



Harold William Kolb Elementary School

3150 Palermo Way • Dublin, CA 94568 • (925) 551-4000 • Grades K-5

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Dublin Unified School District

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District Governing Board

Megan Rouse, President
Amy Miller, Vice President
Dan Cunningham, Trustee
Joe Giannini, Trustee
Dan Cherrier, Trustee

District Administration

Dr. Leslie Boozer
Superintendent
Beverly Heironimus
**Assistant Superintendent
Business Services**

**Assistant Superintendent
Educational Services**

Mark McCoy
**Assistant Superintendent
Human Resources**

School Description

Harold William Kolb Elementary is located on the eastern side of Dublin, California and educates 875 Kindergarten through Fifth grade students on our campus of diverse learners. It is our vision and intent to provide a well-rounded education that allows each student to soar and grow in mind, body, and spirit. Our staff collaborates multiple times each month following a Professional Learning Community approach to determine what students need to learn, how they will monitor student progress, and how to respond to individual student needs (intervention and enrichment during Response to Intervention). As a staff, we continually strive to improve our educational practice to meet the needs of each child entrusted to us.

In 2014 Kolb Elementary was awarded a California Distinguished School in our 4th year of operation acknowledging the strategic and rigorous work of our entire school community. Our rigorous focus has continued and was evident in the strong 2015 and 2016 California Assessment of Student Performance and Progress (otherwise known as SBAC) in which a majority of our students scored 'at' or 'exceeding' standards.

The Kolb Elementary community is comprised of students, staff, and parents. We are fortunate to have a Parent Faculty Club that supports our students and teachers through monetary donations and volunteer service in the classrooms or community events. Some of the many parent supports include Art In Action, Walk and Roll to School, our annual Fun Run, Movie Night, Breakfast Book Club, Morning Run Club, an Art Fair, and educational materials purchased to enhance daily student learning. The ongoing support and service of our parents and welcoming spirit of the staff ensure that Kolb Elementary is truly a community school.

Harold William Kolb Elementary maintains high expectations and performance of students which is a direct correlation to the rigorous instruction, ongoing collaboration of staff focused on the children, and the support of each family to provide an exceptional learning experience for each student that enters our doors. Through the entire communities' dedication, Kolb Elementary is truly a special place in which children learn in a positive environment each and every day!

Vision Statement

Every student will soar in mind, body, and spirit

Mission Statement

Our mission is to provide a safe and positive learning environment that will maximize student achievement in Mind, Body, and Spirit through exemplary educational practices. We are committed to ensuring that all students achieve academic proficiency, moving towards mastery, on the Common Core Standards. We are committed to maintaining a clean, safe campus where developing strong character mirrors strong academic learning.

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	151
Grade 1	146
Grade 2	131
Grade 3	131
Grade 4	121
Grade 5	156
Total Enrollment	836

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.6
Asian	58.1
Filipino	6.3
Hispanic or Latino	7.2
Native Hawaiian or Pacific Islander	0.2
White	16.6
Two or More Races	7.5
Socioeconomically Disadvantaged	3.6
English Learners	15.8
Students with Disabilities	3.9
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Harold William Kolb Elementary School	14-15	15-16	16-17
With Full Credential	42	38	40
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Dublin Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	522
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Harold William Kolb Elementary	14-15	15-16	16-17
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	98.2	1.8
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	98.2	1.8

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

We select our textbooks from lists that have already been approved by the state education officials. Panels of scholars have decided what California students should learn and be able to do academically. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks or materials we use and the assessments given are based on the California Common Core Standards, and we expect our teachers to be focused on them.

All students have their own set of textbooks to use in class or at home.

The elementary, Kindergarten to grade 5, English-Language Arts textbooks are from the 2002 adoption list not the most recent 2008 adoption list. During the current financial situation, districts have been given the flexibility to use State funds for textbooks for other needs as approved by the local School Board. This flexibility allows districts to continue to use materials from the previous adoption list and still meet the requirement of having the most recent state-approved materials. Therefore, while our materials for K-5 English-Language Arts are not from the most recent state-approved list, we are still compliant with State regulations.

