

Callie Kirkpatrick Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Callie Kirkpatrick Elementary School
Street	28800 Reviere Dr.
City, State, Zip	Menifee, CA 92584
Phone Number	(951) 672-6420
Principal	Mr. Al Rocha
Email Address	arocha@menifeeusd.org
Website	http://www.menifeeusd.org
County-District-School (CDS) Code	33671166110365

Entity	Contact Information
District Name	Menifee Union Elementary
Phone Number	(951) 672-1851
Superintendent	Steve Kennedy
Email Address	skennedy@menifeeusd.org
Website	http://www.menifeeusd.org

School Description and Mission Statement (School Year 2019-20)

Callie Kirkpatrick Elementary School opened in July of 1992 and is located on the original land acquired by the Kirkpatrick Family under the Homestead Act of 1862. Our school was named to honor Callie Kirkpatrick's pioneering spirit. Her efforts paved the way for us to be Pioneers of the Future, impacting the hearts and minds of the children we serve. Callie's passion for excellence and love of learning—are inextricably connected. Callie Kirkpatrick Elementary School is committed to providing instructional programs that assist students in achieving and surpassing state standards. Teachers use the results of formal and informal assessments to guide the instructional program. There are the on-going and constant refinement of the teaching/learning process via staff development, collaboration, and embedded time for participation in the Professional Learning Community processes. Staff meetings include time for analyzing data, reflection, and discussion about how best practices can be applied in the classroom.

Mission Statement

The mission of Callie Kirkpatrick Elementary School is to improve all students' learning and achievement in a rigorous data-driven learning environment. Through the collective efforts of staff, parents, and community, all Callie students will make continuous progress, academically and socially, toward becoming innovative, caring and purposeful Pioneers of the Future.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	143
Grade 1	121
Grade 2	118
Grade 3	117
Grade 4	114
Grade 5	110
Total Enrollment	723

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	1
Asian	1.9
Filipino	3.3
Hispanic or Latino	41.4
Native Hawaiian or Pacific Islander	0.1
White	39.8
Two or More Races	5.4
Socioeconomically Disadvantaged	41.6
English Learners	6.6
Students with Disabilities	11.6
Foster Youth	0.3
Homeless	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	28	33	464
Without Full Credential	1	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders (2018 Adoption)	Yes	0.0 %
Mathematics	Eureka Math Context for Learning	Yes	0.0 %
Science	Elementary NGSS Units of Study	Yes	0.0 %
History-Social Science	Elementary Units of Study Pearson Scott Foresman-History Social Science for California (4th & 5th Grade)	Yes	0.0 %
Visual and Performing Arts	Beacon Music Company - Traditions of Excellence	No	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

The school district ensures that students attend clean and safe facilities. The district's maintenance staff follows a comprehensive scheduled preventative and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. The district maintenance staff ensures that the maintenance necessary to keep the school in good repair is completed in a timely manner. A work order process is used to ensure services and emergency repairs are given high priority. A complete and thorough facility inspection is done annually to identify future areas to address and prioritize facility needs.

In accordance with Ed. Code Section 17070.75 (e), the district uses a facility inspection system to ensure each of its schools are maintained and in good repair. A work order process is used to coordinate service and to address emergency repairs immediately. A full-time custodian is on campus throughout every school day. A night custodial crew cleans classrooms and office areas daily. The custodial staff has developed a cleaning schedule to ensure a neat and orderly campus.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	52	53	54	58	50	50
Mathematics (grades 3-8 and 11)	45	41	43	44	38	39

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.

