at data over a 3 year period, our English learners have made good growth over time. Of note: At the end of the 2019-2020 school year our goal was to end with 10% of students at grade level. Being that we are at 17% at mid-year, we not only met, but surpassed our goal.

3. 1. How can we accelerate academic achievement for our English language learners at this time?

School and Student Performance Data

EL Diagnostic Results - Reading

Diagnostic Results

i-Ready

School	Kimball Elementary
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement

Students Assessed/Total: **346/395**

6%	9%	43%	22%	20%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
22 Students	31 Students	148 Students	76 Students	69 Students

Placement by Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)
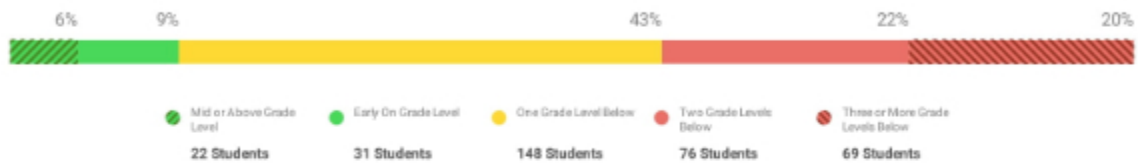
Switch Table View	Show Results By
Placement Summary	English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⊘	Students Assessed/Total
Yes - English Learner		1%	4%	43%	23%	29%	214/240
No - English Learner		15%	17%	43%	20%	5%	132/155

10/21/21 | Page: 1/1

Conclusions based on this data:

1. At the beginning of the year 5% of students were early on, mid or above grade level. Most recent assessments show an increase of 2% points overall in Reading. Our most recent assessments show that we are at 7% in this category. Additionally, we have reduced the number of students who are 2-3 grade levels below by 2%.

2. End of Year Data: 2018-2019 (27%) 2019-2020 (42%) 2020-2021 (Current Score 20%.) Will we be able to meet our end of year achievements for the prior year? Of Note: Our goal for the 2019-2020 school year was to reach 15% by year's end. Since we are currently at 20%, we have already met and surpassed our goal at mid point.

3. 1. How can we accelerate student achievement for our English language learners in reading post pandemic?

School and Student Performance Data

Special Education Diagnostic Results - Math

Diagnostic Results

i-Ready

School	Kimball Elementary
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **345/395**

1%	5%	45%	32%	17%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
4 Students	17 Students	154 Students	110 Students	60 Students

Placement by Domain

Number and Operations (NO)
Algebra and Algebraic Thinking (ALG)
Measurement and Data (MS)
Geometry (GEO)
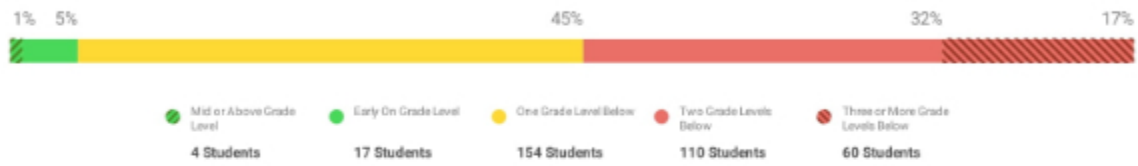
Switch Table View	Show Results By
Placement Summary	Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	◉	●	●	●	◉	Students Assessed/Total
Yes - Special Education		0%	3%	28%	43%	28%	40/46
No - Special Education		1%	5%	47%	30%	16%	305/349

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Conclusions based on this data:

1. At the beginning of the year 3% of students were early on, mid or above grade level. Most recent assessments show an decrease of 2% points overall in math. Our most recent assessments show that we have 5% in this category.

2. End of Year Data: 2018-2019 (8%) 2019-2020 *(48%) 2020-2021 (Will we be able to meet our end of year achievements for the prior year? *iReady Notes Not Reported

3. 1. How can we accelerate learning for our SPED students?
2. Why/how did we increase from 3% to 5% in the recent assessments?

School and Student Performance Data

Special Education Diagnostic Results - Reading

Diagnostic Results

i-Ready

School	Kimball Elementary
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **346/395**

6%	9%		43%		22%	20%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
22 Students	31 Students	148 Students	76 Students	69 Students

Placement by Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)
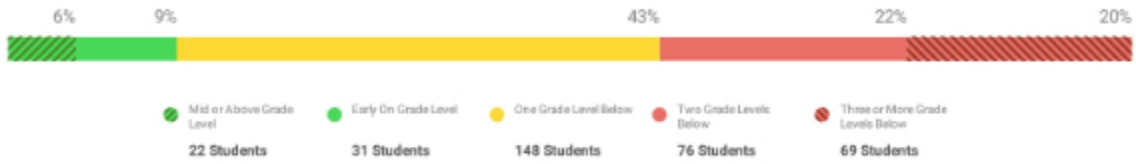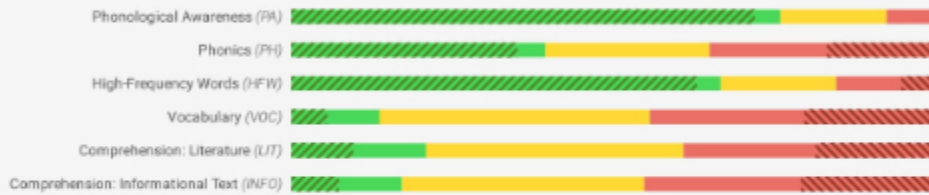
Switch Table View	Show Results By
Placement Summary	Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	◉	●	●	●	◉	Students Assessed/Total
Yes - Special Education		3%	3%	33%	26%	36%	39/46
No - Special Education		7%	10%	44%	21%	18%	307/349

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Conclusions based on this data:

1. At the beginning of the year 5% of students were early on, mid or above grade level. Most recent assessments show an increase of 4% points from early on to mid or above. We have recently grown to 9% at or above grade level.

2. End of Year Data: 2018-2019 (14%) 2019-2020

3. 1. How can we accelerate learning for our SPED students in ELA?