Textbooks and Instructional Materials Year and month in which data were collected: 11/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Scott Foresman Envision Math Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt California Science Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman History/Social Studies Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Health	Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

H. W. Kolb Elementary School opened in the fall of 2011. Our state-of-the-art campus includes 33 classrooms, a beautiful gymnasium, and a centrally located library/media center. The Library/Media Center contains a collection of more than 6,600 books, four computer research stations, an expansive seating area, and a separate storytelling room. Each classroom has a 2 to 1 ratio of computers to students. Additional computers are available for student use via the Computers on Wheels (1 per grade level in 1st-5th grades) to allow for a 1 to 1 ratio of computers to students providing students to develop technology skills, academic reinforcement, research, and integrated learning. Our Kindergarten classrooms have a 2 to 1 ratio of I Pads located in each classroom. Two playgrounds (Kindergarten and 1st-5th) and extensive fields provide students with the space and equipment to play and develop athletic skills.

Kolb Elementary is a Closed Campus during school hours. All gates are locked shortly after all students arrive. ALL volunteers/visitors/parents/family members coming onto campus MUST sign in at the office prior to assisting in a classroom.

A full-time day custodian, a part-time custodian, and a district night cleaning crew maintain a clean facility. Classrooms are cleaned every other day, as are all of the rest rooms. Trash is removed daily. District Maintenance regularly maintains the school facility and landscaping.

An outdoor shade structure outside of the multi-purpose room accommodates outdoor lunches. Skateboard deterrents on steps and low walls around our campus are used to avoid destruction of school property.

Increasing Kolb's library collection and ensuring students visit the library weekly is a priority for the school. Our Library Media Technician aligns our school needs with the state and school library standards. Kolb's catalog has been updated to the Follett/Destiny System, which can be accessed from home through the school's Web site. The library is open daily from 8:30 a.m. to 2:00 p.m.

All of our classrooms are rich in technology and have SMART boards, document cameras, voice enhancing systems, and student computers. We have 11 Computers on Wheels (COW's) which house 36 Google Chromebook Computers. The COW's are housed in grade level lead teacher classroom and used daily by each grade level team. Teachers instruct their students to effectively use technology with software that teaches typing skills, word processing, and presentation programs. Students use multimedia to show evidence of learning. They use the Internet for research and Web-based programs and resources to integrate and enhance the Common Core Standards or curriculum utilized in the classroom.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 09/13/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	87	84	77	78	44	48
Math	82	80	69	73	34	36

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	90	92	81	83	87	83	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.2	28.8	33.3

* 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	161	157	97.5	80.9
Male	80	77	96.3	81.8
Female	81	80	98.8	80.0
Asian	93	92	98.9	89.1
White	32	30	93.8	83.3
Two or More Races	13	13	100.0	76.9

* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	132	129	97.7	81.4
	4	129	129	100.0	89.2
	5	161	156	96.9	82.0
Male	3	67	67	100.0	80.6
	4	61	61	100.0	83.6
	5	80	76	95.0	79.0
Female	3	65	62	95.4	82.3
	4	68	68	100.0	94.1
	5	81	80	98.8	85.0
Asian	3	81	79	97.5	83.5
	4	72	72	100.0	90.3
	5	93	92	98.9	88.0
Filipino	4	11	11	100.0	100.0
Hispanic or Latino	3	11	11	100.0	72.7
White	3	22	21	95.5	85.7
	4	19	19	100.0	84.2
	5	32	30	93.8	90.0
Two or More Races	4	12	12	100.0	91.7
	5	13	13	100.0	69.2
English Learners	3	18	18	100.0	61.1
	4	13	13	100.0	53.9

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	132	128	97.0	87.5
	4	129	129	100.0	84.5
	5	161	157	97.5	70.1
Male	3	67	67	100.0	91.0
	4	61	61	100.0	83.6
	5	80	77	96.3	68.8