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	351	350	99.72	0.28	52.86
Male	183	182	99.45	0.55	44.51
Female	168	168	100.00	0.00	61.90
Black or African American	15	15	100.00	0.00	46.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	156	155	99.36	0.64	49.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	133	133	100.00	0.00	57.89
Two or More Races	20	20	100.00	0.00	40.00
Socioeconomically Disadvantaged	153	153	100.00	0.00	45.10
English Learners	30	29	96.67	3.33	48.28
Students with Disabilities	36	36	100.00	0.00	22.22
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	351	350	99.72	0.28	40.86
Male	183	182	99.45	0.55	40.11
Female	168	168	100.00	0.00	41.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	15	15	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	156	155	99.36	0.64	35.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	133	133	100.00	0.00	49.62
Two or More Races	20	20	100.00	0.00	20.00
Socioeconomically Disadvantaged	153	153	100.00	0.00	27.45
English Learners	30	30	100.00	0.00	43.33
Students with Disabilities	36	36	100.00	0.00	16.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.0	24.8	31.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Callie Kirkpatrick Elementary has a long history of high parent and community involvement. Our School Plan for Student Achievement was written and aligned with the District LCAP goals: 1. Callie Kirkpatrick Elementary School will recruit, hire and retain highly qualified staff, and provide ongoing professional development in order to support optimum learning opportunities for student success. 2. Callie Kirkpatrick will effectively maximize learning for all students, staff, and parents in order to prepare students for college and career in the 21st century. 3. Callie Kirkpatrick will engage and involve parents and community in the educational process of our students and by doing so, will increase the level of trust within the community. Parent involvement is a strength at Callie Kirkpatrick. Parents and community members volunteer regularly in classrooms, the library, and the front office. Our school webpage, notices home, email, the Parent/Student Handbook and communication apps are used to share our work and resources with parents and the community. We encourage involvement through Parent Teacher Association and advisory committees at the site and District level. Committees on site will include but are not limited to the School Site Council, English Language Advisory Committee, and our PTA. Parents who have questions about getting involved at Callie Kirkpatrick can contact our office (951)672-6420 or their child's teacher.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	0.9	0.1	1.8	1.5	1.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Each Menifee Union School site completes a Comprehensive School Safety Plan (CSSP), including a disaster preparedness plan annually. A copy of the CKE Comprehensive School Safety Plan is available for review at the school office. The plan includes emergency procedures for natural disasters and campus intruders. Students, teachers, and staff are trained to prepare for a wide range of emergencies, and frequent drills help to refine emergency skills, policies, and procedures at all school sites. Also, following each drill, specific and intentional feedback is sought from all participants to improve emergency procedures continually, and therefore enhance campus safety.

CKE staff exercises strict adherence to the district adopted safety/site security protocols, which include a leveled/colored badge system to indicate a person's business on the campus. Any campus visitor is required to check-in using our Raptor system. CKE Comprehensive Safety Plan is reviewed annually; the entire staff participates in monthly emergency drills and provides feedback.

Finally, school and district administrators immediately investigate threats of harm. Teachers and administrators seek to foster lines of open communication, so students and parents feel comfortable reporting inappropriate activity, including bullying, harassment, or threats. All CKE staff take a strong stand against threatening behavior or bullying and investigate complaint matters thoroughly.

Our Positive Behavioral Interventions and Supports (PBIS) system teaches and reinforces appropriate student behaviors. We foster social-emotional learning (SEL) skills development in the form of weekly lessons delivered school-wide to all students, supported by curriculum from SecondStep.org. The curriculum establishes high expectations for achievement by all students in every subject area, and students are supported by counseling services that include crisis counseling, peer counseling, and intervention programs.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		5		19	3	4		22	2	5	
1	23	1	4		23		5		27		4	
2	20	1	4		24		4		25		5	
3	24		5		25		5		23		5	
4	30		4		27		4		29		4	
5	23	1	4		23	1	4		28		4	
Other**	8	1										

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1446.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10699.92	\$2278.78	\$8421.14	\$84863.38
District	N/A	N/A	\$7493.46	\$82,871.00
Percent Difference - School Site and District	N/A	N/A	11.7	2.4
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	11.5	2.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

District expenditures fund site operations including regular and special education, categorical programs, bilingual programs, health and nursing services, library services, psychologist and counseling services, teacher salaries, support staff salaries, employee benefits, administrators, textbooks, instructional materials, supplies and equipment, maintenance, district office functions and capital projects.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,384	\$45,741
Mid-Range Teacher Salary	\$76,627	\$81,840
Highest Teacher Salary	\$97,282	\$102,065
Average Principal Salary (Elementary)	\$129,678	\$129,221

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$131,191	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$229,918	\$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

As a school district, we are focused on increasing academic achievement in English Language Arts and Mathematics along with increasing school attendance. To this end, our professional development strategy is geared to increase student engagement through the implementation of our district-adopted curriculum and the type of interventions we have in place. Site and district leadership teams review achievement data on state and local assessments to make determinations on staff development and training, to be aligned with yearly goals and projected activities.

MUSD provides two full days of professional development along with additional days as needed per site and data. Additionally, the major areas of focus have been on the adopted curriculum and intervention. State and local achievement data are used to make determinations. This district provides two full days of professional development along with additional days as needed per site and data. Additional days are provided before, during, and after school by either directors, coordinators, or intervention specialists. Additionally, conferences, workshops, Grade Level PLC, and staff meetings are some ways of providing on-going professional growth. Many teachers and administrators continue to take college-level courses to enhance their teaching or administrative skills.