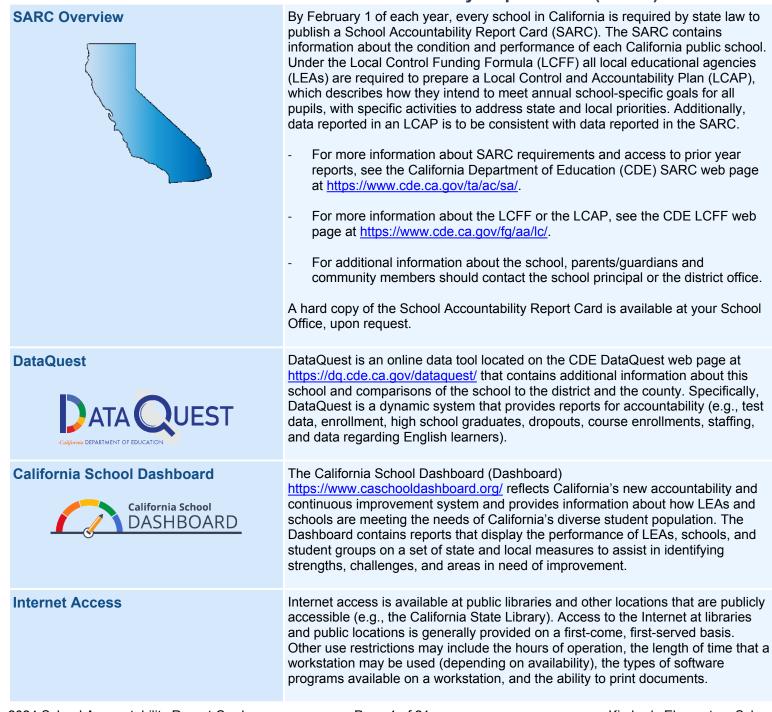# Kimberly Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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	Emily Elgan
Email Address	emily_elgan@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/kimberly
Grade Span	K-5
County-District-School (CDS) Code	36-67843-6036511

2024-25 District Contact Information

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

2024-25 School Description and 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. 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

2024-25 School Description and Mission Statement

through 5th Grade enrollment of approximately 517 students with a diverse population that includes approximately 38% White, 40% Hispanic, 7% Asian, 9% Multi-Ethnic, 5% African American, and 1% Filipino. Included in the student body are Students With Disabilities (SWD), who account for approximately 19% of the student population. Kimberly staff include a principal, an assistant principal, twenty-one general education teachers, one physical education enrichment teacher, six special education providers, and one counselor. In addition, the school has one art enrichment teacher and one music enrichment teacher on a rotating trimester basis, two speech and language pathologists, and one school psychologist. There are approximately twenty-eight 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' 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 inclusion, 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. English Language Learner students are served through designated English language instruction. Kimberly's GATE students receive instruction commensurate with their abilities and access to challenging extracurricular activities/programs.

The Second Step program has been implemented for the past several years to support social-emotional learning. In addition, the PBIS program has been adopted by the Kimberly staff to support a positive school culture. 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, Gardening Club, Chorus, Band, and Cub Leadership. Additionally, community stakeholders provide numerous hours of valuable service through volunteering in the classroom, as well as participating in Kimberly's Parent Teacher Association (PTA), School Site Council (SSC), Safety Committee, and English Language Advisory Committee (ELAC).

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	72
Grade 2	76
Grade 3	73
Grade 4	100
Grade 5	93
Total Enrollment	517

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
Asian	7.4
Black or African American	4.4
Filipino	1
Hispanic or Latino	39.8
Two or More Races	9.1
White	37.7
English Learners	4.8
Foster Youth	1.4
Homeless	0.4
Socioeconomically Disadvantaged	38.9
Students with Disabilities	19.3

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/Incomplete/NA	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

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)	22.70	85.05	852.60	87.88	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.30	0.66	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	4.00	14.95	57.10	5.89	15831.90	5.67
Total Teaching Positions	26.70	100.00	970.20	100.00	279044.80	100.00

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.

2022-23 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)	21.10	80.86	850.20	87.12	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.50	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	15.31	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.83	53.70	5.50	14303.80	5.15
Total Teaching Positions	26.10	100.00	975.90	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.00	0.00	4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.00	4

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	15.7
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	0	0

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

2024-25 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 and online.

Year and month in which the data were collected	December 2024

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 (2013)***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 (2014)	Yes	0%
Science	Inspire Science by McGraw-Hill (2021)	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	N/A

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

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 and several painted murals that adorn the grounds. 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. The ventilation systems in all classrooms and building were updated in 2020.

