

Kirkwood Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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

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, 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 (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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Kirkwood Elementary School
Street	2049 Kirkwood Road
City, State, Zip	Corning, CA 96021
Phone Number	530.824.7773
Principal	John Lalaguna
E-mail Address	cmanos@kirkwoodschoolca.org
CDS Code	52-71555-6053540

District Contact Information	
District Name	Kirkwood Elementary School District
Phone Number	530.824.7773
Web Site	www.kirkwoodschoolca.org
Superintendent	John Lalaguna
E-mail Address	cmanos@kirkwoodschoolca.org

School Description and Mission Statement (School Year 2012-13)

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

Kirkwood School is located seven miles south of the City of Corning in a small, rural area. In 2011-12, the school maintained four classrooms serving TK-1, 2-3, 4-5, 5-6 and 7-8 students. The school was first established at its present site in 1933. In 1997, a new facility was built with two classrooms, a multipurpose room, kitchen, bathrooms, and office. In 2007-08, the school applied for a financial hardship from the state in order to construct two new modular classrooms and a larger multipurpose/kitchen. The new classrooms were completed in August 2008, but the multipurpose/kitchen was not completed until August 2011.

Kirkwood School believes that each child is a unique person, with unique needs, and the purpose of the educational system of this state is to enable each child to develop all of his or her own potential as a fully contributing citizen. The staff and community work together to provide a strong foundation for learning so that all students will become responsible and productive members of our society.

Opportunities for Parental Involvement (School Year 2012-13)

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

Parental involvement includes School Site Council, classroom volunteers, school performances, field trips, fundraising, sports programs, newsletters, and parent/teacher conferences. Parents are encouraged to be an active part of their child's educational program. For more information on how to become involved, contact the school office at 530.824.7773.

III. 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 (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	59	62	61	59	62	61	54	56	55
Mathematics	80	73	81	80	73	81	49	50	50
Science	86	100	93	86	100	93	57	60	59
History-Social Science	58			58	67	100	48	49	49

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.

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	61	81	93	
All Student at the School	61	81	93	
Male	72	84		
Female	51	77		
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	50	86		
Native Hawaiian/Pacific Islander				
White	67	83		
Two or More Races				
Socioeconomically Disadvantaged	55	74		
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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.

California Physical Fitness Test Results (School Year 2012-13)

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 Web page 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	18.2		45.5
7			

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.

IV. 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 Web page 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	2010	2011	2012
Statewide	7	8	8
Similar Schools			

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	24	14	3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "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 - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	65	878	65	878	4,655,989	790
Black or African American	0		0		296,463	708
American Indian or Alaska Native	0		0		30,394	743
Asian	0		0		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	14	859	14	859	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	44	892	44	892	1,200,127	853
Two or More Races	7		7		125,025	824
Socioeconomically Disadvantaged	31	850	31	850	2,774,640	743
English Learners	5		5		1,482,316	721
Students with Disabilities	4		4		527,476	615

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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

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 Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	14
Grade 1	12
Grade 2	11
Grade 3	6
Grade 4	14
Grade 5	12
Grade 6	11
Grade 7	11
Grade 8	6
Total Enrollment	97

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	68.0
American Indian or Alaska Native	0.0	Two or More Races	10.3
Asian	0.0	Socioeconomically Disadvantaged	40.2
Filipino	0.0	English Learners	12.4
Hispanic or Latino	21.6	Students with Disabilities	5.2
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	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	19	1	0	0	23	0	1	0	14	1		
1									6	2		
2	20	1	0	0					11	1		
3					20	1	0	0	6	1		
4	24	0	1	0	21	1	0	0	14	1		
5									12	1		
6					23	0	1	0	11	1		
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

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.

Kirkwood School maintains a comprehensive school safety plan to ensure the safety of all students. Key elements of the plan include monthly fire safety drills, lock down drills, safety policies, and a crisis intervention plan. The School Safety Plan is reviewed by the school board annually and was last reviewed in December 2012.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	2.22	2	4	2.22	2	4
Expulsions	0	0	0	0	0	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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
- Description of any needed maintenance to ensure good repair

Kirkwood School was established at its present site in 1933. Kirkwood serves gradesTK-8 in a facility built in 1997. Kirkwood is located in a semi-rural area seven miles south of the city of Corning.

