

Kimberly Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 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	Shana Kamper
Email Address	shana_kamper@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/kimberly
County-District-School (CDS) Code	36-67843-6036511

2022-23 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
District Website Address	www.redlands.k12.ca.us

2022-23 School Overview

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. The vision and mission of Kimberly Elementary School supports that of the Redlands Unified School District's RUSD 2025 Vision.

Kimberly Elementary School opened for grades K-3 in September, 1957. Currently, the school has a Transitional Kindergarten through 5th Grade enrollment of approximately 520 students with a diverse population that includes approximately 39% White, 39% Hispanic, 8% Asian, 9% Multi-Ethnic, 5% Black/African American, less than 1% American Indian, and less than 1% Hawaiian/Pacific Islander. Included in the student body are two special education mild-moderate classes and three special education moderate-severe classes with a focus on life skills. Kimberly has one principal, twenty general education teachers, six special education providers, and one math intervention teacher. In addition, the school has one art enrichment teacher, one physical education enrichment teacher, and one music enrichment teacher on a rotating trimester basis, two speech and language pathologists, and one part-time school psychologist. There are approximately twenty-five special education paraprofessionals, a library media clerk, a health technician, and six part-time campus monitors. Kimberly also has two full-time and one part-time office secretaries and two custodians.

Kimberly Elementary offers a variety of interventions and programs to support students with special needs. Math intervention support is provided for academically at-risk students in grades K-5. Special education services are also offered through the Specialized Academic Instruction program (SAI), which provides for a teacher and instructional paraprofessional support through pull-out, 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 English Language Learner students are served through designated English language instruction. Kimberly's approximately 20 GATE students receive instruction commensurate with their abilities and access to challenging extracurricular activities/programs, such as the annual AstroCamp program.

The Second Step program has been implemented for the past several years to support social-emotional learning. In addition, the PeaceBuilder program has been used as a conflict resolution and violence prevention program for over ten years. The school also offers a variety of extra-curricular clubs and organizations to provide students with enriching and creative

2022-23 School Overview

opportunities for growth. These clubs and organizations include: Running Club, Math Club, Chess Club, Chorus, Band, and Cub Leadership. Equally important to the school are the many parent volunteers who provide numerous hours of valuable service in the classroom, as well as on the Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Committee (ELAC).

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	68
Grade 2	91
Grade 3	91
Grade 4	85
Grade 5	102
Total Enrollment	524

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	0.0
Asian	7.6
Black or African American	4.8
Filipino	0.8
Hispanic or Latino	38.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	9.4
White	38.5
English Learners	5.2
Foster Youth	0.8
Homeless	5.2
Migrant	0.0
Socioeconomically Disadvantaged	42.6
Students with Disabilities	17.9

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.60	86.65	832.10	85.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.70	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.26	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.80	3.08	12115.80	4.41
Unknown	3.10	10.09	65.10	6.72	18854.30	6.86
Total Teaching Positions	30.70	100.00	969.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards.	No	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	Inspire Science by McGraw-Hill (2022)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2019)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

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 large green spaces as well as several painted murals that adorn the playground and multi-purpose room. Facilities include standard classrooms, portable classrooms, an office building, a multipurpose/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.

The staff, students, and parents at Kimberly take pride in the well-maintained school facilities and voluntarily participate in regular gardening and clean-up sessions. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The principal works with the district office and custodial staff to develop cleaning schedules to ensure a clean and safe school. 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. The school's green spaces are regularly maintained by the district's grounds crew.

Age of School/Buildings: Kimberly was built in 1957 and underwent "modernization" in 2003. Technology infrastructure was upgraded most recently in July, 2018. The newest playground structure was completed in August, 2018. The exterior of the school buildings was painted in July, 2020.

Year and month of the most recent FIT report

July 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	58	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	52	N/A	35	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	284	281	98.94	1.06	58.36
Female	148	147	99.32	0.68	61.22
Male	136	134	98.53	1.47	55.22
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	20	20	100.00	0.00	85.00
Black or African American	14	14	100.00	0.00	35.71
Filipino	--	--	--	--	--
Hispanic or Latino	106	103	97.17	2.83	48.54
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	32	32	100.00	0.00	65.63
White	110	110	100.00	0.00	62.73
English Learners	11	11	100.00	0.00	9.09
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	50.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	133	131	98.50	1.50	41.22
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	68	66	97.06	2.94	16.67

2021-22 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	284	281	98.94	1.06	52.31
Female	148	147	99.32	0.68	49.66
Male	136	134	98.53	1.47	55.22
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	20	20	100.00	0.00	75.00
Black or African American	14	14	100.00	0.00	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	106	103	97.17	2.83	37.86
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	32	32	100.00	0.00	50.00
White	110	110	100.00	0.00	66.36
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	31.82
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	133	131	98.50	1.50	30.53
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	68	66	97.06	2.94	16.67

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	62.77	NT	32.27	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	94	100	0	62.77
Female	52	52	100	0	63.46
Male	42	42	100	0	61.9
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100	0	46.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	39	100	0	79.49
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100	0	42.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100	0	36.36

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	99%	99%	99%	99%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Kimberly Elementary School offers a variety of opportunities for parent involvement. The PTA is highly active and supportive, providing opportunities for parents ranging from a few volunteer hours per year to chairing committees and being involved on an on-going basis. PTA membership averages over 400 members annually. Each year PTA sponsors fundraising projects and uses the proceeds to support student enrichment programs and class field trips. PTA also sponsors several educational assemblies as well as the annual Ice Cream Social, Fall Festival, Family STEAM Night, Reading Month, and Reflections Art Contest to name a few. In addition, Kimberly's PTA reserves funds or donates towards capital projects, such as murals. The students and staff are fortunate to have such an active parent organization.

