

Kimberly Elementary School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2012-13)

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	Marcia Fagan
E-mail Address	marcia_fagan@redlands.k12.ca.us
CDS Code	36-67843-6036511

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

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

As Principal of Kimberly Elementary School, I am pleased to present to the community our annual **School Accountability Report Card**. Over 20 years ago, in November, 1988, California voters enacted Proposition 98, which establishes an ongoing minimum funding guarantee for public schools and provides for the development and issuance of a School Accountability Report Card for each school in the state. The Redlands Unified School District Board of Education adopted a policy in August, 1989, that such a Report Card shall be established for each school in the District. "The purpose of the School Accountability Report Card shall be to communicate important information to parents and other interested parties in the community about each of our public schools, and in this way, guarantee accountability for dollars spent." (AR 6810)

For over 50 years, Kimberly families and alumni have proudly celebrated its well-established heritage. Our students, our staff, our active PTA, School Site Council, and classroom volunteers all reflect this pride. Students are motivated and free to reach their full potential in safe, orderly, and clean classrooms and school. Discipline is strong and consistent; serious incidents seldom occur. School spirit and positive reinforcement of good citizenship are rewarded through a variety of activities for students.

Kimberly School continues to focus on setting high standards for student achievement by implementing the state standards, focusing on early literacy and incorporating technology in the classrooms and in our computer lab. Another area of importance is the emphasis on reading as the major subject through which all other curriculum is strengthened. With support from programs like our Title I and English Language Learner support, the Accelerated Reader program, and Alternative Core Program for 4th and 5th Graders, Kimberly School offers an effective, rigorous, and proven intervention program that targets students from kindergarten through fifth grade. Our emphasis is to develop a comprehensive literacy plan of instruction that will provide intervention as well as enrichment for all students. Other programs and strategies used to promote and enhance student learning include our NEO 2s, Education City, Study Island, Lexia, Write from the Beginning, and Thinking Maps.

Finally, Kimberly School works hard at developing school-family support in order to improve school climate and programs, provide family support and services, increase and develop parenting skills, connect families and most importantly help our students succeed in school and in life. Our families have many opportunities to participate in school activities throughout the year. We advocate that parents stay in continued contact with their child's teacher. A recent educational publication explained the importance of parent/teacher contact by saying, "If you think education is important, so will your children. Parent motivation is a big factor in a child's success. If a child sees the importance we, as parents, place on being involved in their school, they will also give it equal importance."

School Summary

Kimberly School is located in the Redlands Unified School District located approximately halfway between Los Angeles and Palm Springs. In acreage, the Kimberly School campus is the largest elementary school in the district. Our large playground area is lined with palm trees and is beautifully maintained. Our "pondless waterfall," our school garden, and our wonderful playgrounds attract community members on weekends, who sit, watch children play and enjoy the peaceful surroundings of a park-like atmosphere. The pondless waterfall was built by our students, with the assistance of a local business. Our beautiful garden is cared for by our students, parent volunteers, and community volunteers..

Kimberly School opened in 1957 and we are thrilled to have been making a difference in the lives of children for over 50 years! Of special note, one of our current teachers was a member of the first Kindergarten class in 1957! The school was named for Helen Cheney Kimberly, who lived with her family at nearby Kimberly Crest Mansion, a registered historical landmark. Mrs. Kimberly, a prominent Redlands citizen, was a contributor to many philanthropic causes, such as Kimberly Juniors, a service organization for high school girls to help develop their potential for community leadership.

Kimberly School's mission statement and goals, "The Kimberly Elements of Learning," help focus efforts for students in the following areas: Problem Solving, Academic Excellence, Personal Accountability, Confidence, and Sensitivity. Through collaborative efforts of parents, community, and staff, we work to provide all students with a safe, nurturing environment that challenges them academically and develops their sense of caring and responsibility. The special quality of Kimberly School is built around this premise. Students are recognized for different Elements of Learning at our monthly awards assembly.

Kimberly School was selected as a "California Distinguished School" in 2010. We are very proud of this honor and proudly display the recognition banner at our school. We received this designation also in 2004, and were recognized as a Title I Academic Achievement Award School in 2005.

