

J.P. Kelley Elementary School

380 S. Meridian • Rialto, CA 92376 • (909) 820-7924 • Grades K-5

Raymond Delgado, Principal

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Rialto Unified School District

182 East Walnut Ave.
Rialto, CA 92376
(909) 820-7700
www.rialto.k12.ca.us

District Governing Board

Joseph W. Martinez, President
Edgar Montes, Vice President
Nancy G. O'Kelley, Clerk
Joseph Ayala, Member
Dina Walker, Member
Natalie Baca, Student Member

District Administration

Dr. Cuauhtémoc Avila
Superintendent

Dr. Daren McDuffie

**Lead Strategic Agent: Strategic,
Congruence & Social Justice**

Kelly Bruce

**Lead Innovation Agent, Educational
Services Elementary Instruction**

Jasmin Valenzuela

**Lead Academic Agent, Liberal Arts
and Literacy/Intervention**

Dr. Edward D'Souza

**Lead Academic Agent,
Math/Science and College/Career
Pathways**

Rhonda Kramer

Lead Academic Technology Agent

Rhea McIver Gibbs

Director, Media Services

Mohammad Z. Islam

Associate Superintendent

Syeda Jafri

**Director of Communication
Services**

School Description

J. P. Kelley Elementary School is committed to teaching and learning the essential academic and social skills by modeling kindness, showing effort, and being safe. We will optimize student learning through positive relationships, rigorous intentional instruction, relevant assessments, and accountability for all. Houghton Mifflin remains our core Reading/language arts program for kindergarten through fifth grades. Our new text book adoption in Mathematics, which includes the new Common Core Standards, is the Houghton Mifflin Go Math Series. Accelerated Reader supplements our core programs in first through fifth grades. Accelerated Reader allows students to be responsible for their learning through goal-setting, practicing, and responding to immediate feedback. We are proud of our school and students. We welcome you to visit and be an active participant in your child's education as we work towards another year of academic success.

About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	106
Grade 1	114
Grade 2	93
Grade 3	117
Grade 4	133
Grade 5	136
Total Enrollment	699

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.9
Asian	0.4
Filipino	0
Hispanic or Latino	86.6
Native Hawaiian or Pacific Islander	1.4
White	3.3
Two or More Races	0.7
Socioeconomically Disadvantaged	93.8
English Learners	44.8
Students with Disabilities	7.2
Foster Youth	1.6

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			
J.P. Kelley Elementary School	15-16	16-17	17-18
With Full Credential	27	28	0
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rialto Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	28
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
J.P. Kelley Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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)

Pursuant to the settlement of Williams vs. the State of California, Rialto Unified School District held a public hearing to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is January 11, 2017.

