



# Howard J. McKibben Elementary School

10550 Mills Avenue • Whittier, CA 90604 • (562) 944-9878 • Grades K-6

Sandra E. Gallegos, Principal

sgallegos@swhittier.net

<http://mckibben.swhittier.k12.ca.us/>

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### South Whittier School District

11200 Telechron Avenue  
Whittier, CA 90605  
(562) 944-6231  
[www.swhittier.k12.ca.us](http://www.swhittier.k12.ca.us)

### District Governing Board

JanBraid, President  
Deborah Pacheco, Vice President  
Elias Alvarado, Clerk  
Sylvia Macias, Member  
Francisco Javi Santana, Member

### District Administration

Gary Gonzales  
Superintendent  
Martha Mestanza-Rojas  
Associate Superintendent,  
Educational Services  
Mark Keriakos  
Associate Superintendent, Business  
Services  
Marti Ayala  
Director, Human Resources  
Kate Smith  
Director, Special Education &  
Student Services  
Stacy Ayers-Escarcega  
Director, Assessment,  
Accountability & Parent  
Engagement

### School Description

Vision: Howard J. McKibben staff, families, and the community work together to promote student achievement, self-confidence, and a positive attitude toward learning for each child.

### Principal's Message:

I am so honored to be the principal of McKibben Elementary School. It has been a pleasure to meet and get to know the kids, parents and families that make up this wonderful community. I am especially pleased to be part of a faculty and staff committed to providing the best possible education for every child in a safe, nurturing environment. As your principal, it is important to me that everyone who steps through our doors; staff, students, and parents, are excited to be here. This attitude enables us to meet the challenges of academic excellence in a positive, fun and nurturing environment. I look forward to building on this tradition of academic excellence and am excited to get started.

A brief history about our school. McKibben first opened its doors in the fall of 1962 and welcomed the students of the unincorporated area of Los Angeles County known as South Whittier. Our community is a combination of mostly single-family, residential homes and some industry. Our school is located on a major thoroughfare that runs through the area. We are a Title 1 school where all students have access to programs and funding. Our school has made positive progress in the statewide assessments.

The staff members of McKibben Elementary are excited about preparing our students for the road to college and beyond. At McKibben, we are committed to working tirelessly to provide challenging educational opportunities for children each day. Varied levels of instruction provide a framework to challenge advanced students and support those who are struggling, while creating a solid classroom experience for students learning at grade level. But to be successful, we need your help. You are a special and unique part of our learning community. Here's how you can help us emphasize the importance of education in the home:

- \* Ensure that your child is at school on time each day.
- \* Attend parent/teacher conferences and school events.
- \* Monitor your child's homework daily.
- \* Expect and support positive behavior at school.
- \* Read with your child or encourage your child to read daily.

I look forward to partnering with you to make this an exciting and successful year for our students. Thank you in advance for your support and commitment. If you have any questions, please do not hesitate to contact me at (562) 944 - 9878 or email me at: [sgallegos@swhittier.net](mailto:sgallegos@swhittier.net).

Sincerely,

Sandra Gallegos

Principal, McKibben Elementary

## 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	59
Grade 1	46
Grade 2	50
Grade 3	51
Grade 4	61
Grade 5	56
Grade 6	60
<b>Total Enrollment</b>	<b>383</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0
Asian	0
Filipino	2.3
Hispanic or Latino	87.5
Native Hawaiian or Pacific Islander	0
White	8.9
Two or More Races	0.3
Socioeconomically Disadvantaged	85.6
English Learners	34.2
Students with Disabilities	11.2
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Howard J. McKibben Elementary School	15-16	16-17	17-18
<b>With Full Credential</b>	13	14	15
<b>Without Full Credential</b>	1	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
South Whittier School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Howard J. McKibben Elementary	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: April, 2017</b>	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	K-6 Houghton Mifflin Harcourt California Journeys 2017 7-8 Amply ELA: California Edition 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	K-8 Houghton Mifflin Harcourt 2014 Go Math! Grade 7 Accelerated Houghton Mifflin Harcourt 2014 Algebra 1 Houghton Mifflin Harcourt 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	K-6 Harcourt School Publishers 2007 7th and 8th Pearson Prentice Hall 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	K-6 Houghton Mifflin 2007 7th-8th Holt 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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 the 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.

