



Howard J. McKibben Elementary School

10550 Mills Avenue • Whittier • (562) 944-9878 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



South Whittier School District

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**Director, Assessment,
Accountability & Parent
Engagement**

School Description

McKibben is a safe, nurturing Dual-Immersion Academy with high academic and behavioral expectations where students, staff, and community show respect and responsibility. Students are prepared to excel in a global and diverse world.

"Given the opportunities and resources there is no limit to what a student can achieve."

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).

Internet Access

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

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	51
Grade 2	45
Grade 3	45
Grade 4	57
Grade 5	60
Grade 6	61
Total Enrollment	367

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
Asian	0.8
Filipino	1.9
Hispanic or Latino	88.8
White	6.3
Two or More Races	0.3
Socioeconomically Disadvantaged	86.9
English Learners	32.2
Students with Disabilities	11.4
Homeless	2.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Howard J. McKibben	17-18	18-19	19-20
With Full Credential	15	19	19
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South Whittier School	17-18	18-19	19-20
With Full Credential	♦	♦	123
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Howard J. McKibben Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: April, 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 Houghton Mifflin Harcourt California Journeys 2017 K-6 Benchmark Adelante California 2017 7-8 Amply ELA: California Edition 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Houghton Mifflin Harcourt 2014 Go Math! & Go Math Espanol Grade 7 Accelerated Houghton Mifflin Harcourt 2014 Algebra 1 Houghton Mifflin Harcourt 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-6 Harcourt School Publishers 2007 7th and 8th Pearson Prentice Hall 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-6 Houghton Mifflin 2007 7th-8th Holt 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

McKibben School has 17 classrooms (including one portable classroom), a multipurpose room, a library/ resource room, and an administration building. The main campus was built in 1961. A new restroom building was constructed in 2001. The classrooms underwent modernization in 2004. Following that, the multipurpose room underwent a facelift. The library media resource room was completed and opened in the 2007–2008 school year. It was updated in 2009. We are pleased that we have a new air conditioning unit in our Multi-purpose room, with new floors and windows as well. We are proud to have a 35 station computer lab for intervention, technology standards, and enrichment as well as 40 portable laptops. As you can see, technology is a key focus at McKibben.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. A district safety consultant inspects each site annually and provides a written report. In addition, the district's membership in a Joint Powers Agreement (JPA) property and liability collaboration provides annual site inspections.

The district's Board of Trustees has adopted cleaning standards for all schools. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Both day and night custodians work diligently to ensure a safe and clean school environment for the students and staff. They report any maintenance and safety concerns immediately to maintain a safe, orderly and attractive school environment.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 01/19/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	47	52	36	37	50	50
Math	37	45	24	25	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	27.0	14.3	4.8

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	232	231	99.57	51.95
Male	116	115	99.14	46.09
Female	116	116	100.00	57.76
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	206	205	99.51	48.78
White	17	17	100.00	70.59
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	205	204	99.51	51.47
English Learners	85	84	98.82	45.24
Students with Disabilities	41	41	100.00	14.63
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	233	233	100.00	45.49
Male	116	116	100.00	46.55
Female	117	117	100.00	44.44
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	207	207	100.00	44.44
White	17	17	100.00	52.94
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	206	206	100.00	46.12
English Learners	86	86	100.00	40.70
Students with Disabilities	41	41	100.00	12.20
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

McKibben school site has parent representatives who participate in various district-level advisory committees. District-level parent involvement opportunities include participation in District Advisory Council (DAC), and the English Learner Advisory Committee (ELAC.) Parents at McKibben School are encouraged to attend the district-wide Parent Education Classes offered throughout the year.

In addition, our Cub families participate in a variety of events such as Harvest Festival, Trunk or Treat, Winter Program, Family Dances, Title 1 Parent meetings, Smarter Balance test preparation meetings, and other school and PTA sponsored family events. Parents can volunteer at home or in classrooms to assist with the preparation of educational materials, as room parents, and accompany classes on field trips. The McKibben PTA has many dedicated parents who volunteer many hours for the students. Our Site also offers 9 weeks of classes in which parents attend PIQE (Parent Institute for Quality Education) and learn effective collaboration techniques between home and school, build understanding on how to support instruction in the home, and learn to navigate high school A-G requirements, how to foster an attitude for success in elementary school that will continue on into high school and college, as well as requirements for college admission and financial aid. We are lucky to have parents that spend time on our campus daily and are very visible; from helping direct traffic to sight word practice during recess times. Parents receive messages through AERIES communications, reminders and photos through our school-wide Class Dojo app, and vital school information through the annual Parent Handbook on our school website, our brand new digital marquee, monthly calendars and notices that are sent home regularly.

The McKibben School Site Council meets regularly to review the School Plan for Student Achievement, and to execute the responsibilities of the council for the school. All parents are invited and welcome to attend meetings. The school also has regular meetings for the English Language Learners Advisory Council (ELAC). Our PTA meets every month of the 4th Thursday of the month and meetings are open to all community members. Parents also meet once a month for coffee with the Principal in which the forum is a casual open dialogue where questions and clarifications are the norms.

Our Community Liaison extends the relationship between home and school by being available for questions and concerns; both in English and Spanish. She holds parent involvement activities such as Family Stories, informational meetings that address topics like understanding test results and how to support their children at home with homework and additional practice, as well as facilitates the approval process for school volunteers.

