

Kirby, Dorothy Camp

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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.

Mr. Harry Obiako, Principal

 Principal, Kirby, Dorothy Camp

About Our School

Welcome to Dorothy Kirby School where we strive to provide our students with a high quality education to make a difference in their lives. I am proud of our staff and students and invite you to become part of our educational family, in the 2018-2019 school year. A new school year is always an exciting time for all. It presents opportunities for various beginnings – new classes, new faces, sometimes new courses, new expectations, a busier schedule, more choices and often new materials. The next school year will be a time for growth, challenge and adventure as we continue utilizing the Road to Success Academy (RTSA) model to deliver a meaningful and a relevant education around a social emotional theme, interdisciplinary, and a project-based approach to strengthen students' self-esteem and confidence, and engage students' in their learning.

Our Vision: Guiding our students to **Discover** who they are in order to help them find their place in the world. This discovery will then **Empower** them in a way that **Transforms** their lives, leading them to personal **Resilience** and ultimately self-actualization.

Kirby will emphasize a high use of technology this school year to give students the skills and tools to be creative, efficient and more productive in their learning.

The staff at Kirby is united in working towards an instructional focus. The Kirby team is collectively committed to strengthen students to be critical thinkers by focusing on "reading comprehension" using thematic teaching and will utilize local assessments to monitor progress. Our students' focus is to read, evaluate, analyze and present (REAP). Our focused instructional strategies for this year are close reading and citing evidence as well as students using Cornell Notes to help enhance learning. Our school learning community is strengthened by our partnerships. The active participation of students, staff, parents, Probation, Mental Health and community organizations are essential in providing a productive and safe learning environment that supports student success.

Go Team Kirby!!!

Contact

*Kirby, Dorothy Camp
1500 South McDonnell Ave.
City Of Commerce, CA 90040*

Phone: 323-263-5106

E-mail: obiako_harry@lcoe.edu

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
E-mail Address	duardo_debra@lacoed.edu
Web Site	http://www.lacoed.edu

School Contact Information (School Year 2018—19)	
School Name	Kirby, Dorothy Camp
Street	1500 South McDonnell Ave.
City, State, Zip	City Of Commerce, Ca, 90040
Phone Number	323-263-5106
Principal	Mr. Harry Obiako, Principal
E-mail Address	obiako_harry@lacoed.edu
Web Site	http://www.lacoed.edu
County-District-School (CDS) Code	19101990121905

Last updated: 1/28/2019

School Description and Mission Statement (School Year 2018—19)

Dorothy Kirby Residential Treatment and Placement Center (DKC) offers a secure, co-educational program, where four agencies, the Los Angeles County Probation Department, the Department of Mental Health, the Department of Health Services, and the Los Angeles County Office of Education, work collaboratively to achieve an integrated, therapeutic environment for the residents. Kirby Center is unique in that it is the only secure treatment center in L.A. County and one of only a few in the State. In addition to a school, the DKC campus is comprised 10 living units for up to 100 adjudicated delinquent wards with emotional and anti-social behavioral impairments, who are on suitable placement orders of 6 to 9 month from the Los Angeles County Juvenile Court. The Center offers intensive behavioral Dialectical Behavior Theory (DBT), therapy provided by the Department of Mental Health. The goal is to diminish the adolescent's anti-social behavior and bring about pro-social behavioral change. It also seeks to facilitate the adolescent's ability to ultimately function at his/her optimum level in his/her home, school, and community. DKC provides facilities for living units (cottages), recreation, administration, health, chapel, auditorium, library, dining, and school.

Dorothy Kirby School is one of two schools within LACOE's Central Principal Administrative Unit (Central PAU), which consists of Dorothy Kirby School and Central Juvenile Hall School. Dorothy Kirby is a Road To Success Academy (RTSA) school, an award-winning model of instruction and intervention for incarcerated youth. The approach features interdisciplinary, project-based learning focused on themes that address students' academic and mental health needs. It incorporates activities to promote self-esteem and empower students to make positive choices and behavior change.

