

Keyes Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Keyes Elementary School
Street	4400 Maud Avenue
City, State, Zip	Keyes, CA 95328
Phone Number	(209) 667-1660
Principal	Victoria Bradshaw
E-mail Address	Vbradshaw@keyes.k12.ca.us
Web Site	http://keyes.k12.ca.us/schools/keyes-elementary-2/
CDS Code	50711346052591

District Contact Information	
District Name	Keyes Union Elementary School District
Phone Number	(209) 669-2921
Superintendent	Dr. Helio Brasil
E-mail Address	Hbrasil@keyes.k12.ca.us
Web Site	keyes.k12.ca.us

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

Keyes Elementary School is a K-5 school founded in 1905 and located in the unincorporated community of Keyes in Stanislaus County, between Ceres and Turlock. The current population of Keyes is approximately 5,600 and has a diverse cultural and ethnic base including Hispanic, Hmong, Assyrian, White and Portuguese. Approximately 56% of the students of Keyes Elementary School are English Learners, and 100% of the students receive free and reduced lunch.

Keyes Union School District is made up of Keyes Elementary School, Spratling Middle School, and Keyes to Learning Charter School. In addition, the district also runs a State Preschool and Head Start that service eighty students combined. Our District's vision is to: develop leaders for the future. Our District's mission statement is to: provide exceptional educational experiences for students, staff, and the community by building an organization where all are inspired to be leaders and committed to life-long learning.

Keyes Elementary School services approximately 539 students in grades K through 5 and is located at 4400 Maud Avenue in Keyes, California. Keyes Elementary School is a Title 1 school.

The school's mission is: developing leaders, one child at a time and is manifested through the rigorous curriculum and instruction provided by our staff, the many leadership opportunities provided to our students and character development. We are committed to providing a safe, nurturing, yet challenging environment as we support students as they learn to be leaders: good decision makers; develop respect for themselves and others; and grow as mentally, emotionally, and physically healthy individuals. We believe that as we develop our students into leaders, they will develop a life-long commitment to learning as confident, caring people; and they will truly make a difference in the community and world wherein they live.

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

Grade Level	Number of Students
Kindergarten	109
Grade 1	112
Grade 2	85
Grade 3	87
Grade 4	76
Grade 5	81
Total Enrollment	550

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	4.2
Filipino	0.2
Hispanic or Latino	81.3
Native Hawaiian or Pacific Islander	0.0
White	12.7
Socioeconomically Disadvantaged	93.7
English Learners	52.7
Students with Disabilities	12.7
Foster Youth	0.4

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	27	27	26	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2018-19)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	The adopted Reading/Language Arts Textbook and Instructional Materials are Benchmark Advance. These are used in grades K-5. Sufficient materials are available for every student.	Yes	0.0%
Mathematics	The adopted Mathematics Textbook and Instructional Materials are Houghton Mifflin Go Math. There are sufficient textbooks and materials for all students in grades K-5.	Yes	0.0%
Science	The adopted textbook and Instructional Materials for Science are the Houghton Mifflin California Science Materials. There are sufficient materials for all students in grades K-5.	Yes	0.0%
History-Social Science	History-Social Science for California materials. There are sufficient materials for all students in grades K-5.	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The school site takes great effort to ensure that all schools are clean, safe and functional. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. This system is accessed easily through our district e-mail. All areas assessed for safety and functionality were found to meet standards and in good repair for the school year. Each month the coordinator of maintenance meets with the site principal to walk through the school and to discuss facility needs.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2018	
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 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	38.0	37.0	45.0	48.0	48.0	50.0
Mathematics (grades 3-8 and 11)	32.0	35.0	33.0	38.0	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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	244	241	98.77	37.34
Male	126	124	98.41	29.84

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	118	117	99.15	45.30
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	199	196	98.49	37.24
White	33	33	100.00	27.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	231	228	98.70	35.96
English Learners	142	140	98.59	41.43
Students with Disabilities	37	37	100.00	10.81
Students Receiving Migrant Education Services	15	14	93.33	35.71
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	244	241	98.77	35.27
Male	126	124	98.41	40.32
Female	118	117	99.15	29.91
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	199	196	98.49	35.2
White	33	33	100	24.24
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	231	228	98.7	34.65
English Learners	142	140	98.59	36.43
Students with Disabilities	37	37	100	10.81
Students Receiving Migrant Education Services	15	14	93.33	28.57
Foster Youth	--	--	--	--

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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 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.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.5	11.2	58.8

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to become involved at Keyes Elementary School. Parents can volunteer in classrooms, on field trips, for special classroom projects, and join our Parent Teacher Club. Keyes Elementary School appreciates its volunteers and is grateful for their contributions to our school. Parents also serve on a number of school committees including School Site Council, English Learner Advisory Committee, Migrant Parent Advisory Committee, and/or on our Preschool Advisory Committee.