Disclaimer

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	59	57	69	58	57	0	58	57	0	98.3	100	0.0
Grade 4	50	55	57	48	51	0	48	51	0	96	92.7	0.0
Grade 5	51	50	51	45	48	0	45	48	0	88.2	96	0.0
Grade 6	77	42	42	72	42	0	72	42	0	93.5	100	0.0
Grade 7	n/a			n/a			n/a			n/a		
Grade 8	n/a			n/a			n/a			n/a		
Grade 11	n/a			n/a			n/a			n/a		
All Grades	237	204	219	223	198	0	223	198	0	94.1	97.1	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2429.	2429.		31.03	28.07		22.41	28.07		24.14	22.81		22.41	21.05	
Grade 4	2429.	2486.		8.33	37.25		22.92	19.61		27.08	23.53		41.67	19.61	
Grade 5	2453.	2429.		13.33	4.17		13.33	27.08		22.22	16.67		51.11	52.08	
Grade 6	2490.	2470.		11.11	7.14		26.39	16.67		29.17	28.57		33.33	47.62	
Grade 7	n/a			n/a			n/a			n/a			n/a		
Grade 8	n/a			n/a			n/a			n/a			n/a		
Grade 11	n/a			n/a			n/a			n/a			n/a		
All Grades	N/A	N/A	N/A	16.14	20.20		21.97	23.23		26.01	22.73		35.87	33.84	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	25.86	24.56		41.38	49.12		32.76	26.32	
Grade 4	12.50	29.41		52.08	41.18		35.42	29.41	
Grade 5	13.33	8.33		33.33	39.58		53.33	52.08	
Grade 6	26.39	4.76		29.17	40.48		44.44	54.76	
Grade 7	n/a			n/a			n/a		
Grade 8	n/a			n/a			n/a		
Grade 11	n/a			n/a			n/a		
All Grades	20.63	17.68		38.12	42.93		41.26	39.39	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	24.14	24.56		39.66	52.63		36.21	22.81	
Grade 4	8.33	29.41		47.92	50.98		43.75	19.61	
Grade 5	17.78	10.42		40.00	45.83		42.22	43.75	
Grade 6	8.33	11.90		51.39	57.14		40.28	30.95	
Grade 7	N/A			N/A			N/A		
Grade 8	N/A			N/A			N/A		
Grade 11	N/A			N/A			N/A		
All Grades	14.35	19.70		45.29	51.52		40.36	28.79	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	22.41	21.05		68.97	57.89		8.62	21.05	
Grade 4	14.58	23.53		70.83	62.75		14.58	13.73	
Grade 5	2.22	6.25		62.22	54.17		35.56	39.58	
Grade 6	9.72	4.76		58.33	52.38		31.94	42.86	
Grade 7	N/A			N/A			N/A		
Grade 8	N/A			N/A			N/A		
Grade 11	N/A			N/A			N/A		
All Grades	12.56	14.65		64.57	57.07		22.87	28.28	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	39.66	33.33		44.83	43.86		15.52	22.81	
Grade 4	10.42	29.41		54.17	52.94		35.42	17.65	
Grade 5	17.78	14.58		40.00	33.33		42.22	52.08	
Grade 6	25.00	9.52		45.83	50.00		29.17	40.48	
Grade 7	N/A			N/A			N/A		
Grade 8	N/A			N/A			N/A		
Grade 11	N/A			N/A			N/A		
All Grades	24.22	22.73		46.19	44.95		29.60	32.32	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. *Ninety-seven percent of our students participated in the statewide testing program. Overall the growth trend at Kimball School is moving in a positive direction. The number of students in the exceeded and met columns in 16-17 was 35.53%, in 17-18, it was 38.11% and in 18-19 that number increased to 42.93%. Additionally, in 17-18, 35.87% of students fell into the Not Met category in English language arts, while in 18-19, that number was reduced to 33.84%.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE SBAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

2. Our focus on the literary and non-fictional texts paid off as well. In 17-18, 41.26% of students fell into the below standard category of the understanding literary and non-fictional texts CAASPP claim. In 18-19, that number was reduced to 39.39%.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE SBAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

3. We also made a concerted effort to focus on writing during the 2017-2018 school year. Our data on the writing claim on CAASPP reflects that in 17-18, 40.36% of students were below standard in producing clear and purposeful writing in this CAASPP claim. By 18-19, that number was reduced to 29.80% showing a very positive upward trend. Third grade went from 36.21% to 22.81%, 4th grade went from 43.75% to 19.61% and 6th grade went from 40.28% to 35.71%.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE SBAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	59	57	69	59	57	0	59	57	0	100	100	0.0
Grade 4	50	55	57	50	54	0	50	54	0	100	98.2	0.0
Grade 5	51	50	51	51	50	0	51	50	0	100	100	0.0
Grade 6	77	43	42	77	43	0	77	43	0	100	100	0.0
Grade 7	n/a			n/a			n/a			n/a		
Grade 8	n/a			n/a			n/a			n/a		
Grade 11	n/a			n/a			n/a			n/a		
All Grades	237	205	219	237	204	0	237	204	0	100	99.5	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2454.	2448.		30.51	26.32		33.90	35.09		18.64	22.81		16.95	15.79	
Grade 4	2422.	2486.		6.00	25.93		10.00	33.33		42.00	20.37		42.00	20.37	
Grade 5	2427.	2425.		3.92	6.00		7.84	2.00		15.69	16.00		72.55	76.00	
Grade 6	2445.	2449.		5.19	4.65		10.39	6.98		31.17	30.23		53.25	58.14	
Grade 7	N/A			N/A			N/A			N/A			N/A		
Grade 8	N/A			N/A			N/A			N/A			N/A		
Grade 11	N/A			N/A			N/A			N/A			N/A		
All Grades	N/A	N/A	N/A	11.39	16.67		15.61	20.59		27.00	22.06		45.99	40.69	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	47.46	45.61		33.90	35.09		18.64	19.30	
Grade 4	8.00	40.74		18.00	33.33		74.00	25.93	
Grade 5	5.88	8.00		15.69	10.00		78.43	82.00	
Grade 6	9.09	6.98		29.87	30.23		61.04	62.79	
Grade 7	N/A			N/A			N/A		
Grade 8	N/A			N/A			N/A		
Grade 11	N/A			N/A			N/A		
All Grades	17.72	26.96		25.32	27.45		56.96	45.59	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	20.34	28.07		59.32	54.39		20.34	17.54	
Grade 4	8.00	29.63		44.00	35.19		48.00	35.19	
Grade 5	5.88	2.00		25.49	28.00		68.63	70.00	
Grade 6	5.19	2.33		25.97	34.88		68.83	62.79	
Grade 7	N/A			N/A			N/A		
Grade 8	N/A			N/A			N/A		
Grade 11	N/A			N/A			N/A		
All Grades	9.70	16.67		37.97	38.73		52.32	44.61	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	47.46	36.84		40.68	43.86		11.86	19.30	
Grade 4	8.00	38.89		38.00	38.89		54.00	22.22	
Grade 5	3.92	4.00		33.33	22.00		62.75	74.00	
Grade 6	6.49	2.33		35.06	37.21		58.44	60.47	
Grade 7	N/A			N/A			N/A		
Grade 8	N/A			N/A			N/A		
Grade 11	N/A			N/A			N/A		
All Grades	16.46	22.06		36.71	35.78		46.84	42.16	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. *Ninety-nine percent of our 3-6 grade students participated in the CAASPP testing program. Overall the growth trend at Kimball School in mathematics, has finally moved in a positive direction. The number of students in the exceeded and met columns in 16-17 was 28.5%. In 17-18 there is evidence that CAASPP scores went to 27%. However, in 18-19 it increased to 37.26%. This was an increase of 10.26%. Additionally, in 17-18, in overall mathematics, 45.99% of students fell into the Not Met category, while in 18-19 that number was reduced to 40.69%. That is an increased trend of 5.3%.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE SBAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

