

# Margaret Keating Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Margaret Keating Elementary School
<b>Street</b>	300 Minot Creek
<b>City, State, Zip</b>	Klamath, CA 95548
<b>Phone Number</b>	707-464-0340
<b>Principal</b>	Jacob Williams
<b>E-mail Address</b>	jwilliams@delnorte.k12.ca.us
<b>Web Site</b>	<a href="https://sites.google.com/a/delnorte.k12.ca.us/margaretkeating">https://sites.google.com/a/delnorte.k12.ca.us/margaretkeating</a>
<b>CDS Code</b>	08-61820-6005417

<b>District Contact Information</b>	
<b>District Name</b>	Del Norte County Unified School District
<b>Phone Number</b>	707-464-6141
<b>Superintendent</b>	Jeff Harris
<b>E-mail Address</b>	jharris@delnorte.k12.ca.us
<b>Web Site</b>	www.delnorte.k12.ca.us

### **School Description and Mission Statement (School Year 2017-18)**

Del Norte County is located in the far northwest corner of California in the center of the coastal redwood forest. Del Norte County Unified School District serves the educational needs of all children throughout the county. Margaret Keating houses grades TK-6 and is a very rural, public school located on the Yurok Tribe Reservation in the town of Klamath, about 20 miles south of Crescent City.

Margaret Keating School is committed to providing an educational environment that supports, encourages and challenges each student and staff member. By establishing high standards, fostering mutual respect, and responsible citizenship the school will build a foundation for lifelong success. We strive to celebrate and recognize family strengths of the present and past generations in adapting curriculum and opportunities to have the maximum benefit for our students.

The staff and students of Margaret Keating School are working together to build a climate of mutual respect of responsibility allowing all students to learn to the best of their ability.

### **Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	32
<b>Grade 1</b>	10
<b>Grade 2</b>	21
<b>Grade 3</b>	15
<b>Grade 4</b>	10
<b>Grade 5</b>	14
<b>Grade 6</b>	5
<b>Total Enrollment</b>	107

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	72
Asian	0
Filipino	0
Hispanic or Latino	4.7
Native Hawaiian or Pacific Islander	0
White	15.9
Two or More Races	7.5
Socioeconomically Disadvantaged	95.3
English Learners	0
Students with Disabilities	16.8
Foster Youth	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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	7	6	6	173
Without Full Credential	0	0	1	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)**

Year and month in which data were collected: September, 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK-2 - McGraw-Hill - Wonders 3-5 - National Geographic - Cengage 6-8 - McGraw-Hill - StudySync All adopted Spring 2017	Yes	0
<b>Mathematics</b>	K-2 - McGraw Hill- Everyday Mathematics Adopted May 2016 3-5 - McGraw-Hill - My Math - Adopted May 2015 6-8 - McGraw-Hill - California Math - Adopted May 2015	Yes	0
<b>Science</b>	K-5 MacMillan/McGraw Hill – Adopted 2007 6 Glencoe/McGraw Hill – Adopted 2007	Yes	0
<b>History-Social Science</b>	Pearson/Scott Foresman – Adopted 2006  Pearson/Prentice Hall – Adopted 2006 TCI (as supplemental)	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

On, August 25, 2017, This School was inspected and evaluated by the CSI General Manager, using the Interim Evaluation Instrument developed by the Office of Public School Construction. All areas were in good repair, with the exceptions noted below. Repairs will be made to ensure the safety of students, staff and community members at Margaret Keating School.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: August 25, 2017</b>				
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	Repairs to be made as needed for safety.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical			X	Repairs to be made as needed for safety.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 25, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 25, 2017				
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] 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	17	26	35	33	48	48
Mathematics (grades 3-8 and 11)	6	13	23	24	36	37

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	46	97.87	26.09
Male	21	21	100	23.81
Female	26	25	96.15	28
American Indian or Alaska Native	32	32	100	25
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	41	97.62	21.95
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	46	97.87	13.04
Male	21	21	100	14.29
Female	26	25	96.15	12
American Indian or Alaska Native	32	32	100	12.5
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	41	97.62	12.2
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	--	19	49	46	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**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 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.4		14.3