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.

School Safety Plan

As required by law, McKibben maintains a detailed safety plan. Personnel is trained in emergency procedures and students take part in regularly scheduled emergency drills. Food, water, medical and other emergency supplies are updated annually to ensure that our campus is ready to respond in the event of an emergency or disaster. The McKibben School-wide Discipline Plan, which includes emergency provisions, is reviewed annually and updated as needed. Parents and staff members contribute to revisions and updates to the plan. In classrooms and during informational assemblies throughout the school year, staff reviews both the safety and emergency components with the students. Parents are informed through AERIES communications, our school-wide Class Dojo app, Social Media (Facebook, Instagram, and Twitter), the annual Parent Handbook, the digital marquee, and monthly calendars and notices that are sent home regularly.

The school campus is carefully monitored before, during, and after school hours by school staff and district staff. Break periods and lunch are supervised by school personnel. Our school has alarm systems monitored by a security company, a camera monitoring system, and a doorbell access system that is monitored by office staff. Digital check-in and check-out procedures are also strictly enforced at the campus. All adults are required to wear an identification badge that is visible to others. The district maintains positive relationships with law enforcement agencies to ensure the safety of all campuses. Furthermore, through Measure W funding (a general obligation bond passed by area voters to upgrade school facilities) all schools have upgraded communication systems and two-way radio communication at all times. Each classroom has a telephone the school-wide public address system is regularly used to ensure effective communication. In addition, AERIES communications are used to update parents via text, email, and recorded messages in case of emergencies.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.2	0.8	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.9	1.7	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	30		2		29		2		24		2	
1	23		2		22		2		26		2	
2	25		2		22		2		23		2	
3	26		2		28		2		23		2	
4	31		2		27		2		27		2	
5	28		2		28		2		28		2	
6	30		2		21	1	2		58	1	2	1
Other**												

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

McKibben has taken a Back to Basics approach to instruction to ensure that all teachers are utilizing best practices, work to refine their teaching skills and extend their knowledge of the subjects they teach. One member of each grade level participates in the McKibben Instructional Leadership Team; in which these teachers are able to focus on teaching strategies, best practices and improving instruction for all students. All teachers participate in bi-monthly on-site grade level meetings in which they are able to isolate specific standards and target improving instruction in that area. Teachers are also afforded the opportunity to meet each trimester with teachers in the same grade across the district in order to collaborate on data, implementation of the universal screening assessment, and progress monitoring strategies as well as to perform writing calibration exercises. McKibben also has a Leadership Team in which a member of each grade level participates in meetings that focus on analyzing school data and creating a plan to meet the specific needs of our Cubs.

All teachers are GLAD trained and employ those strategies in order to improve English Language instruction. Our staff participates in ongoing math training and classroom observations in which they learn and refine CGI strategies and how to improve students thinking and verbalizing about math and how math works.

Our English Language Coordinator provides monthly in-service opportunities to increase ELL instruction, clarification of EL paperwork and district expectations as well working toward bi-literacy and possible reclassification.

Our site level Instructional Coach provides support for the teaching staff. The Instructional Coach supports and leads data analysis meetings, in-class coaching, co-planning/co-teaching, site goal support, and staff meeting preparation and development.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,598	\$49,378
Mid-Range Teacher Salary	\$74,958	\$77,190
Highest Teacher Salary	\$96,690	\$96,607
Average Principal Salary (ES)	\$118,147	\$122,074
Average Principal Salary (MS)	\$121,494	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$219,300	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	6%	6%

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

Types of Services Funded

McKibben has implemented MTSS (Multi-tiered Systems of Support); and supports direct intervention through specialized, small group remediation with 2 part-time, credential Intervention teachers; 1 for grades K-2 and another for grades 3-4 and an Instructional Aide for grades 4-6. Teachers provide before, during and/or after school remediation for TK-6 grade students who are at risk.

Students are also encouraged to participate in Junior Achievers (grades 1-3) and High Achievers (grades 4-6), after-school Book Club in the library, Theater, music, Folklorico, and Mariachi classes. Our 6th-grade students attend a week-long Outdoor Science School in which specialized instruction takes place in outdoor habitats. Our teachers utilize technology school-wide as we have 1:1 Chromebooks in grades 3-6, 15 Ipads in grades K-2, and each classroom is equipped with a 72-inch television that will support projecting documents, video clips, student work, and ebooks. Students and staff participate in our digital PAWS program in which staff awards students with PAWS tickets through the digital PBIS Rewards program for approved behaviors that can then be turned in by students to exchange for prizes and raffles. Students participate in Accelerated Reader school-wide and receive prizes for meeting goals and increasing reading levels.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,864	\$2,332	\$3,532	\$79,327
District	N/A	N/A	\$3,694	\$82,569.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

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

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

In order to build a sense of community, the entire campus participates in the House System in which all students, grades Tk-6, and all staff members are a part of one of 4 House groups. House groups are led by staff members, noon aides assist with supervision, and parent volunteers attend events in order to further assist with supervision. The entire school participates in weekly competitions by wearing their House color every Wednesday and accumulating spirit points. Monthly rotations are also held in which students are engaged in team building activities, fun group games, and opportunity to eat with students who are not in their class or grade and staff members they may not see on a regular basis. These House activities serve to build relationships with staff members, students, and parents across all grade levels leaving our campus with a strong sense of community.