Special needs students are an integral part of Kimberly Elementary School. We have been fortunate to have Special Education classes on our campus for over 18 years. We currently have three Special Day Classes (Autism, Moderate/Severe, and Mild/Moderate Special Education Programs) on our campus. We are thrilled to continue mainstream opportunities among our students. Teachers work together with the Special Education teachers to establish relationships and mainstreaming opportunities for all children. In addition, the East Valley SELPA Occupational Therapy (OT) Center is located on our campus. The Special Education staff at the OT Center have provided training to the Kimberly teachers and is a wonderful resource for us in meeting the needs of students with sensory issues.

Our "Peace Leader" Program, implemented at Kimberly for twelve years, is designed to promote school safety, health and well-being; and academic excellence. This program has been very successful in reducing the number of behavior incidents on the playground. Staff have been trained in the use of the Peace Leader concepts. This training is designed to give students and staff the tools to resolve conflicts peacefully, as well as emphasize the role of praise and positive reinforcement in promoting a healthy environment. Student Peace Leaders are selected and given a certificate and peace medallion at a monthly awards assembly.

Kimberly School received a \$95,000 grant from the Lowe's Charitable and Educational Foundation in 2008 for a state-of-the-art playground for children of all physical abilities. Through a grant written by one of our Kimberly parents, Lowe's volunteers, parents, staff, local businesses and service organizations joined together for a community build day. Over 200 hundred adult volunteers and 100 children participated. As a result of this wonderful addition to our campus, our school is an active and wonderful place for children to play during the school day as well as after-school and on weekends.

Kimberly School is very fortunate to have forged many community partnerships with social service agencies and local businesses. Social service agencies supporting our school include South Coast Community Services for counseling, the Redlands Assistance League with Operation School Bell Program and their medical and dental services, and the YMCA for on-site after school daycare. Our city provides opportunities for students to learn about our community by hosting field trips to the local library, police station, fire department, post office and government offices, as well as the San Bernardino County Museum. The local Rotary Organization has provided dictionaries to each third grade student as they visit the third grade classrooms and discuss the importance of being lifelong learners. Kimberly's business and community partners include Shakey's Pizza, Frugal Frigate Children's Bookstore, Redlands Educational Partnership (REP) Foundation, and Environmental Systems Research Institute (ESRI). At our annual Science Night (where many of our community partners participate) representatives from ESRI bring cutting edge mapping technology which demonstrate a revolutionary approach to geographic research and potential career choices to our students. In addition, ESRI donated 35 computers and 20 laptops to our school for student and staff use. A Geography Club has been established with GIS software supported by ESRI.

In addition to our various community partnerships, our parents are highly active participants at our school. They have planned events such as our beginning of the year Ice-Cream Social; a PTA-sponsored Spaghetti Dinner and end-of-the year Family Picnic. Furthermore, we have an average of 20 parents per day who volunteer in classrooms to provide additional instructional support. Parent volunteers also assist with leading our Kimberly Chorus. The chorus performs at local events such as the ceremony to light the holiday tree at the Kimberly Crest Mansion in Prospect Park and at the Braswells' Adult Care Assisted Living Facility.

At Kimberly School, we are fortunate to have partnerships and collaboratives that are numerous and varied. We take pride in fostering a strong sense of community among students, parents, and staff. Through this cooperative spirit we are able to maintain a culture that cultivates a high level of student success.

Welcome to Kimberly Elementary School – over 50 years of making a difference!

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

In addition to the activities mentioned, Kimberly School has an outstanding and supportive PTA. Each year, the PTA sponsors fundraising projects and uses the proceeds for student enrichment programs and provides funding for classes to go on field trips. They also sponsor several educational and entertaining assemblies, as well as our annual Fall Festival, Science Night, Reading Month, Reflections Program and the annual Spaghetti Dinner. Kimberly's PTA donated money toward our new playground equipment, helped with a lunch shade structure, have provided new computers for our computer lab, and helped pay for network re-wiring for faster and more efficient computer use. These are only some examples of the support that the Kimberly PTA provides to our school. The students and staff are fortunate to have such an active parent organization. In 2004 Kimberly School was honored as a National PTA Parent Involvement School of Excellence. This national honor is bestowed to schools that have excellent parent involvement opportunities.

