

Rod Kelley 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	Rod Kelley Elementary School
Street	8755 Kern Avenue
City, State, Zip	Gilroy, CA 95020
Phone Number	(669) 205-4700
Principal	Maritza Salcido
Email Address	maritza.salcido@gilroyunified.org
Website	https://rodkelley.gilroyunified.org/
County-District-School (CDS) Code	43-69484-6106991

Entity	Contact Information
District Name	Gilroy Unified School District
Phone Number	(669) 205-4000
Superintendent	Deborah Flores
Email Address	debbie.flores@gilroyunified.org
Website	www.gilroyunified.org

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

School Mission Statement

It is our mission at Rod Kelley Elementary School to ensure that all students acquire the knowledge and skills needed to become productive global citizens by guaranteeing each child a quality education with high expectations in a safe and nurturing learning environment.

School Vision Statement

The vision of Rod Kelley is that all students will become lifelong learners equipped with the skills, knowledge and attitudes to succeed as productive citizens in a local, national and global society.

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

Grade Level	Number of Students
Kindergarten	112
Grade 1	120
Grade 2	137
Grade 3	114
Grade 4	136
Grade 5	137
Total Enrollment	756

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	2.8
Filipino	1.5
Hispanic or Latino	80.2
Native Hawaiian or Pacific Islander	0.1
White	10.1
Two or More Races	3
Socioeconomically Disadvantaged	62.7
English Learners	35.3
Students with Disabilities	14.3
Foster Youth	0.5
Homeless	0.9

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	32	32	32	467
Without Full Credential	1	0	2	36
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: 9/12/2019

We choose our textbooks from lists that state education officials have already approved. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state’s standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website. Textbooks for kindergarten through eighth grade are selected from the California State Board of Education’s list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks. Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval. The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held on October 4, 2018.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced/Benchmark 2017 Treasures, Macmillan/McGraw-Hill (English language development) 2009 Tesoros de lectura, Macmillan/McGraw-Hill (Las Animas Elementary School, Rod Kelley Elementary School Dual Immersion) 2009	Yes	0%
Mathematics	Go Math!, Harcourt 2016	Yes	0%
Science	California Science, Harcourt (K-5) 2007	Yes	0%
History-Social Science	Scott Foresman History-Social Science for California, Pearson/Scott Foresman (K-3) 2006 Reflections, Harcourt (4-5) 2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Rod Kelley is well maintained and is one of the best landscaped schools in the district. Primary and intermediate students have separate recesses and lunchtimes to reduce student crowding on the playground. The school's construction was completed in 1989 to serve as a multitrack year-round school. It features 35 classrooms (20 permanent and 15 portables), an outdoor stage area and fields used for play. The technology infrastructure was upgraded which allowed teachers to have an immediate positive impact on student achievement. The technology tools, laptop, projector and a wireless tablet known as a Mobi, along with innovative instructional techniques and strategies, resulted in dramatic academic achievement improvements. Our multipurpose room and library are perfect spaces to provide professional development. The school has one computer lab equipped with 36 computers, all with internet access. The school also has a computer ratio of 1:1 for grades 1-5 and 2:1 in kindergarten. Student safety is our No. 1 priority. All visitors pass through the school office, where they sign in and receive a visitor's pass. Rod Kelley School has a positive school climate, as reflected by a 97.38 percent attendance rate. We have a characterdevelopment program called Character Counts!, which promotes social skills and is complemented with the Olweus Bullying Prevention Program. The Olweus program focuses on weekly class meetings and is an ongoing reminder to students on identifying and avoiding potential bullying situations. Our school is in good condition and our two custodians clean on a daily basis. One works the day shift, and the other works the evening shift. The many trees and mature landscaping are well maintained by district grounds crew. More specific information may be found in the Master Plan located on the GUSD homepage.

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: 11/18/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	roof leak in library/repared 12/2019
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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)	58	62	49	50	50	50
Mathematics (grades 3-8 and 11)	57	56	42	43	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	394	390	98.98	1.02	62.05
Male	197	195	98.98	1.02	58.46
Female	197	195	98.98	1.02	65.64
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	100.00
Filipino	--	--	--	--	--
Hispanic or Latino	314	312	99.36	0.64	58.33
Native Hawaiian or Pacific Islander					
White	37	35	94.59	5.41	80.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	242	241	99.59	0.41	54.36
English Learners	170	169	99.41	0.59	50.89
Students with Disabilities	72	70	97.22	2.78	40.00
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	394	389	98.73	1.27	56.04
Male	197	194	98.48	1.52	56.70
Female	197	195	98.98	1.02	55.38
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	100.00
Filipino	--	--	--	--	--
Hispanic or Latino	314	311	99.04	0.96	49.52
Native Hawaiian or Pacific Islander					
White	37	35	94.59	5.41	88.57
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	242	240	99.17	0.83	46.25
English Learners	170	169	99.41	0.59	44.97
Students with Disabilities	72	69	95.83	4.17	36.23
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	26.8	21.7	13.0

