

# Kimberly Elementary School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

### 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/>.

## 2025-26 School Contact Information

<b>School Name</b>	Kimberly Elementary School
<b>Street</b>	301 West South Avenue
<b>City, State, Zip</b>	Redlands, CA 92373
<b>Phone Number</b>	(909) 307-5540
<b>Principal</b>	Emily Elgan
<b>Email Address</b>	<a href="mailto:emily_elgan@redlands.k12.ca.us">emily_elgan@redlands.k12.ca.us</a>
<b>School Website</b>	<a href="https://www.redlandsusd.net/kimberly">https://www.redlandsusd.net/kimberly</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	36-67843-6036511

## 2025-26 District Contact Information

<b>District Name</b>	Redlands Unified School District
<b>Phone Number</b>	(909) 307-5300
<b>Superintendent</b>	Juan Cabral
<b>Email Address</b>	<a href="mailto:juan_cabral@redlands.k12.ca.us">juan_cabral@redlands.k12.ca.us</a>
<b>District Website</b>	<a href="http://www.redlands.k12.ca.us">www.redlands.k12.ca.us</a>

## 2025-26 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.

Kimberly Elementary School opened for grades K-3 in September, 1957. Currently, the school has a Transitional Kindergarten through 5th Grade enrollment of approximately 457 students with a diverse population that includes approximately 39% White, 39% Hispanic, 7% Asian, 9% Multi-Ethnic, 5% African American, and 1% Filipino. Included in the student body are Students

## 2025-26 School Description and Mission Statement

With Disabilities (SWD), who account for approximately 16% of the student population. Kimberly staff include a principal, an assistant principal shared with another school site, twenty-one general education teachers, one physical education enrichment teacher, five special education teachers, and one counselor. In addition, the school has one art enrichment teacher and one music enrichment teacher on a rotating 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, a part time reading intervention teacher, and six part-time campus monitors. Kimberly also has one office manager, one school clerk, and one part-time typist clerk, and two custodians.

Kimberly Elementary offers a variety of interventions and programs to support students' needs. Reading intervention support is provided for 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 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), and English Language Advisory Committee (ELAC).

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	65
Grade 2	70
Grade 3	76
Grade 4	66
Grade 5	92
<b>Total Enrollment</b>	<b>457</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	54.3
Asian	6.6
Black or African American	4.8
Filipino	0.9
Hispanic or Latino	38.7
Two or More Races	8.1
White	38.3
English Learners	4.6
Foster Youth	0.4
Homeless	1.1
Socioeconomically Disadvantaged	37.6
Students with Disabilities	16.2

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.7	85.05	852.6	87.88	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	6.3	0.66	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	22.2	2.29	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	31.8	3.28	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	4	14.95	57.1	5.89	15831.9	5.67
<b>Total Teaching Positions</b>	26.7	100	970.2	100	279044.8	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.1	80.86	850.2	87.12	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	7.5	0.77	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4	15.31	34.3	3.52	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	30	3.08	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	3.83	53.7	5.5	14303.8	5.15
<b>Total Teaching Positions</b>	26.1	100	975.9	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.7	91.92	844.4	86.83	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	10.5	1.09	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	22.6	2.33	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	24	2.47	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	2	8.08	70.8	7.28	13705.8	4.91
<b>Total Teaching Positions</b>	24.7	100	972.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	4	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	4	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	15.7	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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.	0%
<b>Mathematics</b>	Math In Focus Houghton Mifflin Harcourt (2014)	0%
<b>Science</b>	Inspire Science by McGraw-Hill (2021)	0%
<b>History-Social Science</b>	Social Studies Alive! TCI (2019)	0%
<b>Foreign Language</b>	N/A	N/A
<b>Health</b>	N/A	N/A
<b>Visual and Performing Arts</b>	N/A	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A

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

## School Facility Conditions and Planned Improvements

Description of the safety, cleanliness, and adequacy of the school facility:

**Safety:** The safety of the school's facilities is of utmost importance. 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.

**Cleanliness:** The governing board has adopted cleaning standards. The principal partners with the Maintenance and Operations Department and custodial staff to develop cleaning schedules to ensure a clean and safe school. Staff, students, and parents take pride in the well-maintained facilities and voluntarily participate in regular gardening and clean-up sessions. The school's green spaces are regularly maintained by the district's grounds crew.

**Adequacy:** Facilities include 30 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 school, built in 1957, underwent "modernization" in 2003.

Description of any planned or recently completed facility improvements:

Recently Completed:

Underwent "modernization," 2003

Technology infrastructure upgraded, July, 2018)

Newest playground structure completed, August, 2018

Exterior of the school buildings painted, July, 2020

Ventilation systems in all classrooms and building updated, 2020

Roof replacement on all permanent structures, June - December, 2025

Planned: Specific upcoming school site improvements in accordance with "Measure D" funding is yet to be planned.