Kimberly School also has other parent groups for parents to be involved in, including our School Site Council, and our English Learners Advisory Committee (ELAC), and the "Kimberly Culture Cubs" which provides assemblies and programs which celebrates differences and diversities.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	96
Grade 1	79
Grade 2	92
Grade 3	96
Grade 4	86
Grade 5	98
Total Enrollment	547

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5.9	White	52.8
American Indian or Alaska Native	0.4	Two or More Races	2.6
Asian	6.4	Socioeconomically Disadvantaged	36.6
Filipino	0.7	English Learners	6.2
Hispanic or Latino	31.1	Students with Disabilities	16.8
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10			2010-11			2011-12					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27.3	0	3	0	12.2	6	0	0	15	6	0	0
1	20.3	2	2	0	18.2	2	4	0	25	0	3	0
2	17.6	5	0	0	25.3	0	3	0	15.3	6	0	0
3	19.3	4	0	0	24.3	0	4	0	22.2	2	3	0
4	35	0	0	2	32.3	0	1	2	22.7	1	0	2
5	29	0	0	3	26.7	1	0	2	32.3	0	1	2

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

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Kimberly School utilizes data from its suspension/expulsion reports and discipline files to evaluate the current status of school crime. A Safe School Plan is adopted each year and is reflective of the school's safety needs.

The key components of Kimberly's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification (for staff), and disaster response procedures.

To ensure student safety before school, campus monitors, teachers, and administrators supervise the school grounds including the bus drop-off area, cafeteria, and playground. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitor's pass. Parents who pick their students up early must show a picture ID which is cross-referenced without Aeries Data System.

After school, teachers monitor their students as they walk to the bus loading area or to meet parents. Campus monitors and the Principal supervise the areas until all students have left the campus for home.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	1.11	0.18	0.80	8.77	8.1	9.90
Expulsions	0	0	0.00	0.46	0.41	0.50

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2011

The safety and cleanliness of the school's facilities is of utmost importance. The staff believes that all students and parents expect and deserve a clean, safe and healthy school environment. The school is fortunate to have both versatility and beauty which is displayed with murals that adorn the multipurpose room and staff lounge and many outside walls. The handball walls reflect our "Kimberly Cub" mascot, our Elements of Learning, and student handprints from "Red Ribbon Week."

The Kimberly School garden is another area of pride for the school. Through the efforts of staff, parents, students and PTA, this area of 8,750 square feet has turned into a beautiful bird and butterfly habitat. Besides making our school that much more beautiful, this garden has become a valuable instructional tool. Students have been able to plant a variety of seasonal flowers, plants and vegetables, while learning the importance of maintaining the environment and investigating different ecosystems. A pondless waterfall can be found at the front of the school, and is often the place for classes to meet to read, write, or have small group discussions. Thanks to a generous grant from Lowe's, a state-of-the-art playground structure was added in 2008. This playground allows ALL children, regardless of challenges, to play.

The staff continues to build the pride needed to enable us to maintain and improve our school facilities. Staff and parent members continue to meet and discuss long-range campus landscaping plans, which include large play structures, flowers, and new paint on walls and eaves.

Age of School/Buildings

Kimberly was built in 1957. Our school celebrated 50 years of excellence during the 2007-2008 school year. The current buildings experienced "modernization" in 2003.

Maintenance and Repair

The staff at Kimberly Elementary School and the Redlands Unified School District work diligently to maintain a safe, clean campus for students of our community to attend. 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.