MISSION:

Dorothy Kirby School RTSA attends to the unique educational, emotional, social and circumstantial needs of students in the juvenile justice system. The school utilizes a project-based learning educational approach to engage students and challenge them to meet and exceed the California Common Core and content standards. We employ a thematic, interdisciplinary approach, which frames essential questions within discrete learning modules, inviting students to explore content in more direct and meaningful ways. The Road to Success Academy also incorporates daily supportive activities to promote character development, self-esteem and empower youth to make positive choices and behavioral changes, guiding all of them back to their communities and onto the Road to Success.

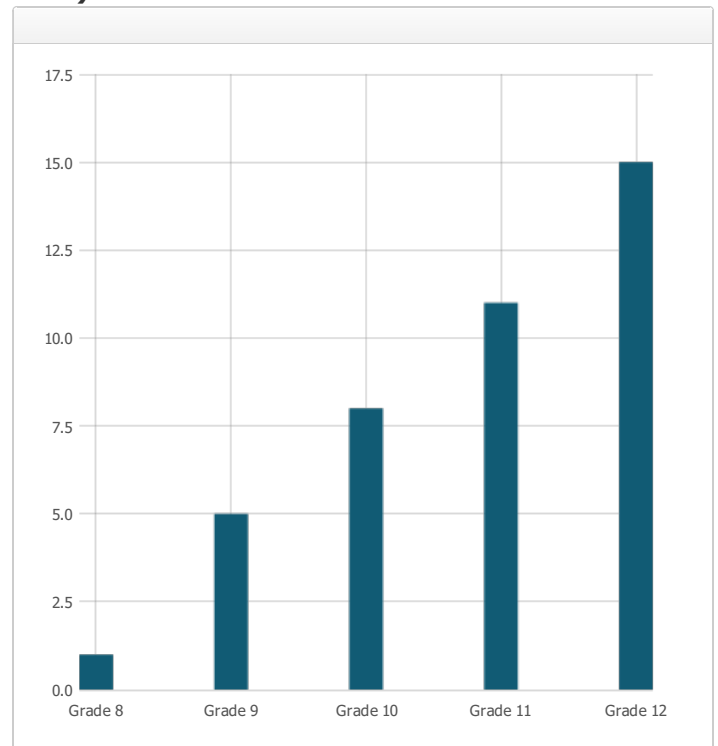
VISION:

Guiding our students to discover who they are will help them find their place in the world. This discovery will empower them in a way that transforms their lives leading them to personal resilience and ultimately self-actualization.

Last updated: 1/28/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 8	1
Grade 9	5
Grade 10	8
Grade 11	11
Grade 12	15
Total Enrollment	40



Last updated: 1/28/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	35.0 %
American Indian or Alaska Native	2.5 %
Asian	%
Filipino	%
Hispanic or Latino	60.0 %
Native Hawaiian or Pacific Islander	%
White	2.5 %
Two or More Races	%
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.0 %
English Learners	25.0 %
Students with Disabilities	47.5 %
Foster Youth	40.0 %

A. Conditions of Learning

State Priority: Basic

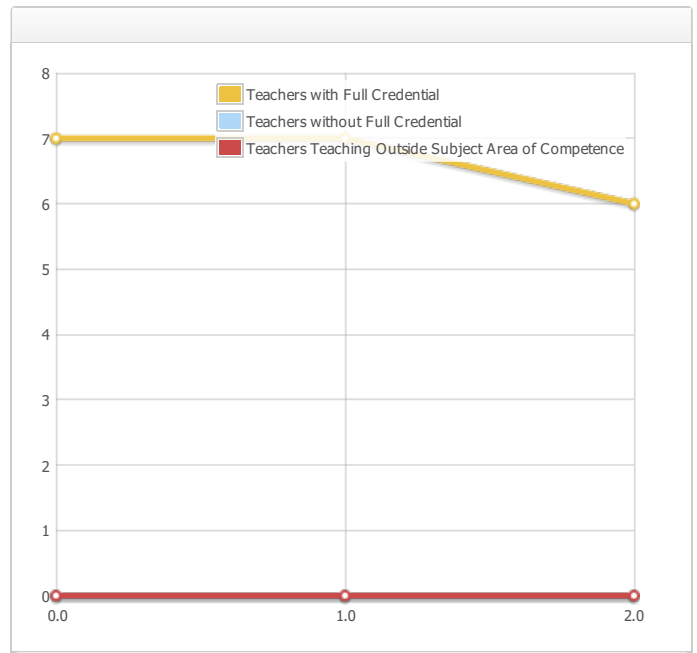
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