2. In taking a deeper dive into the data, a determination can be made that in 17-18, 56.96% of students fell into the below standard category of the concepts & procedures CAASPP claim. In 18-19, that number was reduced to 45.59%. This was an increased trend of 11.37%.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE SBAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

3. In the problem solving & modeling/data analysis CAASPP claim, our data was the following: In 17-18, 52.32% of the students fell into the below standard category while in 18-19, only 44.61% were now there. This was an increased trend of 7.71%
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE SBAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1433.8	1428.0	1422.8	1434.9	1436.7	1437.1	1430.9	1407.5	1389.1	52	45	14
1	1479.2	1459.7	1421.9	1467.1	1462.0	1435.3	1490.8	1456.9	1408.1	43	54	43
2	1500.3	1500.7	1461.1	1492.0	1498.7	1472.1	1508.2	1502.2	1449.6	46	39	36
3	1502.0	1490.5	1495.1	1494.2	1489.0	1499.8	1509.4	1491.5	1490.1	29	26	54
4	1499.5	1492.8	1523.6	1492.4	1486.1	1516.2	1505.8	1498.9	1530.6	26	23	33
5	1483.3	1510.2	1535.0	1459.5	1503.2	1530.5	1506.6	1516.9	1539.1	25	22	27
6	1493.1	1486.5	1501.3	1479.5	1481.8	1512.8	1506.4	1490.6	1489.2	34	17	12
All Grades	1465.2			1460.3			1468.2			255	226	219

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	36.54	4.44	14.29	*	53.33	42.86	38.46	42.22	28.57	*	0.00	14.29	52	45	14
1	53.49	11.11	2.33	27.91	38.89	37.21	*	38.89	37.21	*	11.11	23.26	43	54	43
2	45.65	23.08	5.56	41.30	48.72	41.67	*	28.21	33.33	*	0.00	19.44	46	39	36
3	*	11.54	16.98	41.38	38.46	41.51	*	46.15	32.08	*	3.85	9.43	29	26	53
4	*	26.09	27.27	50.00	39.13	33.33	*	17.39	33.33	*	17.39	6.06	26	23	33
5	*	9.09	26.92	44.00	50.00	34.62	*	18.18	30.77	*	22.73	7.69	25	22	26
6	*	0.00	8.33	*	47.06	33.33	*	23.53	33.33	38.24	29.41	25.00	34	17	12
All Grades	30.59	12.39	14.29	33.73	45.13	38.25	22.35	33.19	33.18	13.33	9.29	14.29	255	226	217

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Oral Language Percentage of Students at Each Performance Level for All Students																			
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	36.54	6.67	14.29	26.92	57.78	57.14	25.00	31.11	7.14	*	4.44	21.43	52	45	14
1	48.84	18.52	11.63	27.91	44.44	34.88	*	31.48	34.88	*	5.56	18.60	43	54	43
2	60.87	41.03	25.00	28.26	41.03	41.67	*	17.95	27.78	*	0.00	5.56	46	39	36
3	41.38	19.23	43.40	*	57.69	35.85	*	19.23	15.09	*	3.85	5.66	29	26	53
4	42.31	34.78	33.33	*	34.78	45.45	*	17.39	21.21	*	13.04	0.00	26	23	33
5	*	40.91	50.00	*	27.27	34.62	*	13.64	15.38	*	18.18	0.00	25	22	26
6	*	29.41	33.33	*	23.53	41.67	*	11.76	16.67	*	35.29	8.33	34	17	12
All Grades	41.18	24.78	30.88	28.24	43.81	39.63	16.08	23.01	21.66	14.51	8.41	7.83	255	226	217

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Written Language Percentage of Students at Each Performance Level for All Students																			
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	30.77	4.44	7.14	26.92	42.22	14.29	40.38	51.11	64.29	*	2.22	14.29	52	45	14
1	51.16	9.26	4.65	27.91	37.04	23.26	*	33.33	37.21	*	20.37	34.88	43	54	43
2	45.65	17.95	0.00	30.43	43.59	41.67	*	35.90	27.78	*	2.56	30.56	46	39	36
3	*	3.85	7.55	*	42.31	20.75	41.38	46.15	50.94	*	7.69	20.75	29	26	53
4	*	13.04	18.18	*	34.78	30.30	50.00	26.09	33.33	*	26.09	18.18	26	23	33
5	*	0.00	7.69	*	9.09	26.92	*	63.64	50.00	*	27.27	15.38	25	22	26
6	*	0.00	0.00	*	5.88	0.00	*	52.94	41.67	58.82	41.18	58.33	34	17	12
All Grades	26.27	7.96	6.91	27.06	34.51	25.35	28.24	42.48	41.94	18.43	15.04	25.81	255	226	217