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month in which data were collected: 12/17/2015</b>				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 12/17/2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	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			Door hinge sagging in library. (Repaired)
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	47	48	31	32	48	48
<b>Math</b>	36	35	21	21	36	37

\* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	82	65	46	41	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	16.4	12.7	43.6

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	67	66	98.5	65.2
Male	30	29	96.7	58.6
Female	37	37	100.0	70.3
Hispanic or Latino	60	59	98.3	64.4
Socioeconomically Disadvantaged	56	56	100.0	62.5
English Learners	24	23	95.8	43.5

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 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	235	232	98.72	47.84
Male	103	102	99.03	50
Female	132	130	98.48	46.15
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	206	204	99.03	44.61
White	19	19	100	57.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	200	199	99.5	45.73
English Learners	101	98	97.03	44.9
Students with Disabilities	29	29	100	13.79
Foster Youth	--	--	--	--

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

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	235	233	99.15	34.76
<b>Male</b>	103	101	98.06	36.63
<b>Female</b>	132	132	100	33.33
<b>Black or African American</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	206	205	99.51	31.71
<b>White</b>	19	19	100	47.37
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	200	198	99	33.33
<b>English Learners</b>	101	99	98.02	33.33
<b>Students with Disabilities</b>	29	29	100	13.79
<b>Foster Youth</b>	--	--	--	--

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 schoolsite.

#### **Opportunities for Parental Involvement (School Year 2017-18)**

McKibben school site has parent representatives who participate in various district-level advisory committees. District-level parent involvement opportunities include participation on the Gifted and Talented Education (GATE), District Advisory Council (DAC), and the English Learner Advisory Committee (ELAC.) At each campus, parents can become active in PTA, school site councils, English Learner Advisory Committee, volunteer in classrooms, and chaperon school-related field trips and activities.

Parents at McKibben School are encouraged to attend the district-wide Parent Education Classes offered throughout the year. In addition, we offer a variety of family events such as Harvest Festival, Trunk or Treat, Winter Program, Family Dance, Title 1 Parent meetings, Smarter Balance test preparation meetings, and other school and PTA sponsored family events. Parents volunteer in classrooms to assist with 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.

The McKibben School Site Council meets regularly to review the Single 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).

The contact person for parent involvement is the principal, Sandra Gallegos, who can be reached at (562) 944-9878.

#### **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

Each school maintains a detailed safety plan. Personnel are 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 each 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. The 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 the Class Dojo app, the school's annual Parent Handbook, and through informational communications and newsletters 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. Schools have alarm systems monitored by a security company. Check-in and check-out procedures are also strictly enforced at the campus. Visitors to McKibben sign in upon arrival and out when they leave. They are provided a visitor pass that is to be worn and visible to staff. 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 and there is a public address system school-wide. In addition, we use our Tele-Parent System to update parents in case of emergencies.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.7	1.6	4.2
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.4	4.1	3.9
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2006-2007
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	7	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
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.

### Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	27	27	28				2	2	2			
1	29	29	26				2	2	2			
2	31	31	26				2	2	2			
3	30	30	31				2	2	2			
4	32	32	30				2	2	2			
5	34	34	33						1	1	1	1
6	35	35	31						2	3	3	

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

### Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development. Teachers participate in monthly grade level meetings. In addition, there are school site level meetings two times per month where the staff focus on site level goals and district initiatives. The site level goals were selected by the Leadership team through an analysis of student achievement data. In turn, teachers have input in selecting best teaching practices that will support student achievement. These two days are on minimum days during contractual hours. Once a month, teachers have been provided an additional professional development day, after school, in which teachers select the area of focus. School site funds are set aside for additional professional development hours that include conferences. There is a site level Instructional Coach that 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,873	\$47,034
Mid-Range Teacher Salary	\$73,817	\$73,126
Highest Teacher Salary	\$95,218	\$91,838
Average Principal Salary (ES)	\$114,877	\$116,119
Average Principal Salary (MS)	\$118,132	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$175,000	\$178,388
Percent of District Budget		
Teacher Salaries	38%	37%
Administrative Salaries	7%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,864	\$2,332	\$3,532	\$79,327
District	♦	♦	\$3,694	\$83,024
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

\* Cells with ♦ do not require data.

### Types of Services Funded

There are several types of services funded that support and assist students. McKibben implements Imagine Learning which is an interactive based software program supporting English Language Arts. This year, McKibben has implemented MTSS therefore, an Interventionist Instructional Aide was hired to support those students who need more academic support. There is Before/After school tutoring for TK-6 grade students who are EL or are at risk. Another after school program is the High Achievers Club which meet from September to April. In addition, we have the Accelerated Reader software program schoolwide.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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