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	65	61	93.8	83.6
	4	68	68	100.0	85.3
	5	81	80	98.8	71.3
Asian	3	81	78	96.3	88.5
	4	72	72	100.0	91.7
	5	93	92	98.9	85.9
Filipino	4	11	11	100.0	72.7
Hispanic or Latino	3	11	11	100.0	90.9
White	3	22	21	95.5	85.7
	4	19	19	100.0	79.0
	5	32	30	93.8	70.0
Two or More Races	4	12	12	100.0	83.3
	5	13	13	100.0	38.5
English Learners	3	18	18	100.0	66.7
	4	13	13	100.0	69.2

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)

Kolb parents are highly involved in the success of our school. Our school benefits from parental involvement through our Parent Faculty Club (PFC), English Learners Advisory Committee (ELAC) and School Site Council (SSC). Some of the many ways in which community members may be involved on our campus include:

Vision and Hearing Screenings; Science Night; Before School Student Clubs; Art Docents; Classroom or Field trip Volunteers; Science Fair, Fall and Spring fundraising; Scholastic Book Fair; Junior Achievement; and various other events and activities throughout the year.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Kolb Elementary School is a closed campus with a perimeter fence. The Principal, Assistant Principal, Support Staff, and teachers monitor the school grounds throughout the school day. The Principal, Assistant Principal, 1 Campus Supervisors, and 5 Noon Supervisors monitor students during our lunch periods and throughout the day. Teachers and Administration regularly review the rules for safe, responsible behavior in school and on the campus with the student body. During school hours, visitors use the main entrance and must sign in at the office. Regular volunteers are required to complete a Volunteer Clearance Form and have a copy of their driver's license on file in the office. Each volunteer is checked against the Megan's Law database and given a clearance by the office staff before volunteering in our classrooms.

Our School Safety Plan is revised annually by administration, support staff, certificated staff, and parents. The plan includes procedures for emergencies, locations of exit routes, and inventories of emergency supplies. Multiple copies are available in the school office and in other locations on our campus which can be easily accessed. We practice fire, shelter in place, and earthquake drills with our students and staff.

The School Safety Plan was last reviewed, updated, and discussed with the Kolb Faculty and our School Site Council in October 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.2	0.1	0.2
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.5	1.9	1.9
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	24	28	30				7	7	5			
1	26	28	24				7	7	6			
2	23	28	26				7	7	5			
3	25	28	26				7	7	5			
4	27	29	24				5	7	5			
5	29	29	26				5	5	6			

Professional Development provided for Teachers

Teachers participate in district wide grade level Professional Development overseen by the DUSD Coaches and the DUSD Director of Educational Services. Staff members additionally align lesson plans and assessments, determine essential standards to be taught, and calibrate writing grading practices to achieve alignment throughout the district. In addition, teachers participate in professional development opportunities at the school site and district

throughout the school year and summer. These opportunities include training in science, math, technology, digital citizenship, character development, writing, and many more opportunities.

Evaluating and Improving Teachers

Formal evaluations occur twice in a teacher's first two years in the district. Tenured teachers receive evaluations at least once every five years after ten years of successful service in the district. The evaluation process includes: goal setting, at least two formal observations by administration, pre/post conferences and a final written evaluation. During this process conversations occur between administration and the teacher to discuss methods to enhance instruction, classroom environment, content, and professional goals. Staff members who experience difficulties may be placed on a Professional Improvement Plan, where they work cooperatively with the principal to improve upon their skills. First and second year teachers participate in the Tri-Valley Teacher Induction Program and are paired with a mentor teacher that has been reassigned from the classroom to work with individuals new to the teaching profession.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,490	\$43,821
Mid-Range Teacher Salary	\$84,565	\$69,131
Highest Teacher Salary	\$100,349	\$89,259
Average Principal Salary (ES)	\$122,773	\$108,566
Average Principal Salary (MS)	\$127,949	\$115,375
Average Principal Salary (HS)	\$141,815	\$125,650
Superintendent Salary	\$231,942	\$198,772
Percent of District Budget		
Teacher Salaries	46%	37%
Administrative Salaries	6%	6%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,282	\$180	\$4,102	\$80,985
District	♦	♦	\$8,720	\$80,132
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-53.0	1.1
Percent Difference: School Site/ State			-27.7	13.2

* Cells with ♦ do not require data.

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.