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.00	8.89	14.29	44.23	84.44	78.57	*	6.67	7.14	52	45	14
1	62.79	44.44	18.60	*	50.00	65.12	*	5.56	16.28	43	54	43
2	60.87	41.03	22.22	39.13	58.97	66.67	*	0.00	11.11	46	39	36
3	44.83	15.38	32.69	37.93	65.38	51.92	*	19.23	15.38	29	26	52
4	*	26.09	42.42	50.00	60.87	51.52	*	13.04	6.06	26	23	33
5	*	9.09	30.77	*	68.18	65.38	*	22.73	3.85	25	22	26
6	*	17.65	16.67	61.76	41.18	58.33	*	41.18	25.00	34	17	12
All Grades	45.49	26.11	27.31	41.18	62.39	60.65	13.33	11.50	12.04	255	226	216

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	30.77	26.67	7.14	46.15	64.44	71.43	23.08	8.89	21.43	52	45	14
1	48.84	5.56	16.28	41.86	85.19	62.79	*	9.26	20.93	43	54	43
2	67.39	30.77	27.78	28.26	69.23	69.44	*	0.00	2.78	46	39	36
3	44.83	61.54	53.85	37.93	34.62	42.31	*	3.85	3.85	29	26	52
4	61.54	39.13	38.71	*	43.48	58.06	*	17.39	3.23	26	23	31
5	*	63.64	69.23	52.00	22.73	26.92	*	13.64	3.85	25	22	26
6	*	35.29	66.67	55.88	41.18	25.00	*	23.53	8.33	34	17	12
All Grades	43.53	31.86	39.25	40.00	58.85	52.34	16.47	9.29	8.41	255	226	214

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	26.92	0.00	7.14	61.54	97.78	71.43	*	2.22	21.43	52	45	14
1	60.47	37.04	18.60	30.23	37.04	44.19	*	25.93	37.21	43	54	43
2	54.35	10.26	11.43	32.61	87.18	54.29	*	2.56	34.29	46	39	35
3	*	3.85	9.43	65.52	57.69	56.60	*	38.46	33.96	29	26	53
4	*	13.04	18.18	76.92	56.52	54.55	*	30.43	27.27	26	23	33
5	*	4.55	23.08	64.00	68.18	57.69	*	27.27	19.23	25	22	26
6	*	0.00	0.00	*	35.29	25.00	79.41	64.71	75.00	34	17	12
All Grades	29.80	12.83	13.89	46.27	65.04	52.78	23.92	22.12	33.33	255	226	216

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	75.00	62.22	28.57	23.08	33.33	57.14	*	4.44	14.29	52	45	14
1	39.53	5.56	2.33	53.49	72.22	62.79	*	22.22	34.88	43	54	43
2	28.26	20.51	0.00	63.04	71.79	58.33	*	7.69	41.67	46	39	36
3	*	7.69	13.73	62.07	84.62	68.63	*	7.69	17.65	29	26	51
4	*	13.04	24.24	61.54	73.91	69.70	*	13.04	6.06	26	23	33
5	*	4.55	11.54	56.00	86.36	88.46	*	9.09	0.00	25	22	26
6	*	11.76	0.00	79.41	82.35	83.33	*	5.88	16.67	34	17	12
All Grades	34.51	20.80	10.70	54.51	68.14	68.37	10.98	11.06	20.93	255	226	215

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There is a need to focus on our English Language Development program.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

2. There is a big discrepancy between the 17-18 and 18-19 results in 1st grade.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

3. There is a need to review examining methods.

*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

School and Student Performance Data
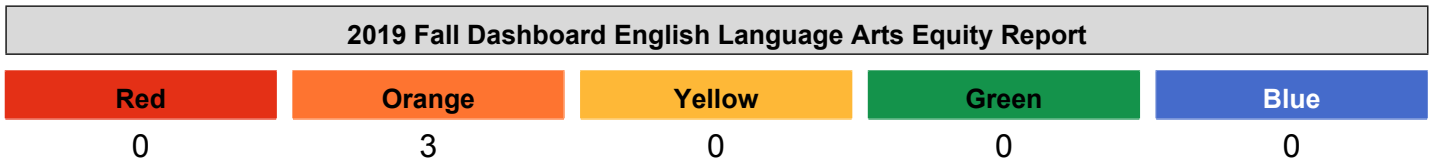
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
379	**67.8**	**55.4**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	210	55.4
Foster Youth		
Homeless	35	9.2
Socioeconomically Disadvantaged	257	67.8
Students with Disabilities	37	9.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.3
American Indian or Alaska Native		
Asian		
Filipino	5	1.3
Hispanic	365	96.3
Two or More Races	5	1.3
Native Hawaiian or Pacific Islander		
White	3	0.8

Conclusions based on this data:

1. The majority of the student population of 431 are of Hispanic background, 95.4%. Other ethnic groups represented are Filipino at 1.4%, White at 0.7%, African American at 0.5%, and Asian at 0.2%.

**DUE TO COVID-19 AND THE PANDEMIC DATA WAS NOT UPDATED DURING THE 2019-2020 SCHOOL YEAR.

2. Although all students receive free lunch 75.2% are classified as socioeconomically disadvantaged.
**DUE TO COVID-19 AND THE PANDEMIC DATA WAS NOT UPDATED DURING THE 2019-2020 SCHOOL YEAR.