Year and month of the most recent FIT report	July 2024

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			some repairs needed to asphalt

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	56	61	50	50	46	47
Mathematics (grades 3-8 and 11)	51	54	37	37	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	265	262	98.87	1.13	60.69
Female	120	120	100.00	0.00	60.83
Male	145	142	97.93	2.07	60.56
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	76.92
Black or African American	12	12	100.00	0.00	58.33
Filipino	--	--	--	--	--
Hispanic or Latino	119	116	97.48	2.52	48.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	23	100.00	0.00	73.91
White	96	96	100.00	0.00	69.79
English Learners	13	12	92.31	7.69	25.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	112	111	99.11	0.89	43.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	59	96.72	3.28	13.56

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	267	265	99.25	0.75	54.34
Female	122	122	100.00	0.00	52.46
Male	145	143	98.62	1.38	55.94
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	69.23
Black or African American	12	12	100.00	0.00	41.67
Filipino	--	--	--	--	--
Hispanic or Latino	121	119	98.35	1.65	42.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	23	100.00	0.00	69.57
White	96	96	100.00	0.00	64.58
English Learners	13	13	100.00	0.00	15.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	112	111	99.11	0.89	36.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	61	96.83	3.17	14.75

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	44.83	58.33	31.39	32.96	30.29	30.73

2023-24 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	92	91	98.91	1.09	53.85
Female	43	43	100.00	0.00	53.49
Male	49	48	97.96	2.04	54.17
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	44	97.78	2.22	43.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	67.65
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	42	41	97.62	2.38	36.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	15.00

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.

2023-24 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.   The administration of the PFT requires only participation results 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	100%	100%	100%	100%	100%

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.

2024-25 Opportunities for Parental Involvement

Kimberly Elementary School offers a variety of opportunities for parent involvement. The site Parent Teacher Association (PTA) is highly active and of student learning, providing opportunities for parents to volunteer based upon scheduling availability. Parents are able to oversee committees, collaborate with various stakeholders, and/or donate time to school-wide events. PTA membership averages over 400 members annually. Each year, our PTA sponsors fundraising projects and uses the proceeds to support student enrichment programs and class field trips. PTA also sponsors several educational assemblies including - but not limited to - the annual Ice Cream Social, Kimberly Kampout, Fall Festival, Family STEAM Night, Reading Month, and Reflections Art Contest. In addition, Kimberly's PTA reserves funds and/or donates towards capital projects, such as murals.

Aside from participating in the PTA, Kimberly School has other groups for parents to be involved in as well. Parents are welcome to contribute to our School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Additionally, each month a meeting with the principal is open to all parents. This forum provides an opportunity to share in discussing a variety of school topics, allowing for many voices to be heard and contribute to our campus.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	538	530	55	10.4
Female	251	250	26	10.4
Male	287	280	29	10.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	38	1	2.6
Black or African American	23	22	7	31.8
Filipino	--	--	--	--
Hispanic or Latino	217	214	35	16.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	52	50	4	8.0
White	198	196	7	3.6
English Learners	29	28	4	14.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	235	232	47	20.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	116	114	30	26.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.89	0.56	0	3.67	4.39	3.21	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.03	0.07	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	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	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 24, 2024. Input from the school safety committee,

2024-25 School Safety Plan

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.

Staff (i.e. campus monitors, teachers, aides, and school administration) 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. The doors create a single point of entry once the bell rings and the school day starts.

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.

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	
Other	13	5		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	12	6	1	
1	22		3	
2	18	3		
3	21	3	1	
4	28		3	
5	27		3	
Other	16	5	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	15	4		
1	22		3	
2	24		3	
3	21		3	
4	31		3	
5	27		3	
Other	17	3	1	

2023-24 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	517

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$11,963.10	$3,367.53	$8,595.58	$82,430.85
District	N/A	N/A	$9.931.68	$102,103
Percent Difference - School Site and District	N/A	N/A	1.5	-21.3
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-22.5	-17.0

Fiscal Year 2023-24 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. Grades TK through 2nd currently have inclusion classes to support the needs and development of all students.

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

Fiscal Year 2023-24 Types of Services Funded

Educational Benefit Survey in lieu of applications.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$60,873	$59,551
Mid-Range Teacher Salary	$96,778	$93,855
Highest Teacher Salary	$127,774	$120,219
Average Principal Salary (Elementary)	$157,955	$151,525
Average Principal Salary (Middle)	$168,821	$158,215
Average Principal Salary (High)	$183,286	$171,087
Superintendent Salary	$330,064	$300,043
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Kimberly teachers regularly engage in professional development sessions at the school site and district level. Each year two full day and eight 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, positive behavior, 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. For the 2023-2024 school year, professional development is being provided from the district on Benchmark Phonics. 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. For the 2024-2025 school year, the professional development focus is centered around data analysis of underperforming student groups.

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	10	10