

Kirkwood Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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.

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., 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 This School

Contact Information (Most Recent Year)

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 Burch
E-mail Address	jburch@kirkwoodschoolca.org
Web Site	www.kirkwoodschoolca.org
Grades Served	K-8
CDS Code	52-71555-6053540

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

School Description and Mission Statement (Most Recent Year)

Kirkwood School is located seven miles south of the City of Corning in a small, rural area. In 2013-14, the school maintained five 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 now has 5 classrooms, 2 office rooms, and a large gym/multipurpose building with a kitchen and pantry.

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.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	10
Grade 1	16
Grade 2	7
Grade 3	11
Grade 4	10
Grade 5	5
Grade 6	15
Grade 7	10
Grade 8	7
Total Enrollment	91

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.1
Hispanic or Latino	23.1
White	69.2
Two or More Races	6.6
Socioeconomically Disadvantaged	48.4
English Learners	15.4
Students with Disabilities	9.9

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	5	4	5	5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	75.0	25.0
All Schools in District	75.0	25.0
High-Poverty Schools in District	75.0	25.0
Low-Poverty Schools in District	0.0	0.0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Textbooks are no longer required to be purchased from the state adopted textbooks listing. Textbooks must continue to be aligned with the state standards and approved by the district's board of trustees. 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	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Holt/Everyday Math (2015-16 Pilot Program for New Everyday Math K-5) Adoption Year 2008 (2015-16 CPM for grades 6-8)	Yes	0
Science	Houghton Mifflin/CPO/CPO K-5 Adoption Year 2006/2007	Yes	0
History-Social Science	Houghton Mifflin Adoption Year 2005	Yes	0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

Kirkwood School was established at its present site in 1933. Kirkwood serves grades TK-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. 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 program 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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/1/15				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/1/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 Facility Rating (Most Recent Year)

