

Margaret Keating 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	Margaret Keating Elementary School
Street	300 Minot Creek
City, State, Zip	Klamath, CA 95548
Phone Number	707-464-0340
Principal	Kristian Stremberg
Email Address	kstremberg@dnusd.org
Website	mkelementary.org
County-District-School (CDS) Code	08-61820-6005417

Entity	Contact Information
District Name	Del Norte County Unified School District
Phone Number	707-464-6141
Superintendent	Jeff Harris
Email Address	jharris@delnorte.k12.ca.us
Website	www.delnorte.k12.ca.us

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

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 2018-19)

Grade Level	Number of Students
Kindergarten	22
Grade 1	15
Grade 2	20
Grade 3	7
Grade 4	14
Grade 5	12
Grade 6	6
Total Enrollment	96

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	67.7
Hispanic or Latino	8.3
White	14.6
Two or More Races	9.4
Socioeconomically Disadvantaged	89.6
Students with Disabilities	20.8
Homeless	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	6	5	5	155
Without Full Credential	1	2	1	12
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: October, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-2 - McGraw-Hill - Wonders 3-5 - National Geographic - Cengage 6-8 - McGraw-Hill - StudySync All adopted Spring 2017	Yes	0
Mathematics	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
Science	K-5 MacMillan/McGraw Hill – Adopted 2007 6 Glencoe/McGraw Hill – Adopted 2007	Yes	0
History-Social Science	McGraw-Hill IMPACT History/Social Studies - Adopted in 2018 & 2019	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

On, September 3, 2019, 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. For more detailed information, please contact the principal.

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: September 3, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Repairs to be made as needed for safety.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
Electrical: Electrical	Poor	Repairs to be made as needed for safety.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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)	19	21	35	37	50	50
Mathematics (grades 3-8 and 11)	17	17	25	26	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	35	33	94.29	5.71	21.21
Male	17	16	94.12	5.88	12.50
Female	18	17	94.44	5.56	29.41
Black or African American					
American Indian or Alaska Native	21	20	95.24	4.76	15.00
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	32	30	93.75	6.25	20.00
English Learners	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	0.00
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	35	35	100.00	0.00	17.14
Male	17	17	100.00	0.00	23.53
Female	18	18	100.00	0.00	11.11
Black or African American					
American Indian or Alaska Native	21	21	100.00	0.00	14.29
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.00	0.00	18.75
English Learners	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	0.00
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	2	0	0
7	0	0	0
9	0	0	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)

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 encouraged and appreciated and 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 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	7.4	6.9	6.5	8.4	4.8	5.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Margaret Keating Safety Plan was last reviewed and approved by Site Council in November 2019. 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. The fire marshal inspected the building at the beginning of the 2018 school year and all maintenance recommendations were sent to the district office to ensure compliance.

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	32		1		17	1			22		1	
1	10	1			21		1		15	1		
2	21		1						19	1		
3					17	1						
4	24		1		19	1			20	1		
5					1	1						
6	17	1			3	7			17	1		
Other**	3	1							3	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*	160.0

*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)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	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	\$17,322	\$7,006	\$10,316	\$65,825
District	N/A	N/A	\$9,227	\$66,169.00
Percent Difference - School Site and District	N/A	N/A	11.1	2.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	46.0	-4.6

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)

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 18/19 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 in the areas of reading and math, two instructional assistants to provide additional support to students in the classrooms and providing parent incentives for family engagement.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,281	\$46,208
Mid-Range Teacher Salary	\$68,673	\$72,218
Highest Teacher Salary	\$84,228	\$92,742
Average Principal Salary (Elementary)	\$98,402	\$134,864
Average Principal Salary (Middle)	\$107,218	\$118,220
Average Principal Salary (High)	\$122,171	\$127,356
Superintendent Salary	\$169,260	\$186,823
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	5%	6%

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	4	4	4

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. Staff professional development will also focus on classroom management and student engagement practices. 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.