All students, including English Learners, are given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district are aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and Instructional Materials	
Year and month in which data were collected: June 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark: Texts for English Language Development [Book] ISBN: 1-50216642-9 \$25.00 Benchmark Education Company Grades:K-1 (locally adopted in 2016 for Dual Immersion classrooms)</p> <p>Reading Wonders Close Reading Companion Grade K [Book] ISBN: 978-0-07-678725-8 \$60.00 (State Board adopted in 2015, locally adopted in 2016)</p> <p>Reading Wonders Literature Anthology Grade 1 Volume 1 [Book] ISBN: 978-0-02-138919-3 \$80.00 McGraw-Hill 2017 Grades:01-01 (State Board adopted in 2015, locally adopted in 2016)</p> <p>Reading Wonders Literature Anthology Grade 1 Volume 2 [Book] ISBN: 978-0-02-139018-2 \$80.00 McGraw-Hill 2017 Grades:01-01 (State Board adopted in 2015, locally adopted in 2016)</p> <p>Reading Wonders Literature Anthology Grade 1 Volume 3 [Book] ISBN: 978-0-02-144526-4 \$80.00 McGraw-Hill 2017 Grades:01-01 (State Board adopted in 2015, locally adopted in 2016)</p> <p>Reading Wonders Literature Anthology Grade 1 Volume 4 [Book] ISBN: 978-0-02-136908-9 \$80.00 McGraw-Hill 2017 Grades:01-01 (State Board adopted in 2015, locally adopted in 2016)</p> <p>Reading Wonders Literature Anthology Grade 2 [Book] ISBN: 978-0-02-134098-9 \$80.00 McGraw-Hill 2017 Grades:02-02 (State Board adopted in 2015, locally adopted in 2016)</p> <p>Reading Wonders Literature Anthology Grade 3 [Book] ISBN: 978-0-02-134174-0 \$85.00 McGraw-Hill 2017 Grades:03-03 (State Board adopted in 2015, locally adopted in 2016)</p> <p>Reading Wonders Literature Anthology Grade 4 [Book] ISBN: 978-0-02-141737-7 \$80.00 McGraw-Hill 2017 Grades:04-04 (State Board adopted in 2015, locally adopted in 2016)</p> <p>Reading Wonders Literature Anthology Grade 5 [Book] ISBN: 0-02-141787-3 \$80.00 McGraw-Hill 2017 Grades:05-05 (State Board adopted in 2015, locally adopted in 2016)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	<p>HMH: CA Go Math! (CC), Grade K [Book] Larson, Matthew R., Juli K. Dixon, et al. ISBN: 978-0-544-20379-2 \$9.00</p> <p>HMH: CA Go Math! (CC), Grade 1 [Book] HOUGHTON MIFFLIN HARCOURT ISBN: 978-0-544-20383-9 \$9.00 HOUGHTON MIFFLIN HARCOURT 2015 1st Grades: 01-01 Common Core Adopted 5/28/2014 for First Grade</p> <p>HMH: CA Go Math! (CC), Grade 2 [Book] HOUGHTON MIFFLIN HARCOURT ISBN: 978-0-544-20391-4 HOUGHTON MIFFLIN HARCOURT 2015 1st Grades: 02-02 Common Core Adopted 5/28/2014 for Second Grade</p> <p>HMH: CA Go Math! (CC), Grade 3 [Book] HOUGHTON MIFFLIN HARCOURT ISBN: 978-0-544-20397-6 HOUGHTON MIFFLIN HARCOURT 2015 1st Grades: 03-03 Common Core Adopted 5/28/2014 for Third Grade</p> <p>HMH: CA Go Math! (CC), Grade 4 [Book] HOUGHTON MIFFLIN HARCOURT ISBN: 978-0-544-20405-8 HOUGHTON MIFFLIN HARCOURT 2015 1st Grades: 04-04 Common Core Adopted 5/28/2014 for Fourth Grade</p> <p>HMH: CA Go Math! (CC), Grade 5 [Book] HOUGHTON MIFFLIN HARCOURT ISBN: 978-0-544-20408-9 HOUGHTON MIFFLIN HARCOURT 2015 1st Grades: 05-05 Common core Adopted 5/28/2014 for Fifth Grade</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>California Science (Grade K) Flipbook [Graphic] ISBN: 0-02-284426-0 \$426.93 MacMillan, McGraw Hill 2008 Teacher Materials Grades: K Adopted June 13, 2007 for Kindergarten</p> <p>California Science (Grade 1) [Book] ISBN: 0-02-284375-2 \$41.73 Macmillan/McGraw-Hill 2008 Student Edition Grades: 1 Adopted June 13, 2007 for First Grade</p> <p>California Science (Grade 2) [Book] ISBN: 