DATA PENDING - INFORMATION FORTHCOMING

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	7	7	6	242
Without Full Credential	0	0	0	80
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16

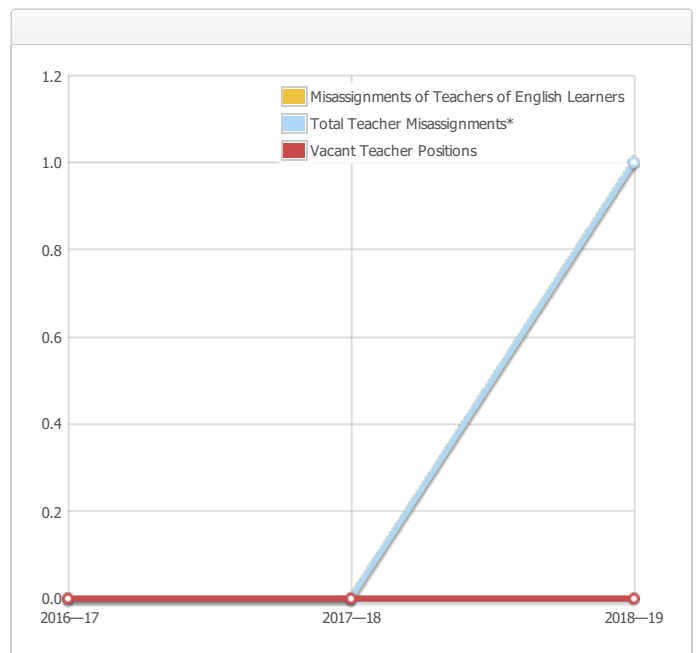


Last updated: 1/28/2019

Teacher Misassignments and Vacant Teacher Positions

DATA PENDING - INFORMATION FORTHCOMING

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
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.

Last updated: 1/28/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Dorothy Kirby School is utilizing Odysseyware to cover Reading/Language arts subjects.	Yes	0.0 %
Mathematics	Dorothy Kirby School is utilizing Odysseyware to cover Mathematic subjects.	Yes	0.0 %
Science	Dorothy Kirby School is utilizing Odysseyware to cover Science subjects.	Yes	0.0 %
History-Social Science	Dorothy Kirby School is utilizing Odysseyware to cover History-Social Science subjects.	Yes	0.0 %
Foreign Language	Dorothy Kirby School is utilizing Odysseyware to cover Foreign Language subjects.	Yes	0.0 %
Health	Dorothy Kirby School is utilizing Odysseyware to cover Health subjects.	Yes	0.0 %
Visual and Performing Arts	Dorothy Kirby School is utilizing Odysseyware to cover Visual and Performing Arts subjects.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/28/2019

School Facility Conditions and Planned Improvements

DATA PENDING - INFORMATION FORTHCOMING

Per the last Facility Inspection Tool (FIT) dated November 7 and 26, 2018, the school received an overall score of 80.80% (FAIR Rating). Based on this rating, the school is not in good repair. Repairs and/or additional maintenance are necessary in several areas of the school site.

The areas that received a "Good" rating were systems (Gas, Mach/HVAC and Sewer), Cleanliness (Interior and Pest/Vermin Infestation), Electrical, Restrooms/Fountains, Safety (Fire Safety and Hazardous Material), and Structural (Roof/Gutters). The areas that receive a "Poor" rating were Interior Surfaces, and External (Windows/Doors/Fences/Gates).

The following items noted to be in need of repair:

Window are broken, damaged, or missing.