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)

Parents are involved in the governance of the school through participation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) Café con Leche parent meetings. SSC meetings are held monthly. The SSC monitors budgets and schoolwide programs, while the ELAC gives a voice to the parents of English learners. ELAC meetings are held in the mornings to encourage maximum parent participation. These meetings are well attended every month. Parents also participate in our school through the Parent Club, which organizes volunteers for the library and classrooms, raises money for the school, and put on many successful, well-attended family nights. Teachers also welcome parent help with projects, in the classroom and on field trips. We also host an annual English Learner Reclassification Recognition and our 27th annual Rod's Trod (walkathon). For more information on how to become involved at the school, contact Sharon Irby, office coordinator, at (669) 205-4700. For parent club information please email: RodKelleyParentClub@gmail.com.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	0.5	1.9	3.9	5.4	5.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Gilroy Unified School District has adopted Character Counts! program with the Six Pillars of Character as a citizenship and character-development program. We also implement a progressive discipline system following the PBIS models. A multimedia presentation assembly is scheduled at the beginning of each year that delivers a character-development message that is reinforced in the classroom and playground. This has helped to provide a safe and orderly playground and classroom environment. Students work to earn High Five coupons for good behavior, including helping others. Teachers also offer rewards in the classroom for students who exhibit good citizenship. Weekly recognition of 12 students known as Notable Knights is done to reward safe and positive behavior. Students also participated in the creation of a Character Counts Mural located in our quad. Our paid yard-duty supervisors, who are easy to identify by their orange vests, work with administration to supervise students before school, during lunch and after school. Currently, we are implementing a lunch time points system that aligns with PBIS. Yard - Supervisors are focusing on rewarding and reporting good behaviors to classroom teachers. This shift in focus has proven to be effective. Rod Kelley has three adult crossing guards at the main intersections nearby.

We provide a student and parent handbook for every student on the first day of school. This handbook clearly explains school rules and procedures. Teachers also review major topics in the handbook with students. All staff members take responsibility for the safety of our students. Teachers monitor the playground during morning and afternoon recesses, and students on our Safety Patrol help other students enter and leave our campus safely. All visitors are required to register in the office and visibly display a visitor's pass. The principal is highly visible on campus and is easily accessible to students and parents. The School Site Council met in October to review the safety plan and approve it. Fire drills are held monthly according to the district's mandated Emergency Drill Schedule—earthquake and code-red drills are included in the drill schedule and involve the support and participation of Gilroy Police Department as well as Gilroy Fire. The school safety plan was last reviewed, updated and discussed with the school faculty in December 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)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		5		23	1	4		25		7	
1	25		5		26		5		27		7	
2	26		5		24		5		25		7	
3	27		5		26		5		25		7	
4	31		3	1	29		5		32		4	4
5	31		2	2	30		2	2	27		7	1
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.

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

Title	Ratio
Academic Counselors*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	
Other	3.5

*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	\$6,422	\$1,219	\$5,204	\$85,640
District	N/A	N/A	\$7,833	\$86,053
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	\$79,665
Percent Difference - School Site and State	N/A	N/A		

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)

The After School Intervention Programs aligned to classroom instruction that were developed and implemented by various grade levels. State and federal funds are used to pay for support personnel, including a literacy facilitator, part-time library clerk, and assessment and technology paraprofessionals. We also use these funds to purchase intervention materials, books, and other materials for our classrooms and library. Our Parent Club also works hard to provide additional funds for the school by holding an annual walkathon, book fairs and various other fundraisers.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,743	\$51,374
Mid-Range Teacher Salary	\$74,751	\$80,151
Highest Teacher Salary	\$94,963	\$100,143
Average Principal Salary (Elementary)	\$132,658	\$126,896
Average Principal Salary (Middle)	\$142,317	\$133,668
Average Principal Salary (High)	\$150,900	\$143,746
Superintendent Salary	\$221,519	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Teachers have grade-level meetings weekly to plan instruction, review assessment data and discuss instructional strategies. Benchmark assessment results are reviewed. Grade levels use their formative assessment data to inform instruction and for reteaching of standards on a daily and weekly basis. Weekly staff meetings are mainly used for staff development around the school initiatives and teacher collaboration. Our focus for the 2018-2019 school year was on the implementation of science instruction aligned to the Next Generation Science Standards as well as opening a science STEAM lab, This year, our focus is in Math and increasing differentiated instruction. Teacher collaboration time is centered around math spiral review and the implementation of small group instruction in math. Rod Kelley is also in the process of using an evaluation tool to evaluate our Dual Immersion Program.