3. English Learners represent 67.3% of the total population.
**DUE TO COVID-19 AND THE PANDEMIC DATA WAS NOT UPDATED DURING THE 2019-2020 SCHOOL YEAR.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
Orange	Yellow	Orange
Mathematics		
Yellow		

Conclusions based on this data:

1. Students at Kimball have an overall academic level of Yellow in English Language Arts.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

2. In Math the overall performance is in the Orange making this an area to look at to see what subgroups and specific skill areas we can address.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

3. Chronic absenteeism is in the red, showing an area we need to address since we know that when children do not regularly attend school, gaps in learning develop.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
26.4 points below standard	36.7 points below standard	0 Students
Maintained ++0.9 points	Maintained -0.1 points	
193	150	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
29.7 points below standard	34 points below standard	88.6 points below standard
Increased Significantly ++35 points	Maintained -1.4 points	Increased Significantly ++57.9 points
15	135	14

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
2			1

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
29.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.6 points	2		2
186			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.7 points below standard	15.8 points above standard	5.5 points above standard
Declined Significantly -26.1 points	Declined Significantly -38 points	Increased ++8.4 points
80	70	41

Conclusions based on this data:

1. When we look at overall data for English Language Arts using the Dashboard all students and subgroups are in the Yellow and maintained overall below standard points.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

2. Even though all subgroups showed some improvement in ELA, data shows that students and all subgroups on the ELA assessment are below standards.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

3. Students with disabilities increased below standards points significantly.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

School and Student Performance Data
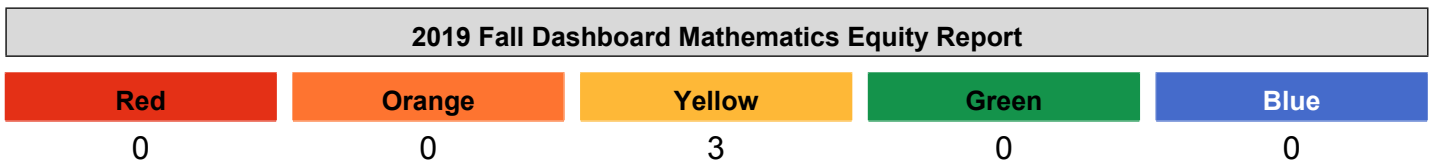
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	
40.5 points below standard	47.9 points below standard	
Increased Significantly ++15.4 points	Increased ++14.1 points	
194	151	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
37.9 points below standard	51.2 points below standard	72.9 points below standard
Increased Significantly ++58.3 points	Increased Significantly ++17.7 points	Increased Significantly ++118.3 points
15	136	14

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2			No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 44.4 points below standard Increased Significantly ++15.4 points 187	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
79.1 points below standard	11.9 points below standard	18.9 points below standard
Declined -5.9 points	Maintained -0.5 points	Increased Significantly ++21.6 points
81	70	41

Conclusions based on this data:

1. Kimball students increased significantly in math.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

2. From the previous year students overall and in all subgroups there was a drop in performance with English Learners subgroup showing the smallest drop of 6.6 points.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

3. Although students with disabilities stayed at the same level in ELA, in math they dropped by 34 points. We are looking at how we can provide additional support and interventions for these and other students who showed a drop in scores.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
50.9 making progress towards English language proficiency
Number of EL Students: 173
Performance Level: Medium
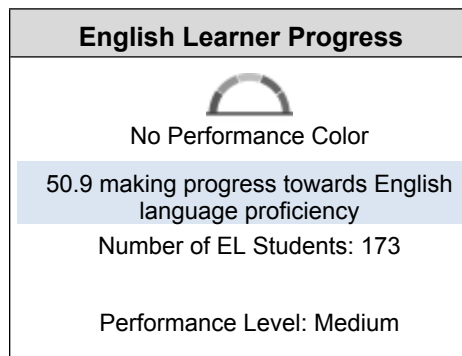
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30	55	9	79

Conclusions based on this data:

1. Kimball is showing 173 English language learners.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

2. Students are performing at the medium level.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

3. Seventy - nine students progressed at least one level.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

School and Student Performance Data

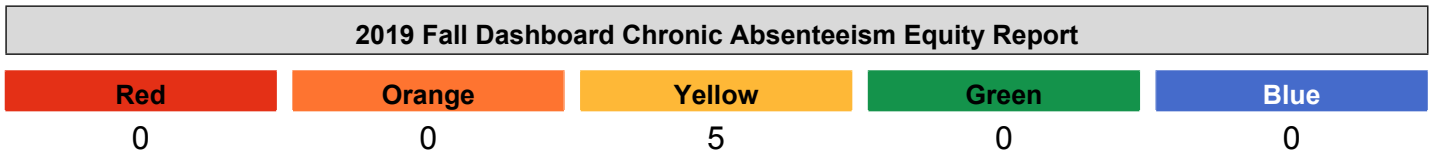## Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	5	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
11.7	12.2	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -16.7	Declined Significantly -14.7	0
418	271	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Yellow
17.9	13.3	12.1
Declined -10.9	Declined Significantly -16.3	Declined -18.5
39	308	33

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	0	0	5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
11.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -17.7			
403	4	0	4

Conclusions based on this data:

1. All students declined significantly, moving chronic absenteeism in a positive direction.
*DUE TO COVID-19 AND THE PANDEMIC THIS DATA WAS NOT UPDATED IN FALL OF 2020.

2. Continue to implement our academic engagement motivational strategies.
*DUE TO COVID-19 AND THE PANDEMIC THIS DATA WAS NOT UPDATED IN FALL OF 2020.

3. All subgroups declined in their chronic absenteeism rates, however, socioeconomically disadvantaged and English Learners declined significantly.
*DUE TO COVID-19 AND THE PANDEMIC THIS DATA WAS NOT UPDATED IN FALL OF 2020.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
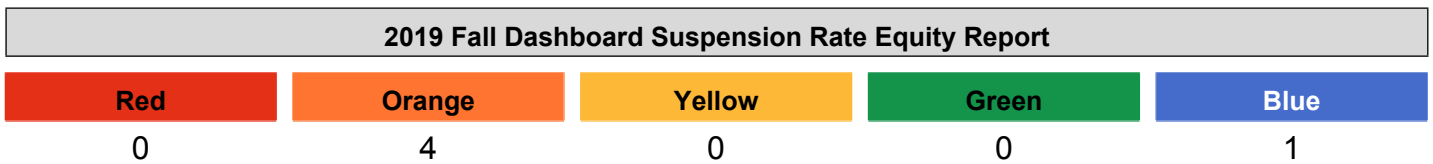## Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	
1.6	2.1	
Increased +1.6	Increased Significantly +2.1	
440	283	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Blue
2.5	1.9	0
Increased +2.5	Increased +1.9	Maintained 0
40	321	36

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color			No Performance Color
Less than 11 Students - Data Not Displayed for Privacy			Less than 11 Students - Data Not Displayed for Privacy
2			6

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color		No Performance Color
1.4	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
Increased +1.4	5		4
423			

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	1.6

Conclusions based on this data:

1. In comparing 2018 to 2019, suspension rates increased.
*DUE TO COVID-19 AND THE PANDEMIC THIS DATA WAS NOT UPDATED IN FALL OF 2020.