0-02-284376-0 \$41.73 Macmillan/McGraw-Hill 2008 Student Edition Grades: 2 Adopted June 13, 2007 for Second Grade</p> <p>California Science (Grade 3) [Book] ISBN: 0-02-284377-9 \$47.51 Macmillan/McGraw-Hill 2008 Student Edition Grades: 3 Adopted June 13, 2007 for Third Grade</p> <p>California Science (Grade 4) [Book] ISBN: 0-02-284378-7 \$48.00 Macmillan/McGraw-Hill 2008 Student Edition Grades: 04 Adopted June 13, 2007 for Fourth Grade</p> <p>California Science (Grade 5) [Book] ISBN: 0-02-284379-5 \$51.36 Macmillan/McGraw-Hill 2008 Student Edition Grades: 5 Adopted June 13, 2007 for Fifth Grade</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>Learn & Work: Grade K Teacher Resource Package [Mixed] ISBN: 1-41823551-2 \$700.00 SCOTT, FORESMAN AND COMPANY 2006 California Grades: K Adopted June 28, 2006 for Kindergarten</p> <p>Time & Place: Grade 1 Teacher Resource Package [Mixed] ISBN: 1-41823460-5 \$800.00 SCOTT, FORESMAN AND COMPANY 2006 California Grades: 1 Adopted June 28, 2006 for First Grade</p> <p>Then & Now: Grade 2 Teacher Resource Package [Mixed] ISBN: 1-41823463-X \$800.00 SCOTT, FORESMAN AND COMPANY 2006 California Grades: 2 Adopted June 28, 2006 for Second Grade</p> <p>Our Communities: Grade 3 Teacher Resource Package [Mixed] ISBN: 1-41823466-4 \$900.00 SCOTT, FORESMAN AND COMPANY 2006 California Grades: 3 Adopted June 28, 2006 for Third Grade</p> <p>Our California: Grade 4 Teacher Resource Package [Mixed] ISBN: 1-41823469-9 \$1,000.00 SCOTT, FORESMAN AND COMPANY 2006 California Grades: 4 Adopted June 28, 2006 for Fourth Grade</p> <p>Our Nation: Grade 5 Teacher Resource Package [Mixed] ISBN: 1-41823472-9 \$1,200.00 SCOTT, FORESMAN AND COMPANY 2006 California Grades: 5 Adopted June 28, 2006 for Fifth Grade</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	<p>Health & Wellness: 3rd Grade Pupil Edition [Book] Meeks, Linda & Heit, Philip ISBN: 0-02-280602-4 \$43.23 Macmillan/McGraw-Hill 2006 California Grades: 3 Adopted 5/2005 for Third Grade</p> <p>Health & Wellness: 4th Grade Pupil Edition [Book] Meeks, Linda & Heit, Philip ISBN: 0-02-280603-2 \$43.23 Macmillan/McGraw-Hill 2006 California Grades: 4 Adopted 5/2005 for Fourth Grade</p> <p>Health & Wellness: 5th Grade Pupil Edition [Book] Meeks, Linda & Heit, Philip ISBN: 0-02-280604-0 \$43.23 Macmillan/McGraw-Hill 2006 California Grades: 5 Adopted 5/2005 for Fifth Grade</p> <p>Health & Wellness Big Ideas Book 1st grade [Book] ISBN: 0-02-281478-7 \$72.80 Macmillan/McGraw-Hill 2006 California Grades: 1 Adopted 5/2005 for First Grade</p> <p>Health & Wellness Big Ideas Book 2nd grade [Book] ISBN: 0-02-281479-5 \$72.80 Macmillan/McGraw-Hill 2006 California Grades: 2 Adopted 5/2005 for Second Grade</p> <p>Health & Wellness Big Ideas Book Kindergarten [Book] ISBN: 0-02-280390-4 \$72.80 Macmillan/McGraw-Hill 2006 California Big Book Grades: K Adopted 5/2005 for Kindergarten</p> <p>Health & Wellness Life Skills Book 1st grade [Book] ISBN: 0-02-281482-5 \$72.80 Macmillan/McGraw-Hill 2006 California Grades: 1 Adopted 5/2005 for First Grade</p> <p>Health & Wellness Life Skills Book 2nd grade [Book] ISBN: 0-02-281483-3 \$72.80 Macmillan/McGraw-Hill 2006 California Grades: 2 Adopted 5/2005 for Second Grade</p> <p>Health & Wellness Life Skills Book Kindergarten [Book] ISBN: 0-02-281481-7 \$72.80 Macmillan/McGraw-Hill 2006 California Big Book Grades: K Adopted 5/2005 for Kindergarten</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	N/A The textbooks listed are from most recent adoption: 0 Percent of students lacking their own assigned textbook: 0 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Safety