Our two school custodians clean our classrooms daily.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	12/11
Interior: Interior Surfaces	[]	[X]	[]	[]	12/11
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	12/11

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Electrical: Electrical	[]	[X]	[]	[]	12/11
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	12/11
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	12/11
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	12/11
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	12/11
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	27	23	22	817
Without Full Credential	2	0	0	4
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92	8
All Schools in District	94.63	5.37
High-Poverty Schools in District	94.44	5.56
Low-Poverty Schools in District	98.04	1.96

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

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	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.2	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	0	---
Other	0	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 08/10/2011

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<i>A Legacy of Literacy</i> Houghton Mifflin (2003)	Yes	0%
Mathematics	<i>California Math</i> Houghton Mifflin (2002)	Yes	0%
Science	<i>California Science</i> Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	<i>History - Social Science for California</i> Scott Foresman (2006)	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,441	\$843	\$4,598	\$72,121
District	---	---	\$4,631	\$71,841
Percent Difference: School Site and District	---	---	-0.7%	5.6%
State	---	---	\$5,455	\$68,835
Percent Difference: School Site and State	---	---	-19.1%	5.8%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to this funding, Kimberly is fortunate to have other programs to supplement the curriculum. These programs and funding sources are:

School Improvement Program (SIP):

This state-funded program is for all K-5 students. Funds provide for a library/media clerk, equipment, staff development training, and classroom supplies and materials, based on our school plan.

English Language Learners (EL):

Students receive support through the use of additional instructional materials (Hampton Brown, "Into English"). These funds provide support to 4th & 5th graders in our Alternative Core, computer programs ("English-in-a-Flash"), and other programs to support non-English-speaking students in their oral and written language.

Title I:

Eligible students receive support from our Title I Support Teacher, as well as through supplemental materials and intervention support from their classroom teacher

2012-2013 Student Objectives:

For the 2012-13 school year, emphasis will be placed on the following goals developed by the Kimberly school community and outlined in our Single School Plan for Student Achievement. Our goals, as identified in this plan, are as follows:

Goal #1:

All students will achieve proficiency or above in Language Arts and Mathematics as evidenced by the AYP, by the 2013-2014 school year. For the 2012-2013 school year, all students will make a 2% growth in ELA and Math, as measured by the scaled scores on the California Standards Test (CST).

Goal #2:

Using data-driven analysis of district assessments and CST scores, teachers will utilize strategies and implement research based programs to ensure continuous academic growth for all students.

Goal #3:

As evidenced by lesson plans, meeting agendas, teacher surveys, and computerized grade books or grading programs, all teachers will be involved in on-going monitoring of student progress. This will include using data analysis to support strategic planning for continuous progress of student performance.

Goal #4:

All students will be educated in an environment that is safe, drug free, and conducive to learning and teaching.

Summary of Strengths:

Our greatest strength is a professional, dedicated and highly trained staff, committed individually and collectively to providing an excellent education for our students. Another strength is our active, well-coordinated parent group which reinforces, supports, and enriches the learning of all students.

Kimberly is a safe campus for students. We have a very strict discipline policy supported by our principal, the staff and the parents. Students are well behaved. Strict dress codes are enforced as well as codes of conduct.

Funding sources over and above the based program allow us to extend the program through additional human and material resources. All students, including those in special education programs, benefit from these state and federal funds.

Kimberly students continue to perform well on standardized achievement tests. We are focused on our annual yearly progress, schoolwide as well as with our three subgroups (White, Hispanic, and Socioeconomically Disadvantaged). Our English Language Learners continue to successfully acquire the language skills needed to function in a regular program.

Awards Received:

In 2010 Kimberly was designated a California Distinguished School. In 2004, Kimberly was honored with the National PTA Parent Involvement School of Excellence. In 2005, we were named a Title 1 Academic Achievement Award School. We are very proud that others recognize our achievements.

Critical Needs:

As we implement the Common Core Standards, revise and follow our district scope and sequence, and analyze our assessment data, there is a need for teachers to continue to be provided inservice training on the new standards, becoming proficient in their daily use. For the 2012-2013 school year, the following has been determined to be of critical needs:

Reading continues to be a focus area for the school as teachers implement our English Language Arts standards and develop early intervention reading strategies for all students. This includes early intervention for primary students and remedial and interventions for intermediate students (including our Alternative Core Program for 4th & 5th grades). The continuous upgrading of our technology is a need. Each teacher has a networkable computer in their classroom. Teachers continually are trained on various strategies for using this computer technology in the classroom.