2. Although suspension rates increased, it is important to note that suspensions that took place in 2018 were not reported.
*DUE TO COVID-19 AND THE PANDEMIC THIS DATA WAS NOT UPDATED IN FALL OF 2020.

3. English learners and homeless students were suspended more frequently.
*DUE TO COVID-19 AND THE PANDEMIC THIS DATA WAS NOT UPDATED IN FALL OF 2020.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvement in Student Performance for English Learners

LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them to acquire English language proficiency, re-designate, and continue to achieve grade level academic expectations.

Goal 1

1A. English Learner Reclassification rate will increase by 5%.
1B. English Learner Distance from standard on the Dashboard will decrease by 10 points per year.
English Language Arts CAASPP: From -37.4 below standard to -27.4 below standard.
1C. English Learner Distance from standard on the Dashboard will decrease by 10 points per year.
Math CAASPP: From -47.9 below standard to -37.9 below standard.

Identified Need

According to CAASPP ELA and Math Dashboard data the following is true in regards to distance from standard for our English Language Learners:

ELA: 2017   -44.9
2018   -36.7
2019   -37.4

MATH: 2017   -55.4
2108   -62.1
2019   -47.9

In 2018-2019, 33 students were reclassified at Kimball School

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA EL Data	19% Meet or Exceeds Standards	21% Meet or Exceeds Standards
CAASPP Math EL Data	23% Meet or Exceeds Standards	25% Meet or Exceeds Standards
ELPAC Overall Data	57% Level 3-4	65% Level 3-4
ELPAC Oral Language Data	68% Level 3-4	75% Level 3-4
ELPAC Written Language Data	42% Level 3-4	55% Level 3-4
iReady ELA Data	16%	26%
iReady Math Data	19%	30%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Data	33 students	40
Distance from standard (ELA)	-85	-65
Distance from standard (Math)	-81	-60

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

At Kimball School we will:
- Continue to review our data during our data teams and collaboration times to drive our instruction based on student needs
- Continue teacher development and implementation of the CA ELD standards with the Common Core math and ELA frameworks.
- Analyze effectiveness of ELD/SLD differentiation strategies by measuring student progress using multiple measures: CAASPP, iReady, and LAS links.
- Ensure that our reclassification data is accurate and adequately reported to all stakeholders in order to analyze our programs.
- Ensure that we make speaking and writing (thinking output) a priority at Kimball as we are a dual language school.
- Ensure that our language arts specialist provides our impact teachers with materials and research based strategies to support our struggling learners across all areas of our curriculum.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCAP 1000-1999: Certificated Personnel Salaries Stipend for English learner liaison
	District Funded 1000-1999: Certificated Personnel Salaries Language Arts Specialist

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Research indicates that differentiated instruction positively impacts student achievement when needs are targeted and specific. We will create homogeneous groups in language proficiency in English and Spanish and provide credentialed teachers to support these target groups so they are making one year's growth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
28,939	Title I 1000-1999: Certificated Personnel Salaries Impact teacher salary
35000	LCAP 1000-1999: Certificated Personnel Salaries Impact teacher salary

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Provide on site technology support for technology issues pertaining to hardware/software.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCAP 1000-1999: Certificated Personnel Salaries Technology liaison stipend
	None Specified None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Ensure to have a healthy supply of Chromebook chargers, iPad chargers, and headphones as replacements so students always have access to their online courses.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7500	LCAP 6000-6999: Capital Outlay

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Language Learners

Strategy/Activity

Teachers will be offered the opportunity to participate in a Dual Language Academy where there will be 8 modules where teachers can participate in the latest research on the benefits of a dual language school for English language learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teacher empowerment with regard to the English Language Arts and English Language Development California state framework will be pivotal to the overall understanding and implementation of the California common core standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Teachers will be developing and implementing a dual language master plan.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The plan is to faithfully implement the goals. However, using iReady and PACE, we will modify our interventions based on metrics we will be monitoring throughout the year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Performance (English Language Arts & Mathematics) All Students

LEA/LCAP Goal

Increase academic proficiency for all students through a multi-tiered system of supports framework that advances the global competency skills of communication, collaboration, creativity, and problem solving needed for future success.

Goal 2

2A. CAASPP results in English Language Arts
CAASPP results in math

ELA Smarter Balanced Assessment will increase from 42.93% met/exceeded percent in 2018-2019 to 50% in 2019-2020.
Math Smarter Balanced Assessment will increase from 37.26 % in 2018-2019 to 45% in 2019-2020.

2B. By the end of the 2020 school year, Tier I iReady results will move from 15% to 30% in ELA.
By the end of the 2020 school year, Tier I iReady results will move from 10% to 20 % in Math.