This year parents had the opportunity to attend classes via the Parent Institute for Quality Education, PIQUE. The topics of these classes ranged from college admission awareness to learning to student advocacy. Keyes Elementary holds several Community activities for parents and families throughout the year. These include informational programs and activities for students and parents. Each grade level performs at an evening program during the school year. Parents are also invited to attend awards assemblies and other activities held throughout the year. One special tradition that supports our dedication to our physical education program is that of our annual Keyes Runs. With the support of the local water district, we hold two annual town runs. Students in grades 1 - 5 race a mile through town to a finish line back on campus. Medals and prizes are awarded. The run culminates in special events including School Board staffed BBQs and family picnics.

Other family/community events include: Back to School Night, Open House, parent conferences, talent show, Literacy Night, Movie Nights, and various additional special events throughout the year.

Throughout the year, the principal holds Coffee with the Principal meetings. Topics are generated by the parents and the community and provide training and information that support parents in their role as advocates for their students. Some common topics include school procedures, school safety, health and wellness, state standards, academic support at home, character building and much more. The meetings are well attended and enjoyed by all.

Parents and families are kept informed of activities and events through the school calendar located on the website, the monthly newsletters, and by the use of a telephone calling system and mobile notifications via Parent Square.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.4	5.8	4.7	5.1	6.0	4.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.2	0.0	0.3	0.7	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Keyes Elementary School has a Safety Plan that was last reviewed and updated June 2018 accordingly with staff. Safety procedures are explained and distributed to staff at the beginning of each year and a safety plan and procedures folder is located in each student classroom. The site safety committee meets twice each year and monitors the plan and its implementation. Suggestions are provided by the site committee to the district management team/committee. Periodically, the district management team reviews the safety plans and makes needed revisions and recommendations.

Each month, students and staff participate in a fire drill and rotate between lock-down and earthquake drills throughout the year. The frequent practice of the safety drills helps to prepare our students and staff in case of a real emergency. The safety practice also allows us to evaluate ourselves regarding response time and adherence to our safety plan and procedures.

The safety plan consists of three parts. The first part provides detailed information and procedures for evacuations, lock downs, and other emergency situations that may arise in the course of the school day. There is a complete listing of all emergency agency numbers along with a detailed site map, evacuation routes, and assignment of school personnel duties. The second part of the Safety Plan contains the behavior expectations, school discipline policy, dress code, and District board policies regarding sexual harassment, child abuse reporting, drugs, alcohol, and tobacco. The third part of the Safety Plan consists of the data and statistical analysis of the Healthy Kids Survey; law enforcement data of the community; and data from the Center for Human Services, our contracted counseling support agency.

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	2015-16			2016-17			2017-18					
	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+
K	24		4		22	1	4		22		5	
1	24		4		24	1	3		22	1	4	
2	27		3		22	1	3		27		3	
3	27		3		23		3		21	1	3	
4	26		3		25		3		23		3	
5	23	1	3		22	1	3		24	1	3	

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.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	550
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist (non-teaching)	0.0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	9768	2976	6792	\$76,422
District	N/A	N/A	9143	\$79,081
Percent Difference: School Site and District	N/A	N/A	-29.5	0.2
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	3.3	20.9

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 2017-18)

In addition to the core curriculum, the school provides supplemental and core ancillary instructional materials for reading and math designed to provide intervention, remediation, and enrichment. Some of these programs include: Accelerated Reader, Read Naturally, Book Bridges, Phonics for Reading, and i-ready. We also provide thirty minutes of English Language Development on a daily basis to all English Learners.

Keyes Elementary School has an after school program, funded through the state ASES grant. Approximately 100 students are served in this program. An extended day reading/math intervention program has been implemented after school and runs in addition to the After School Program to provide additional support for students at risk.

Categorical funds are used in the following areas: instructional programs (books, supplies, equipment for both regular and special education programs, services to non-English and limited English speaking students), Instructional Support (school administration, curriculum, assessment services, and health and psychologist services), and general support (district administration, school maintenance, and pupil transportation). In addition to the core curriculum, the school provides supplemental and core ancillary instructional materials for reading and math designed to provide intervention, remediation, and enhancement.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,850	\$44,375
Mid-Range Teacher Salary	\$74,757	\$65,926
Highest Teacher Salary	\$96,900	\$82,489
Average Principal Salary (Elementary)	\$125,358	\$106,997
Average Principal Salary (Middle)	\$125,358	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$168,256	\$121,894
Percent of Budget for Teacher Salaries	38.0	32.0
Percent of Budget for Administrative Salaries	9.0	7.0

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)

Certificated and classified staff members are provided opportunities for professional development throughout the year. Certificated employees receive professional development once or twice a month during staff Professional Development Wednesday meetings. Teachers incorporate this professional development into their weekly Professional Learning Community team meetings. They work in Professional Learning Communities every Wednesday for about an hour. This Professional Learning Community work includes data analysis, assessment development, rubric scoring, lesson design, technology integration, writing lesson design, and Common Core planning. Additionally, Professional Development is offered for 1/2 and full days during the school year and/or prior to the beginning of the school year. In 2018-2019 teachers will receive professional development opportunities in next generation science standards and technology integration as well as grade level support in Benchmark Advance. Classified employees receive on-the-job professional development from the certificated staff with whom they work. Classified employees are invited to attend additional Professional Development opportunities throughout the year. Decisions for staff development topics are made by administrations and staff members.