Damage to exterior paint, plaster, or finish.

Damage to skirting or siding.

Outlets, switch plates, or junction boxes are not secured or covered properly.

Vents or surrounding area are dirty.

Ceiling tiles are missing, damaged, or loose.

Door closer cover missing.

Fixed tables need new paint.

Abandoned old range hood is lower than 84 inches and can cause head injury.

As of January, 2019, most of the aforementioned issues have been resolved by LACOE Maintenance. Kirby school is located on Los Angeles County Department of Probation property and they are responsible for repairing and/or correcting some of the areas that need to be repaired.

Last updated: 1/22/2019

School Facility Good Repair Status

DATA PENDING - INFORMATION FORTHCOMING

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Vents or surrounding area are dirty. This item was corrected as of January 2019.
Interior: Interior Surfaces	Poor	Peeling paint, Ceiling tiles are missing, damaged, or loose, and fixed tables need new paint. These areas are the responsibility of Los Angeles County Probation and they have been informed of the repairs needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Two areas needed to be addressed and it has been corrected.
Electrical: Electrical	Good	Four areas needed to be addressed and 3 have been resolved. 1 electrical item needs to be addressed by Los Angeles County Probation. Outlets, switch plates or junction boxes are not secured or covered properly - Room 4

Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	2 items have been resolved. Damage to skirting or siding and Damage to exterior paint, plaster, or finish.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	1 item - broken window has been corrected. Damage to exterior paint, plaster or finish

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Fair
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Last updated: 1/31/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	6.0%	8.0%	42.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	28.0%	31.0%	37.0%	38.0%

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.

Last updated: 1/22/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	16	13	81.25%	7.69%
Male	11	--	81.82%	11.11%
Female	--	--	--	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	12	--	75.00%	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	16	13	81.25%	7.69%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	11	--	72.73%	12.50%

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.

Last updated: 1/22/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	16	12	75.00%	
Male	11	--	72.73%	
Female	--	--	--	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	12	--	66.67%	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	16	12	75.00%	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	11	--	63.64%	

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.

Last updated: 1/22/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/22/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

DATA PENDING - INFORMATION FORTHCOMING

Kirby School did not have a CTE program in the 2017-2018 school year. Kirby school is currently working towards implementing a CTE Food Safety and Sanitation program for the 2018-2019 school year. Students will be able to learn about food preparation, safety and sanitation. Students will have the opportunity to earn their SafeServe Certification. Students have access to attend college courses after school offered by East Los Angeles College and Mission College. Also, Los Angeles Trade Tech offers an automotive mechanic class for those students interested in pursuing a career in automotive repair. Also, students with IEPs are serviced by the Transitional Partnership Program (TPP)/Department of Rehabilitation (DOR). Students are provided with up to five services depending on their knowledge, needs and circumstances. TPP is currently serving 15 students at Kirby School and providing them with valuable work related life-skills training. In collaboration with probation 10 students are gaining hands on experience through work experience where they can work up to 100 hours and are earning \$13.25 per hour. Also, college and career pathways are addressed in each students' IEPs. Furthermore, Kirby has a Transition School Counselor who conducts transition services for students enrolled in Kirby. The Transition Counselor assists students in identifying career pathways and connecting students to schools, organizations, and activities that will support their career goals. In addition, the Transition Counselor hold two College and Career fair events each school year where representatives from different professions come and share their jobs and the qualification to enter those jobs.

Last updated: 1/28/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

DATA PENDING - INFORMATION FORTHCOMING

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/22/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 area of physical education

California Physical Fitness Test Results (School Year 2017—18)

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
9	--	--	--

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.

Last updated: 1/28/2019

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 2018—19)

The Parent Education and Consultation Program (PECP) offers all LACOE families abundant learning opportunities designed to assist them as they support their students' academic achievement. Each year, Parent Liaisons from each Principal Administrative Unit (PAU) hosts two workshops a month for the families within their PAU. The topics include college attendance requirements, improving communication in the family, college, career and technical education possibilities for students, literacy nights, parenting classes, and many more. In school year 2017-2018, more than 2,200 parents participated in more than 130 learning opportunities offered to them. The classes are free of charge to all parents. They take place at different locations throughout the county, including school sites, local libraries and the LACOE office in Downey. They are conducted at different times of the day to accommodate for parents' schedules and in the language preferred by the parents. Here at Kirby School the parent classes are offered on Sundays during Kirby Center visiting hours to afford all parents the opportunity to participate.