Identified Need

California Dashboard data indicates the following for all students in English Language Arts and Mathematics:

ELA points below standard in 2017 (-39.6) 2018 (-27.3) which was an increase of +12.3 points. In 2019 (-27.3) which indicates a NO CHANGE status.
MATHEMATICS points below standard 2017 (-52.7) 2018 (-55.9) which was a decrease of -3.3 points. In 2019 (-40.5) which indicates an increase of (+15.4)

CAASPP Smarter Balanced Detailed Assessment Reports indicate the following in English Language Arts and Mathematics:

ELA met/exceeded standard 2017=35.53%, 2018=38.11% (+2.58), 2019 42.93% (+4.82)
MATHEMATICS met/exceeded 2017=28.50%, 2018=27% (-1.5), 2019 37.26 (+10.26)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data (All)	42.93%	50%
CAASPP Math Data (All)	37.26%	45%
CAASPP ELA (Socio-economically Disadvantaged)	39%	44%
CAASPP Math (Socio-economically Disadvantaged)	30%	35%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA (All)	26% Tier I	36% Tier I
iReady Math (All)	18% Tier I	30% Tier I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide students with access and opportunities to engage with social studies, science topics in short stories and article format; expanding access to global themes and current events beyond our core curriculum.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2200	LCAP 4000-4999: Books And Supplies Cost of subscription for Scholastic, Time and National Geographic magazines for students.
	None Specified None Specified
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Create and administer assessments tied to specific skills in ELA and Math. Provide quick check in and parent reports to show growth and areas of need. Provide parents with specific, detailed 1:1

assessment for students in kindergarten and the early stages of mathematical reasoning and literacy skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	LCAP 4000-4999: Books And Supplies Licenses for all students in kindergarten classrooms.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide opportunities for students to leverage the brain's innate spatial-temporal reasoning ability to solve mathematical problems, through challenging puzzles, non-routine problem solving, and formative feedback. Build students deep conceptual understanding of mathematical equations.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	LCAP 4000-4999: Books And Supplies Cost of each license per student.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Through district initiatives and funding, Kimball School has been able to increase technology hardware and software to advance our students' learning achievements in the areas of mathematics, English/Spanish reading, writing listening and speaking. Although NSD has a robust technology department, which supports all our implementation efforts, on site and in the moment support is needed as well for the following technology:

*iReady software-Provides actionable, intuitive data and assigns lessons to students which support them in their growth both in English Language Arts, as well as in mathematics.

*SchoolPace-Dashboard by American Reading Company which allows teachers to monitor student and classroom growth
*Wixie-Cloud based tool which allows students to showcase their digital projects
*Illuminate-Student profile monitoring program for behavior as well as for student assessments
*Discovery Education-Teachers can find digital content to inspire and motivate students
*Thrively-Assesses students in an engaging way to find students strengths and passions
*Google Classroom-Digital platform where students can engage in their learning with peers, teachers and parents at school or from home
*ST Math-A visual math program that builds deep conceptual understanding of math through rigorous learning and creative problem solving
*Imagine Español-Personalizes and accelerates grade-level reading and language proficiency in Spanish
*GoMath-Digital tutorials which support lessons and set up problems

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop an engaging slightly structured space for students to gather to work collaboratively in small groups or with the teacher.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCAP 6000-6999: Capital Outlay
	None Specified None Specified

Strategy/Activity 6
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | None Specified |
| | None Specified |

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | None Specified |
| | None Specified |

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

*Enrichment opportunities as well as intervention supports will continue to support our students in the achievement of our goals. In 17-18, 27% met or exceeded the standard, while in 18-19, 37.26% now met or exceeded the standard. In ELA, 38.11% met/exceeded the standard, while in 18-19 that number increased to 42.93%. Additionally, In 17-18, 35.87% of students fell into the Not Met category in English language arts, while in 18-19, that number was reduced to 33.84% and in mathematics, in 17-18, 45.99% of all students fell into the Not Met category, while in 18-19 that number was reduced to 40.69%. *NO DATA FOR 19-20 DUE TO THE COVID-19 PANDEMIC AND SCHOOL CLOSURES.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Using our iReady ELA and MATH monitoring program, adjustments will be made to this goal. Through consistent monitoring, teachers will be able to prescribe lessons from or iReady program in either math or ELA depending on what our metrics reveal. Changes can be found and adjusted in the SPSA in the goals section of our plan.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned improvements in student performance with an emphasis on parent and community engagement.

LEA/LCAP Goal

Expand collaboration and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth and low income students.

Goal 3

Increase the number of parents that participate in the National School District's Parent Empowerment courses. Of these parents, a cohort of parent involvement sessions will be implemented and delivered by the parents who participate in the parent empowerment institutes.

Identified Need

There is a need for Kimball to engage parents in more ways to partner with our school in their students' education. I believe one of the positive outcomes of the pandemic, is that parents are now able to be engaged with the classroom teacher, if not directly, indirectly by monitoring their students' lessons. Interestingly enough, our most recent survey noted the greatest preference from parents was time with school staff, however, parent work schedules pose the greatest obstacle. In accordance with research, the more engaged parents are in the academic progress of their children the greater the likelihood students will achieve at high levels. At Kimball we will focus on providing greater school access opportunities and building parent leadership capacity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide a coherent system of communication between parents of both the English as well as the Spanish teachers in our dual language 50/50 program. This will include a systematic way of understanding the goals and expectations for class/homework on a daily basis for each of their teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCAP 4000-4999: Books And Supplies Cost of production of the Kimball home/school communication homework folders

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide parent empowerment opportunities for all parents whose children participate in the Kimball Dual Language Program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1124	Title I 5800: Professional/Consulting Services And Operating Expenditures Registration for CABE training.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parents will receive up to date individualized assessment reports on ESGI, iReady, IRLA, ENIL and other pertinent academic progress information in easy to ready color reports on an as needed basis.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,138	LCAP 6000-6999: Capital Outlay

Strategy/Activity 4
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide incentives for parents to attend district and school wide meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students who participated in the parent empowerment institutes will come back to Kimball and share their experiences and the importance of parent empowerment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Clearly, the pandemic has re-directed our intended implementations within this goal. We need to harness what we've learned from the pandemic regarding engagement and see how we will implement these newly found strategies in the future once we return to in person learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Safe Schools

LEA/LCAP Goal

Provide an integrated multi-tiered framework of support that incorporates differentiated instruction, social-emotional learning, and positive behavior intervention to improve individualized student outcomes.

Goal 4

4A. NSD California Healthy Kids Survey (CHKS) 90% Students feel safe at school most of the time or all of the time on CHKS.