Kimberly School has other groups for parents to be involved in as well, including School Site Council and the English Learner Advisory Committee (ELAC). Additionally, each quarter a 'Coffee with the Principal' meeting is open to all parents. A variety of school topics and issues are discussed throughout the year and an opportunity for questions is provided.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	559	557	126	22.6
Female	275	273	57	20.9
Male	284	284	69	24.3
American Indian or Alaska Native	0	0	0	0.0
Asian	41	41	6	14.6
Black or African American	27	27	10	37.0
Filipino	4	4	0	0.0
Hispanic or Latino	216	214	72	33.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	58	58	8	13.8
White	210	210	30	14.3
English Learners	31	31	9	29.0
Foster Youth	10	10	4	40.0
Homeless	27	27	6	22.2
Socioeconomically Disadvantaged	258	257	86	33.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	127	125	57	45.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.16	2.61	2.45
Expulsions	0.00	0.03	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.89	0.22	3.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.89	0.00
Female	0.36	0.00
Male	1.41	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.70	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.85	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.94	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.79	0.00

2022-23 School Safety Plan

Kimberly's School Safety Plan is reviewed with staff at the beginning of the school year with specific focus on procedures for fire drills/emergencies, earthquake drills/emergencies, and lock-down drills/emergencies. The School Safety Plan was reviewed by the school site council at their monthly meeting on September 15, 2022. Input from the school safety committee, school leadership team, and school site council as well as suspension/expulsion reports and staff observations is used to make informed decisions regarding school priorities, protocols, rules, and expectations to ensure students are physically, socially, and emotionally safe at school. The School Safety Plan's goals include maintaining a safe and clean campus, and providing a welcoming atmosphere for children, parents, and other visitors while effectively maintaining a closed campus before and during school.

Campus monitors, teachers, and the principal supervise four designated entry points and the school grounds throughout the day, including the bus drop-off area, cafeteria, and playground. Signs are posted to indicate that all visitors must report to the administration office to check-in through the Raptor safety management system and may not be on school grounds unless they have a visitor's pass. Entry doors to the main office were re-configured during the 2019-20 school year to direct all visitors through the office before accessing other buildings or areas on campus during the instructional day.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	8		
1	22		4	
2	30		3	
3	20	1	4	
4	21	2	2	
5	29		2	
6				
Other	15	5	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	6	1	
1	18	4		
2	26	1	2	1
3	21	2	2	
4	23	1	3	
5	26		3	
6				
Other	14	6		

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	6	1	
1	20	3		
2	20	4		
3	20	2	2	
4	25		3	
5	30		3	
6				
Other	13	5		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	524

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9480.35	\$2856.67	\$6623.69	\$86,836.54
District	N/A	N/A	\$7211.11	\$88,816
Percent Difference - School Site and District	N/A	N/A	-8.5	-2.3
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	0.4	-1.7

2021-22 Types of Services Funded

Special Education Services-A wide range of special education services are available to students based on their identified needs 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-In-class support is available for students whose primary language is not English. Designated instruction is provided by the classroom teacher-of-record and, whenever possible, an intervention teacher 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 during years in which the district does not qualify for Community Eligibility Provision non-pricing meal service. To determine eligibility, parents must complete an application. Redlands USD currently qualifies for Community Eligibility Provision non-pricing meal service for all students and Kimberly ES participates in the Educational Benefit Survey in lieu of applications.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,965	\$54,370
Mid-Range Teacher Salary	\$82,615	\$82,681
Highest Teacher Salary	\$109,075	\$106,610
Average Principal Salary (Elementary)	\$133,996	\$135,283
Average Principal Salary (Middle)	\$143,214	\$141,244
Average Principal Salary (High)	\$155,485	\$152,955
Superintendent Salary	\$260,000	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Kimberly teachers regularly engage in professional development sessions at the school site and district level. Each year one full day and four partial days are dedicated to professional development on-site, at a minimum, on topics such as reading, math, writing, classroom management, curriculum, intervention, technology/innovation, or data analysis. In addition, the district office provides numerous full day and partial day trainings/workshops during the school year and during breaks. For the 2018-19 and 2019-20 school years, two full-day sessions were provided on English learner instructional strategies. For the 2019-20 school year, professional development was also provided for the newly adopted history-social science curriculum and digital-storytelling. For the 2020-21 school year, professional development was provided on a variety of topics to support teachers' preparation for and transition to distance learning. For the 2021-22 school year, professional development was provided on Universal Design for Learning. On-site professional development for the 2021-22 and 2022-23 school years focused on STEAM topics, including coding, robotics, and engineering. Occasionally, teachers voluntarily attend professional development off-site, such as the CUE Conference. New teachers are supported through the California Teacher Induction (BTSA) program and teachers in need of improvement are supported through the Peer Assistance and Review (PAR) program. Partial-day professional development for classified staff is provided by the district office throughout the school year.

All district and school training is aligned with California Standards for the Teaching Profession, Common Core State Standards, Next Generation Science Standards, History-Social Science Framework, STEAM/innovation, or other pertinent policies and topics. In addition to staff development days mentioned above, weekly after-school meetings are used to analyze student data, collaborate on grade level goals, conduct staff meetings, support professional learning communities, score student writing samples, or host presentations by district personnel.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	5	5