



**KIRKWOOD**  
**ELEMENTARY SCHOOL**  
*Go Bobcats!*

2049 Kirkwood Road Corning, CA 96021

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

**Kirkwood Elementary School  
District**

2049 Kirkwood Road  
Corning, CA  
530.824.7773  
[www.kirkwoodschoolca.org](http://www.kirkwoodschoolca.org)

**District Governing Board**

Lucas Alexander  
Paul Gibson  
Bob Varner  
Jack Safford  
Bryan Hagan

**District Administration**

John Burch  
**Superintendent**

**School Description**

Kirkwood School is located seven miles south of the City of Corning in a small, rural area. In 2014-15, the school maintained five classrooms serving TK-K, 1-2, 3-4, 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.

## 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	18
Grade 1	9
Grade 2	13
Grade 3	5
Grade 4	14
Grade 5	10
Grade 6	6
Grade 7	17
Grade 8	9
<b>Total Enrollment</b>	<b>98</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	1
Asian	0
Filipino	0
Hispanic or Latino	23.5
Native Hawaiian or Pacific Islander	0
White	67.3
Two or More Races	8.2
Socioeconomically Disadvantaged	48
English Learners	16.3
Students with Disabilities	9.2
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			
Kirkwood Elementary School	14-15	15-16	16-17
With Full Credential	4	5	4
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Kirkwood Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	4
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Kirkwood Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

\* 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)**

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.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Treasures K-5 Adoption Year 2012 Amplify (On-line program for 7-8) Adopted 2016  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Holt/Everyday Math (2015-16 Pilot Program for New Everyday Math K-5) (2015-16 CPM for grades 6-8)  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton Mifflin/CPO/CPO K-5 Adoption Year 2006/2007 Pearson Pilot Program for 7-8 Adopted 2016  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin Adoption Year 2005  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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) Year and month in which data were collected: 12/1/16				
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: 12/1/16				
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			
<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

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
<b>ELA</b>	36	46	36	46	44	48
<b>Math</b>	44	51	44	51	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
<b>Science</b>	80	--	67	80	--	67	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
<b>5</b>	33.3	8.3	50
<b>7</b>	11.8	29.4	23.5

\* 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	21	21	100.0	66.7
Female	12	12	100.0	66.7
White	12	12	100.0	75.0
Socioeconomically Disadvantaged	12	12	100.0	58.3

\* 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	4	15	15	100.0	33.3
	5	12	12	100.0	50.0
	7	17	17	100.0	64.7
Female	7	11	11	100.0	72.7
White	7	11	11	100.0	81.8

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	4	15	15	100.0	53.3
	5	12	12	100.0	75.0
	7	17	17	100.0	41.2
Female	7	11	11	100.0	27.3
White	7	11	11	100.0	63.6

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)

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.

### School Safety 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, active shooter drills, safety policies, and a crisis intervention plan. The School Safety Plan is reviewed by the school board annually and was last reviewed in November 2016..

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	6.9	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	6.9	0.0	0.0
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	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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.10
Speech/Language/Hearing Specialist	.20
Resource Specialist	.50
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+		
	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	21	26	15			1	1	1				
1			22						1			
3	22	18	19		1	1	1					
5	15		16	1		1						
6	17	24		1				1				
Other			26						1			

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
English												
Mathematics												
Science												
Social Science												

\* 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.

### Professional Development provided for Teachers

Every Monday students are released at 12:30 so teaching staff can collaborate and train on the new State Standards and curriculum. There are also principal trainings and kindergarten conferences available when needed. ELD trainings with Tehama County Department of Education are offered to teachers.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,822	\$41,085
Mid-Range Teacher Salary	\$52,354	\$59,415
Highest Teacher Salary	\$70,359	\$75,998
Average Principal Salary (ES)	N/A	\$100,438
Average Principal Salary (MS)	N/A	\$101,868
Average Principal Salary (HS)	N/A	
Superintendent Salary	\$20,000	\$116,069
Percent of District Budget		
Teacher Salaries	47%	33%
Administrative Salaries	10%	7%

\* 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/).

### Types of Services Funded

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, all other categorical programs have been rolled into the new Local Control Funding Formula.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,004	\$1,045	\$6,959	\$54,543
District	♦	♦	\$6,959	\$54,543
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			22.6	-10.6

\* 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.