Year and month in which data were collected: 10/1/15				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	36	36	44
Mathematics	44	44	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	12	12	100.0	33	33	25	8
	4	11	11	100.0	27	55	9	9
	5	6	6	100.0	--	--	--	--
	6	16	16	100.0	19	38	38	6
	7	10	9	90.0	--	--	--	--
	8	7	7	100.0	--	--	--	--
Male	3	12	5	41.7	--	--	--	--
	4	11	2	18.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5	6	3	50.0	--	--	--	--
	6	16	7	43.8	--	--	--	--
	7	10	4	40.0	--	--	--	--
	8	7	2	28.6	--	--	--	--
Female	3	12	7	58.3	--	--	--	--
	4	11	9	81.8	--	--	--	--
	5	6	3	50.0	--	--	--	--
	6	16	9	56.3	--	--	--	--
	7	10	5	50.0	--	--	--	--
	8	7	5	71.4	--	--	--	--
Hispanic or Latino	3	12	2	16.7	--	--	--	--
	4	11	3	27.3	--	--	--	--
	5	6	2	33.3	--	--	--	--
	6	16	5	31.3	--	--	--	--
	7	10	2	20.0	--	--	--	--
	8	7	1	14.3	--	--	--	--
White	3	12	9	75.0	--	--	--	--
	4	11	7	63.6	--	--	--	--
	5	6	4	66.7	--	--	--	--
	6	16	10	62.5	--	--	--	--
	7	10	5	50.0	--	--	--	--
	8	7	6	85.7	--	--	--	--
Two or More Races	3	12	1	8.3	--	--	--	--
	4	11	1	9.1	--	--	--	--
	6	16	1	6.3	--	--	--	--
	7	10	2	20.0	--	--	--	--
Socioeconomically Disadvantaged	3	12	4	33.3	--	--	--	--
	4	11	8	72.7	--	--	--	--
	5	6	3	50.0	--	--	--	--
	6	16	8	50.0	--	--	--	--
	7	10	5	50.0	--	--	--	--
	8	7	2	28.6	--	--	--	--
Students with Disabilities	3	12	1	8.3	--	--	--	--
	4	11	1	9.1	--	--	--	--
	6	16	3	18.8	--	--	--	--
	7	10	3	30.0	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	3	12	12	100.0	42	17	42	0
	4	11	11	100.0	0	45	36	18
	5	6	6	100.0	--	--	--	--
	6	16	16	100.0	19	44	13	25
	7	10	9	90.0	--	--	--	--
	8	7	7	100.0	--	--	--	--
Male	3	12	5	41.7	--	--	--	--
	4	11	2	18.2	--	--	--	--
	5	6	3	50.0	--	--	--	--
	6	16	7	43.8	--	--	--	--
	7	10	4	40.0	--	--	--	--
	8	7	2	28.6	--	--	--	--
Female	3	12	7	58.3	--	--	--	--
	4	11	9	81.8	--	--	--	--
	5	6	3	50.0	--	--	--	--
	6	16	9	56.3	--	--	--	--
	7	10	5	50.0	--	--	--	--
	8	7	5	71.4	--	--	--	--
Hispanic or Latino	3	12	2	16.7	--	--	--	--
	4	11	3	27.3	--	--	--	--
	5	6	2	33.3	--	--	--	--
	6	16	5	31.3	--	--	--	--
	7	10	2	20.0	--	--	--	--
	8	7	1	14.3	--	--	--	--
White	3	12	9	75.0	--	--	--	--
	4	11	7	63.6	--	--	--	--
	5	6	4	66.7	--	--	--	--
	6	16	10	62.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	7	10	5	50.0	--	--	--	--
	8	7	6	85.7	--	--	--	--
Two or More Races	3	12	1	8.3	--	--	--	--
	4	11	1	9.1	--	--	--	--
	6	16	1	6.3	--	--	--	--
	7	10	2	20.0	--	--	--	--
Socioeconomically Disadvantaged	3	12	4	33.3	--	--	--	--
	4	11	8	72.7	--	--	--	--
	5	6	3	50.0	--	--	--	--
	6	16	8	50.0	--	--	--	--
	7	10	5	50.0	--	--	--	--
	8	7	2	28.6	--	--	--	--
Students with Disabilities	3	12	1	8.3	--	--	--	--
	4	11	1	9.1	--	--	--	--
	6	16	3	18.8	--	--	--	--
	7	10	3	30.0	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	80	--	--	80	--	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	--
All Students at the School	--
Male	--
Female	--
Hispanic or Latino	--
White	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

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 (Most Recent Year)

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.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	6.93	0.00	0.00	6.93	0.00	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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 2015.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	1			21		1		26		1	
2	19	1			22		1					
3									18	1		
4	20	1			23		1					
6	23		1		11	1			34		1	
Other					19	1			18	1		

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	2012-13				2013-14				2014-15			
	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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.25	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist	.30	N/A
Other		N/A

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,004	\$1,045	\$6,959	\$54,543
District	N/A	N/A	\$6,959	
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	30.1	-7.8

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

Types of Services Funded (Fiscal Year 2014-15)

Teachers offer after school tutoring for all students that score basic or below on the State 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, Title II, Target Instructional Improvement Block Grant, Title III English Language, all other categorical programs have been rolled into the new Local Control Funding Formula.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,080	\$39,948
Mid-Range Teacher Salary	\$52,867	\$57,401
Highest Teacher Salary	\$68,979	\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$20,000	\$112,657
Percent of Budget for Teacher Salaries	30%	35%
Percent of Budget for Administrative Salaries	11%	7%

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

Professional Development (Most Recent Three Years)

Every year, teachers participate in four staff development days within the school calendar and every Monday students are released at 1:30. . There are also principal trainings and kindergarten conferences available when needed. ELD trainings with Tehama County Department of Education are offered to teachers. In 2015-16 students are being released at 12:30 on Mondays so teaching staff can collaborate and train on the new State Standards and curriculum.