State Priority: Pupil Engagement

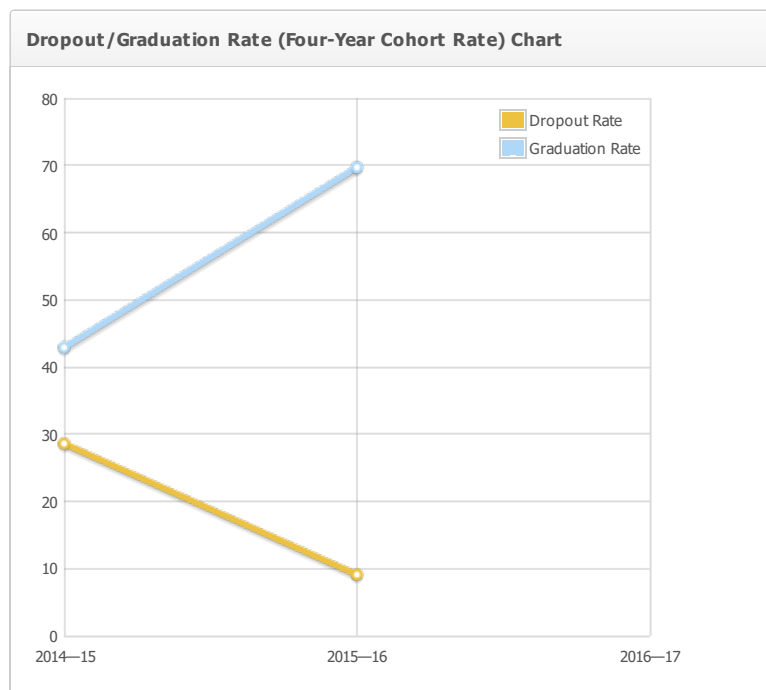
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	28.6%	9.1%	56.0%	36.1%	10.7%	9.7%
Graduation Rate	42.9%	69.7%	81.6%	80.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	35.9%	9.1%
Graduation Rate	--	81.6%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/22/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	30.0%	69.1%	88.7%
Black or African American	40.0%	54.5%	82.2%
American Indian or Alaska Native	0.0%	100.0%	82.8%
Asian	0.0%	77.1%	94.9%
Filipino	0.0%	95.2%	93.5%
Hispanic or Latino	33.3%	68.7%	86.5%
Native Hawaiian or Pacific Islander	0.0%	60.0%	88.6%
White	0.0%	90.6%	92.1%
Two or More Races	0.0%	100.0%	91.2%
Socioeconomically Disadvantaged	30.0%	65.4%	88.6%
English Learners	0.0%	44.0%	56.7%
Students with Disabilities	0.0%	47.0%	67.1%
Foster Youth	0.0%	43.8%	74.1%

