

Kimberly Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Kimberly Elementary School
Street	301 West South Avenue
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 307-5540 x2
Principal	Shana Kamper
E-mail Address	shana_kamper@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	Mauricio Arellano
E-mail Address	mauricio_arellano@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

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 620 students with a diverse population that includes approximately 42% White, 37% Hispanic, 7% Asian, 9% multi-ethnic, 4% 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, 23 general education teachers, six special education providers, and three intervention teachers. 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 25 special education paraprofessionals, a library media clerk, 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. A reading/writing intervention pull-out program (W.I.N.-"What I Need") and a math intervention pull-out program are provided for academically at-risk students in grades K-5. Special education services are also offered through the Specialized Academic Instruction/Resource Specialist Program (SAI/RSP), 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 PeaceBuilder Program has been implemented as a conflict resolution and violence prevention program for over ten years and is an integral part of the Kimberly community. The school also 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. 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).

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	111
Grade 1	108
Grade 2	95
Grade 3	97
Grade 4	99
Grade 5	100
Total Enrollment	610

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.0
American Indian or Alaska Native	0.3
Asian	5.4
Filipino	1.0
Hispanic or Latino	34.8
Native Hawaiian or Pacific Islander	0.5
White	48.5
Socioeconomically Disadvantaged	38.2
English Learners	3.9
Students with Disabilities	17.7
Foster Youth	0.5

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	25	28	27	12
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	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: November 2018

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 large green spaces as well as several painted murals that adorn the multipurpose room and classroom buildings. 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 daily with the 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2018	
Overall Rating	Exemplary

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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	78.0	80.0	58.0	59.0	48.0	50.0
Mathematics (grades 3-8 and 11)	69.0	71.0	44.0	45.0	37.0	38.0

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.

Note: 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	281	278	98.93	80.22
Male	151	148	98.01	76.35
Female	130	130	100.00	84.62
Black or African American	11	11	100.00	27.27
Asian	16	15	93.75	80.00
Filipino	--	--	--	--
Hispanic or Latino	94	93	98.94	74.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	139	138	99.28	88.41
Two or More Races	17	17	100.00	76.47
Socioeconomically Disadvantaged	108	107	99.07	60.75
English Learners	17	17	100.00	76.47
Students with Disabilities	47	45	95.74	31.11
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	281	278	98.93	71.22
Male	151	148	98.01	71.62
Female	130	130	100	70.77
Black or African American	11	11	100	18.18
Asian	16	15	93.75	80
Filipino	--	--	--	--
Hispanic or Latino	94	93	98.94	64.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	139	138	99.28	80.43
Two or More Races	17	17	100	52.94
Socioeconomically Disadvantaged	108	107	99.07	52.34
English Learners	17	17	100	64.71
Students with Disabilities	47	45	95.74	28.89
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.4	14.7	43.2

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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. In the 2018-19 school year PTA membership reached more than 450 members. 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 Fall Festival, Family Science Night, Reading Month, Family Reading Night, Reflections Art Program, and the annual Spaghetti Dinner. In addition, Kimberly's PTA has donated money over the past few years towards new playground equipment, a lunch shade structure, and a running track. 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 month 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.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.6	0.4	1.2	4.1	2.6	2.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Kimberly's School Safety Plan was 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. A new school safety committee was formed in October, 2018, to identify and address campus safety concerns and to facilitate the school's move to a closed campus. Information from the school safety committee as well as suspension/expulsion reports and staff observations is used to make informed decisions regarding school protocols, rules, and consequences to ensure students are physically, socially, and emotionally safe at school.

Campus monitors, teachers, and the principal supervise 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 and may not be on school grounds unless they have a visitor's pass.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	14	8	1		12	11			13	9	1	
1	23		3		24		3		23		3	
2	25		3		24	1	3		23		4	
3	21	1	4		23	1	3		22	1	3	
4	29		3		29		1	2	30		1	2
5	28	1	1	2	28	1	1	2	27	1	1	2
Other	10	2			14	2			11	3		

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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	0	N/A
Resource Specialist (non-teaching)	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,445.17	\$1,885.51	\$5,559.66	\$87,521.43
District	N/A	N/A	5,519.85	\$82,594
Percent Difference: School Site and District	N/A	N/A	0.7	5.8
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-24.7	8.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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. Designated instruction services are provided by 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. To determine eligibility, parents must complete an application.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,777	\$47,903
Mid-Range Teacher Salary	\$79,179	\$74,481
Highest Teacher Salary	\$99,819	\$98,269
Average Principal Salary (Elementary)	\$121,552	\$123,495
Average Principal Salary (Middle)	\$126,379	\$129,482
Average Principal Salary (High)	\$139,134	\$142,414
Superintendent Salary	\$190,461	\$271,429
Percent of Budget for Teacher Salaries	38.0	35.0
Percent of Budget for Administrative Salaries	4.0	5.0

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, intervention workshops, and more. Occasionally, teachers attend other professional development provided by outside entities, such as the California Mathematics Council Conference or the CUE Conference.

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, or other pertinent policies and topics. In addition to training sessions, in-service days are used to analyze student data, collaborate on grade level goals, conduct staff meetings, support professional learning communities, score student writing samples, or learn more about effective instructional technology tools.