Kirkwood School is maintained by a full time custodian/maintenance person and part-time maintenance person. The maintenance person conducts monthly site inspections and makes necessary repairs.

The school has 5 classrooms, a multipurpose room, kitchen, and office. The new building project consists of 2 of the classrooms, and a new multi-purpose building with a kitchen, pantry and restrooms. Custodian cleans daily after students leave. Classified staff and certificated staff monitor students at all times. The Tehama County Office of Education, SERRF programs provides an after school program until 6:00 p.m.

The district applied for a financial hardship grant and state funding to fund 2 new classrooms and a larger multi-purpose building with kitchen and restrooms. While the classrooms were operable in 2008, the remainder of the project was held up due to lack of funding from the state. The state released the funds in June 2010 and construction resumed with a completion in August 2011.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted \$2,921 for the Deferred Maintenance Program with a prior year carry over of \$36,542. This represents 8% of the District's general fund budget.

School Facility Good Repair Status (School Year 2013-14)

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 year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: 9/13/13				
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]	[]	[]	The playground area holes have been filled in and gofers are continually being removed.

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	4	4	5	5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as 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 Web page at 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	80	20
All Schools in District	80	20
High-Poverty Schools in District	80	20
Low-Poverty Schools in District		

Note: 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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.20	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse	.10	---
Speech/Language/Hearing Specialist	.20	---
Resource Specialist	.20	---
Other		---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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: August 2012

Textbooks are adopted from the most recent state-approved adoption listing and are consistent with the content and cycles of the curriculum frameworks, adopted by the State Board of Education. Every student has access to their own textbooks for use in class and home.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin/Reader's Choice/6-8 Pearson Adoption Year 2007/2009 Treasures K-5 Adoption Year 2012	Yes	
Mathematics	Holt/Everyday Math Adoption Year 2008	Yes	
Science	Houghton Mifflin/CPO/CPO K-5 Adoption Year 2006/2007	Yes	
History-Social Science	Houghton Mifflin Adoption Year 2005	Yes	
Foreign Language			
Health			
Visual and Performing Arts			

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,815	\$1068	\$6,747	\$41,249
District	---	---	\$6,747	
Percent Difference: School Site and District	---	---	0.0	
State	---	---	\$5,537	\$57,720
Percent Difference: School Site and State	---	---	21.9	-28.5

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 Web page 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 Web page 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 2012-13)

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.

Teachers offer after school tutoring for all students that score basic or below on the Star testing or who are struggling in a particular area. Teachers enroll in professional development opportunities for math and reading.

The school receives Title I, Class Size Reduction K-3, Peer Assistant and Review, Title II, Professional Development Block Grant, Math and Reading Grant, Target Instructional Improvement Block Grant, Title III English Language, to mention some categorical funding programs to support teacher and paraprofessional development.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,080	\$38,719
Mid-Range Teacher Salary	\$51,327	\$55,637
Highest Teacher Salary	\$68,979	\$70,797
Average Principal Salary (Elementary)		\$90,284
Average Principal Salary (Middle)		\$94,675
Average Principal Salary (High)		\$85,183
Superintendent Salary	\$20,000	\$104,272
Percent of Budget for Teacher Salaries	28.0%	35.5%
Percent of Budget for Administrative Salaries	12.6%	6.5%

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

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.)?

Every year, teachers participate in four staff development days within the school calendar and every Monday students are released at 1:30. Teachers participate in the math and reading SB 472 program every year (when there’s a new reading/math adoption). Teachers also participate in the North State Math Partnership Program with Tehama County Dept. of Education. There are also principal trainings and kindergarten conferences available when needed. All first year teachers must enroll in the BTSA program for 2 years in order to receive a clear teaching credential.