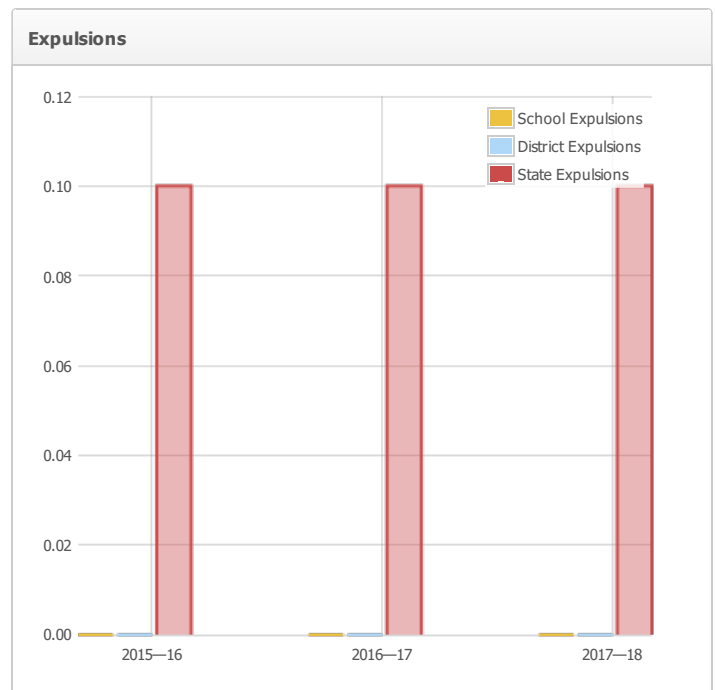
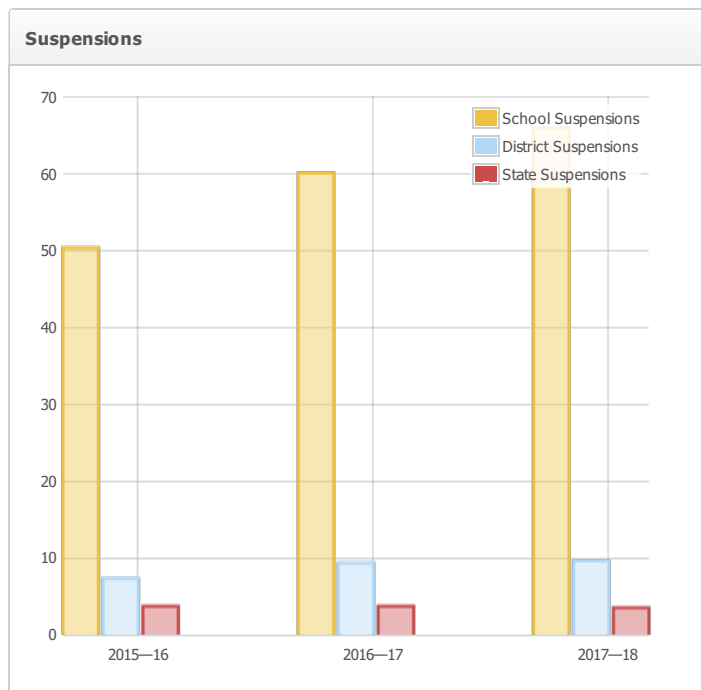
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	50.3%	60.0%	65.8%	7.3%	9.3%	9.6%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2019

School Safety Plan (School Year 2018—19)

Brief Description:

Kirby School maintains a safety plan and a safety committee. A meeting was held on 10/4/18 to discuss the safety plan and share it with the School's Shared Decision Making Committee members who were in attendance. The Shared Decision Making Committee approved the safety plan at that meeting.

A subsequent Safety Meeting was scheduled for 1/11/19; however conditions and events at the school did not allow for that meeting to take place. Hence the 1/11/19 meeting will be rescheduled to take place before March 1st, 2019 accordingly. The school also collaborates with the probation department on safety matters and as such the school also attends probation department's safety committee meeting conducted by probation to ensure that all agencies at the facility are working together on safety matters. Also, drills such as fire drill, earthquake drill, etc are conducted in collaboration with the probation department during the school year.

Assessment of Current Status of School Climate and Crime, etc:

Kirby School is located within Dorothy Kirby Center which is a secured probation facility that houses youth while they are undergoing adjudication. A multi-agency is in effect at Dorothy Kirby Center which consists of Kirby School, Los Angeles County Probation Department, Department of Mental Health and Health Services. These agencies work collaboratively to serve the needs of all minors in the facility. With regard to the school's climate, crime, suspensions, etc, Kirby School is in beginning stages of implementing the Positive Behavior Intervention and Supports (PBIS) framework. PBIS is also the facility-wide behavior approach among all agencies in the facility where processes and strategies are implemented with rewards and consequences. A classroom matrix and facility wide matrix that cover PBIS expectations are in place in the classrooms and in different areas of the facility. A school wide behavior system is in place and a classroom restructure protocol and discipline plan are in place. Students who violate Ed Code may be suspended from either class or school depending on the seriousness of the infraction. Anything that may qualify as a crime will result in suspension and referral to the probation department, who then, will make decision about any charges being filed.