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 State priority: Parental Involvement (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 2017-18)**

The Margaret Keating School PTO is the parent/teacher/community organization for Margaret Keating School. PTO meets to plan activities and fundraisers for the students and school. Site council is another opportunity for parents and the community to get involved with Margaret Keating School. Volunteers are appreciated may serve in many different capacities: Making copies, helping in the classrooms, cafeteria, playground, field trip chaperons, or reading with students. Information about any parent involvement opportunities can be found at the school's front office, or by calling 707-464-0340.

## 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	4.5	6.72	7.38	6.62	6.38	8.43	3.79	3.65	3.65
<b>Expulsions</b>	0	0	0	0	0	0	0.09	0.09	0.09

### School Safety Plan (School Year 2017-18)

The Margaret Keating Safety Plan was last reviewed and approved by Site Council in October 2017. Margaret Keating staff's yearly review of the safety plan occurred in August. Some elements included in the safety plan are: What to do in a natural disaster (earthquake, tsunami), safety drill procedures and evacuation plans. The school is in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. Disaster drills are held regularly throughout the year; fire drills are held once per month and procedures are in place in the event the campus needs to be secured. To ensure the safety of students, supervision is provided on campus at all times. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2013-2014	2011-2012
<b>Year in Program Improvement*</b>	Year 1	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	7
<b>Percent of Schools Currently in Program Improvement</b>	N/A	63.6

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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+
<b>K</b>	22		1		17	1			32		1	
<b>1</b>					19	1			10	1		
<b>2</b>	26		1		14	1			21		1	
<b>4</b>	27		1		22		1		24		1	
<b>5</b>	2	1										
<b>6</b>	15	1			10	2			17	1		
<b>Other</b>									3	1		

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

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0%	
Counselor (Social/Behavioral or Career Development)	60%	N/A
Library Media Teacher (Librarian)	0%	N/A
Library Media Services Staff (Paraprofessional)	0%	N/A
Psychologist	17%	N/A
Social Worker		N/A
Nurse	9%	N/A
Speech/Language/Hearing Specialist	23%	N/A
Resource Specialist	0%	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,619	\$5,686	\$8,933	\$69,119
District	N/A	N/A	\$8,355	\$64,793
Percent Difference: School Site and District	N/A	N/A	6.9	-2.2
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	28.1	-8.7

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

**Types of Services Funded (Fiscal Year 2016-17)**

At the school site level, each year the site council for Margaret Keating School updates the school site plan, analyzing and reviewing information from standardized tests as well as classroom summative and formative assessments. Goals for the year are written including participating school groups, anticipated growth and how the goals will be measured. During the 16/17 school year, the following areas were recommended by site council for using school allotted categorical funds: attendance incentives, updates to library, small group tutoring instruction after school for high risk students in the areas of reading and math, an instructional assistant to provide additional support to students in the classrooms and providing parent incentives for family engagement.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,850	\$44,144
Mid-Range Teacher Salary	\$64,986	\$69,119
Highest Teacher Salary	\$79,706	\$86,005
Average Principal Salary (Elementary)	\$94,172	\$106,785
Average Principal Salary (Middle)	\$101,860	\$111,569
Average Principal Salary (High)	\$116,004	\$121,395
Superintendent Salary	\$152,069	\$178,104
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	6%	6%

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)**

Student achievement data is utilized when deciding which areas to focus on for professional development. During recent years our focus was on reading instruction and best practices in the teaching of reading, more recently we are utilizing environmental science based lessons that assist in this goal while providing invigorating and challenging science lessons. Professional development was delivered by several different methods, conferences were attended, after-school workshops were provided, and consultants on campus for site professional development for individual mentoring. Teachers were supported through in class coaching, coach-teacher meetings and teacher principal meetings. Student performance data showed these types of professional development strategies were effective. Teachers were also supported by peers and data coach using the Professional Learning Community (PLC) process.