

Kimberly Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Kimberly Elementary School
Street	301 West South Avenue
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 307-5540
Principal	Matthew Osmond
E-mail Address	matthew_osmond@redlands.k12.ca.us
Web Site	http://kimberly.redlandsusd.net/
CDS Code	36-67843-6036511

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Kimberly Elementary School has a Transitional Kindergarten through 5th Grade enrollment of approximately 620 students, with a diverse population that includes approximately 49% White, 36% Hispanic, 6% Asian, 6% multi-ethnic, 2% Black/African American, less than 1% American Indian, and less than 1% Hawaiian/Pacific Islander. Included in our student body, there is one special education mild-moderate class and three special education moderate-severe classes with a focus on life skills. The staff consists of one Principal, 23 General Education teachers, five SAI providers, and two intervention teachers. In addition, we have one Art Enrichment Teacher, one Physical Education Enrichment Teacher, and one Music Enrichment Teacher on a rotating basis, two Speech and Language Pathologist, and one part-time School Psychologist. There are appr. 25 Special Education paraprofessionals, a Library Media Clerk, and five part-time Campus Monitors. Kimberly Elementary School also has two office secretaries and two custodians.

Kimberly Elementary offers a variety of interventions to support students with special needs. A Reading Intervention pull-out program (W.I.N.-"What I Need") has been provided for at-risk students in grades K-5. Students with identified learning disabilities receive special education services through the Specialized Academic Instruction/Resource Specialist Program Program (SAI/RSP), which provides for a teacher and instructional paraprofessional either through pullout/in-class consultation or a special day class setting. The Language, Speech, and Hearing Program (LSH) serves students with needs in articulation, language, or other speech-related issues. Approximately 30 students are served by in class English Language Development to support their developing use of the English Language. Kimberly's approximately 20 GATE students receive GATE instruction in specially-designed classrooms and through extracurricular activities/programs such as the annual AstroCamp program.

Kimberly Elementary offers a variety of extra-curricular clubs and organizations to provide students with enriching and creative opportunities for growth. These clubs and organizations include: Running Club, Chess Club, Chorus, Band, and Friendly Helpers. Many of these are supported by the PTA and individual parent volunteers.

Mission Statement-The staff at Kimberly Elementary School is dedicated to the development of individuals who, through real-life problem-solving experiences, personal accountability, and overall academic excellence will demonstrate the skills, concepts, and goals needed to be productive members of the world community, showing confidence in themselves and sensitivity to others and their environment.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	110
Grade 1	90
Grade 2	93
Grade 3	100
Grade 4	101
Grade 5	95
Total Enrollment	589

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.5
Asian	5.1
Filipino	0.8
Hispanic or Latino	35.8
Native Hawaiian or Pacific Islander	0.3
White	48.7
Two or More Races	5.8
Socioeconomically Disadvantaged	37.5
English Learners	7
Students with Disabilities	17.3
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	28	28	25	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area, as budget permits.

Copies of student books are available at the Redlands Unified School District Office for parent review. All programs feature a variety of instructional materials and technology to enhance the instructional program for our students. Each student has available a copy of all necessary textbooks and curriculum materials in the classroom.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	History - Social Science for California Scott Foresman (2006)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The safety and cleanliness of the school's facilities is of utmost importance. The staff believes that all students and parents expect and deserve a clean, safe and healthy school environment. The school is fortunate to have both versatility and beauty which is displayed with murals that adorn the multipurpose room and staff lounge and many outside walls. Facilities include standard classrooms, portable classrooms, office buildings, a multipurpose building/cafeteria building, kitchen, restrooms, three playground structures with age-appropriate components, blacktop space with games and sporting equipment, a running track, a fitness course, large field spaces, a rose garden, a sensory garden, and a multi-use garden. There are also many murals painted around Kimberly's campus.

The staff, students, and parents at Kimberly take pride in the well maintained school facilities and voluntarily participate in regular garden and clean up sessions. When maintenance and repairs are needed, the site custodians are notified or work orders are submitted to the district's service center where district personnel are dispatched in a timely manner to make any necessary repairs.

Age of School/Buildings: Kimberly was built in 1957 and underwent "modernization" in 2003.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	71	69	53	59	44	48
Mathematics	64	60	40	44	34	36

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	100	98	98.0	74.5
	4	100	99	99.0	67.7
	5	95	93	97.9	65.6
Male	3	52	50	96.2	74.0
	4	47	47	100.0	57.5
	5	40	40	100.0	55.0
Female	3	48	48	100.0	75.0
	4	53	52	98.1	76.9
	5	55	53	96.4	73.6
Hispanic or Latino	3	27	26	96.3	57.7
	4	30	30	100.0	56.7
	5	35	33	94.3	36.4
White	3	58	57	98.3	82.5
	4	52	51	98.1	76.5
	5	48	48	100.0	87.5
Socioeconomically Disadvantaged	3	34	33	97.1	60.6
	4	29	29	100.0	55.2
	5	45	44	97.8	40.9
Students with Disabilities	3	22	20	90.9	15.0
	4	14	14	100.0	7.1
	5	25	23	92.0	17.4