Three-Year Student Objectives:

Kimberly School's primary focus will continue to be on reading and its component areas. An additional area will be the continued integration of technology into the curriculum. The following will be the areas of emphasis for the next three years:

1. Through our Early Literacy, Alternative Core, and other literacy programs, Kimberly School will offer an effective, rigorous, and proven intervention program that targets students from Kindergarten through Fifth Grade who are reading at the basic, below basic, or far below basic levels.
2. Kimberly School will continue with a comprehensive literacy plan of instruction that will provide intervention for all children who need additional help in reading and writing.
3. The Kimberly staff will continue to expand and enhance the use of technology in the curriculum, especially through the use of Study Island, Education City and our NEO 2s.
4. The Kimberly staff will continue to implement the "Thinking Maps" Program to enrich the curriculum and to provide structure, strategies and methodology to students across the curriculum.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,494	\$41,455
Mid-Range Teacher Salary	\$69,836	\$66,043
Highest Teacher Salary	\$85,478	\$85,397
Average Principal Salary (Elementary)	\$115,014	\$106,714
Average Principal Salary (Middle)	\$119,527	\$111,101
Average Principal Salary (High)	\$130,258	\$121,754
Superintendent Salary	\$165,666	\$223,357
Percent of Budget for Teacher Salaries	43%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	73	77	77	58	61	65	52	54	56
Mathematics	75	75	76	48	49	51	48	50	51
Science	86	82	78	60	65	67	54	57	60
History-Social Science				51	55	57	44	48	49

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	65	51	67	57
All Student at the School	77	76	78	
Male	73	78	81	
Female	81	73	74	
Black or African American	70	57		
American Indian or Alaska Native				
Asian	74	74		
Filipino				
Hispanic or Latino	63	66	57	
Native Hawaiian/Pacific Islander				
White	87	85	90	
Two or More Races	64	64		
Socioeconomically Disadvantaged	60	62	52	
English Learners	37	37		
Students with Disabilities	56	54		
Students Receiving Migrant Education Services				

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

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.2	33.3	23.2

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	8	9	9
Similar Schools	3	7	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	21	7	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	44	30	-20
Native Hawaiian/Pacific Islander			
White	24	-1	8
Two or More Races			
Socioeconomically Disadvantaged	47	15	-2
English Learners			
Students with Disabilities			-15

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	354	881	15,541	825	4,664,264	788
Black or African American	18	813	1,037	770	313,201	710
American Indian or Alaska Native	2		71	803	31,606	742
Asian	23	856	1,267	905	404,670	905
Filipino	2		445	879	124,824	869
Hispanic or Latino	112	824	6,916	782	2,425,230	740
Native Hawaiian/Pacific Islander	0		78	838	26,563	775
White	188	928	5,195	866	1,221,860	853
Two or More Races	8		467	860	88,428	849
Socioeconomically Disadvantaged	121	800	8,193	779	2,779,680	737
English Learners	24	743	1,906	739	1,530,297	716
Students with Disabilities	70	745	2,016	647	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2010-2011
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	---	7
Percent of Schools Currently in Program Improvement	---	28

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Professional staff development is encouraged and supported both at the district level and at the site level. The Kimberly staff is committed to continual professional growth. District level and site funds are set aside for teacher training every year. Kimberly teachers participate in trainings such as Professional Growth Seminars sponsored by the District. Kimberly teachers have participated in training on "Thinking Maps" (a Schoolwide program that promotes and constructs thinking in all content areas and "Illuminate" (a program designed to assist with analysis of district and state assessment results, which are used in collaboration with data team meetings to analyze and drive instruction based on the findings of Common Assessments). During the 2011-2012 school year, Kimberly staff participated in training for "Write from the Beginning," a schoolwide writing program. In the 2012-2013 school year, the "Write from the Beginning" training will be completed, as well as a schoolwide focus on the book Teach Like a Champion. Kimberly staff is also beginning training on the new Common Core Standards during the 2012-2013 school year.

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