The safety of students and staff is a primary concern of Kelley Elementary School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among parent/guardian volunteers, teachers, and administrators. To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in March 2012; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Disaster procedures/routine & emergency drills
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Sexual harassment policy
- Safe ingress & egress of pupils, parents/guardians, & school employees

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and code yellow are held monthly.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Rialto Unified School District to ensure that school grounds and facilities remain in excellent repair. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Facility Improvements / Deferred Maintenance

The district has a five year, Deferred Maintenance Plan designed to address expenditures for major repair or replacement of existing school building components and any needed Facility Improvements. Typically this includes roofing, plumbing, heating electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/24/17

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				H103- : Fire extinguisher out of date or missing monthly inspection sign-off (Remedied)
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	33	30	49	43	56	54

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.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	22	21	31	30	48	48
Math	14	11	18	18	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.4	20.1	20.1

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	135	135	100.0	30.4
Male	67	67	100.0	40.3
Female	68	68	100.0	20.6
Hispanic or Latino	121	121	100.0	33.1
Socioeconomically Disadvantaged	126	126	100.0	27.8
English Learners	51	51	100.0	9.8
Students with Disabilities	20	20	100.0	10.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	384	381	99.22	21
Male	204	201	98.53	15.92
Female	180	180	100	26.67
Black or African American	18	18	100	11.11
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	341	338	99.12	21.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100	7.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	372	369	99.19	21.14
English Learners	211	209	99.05	22.01
Students with Disabilities	46	44	95.65	4.55
Foster Youth	11	11	100	18.18

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	384	381	99.22	10.76
Male	204	201	98.53	9.45
Female	180	180	100	12.22
Black or African American	18	18	100	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	341	338	99.12	10.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100	14.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	372	369	99.19	10.57
English Learners	211	209	99.05	10.53
Students with Disabilities	46	44	95.65	4.55
Foster Youth	11	11	100	27.27

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.

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)

Parents/Guardians and the community are very supportive of the educational program at Kelley Elementary School. Parents/Guardians are encouraged to become involved in their child(ren)'s education by volunteering at the school, participating in school activities, and joining school committees and councils. The school offers parents/guardians the opportunity to participate in Academies throughout the year. The Academies focus on strategies that parents/guardians can use to help their students better complete homework assignments and help support them in the classroom. Parents/Guardians of English Learners are helped with reading fluency, math, interpreting district reports that go home, how to read and understand the California Standards reports for their child(ren), and what questions to ask at parent/guardian conferences.

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.

School Safety Plan

The safety of students and staff is a primary concern of every School site. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among parent/guardian volunteers, teachers, and administrators.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in March 2015; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- | | |
|---|--|
| <ul style="list-style-type: none"> • School rules & procedures • Current status of school crime • Notification to teachers • Child abuse reporting procedures • School-wide dress code | <ul style="list-style-type: none"> • Policies related to suspension/expulsion • Sexual harassment policy • Safe ingress & egress of pupils, parents/guardians, & school employees • Disaster procedures/routine & emergency drills |
|---|--|

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and intruder on campus are held monthly.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.3	1.4	1.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.7	5.5	6.3
Expulsions Rate	0.0	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		57.1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.875
Psychologist	.5
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	27	13	21		8	4	3		1			
1	27	21	29		2		4	2	4			
2	22	27	21	1		2	4	4	2			
3	28	24	28		1		5	4	4			
4	33	32	27			1	1	3	1	3	1	3
5	34	33	34					2		3	2	4
Other			13			1						

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

Professional Development provided for Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluations are based on the "California Standards for the Teaching Profession," which include the following: Engaging and Supporting all Students in Learning; Understanding and Organizing Subject Matter for Student Learning; Assessing Student Learning; Creating and Maintaining Effective Environments for Student Learning; Planning Instruction and Designing Learning Experiences for all Students; and Developing as a Professional Educator.

Due to the state fiscal crisis, additional funding from the State of California that would provide an opportunity to offer district-wide professional development through "Buy Back Days" has not been available for the past four years. Rialto Unified School District (RUSD) has worked within the state fiscal crisis to provide an alternative plan of action for staff development, and has established a comprehensive District-wide Professional Development Center (PDC). The PDC provides ongoing staff development in a variety of formats throughout the school year (i.e. during the school day with substitutes provided, after school, on-site, weekends, and during instructional breaks). In collaboration with the PDC, teachers have access to online videos and resources as additional professional development support.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,611	\$47,808
Mid-Range Teacher Salary	\$77,819	\$73,555
Highest Teacher Salary	\$100,481	\$95,850
Average Principal Salary (ES)	\$109,627	\$120,448
Average Principal Salary (MS)	\$116,064	\$125,592
Average Principal Salary (HS)	\$122,949	\$138,175
Superintendent Salary	\$211,600	\$264,457
Percent of District Budget		
Teacher Salaries	35%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- Title I, Part A, Educationally Disadvantaged Children
- Title II, Part A, Teacher/Principal Training and Recruiting
- Title III, LEP Student Program
- Title IV, Part A, Safe and Drug Free Schools and Communities
- Title V, Innovative Programs
- Economic Impact Aide (EIA) - Limited English Proficient

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,465.02	\$586.49	\$5,878.53	\$81,050.55
District	♦	♦	\$5,878.53	\$82,600
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			0.0	-1.9
Percent Difference: School Site/ State			-11.2	2.3

* Cells with ♦ do not require data.