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	100	97	97.0	70.1
	4	100	99	99.0	63.3
	5	95	93	97.9	46.7
Male	3	52	49	94.2	67.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	47	47	100.0	63.8
	5	40	40	100.0	50.0
Female	3	48	48	100.0	72.9
	4	53	52	98.1	62.8
	5	55	53	96.4	44.2
Hispanic or Latino	3	27	26	96.3	46.1
	4	30	30	100.0	43.3
	5	35	33	94.3	21.9
White	3	58	56	96.5	80.4
	4	52	51	98.1	74.5
	5	48	48	100.0	60.4
Socioeconomically Disadvantaged	3	34	32	94.1	56.3
	4	29	29	100.0	51.7
	5	45	44	97.8	25.6
Students with Disabilities	3	22	20	90.9	15.0
	4	14	14	100.0	28.6
	5	25	23	92.0	8.7

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	86	83	83	72	71	68	60	56	54

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

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	94	92	97.9	82.6
Male	39	39	100.0	82.1
Female	55	53	96.4	83.0
Hispanic or Latino	35	33	94.3	66.7
White	47	47	100.0	91.5
Socioeconomically Disadvantaged	44	43	97.7	72.1
Students with Disabilities	24	22	91.7	77.3

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.6	24.7	20.2

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

In addition to the activities mentioned, Kimberly Elementary School has an outstanding and supportive PTA. Each year, PTA sponsors fundraising projects and uses the proceeds for student enrichment programs and provides funding for classes to go on field trips. They also sponsor several educational and entertaining assemblies, as well as our annual Fall Festival, Family Science Night, Reading Month, and Family Reading Night, Reflections Art Program, and the annual Spaghetti Dinner. Kimberly's PTA donated money toward our new playground equipment, helped with a lunch shade structure, raised funds for a running track, have provided new computers for our computer lab, and helped pay for network re-wiring for faster and more efficient computer use. These are only some examples of the support that the Kimberly PTA provides to our school. The students and staff are fortunate to have such an active parent organization.

Kimberly School also has other parent groups for parents to be involved in, including our School Site Council and our English Learners Advisory Committee (ELAC).

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.4	2.3	1.6	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Kimberly's School Safety Plan was reviewed with staff at the beginning of the school year (Aug 8 2016) with specific focus on procedures for fire drills/fire emergencies, earthquake drills/earthquake emergencies, and lockdown drills/lockdown emergencies. Information from suspension/expulsion reports and staff observations are used to make necessary changes to school rules and consequences on a regular basis. This helps to ensure students are physically, socially, and emotionally safe whenever they are at school.

To ensure student safety before school, campus monitors, teachers, and administrators supervise the school grounds including the bus drop-off area, cafeteria, and playground. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitor's pass. Parents who pick their students up early must show a picture ID which is cross-referenced with our Aeries Data System.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2010-2011
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	15	8			13	9			13	6		
1	20	4			24		3		25		2	
2	22		5		24		4		22		3	
3	24		3		22		4		22		3	
4	29		3		29		2	1	32		1	
5	27	1	3		25	2	1	2	35			2
Other	12	1			8	1			27		2	1

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,208.91	\$1,621.63	\$4,587.28	\$81,733.09
District	N/A	N/A	\$4,587.28	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	1.5
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-19.2	7.8

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

Types of Services Funded (Fiscal Year 2015-16)

Special Education Services-A wide range of special education services are available to students based on their areas of need and qualifying eligibility area. These services are provided based on IEP Team decisions and by staff with credentials, certificates, and/or degrees in specific areas.

English Learner Services-Both in class and pull out services are available for students whose primary language is not English. These services are provided by intervention teachers with special training in instruction for English learners.

Free/Reduced Lunch Program-Students are eligible to participate in the federally funded free/reduced lunch program based on family income and other household information. To determine eligibility, parents must complete an application.

Supplemental Educational Services (SES)-Students who scored DID NOT MEET or NEARLY MET on the 2016 SBAC in Math and/or ELA and who qualify for the free/reduced lunch program are eligible to receive Supplemental Educational Services in the form of participation in a reading and/or math intervention program within the regular school day.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Kimberly teachers regularly engage in professional development sessions at the school site and district level. These include Reading Academies, Math Academies, Writing Academies, Classroom Management Workshops, Teacher-on-Assignment co-planning and lesson study sessions, and more. Occasionally, teachers will attend other professional development workshops provided by outside entities. For example, two staff members will participate in the CUE Technology Conference in 2017.

All district and school training is aligned with the California Standards for the Teaching Profession. Additional inservice days have been used to analyze student data from the districtwide "Common Assessments," conduct grade level staff meetings, support professional learning communities, score student writing samples and provide instruction in using the Internet and implement technology into curricular areas.