School suspensions are typically as a result of fights, threats to others, bullying and/or harassment of others, assault on others, or engaging in persistent

and egregious disruptions and defiance that deny other students their right to an education. The safety committee drew from data which helped in the identification of strategies and programs that provide or maintain a high level of safety at the school. Some students who cause severe behavior problem and need emotional support may also be taken to Probation's Hope Center for additional assessment by DMH and support. Mental Health referrals are submitted by school staff for students who display severe behavior that warrants such referral. School staff receive trauma informed Professional Development accordingly, and all school staff receive Child abuse training and suicide prevention training every year, as well as non violent crisis intervention training. In conclusion, the Kirby School safety plan provides a safe and conducive learning environment for all students and staff.

Last updated: 1/28/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* 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.

Last updated: 1/22/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	3.0	49		
Mathematics	4.0	26		
Science	2.0	19		
Social Science	2.0	28		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	2.0	33		
Mathematics	4.0	12		
Science	3.0	16		
Social Science	3.0	20		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	2.0	41		
Mathematics	2.0	16		
Science	2.0	20		
Social Science	2.0	20		

* 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.

Last updated: 1/22/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

DATA PENDING - INFORMATION FORTHCOMING

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	50.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.2	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	0.6	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.

*Last updated: 1/22/2019***Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

DATA PENDING - INFORMATION FORTHCOMING

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19487.0	\$3508.0	\$15980.0	\$153836.0
District	N/A	N/A	\$17413.0	\$103572.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$69964.0
Percent Difference – School Site and State	N/A	N/A	55.4%	24.5%

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

Last updated: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

Kirby students receive the following supplemental program to assist students with their educational needs: Math Basics, English Support, ELD, APEX (Credit Recovery), Read 180, Achieve 3000, and Imagine Math. Kirby has a Literacy Specialist Teacher (LST) to support student with reading, writing and language development. Kirby school contracts with Community Based Organizations (CBO), such as New Earth, Theater of Hearts, Spirit Aakinening and others where they learn sustainable farming, poetry and creative writing and expression, and the visual arts. In addition, the school contracts with StudentNest and they provide tutors to assist students in the classroom with their classroom assignments.