4B. Academic Engagement (Chronic Absenteeism) will go from yellow to green on dashboard data
4C. Conditions & Climate will go from Orange to Yellow
4D. Physical Fitness Test will increase from 56% to 70%
4E. Kimball School will decrease the number of Tier I and Tier II interventions by 10% for grades K through 6 by implementing structured recess, PBIS strategies, Sanford Harmony social emotional curriculum and a full time counselor. Through the implementation of our PBIS program Kimball School will move from a Gold status to a Platinum as measured through the Tiered Fidelity Inventory.

Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2017 NSD's administration of the California Healthy Kids Survey show that although 79 percent report they feel safe at school, 21 percent do not. Physical and verbal offenses of students hover around 48 percent. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

In 2017-2018, the National City Collaborative Family Resource Centers had 937 points of service for families in the community. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families.

Sixty-three students with their families have attended Student Attendance Review Board (SARB) this year. School attendance is a major factor in school achievement. There is a need to support families that are struggling to get their children to school.

Based on the 2018 fifth grade physical fitness assessment, only 10% of the students at Kimball received a 5 or 6 out of the six physical fitness test components: aerobic capacity, body composition, abdominal strength, trunk strength, upper body strength, and flexibility. Twenty-eight percent of students passed 4/6 components, 20% passed 3/6 components, 36% passed 2/6 components and 6% passed 1/6 components placing them at health risk.

DASHBOARD Data for Kimball indicated the following:

Suspension (Conditions & Climate)
2017=2.8% suspended (Orange)
2018=0% suspended (-2.8%) (Blue)
2019=1.6% suspended (+1.6) (Orange

Chronic Absenteeism (Academic Engagement)
2017= 7.5%
2018=28.4% (+20.9%) (Red)
2019=11.7% (-16.7%) (Yellow)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension/Expulsion Rates	.5% Suspended	Maintain baseline outcome
Chronic Absenteeism	28.4%	15%
Tier 1 Behavior Referrals	407	Reduction of 10%
Tier 2 Behavior Referrals	6	Reduction of 1%
Students Survey on School Climate	90%	95%
Parent Survey on School Climate		
PBIS Award	Gold	Platinum
Physical Fitness Test	10%	20%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide students with social emotional lessons every other week. Conduct referrals to outside agencies such as Care Solace, Family Resource Center and other community resources. Provide short term small group counseling sessions for students in need of this services based on the social emotional screeners administered by the classroom teachers. Conduct risk-assessments where needed and interpret data related to our school-wide discipline program. Organize, implement and update our Tiered Fidelity Inventory on a yearly basis.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
43000	Title I 1000-1999: Certificated Personnel Salaries School's allocation for counselor

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Tier 2 & 3 Students

Strategy/Activity

Maintain our playground equipment as wear and tear takes place. Playground equipment is utilized for our structured recess program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7500	LCAP 6000-6999: Capital Outlay Cost of equipment replacement
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	None Specified

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

•Encourage Kimball teachers to implement Crisis Prevention and de-escalation techniques they learned during professional development training.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District funded

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Student discipline has continued to be curbed in the past two years as evidenced through our illuminate data. Our positive reward system has also helped students to make positive choices in their behavior.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Using our illuminate. data, teacher observation and other metric, we will adjust our goals and strategies. Changes can be found in our goal section of our SPSA. Changes needed based on data review, will be discussed through our regularly scheduled school site council meetings

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Provide students access to equitable learning opportunities

LEA/LCAP Goal

Promote student engagement and achievement through broad course of study and innovative learning programs.

Goal 5

By the end of 2021-2022 the number of students participating in broad coarse of study will increase by 10%

Identified Need

Academic achievement is linked to a student's background knowledge and research has concluded that a broad course of study supports this need,
especially for English learners. Research shows that a high levels of prior knowledge is positively related to academic success. Additionally, "more prior knowledge gives students more working memory to acquire more new knowledge to enhance their learning engagement (Sweller et al., 1998)." Historically, low income students enter school with lower levels of prior knowledge and vocabulary. Input from parent and staff indicated a continued desire to provide and expand innovative learning opportunities for students. NSD is committed to ensuring the growth of the whole child and is focused on providing access to real-world hands on experiences for students to increase prior knowledge, vocabulary and content knowledge, with a particular focus on students from low income homes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Climate Action Club, REACH, Gardening Club, Achieve3000, Tier 2 support, Enrichment, Field Trips: Living Coast, Olivewood Gardens

Strategy/Activity

Students will participate in off campus excursions such as The Living Coast, Olivewood Gardens in order to engage the students in real world learning opportunities that will help them be critical thinkers, writers and global citizens.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCAP 5000-5999: Services And Other Operating Expenditures Cost of transportation to attend educational excursions

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	LCAP

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 1

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$148,201.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$73,063.00

Subtotal of additional federal funds included for this school: $73,063.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCAP	$75,138.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $75,138.00

Total of federal, state, and/or local funds for this school: $148,201.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	23,942	-51,196.00
Title I	126321	53,258.00
Title I Part A: Parent Involvement	810	810.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCAP	75,138.00
None Specified	0.00
Title I	73,063.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	108,939.00
4000-4999: Books And Supplies	10,500.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,124.00
6000-6999: Capital Outlay	22,638.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	LCAP	37,000.00
4000-4999: Books And Supplies	LCAP	10,500.00
5000-5999: Services And Other Operating Expenditures	LCAP	5,000.00
6000-6999: Capital Outlay	LCAP	22,638.00
	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	71,939.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,124.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	73,439.00
Goal 2	10,000.00
Goal 3	9,262.00
Goal 4	50,500.00
Goal 5	5,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Luz Vicario	Principal
Ricardo Sandoval	Classroom Teacher
Isabel Silva	Classroom Teacher
Alma Romero-Evans	Classroom Teacher
Angela Franco	Other School Staff
Deanna Guerra	Parent or Community Member
Maria Meza	Parent or Community Member
Lori Saldate	Parent or Community Member
Karina Morales	Parent or Community Member
Maria Wapnowski	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

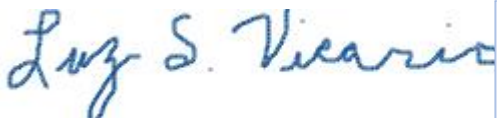| Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on:

Attested:

	Principal, Luz Vicario
	SSC Chairperson, Lori Saldate