**Year and month of the most recent FIT report**

July 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	61	55	50	50	47	48
<b>Mathematics</b> (grades 3-8 and 11)	54	51	37	37	35	37

## 2024-25 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	248	245	98.79	1.21	54.69
Female	124	123	99.19	0.81	56.10
Male	124	122	98.39	1.61	53.28
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	53.33
Black or African American	17	17	100.00	0.00	35.29
Filipino	--	--	--	--	--
Hispanic or Latino	100	99	99.00	1.00	43.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	29	100.00	0.00	75.86
White	85	83	97.65	2.35	63.86
English Learners	14	14	100.00	0.00	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	97	97	100.00	0.00	36.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	46	95.83	4.17	15.22

## 2024-25 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
<b>All Students</b>	248	244	98.39	1.61	51.23
<b>Female</b>	124	123	99.19	0.81	48.78
<b>Male</b>	124	121	97.58	2.42	53.72
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	15	15	100.00	0.00	60.00
<b>Black or African American</b>	17	17	100.00	0.00	29.41
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	100	99	99.00	1.00	34.34
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	29	29	100.00	0.00	79.31
<b>White</b>	85	82	96.47	3.53	63.41
<b>English Learners</b>	14	14	100.00	0.00	28.57
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	97	96	98.97	1.03	33.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	48	46	95.83	4.17	13.04

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	58.33	42.71	32.96	33.45	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	96	96.97	3.03	42.71
Female	43	42	97.67	2.33	42.86
Male	56	54	96.43	3.57	42.59
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	40	39	97.50	2.50	17.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	35	94.59	5.41	65.71
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	0.00

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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	97%	97%	97%	97%	97%

## 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.

#### 2025-26 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 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, Fall Festival, Family STEAM Night, Reading Month, and Reflections Art Contest. In addition, historically Kimberly's PTA has reserved funds and/or donated 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, providing a platform for stakeholder voices to be heard and contribute to our campus.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	499	489	65	13.3
Female	229	223	32	14.3
Male	270	266	33	12.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	31	31	3	9.7
Black or African American	33	29	10	34.5
Filipino	--	--	--	--
Hispanic or Latino	199	194	39	20.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	37	1	2.7
White	181	180	11	6.1
English Learners	25	25	6	24.0
Foster Youth	--	--	--	--
Homeless	13	--	--	--
Socioeconomically Disadvantaged	214	206	53	25.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	121	118	32	27.1

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.56	0	0.4	4.39	3.21	3.02	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.40	0.00
Female	0.44	0.00
Male	0.37	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	3.03	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.50	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	0.93	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.

## 2025-26 School Safety Plan

Kimberly's School Safety Plan is reviewed with staff annually with a specific focus on procedures for fire drills/emergencies, earthquake drills/emergencies, and lock-down drills/emergencies. The School Safety Plan was reviewed with staff at meeting on January 26, 2026. 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, as well as 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, paraprofessionals, 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 2019-2020 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.

## 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	0
1	22	0	3	0
2	18	3	0	0
3	21	3	1	0
4	28	0	3	0
5	27	0	3	0
6	0	0	0	0
Other	16	5	1	0

## 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	0	0
1	22	0	3	0
2	24	0	3	0
3	21	0	3	0
4	31	0	3	0
5	27	0	3	0
6	0	0	0	0
Other	17	3	1	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	16	3		
1	30		2	
2	21	1	2	
3	24	1	2	
4	31		2	
5	29		3	
Other	15	3		

## 2024-25 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	1034

## 2024-25 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,707.18	\$3,280.74	\$8,426.44	\$93,956.45
District	N/A	N/A	\$10,404.68	\$105,673
Percent Difference - School Site and District	N/A	N/A	-21.0	-11.7
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-27.8	-9.9

## Fiscal Year 2024-25 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. There are currently three classrooms for Students With Disabilities with extensive needs. Special Education services are also provided to scholars within the general education setting.

**English Learner Services:** In-class support is available for students whose primary language is not English. Designated instruction is provided by the classroom teacher 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 2024-25 Types of Services Funded

Educational Benefit Survey in lieu of applications.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$63,332	\$62,783
<b>Mid-Range Teacher Salary</b>	\$100,688	\$97,783
<b>Highest Teacher Salary</b>	\$132,936	\$128,020
<b>Average Principal Salary (Elementary)</b>	\$164,336	\$160,224
<b>Average Principal Salary (Middle)</b>	\$175,641	\$166,992
<b>Average Principal Salary (High)</b>	\$190,691	\$180,971
<b>Superintendent Salary</b>	\$312,120	\$313,465
<b>Percent of Budget for Teacher Salaries</b>	32.19%	30.05%
<b>Percent of Budget for Administrative Salaries</b>	4.7%	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 2018-2019 and 2019-2020 school years, two full-day sessions were provided on English learner instructional strategies. For the 2019-2020 school year, professional development was also provided for the newly adopted history-social science curriculum and digital-storytelling. For the 2020-2021 school year, professional development was provided on a variety of topics to support teachers' preparation for and transition to distance learning. For the 2021-2022 school year, professional development was provided on Universal Design for Learning. On-site professional development for the 2021-2022 and 2022-2023 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. During the 2024-2025 school year, professional development was provided by the district on equity and literacy. 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 2025-2026 school year, the professional development focus from the district is centered around literacy. Professional development at site will be focused upon Professional Learning Communities (PLCs), technology, and instructional practices.

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, and/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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	10	10