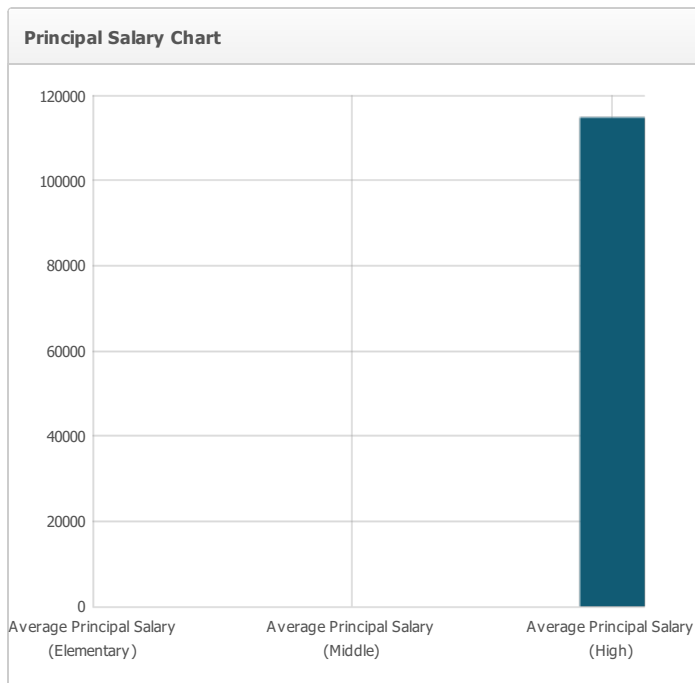
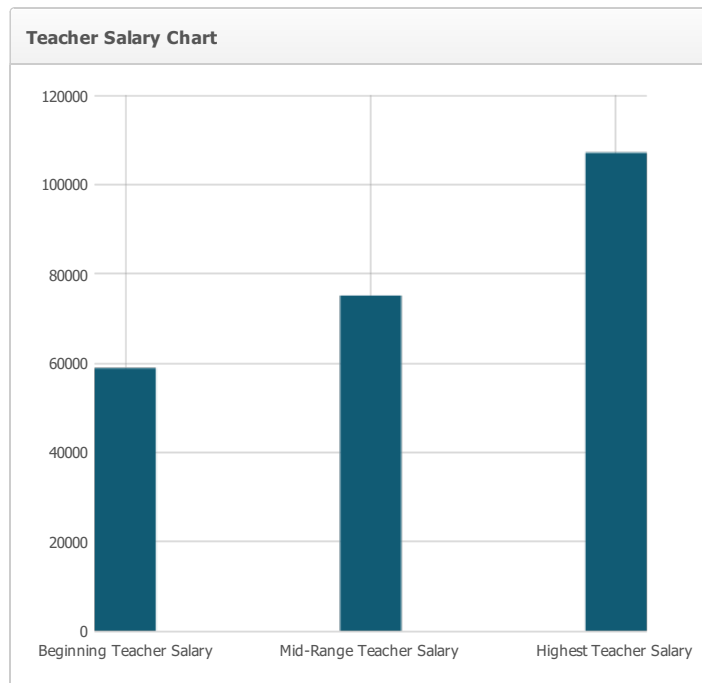
Last updated: 1/22/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

DATA PENDING - INFORMATION FORTHCOMING

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58,873	--
Mid-Range Teacher Salary	\$75,095	--
Highest Teacher Salary	\$107,113	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$114,768	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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



Last updated: 2/1/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/22/2019

Professional Development**Professional Development:**

Professional development is provided to teachers and other school staff consistent with the needs and areas of improvement and support, etc. Most of the professional development for LACOE-run schools is coordinated centrally by the Professional Development unit, as well as the Curriculum & Instruction Unit. Training opportunities for all staff are driven by current and evidence-based research, and are connected to curriculum guides/pacing plans, instructional materials, county/state/federal laws and the District's overall goals and instructional focus. LACOE operate RT SA schools that are project-based and as such on average, four Saturday Summits are conducted each school year during which staff gain a lot of knowledge on curriculum and instruction related matters among other things. Also, Pupil free days are utilized for Professional Development on selected educational topics, such as Jane Schaffer Writing Process and many others. In addition, minimum days on Thursdays are also utilized for both Professional Development and PLC meetings as needed.

Instruction and Professional Development specific Focus Areas:

- Content Literacy Expansion in Core Curriculum courses
- Mathematics Intervention and Subject Content Development
- Instructional Technology integrated into all classrooms

- Positive Behavior Instructional System implemented across the Division of Student Programs Professional development is delivered both at the sites and regionally. Professional development at the sites occurs monthly. LACOE provides leadership institutes for administrators and has established professional learning communities, teaching and learning study groups, and classroom/campus walkthroughs. Professional development opportunities for teachers and administrators cover intervention strategies for struggling students and differentiated instructional strategies for teaching English-Language Arts, Mathematics (Algebra and Geometry), Science, and History-Social Studies courses.

LACOE Educational Programs serve a large population of students who are identified as English Learners (EL). Teachers are offered staff development opportunities that focus primarily on building their skills and strategies for teaching EL Students.

LACOE Educational Programs and Human Resources Services (HRS) have collaboratively established criteria and processes to ensure that teachers are highly qualified. Additionally, Educational Programs and HRS collaborate in supporting new teachers through the preintern and Beginning Teachers Support and Assessment (BTSA) programs. Overall, professional development supports improving the skills of teachers, paraeducators, and administrators, to promote student academic achievement, as well as to enhance students' ability to become socially responsible citizens.

Last updated: 1/22/2019