



# JOHN KELLEY ELEMENTARY SCHOOL

Grades K Through Six  
 Mary Lou Padilla, Principal  
 Esther Salmeron, Assistant Principal  
 Jessica Chess, Assistant Principal  
 87-163 Center Street • Thermal, CA 92274 • (760) 399-5101

## 2015-16 School Accountability Report Card

2015-16 Activity Published in February 2017

### Coachella Valley Unified School District

87-225 Church Street  
 Thermal, CA 92274  
 (760) 399-5137

www.cvusd.us

### Board of Trustees

Blanca T. Hall, President  
 Joey Acuña, Jr., Vice President  
 Yolanda Castro, Clerk  
 Francisco Becerra, Member  
 Meagan Cares, Member  
 Jesus R. Gonzalez, Member  
 Maria G. Machuca, Member

### District Administration

Juan Lopez  
 Interim Superintendent

Gregory J. Fromm  
 Assistant Superintendent  
 Business & Finance

Dr. Jason B. Angle  
 Assistant Superintendent  
 Educational Services

Chona M. Killeen  
 Assistant Superintendent  
 Human Resources

### Principal's Message

Dear Parents and Community Members:

It is a distinct honor and a pleasure to serve a sixth year as your Principal. This is an exciting time for our staff and students. Our students are meeting the challenge of our state standards and we are all very proud of their accomplishments. Last year, students and staff adopted a school motto: "Blazers Believe in Power to Succeed!" This belief is apparent as everyone continues to work diligently to attain academic goals. Continuing our success will encompass targeting learning strategies to students, continuing in our Response to Interventions, increase community and parent involvement and increase student use of technology.

We continue to have very active parents who serve on our School Site Council, English Language Advisory Council (ELAC), Family Involvement Action Team (FIAT), and Parent, Teacher Organization (PTO). These groups, staff and I will work towards welcoming parents and community members to assist teachers in helping students attain proficiency in English/Language Arts and Mathematics Standards. This year we are in the process of implementing AVID in grades Three through Six.

Teachers work regularly in Data Team Meetings and participate in Professional Development with a focus in Math and English Language Development (ELD). They tirelessly analyze data, target students and their needs and discuss teaching modifications to meet their needs. Through this process, learning strategies for students are discussed and shared, along with teaching strategies.

You are all welcomed to visit John Kelley and we will be happy to answer any questions you might have about us. You will be caught up with our excitement.

I believe that our students are willing to learn, parents are willing to support them and our staff will not accept failure as an option. The power of this belief is why John Kelley Blazers will continue to succeed.

With deepest regard,

Mary Lou Padilla, Principal

### District & School Profile

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school. Coachella Valley Unified School District has a growing reputation for innovative programs and outstanding staff.

John Kelley Elementary is located in the city of Thermal and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2015-16 school year, 596 students were enrolled, including 16.8% students with disabilities, 73% English Language Learners, and 90.3% socioeconomically disadvantaged.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	0.0%	Kindergarten	90
American Indian or Alaskan Native	0.0%	Grade 1	99
Asian	0.0%	Grade 2	82
Filipino	0.0%	Grade 3	76
Hawaiian or Pacific Islander	0.0%	Grade 4	85
Hispanic or Latino	99.7%	Grade 5	80
White (not Hispanic)	0.0%	Grade 6	84
Two or More Races	0.3%	Grade 7	0
Socioeconomically Disadvantaged	90.3%	Grade 8	0
English Learners	73.0%		
Students with Disabilities	16.8%		
Migrant Education	0.0%	Total	
Foster Youth	0.2%	Enrollment	596

## Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

**Conditions of Learning – State Priority 1:** Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

**Parental Involvement – State Priority 3:** Covered in Parent Involvement.

**Pupil Achievement – State Priority 4:** Covered in Standardized State Assessments, including the CAASPP charts.

**School Climate – State Priority 6:** Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

**Other Pupil Outcomes – State Priority 8:** Covered in the Physical Fitness section, including the Physical Fitness Test chart.

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through school newsletters, home school communication folders (grades K-3), student planners/agendas (grades 4-6), Blackboard Connect, flyers, monthly calendars, WebConnect, and weekly class calendars. Contact the school secretary at (760) 399-5101 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

- Classroom Helper
- Library Helper
- Fundraising
- Chaperone Field Trips

### Committees

- Family Involvement Action Team (FIAT)
- School Site Council
- English Learner Advisory Council
- Parents Empowering Parents (PEP)
- Parent Teacher Organization (PTO)

### School Activities

- ASES (After School Extra-Curricular and Safety) Program
- Author's Fair
- Back to School Night
- Campus Beautification Days
- Extracurricular Activities and Events
- Fall Carnival
- Family Movie Nights
- Literacy Nights
- Parent and Community Appreciation Dinner
- Parent Workshops
- Read Across America
- Red Ribbon Week
- Science Fair
- Spelling Bee
- Spring Carnival
- Student Recognition Assemblies
- Winter Holiday Celebration

## Student Achievement

### Physical Fitness

In the spring of each year, John Kelley Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	12.5%	11.2%	8.8%

*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.*

### Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, John Kelley Elementary

School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Federal Intervention Program 2016-17		
	John Kelley	CVUSD
PI Status	In PI	In PI
First Year of PI Implementation	1999-2000	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		21
% Schools Currently In PI		100.0%

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

### California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)  
2015-16**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Grade 3</b>								
All Students Tested	79	75	94.9%	21.3%	79	75	94.9%	28.0%
Male	43	40	93.0%	20.0%	43	40	93.0%	30.0%
Female	36	35	97.2%	22.9%	36	35	97.2%	25.7%
Hispanic or Latino	79	75	94.9%	21.3%	79	75	94.9%	28.0%
Socioeconomically Disadvantaged	75	72	96.0%	20.8%	75	72	96.0%	27.8%
English Learners	46	43	93.5%	9.3%	46	43	93.5%	16.3%
Students with Disabilities	13	12	92.3%	-	13	12	92.3%	16.7%
<b>Grade 4</b>								
All Students Tested	88	87	98.9%	18.6%	88	87	98.9%	12.8%
Male	43	43	100.0%	21.4%	43	43	100.0%	19.1%
Female	45	44	97.8%	15.9%	45	44	97.8%	6.8%
Hispanic or Latino	86	85	98.8%	19.1%	86	85	98.8%	13.1%
Socioeconomically Disadvantaged	85	85	100.0%	17.9%	85	85	100.0%	11.9%
English Learners	58	57	98.3%	5.4%	58	57	98.3%	5.4%
Students with Disabilities	18	18	100.0%	5.6%	18	18	100.0%	-
<b>Grade 5</b>								
All Students Tested	82	80	97.6%	20.0%	82	80	97.6%	10.0%
Male	39	37	94.9%	16.2%	39	37	94.9%	8.1%
Female	43	43	100.0%	23.3%	43	43	100.0%	11.6%
Hispanic or Latino	81	80	98.8%	20.0%	81	80	98.8%	10.0%
Socioeconomically Disadvantaged	77	76	98.7%	19.7%	77	76	98.7%	10.5%
English Learners	50	49	98.0%	4.1%	50	49	98.0%	-
Students with Disabilities	16	15	93.8%	-	16	15	93.8%	-
<b>Grade 6</b>								
All Students Tested	89	88	98.9%	20.5%	88	87	98.9%	12.8%
Male	46	45	97.8%	11.1%	45	44	97.8%	9.3%
Female	43	43	100.0%	30.2%	43	43	100.0%	16.3%
Hispanic or Latino	89	88	98.9%	20.5%	88	87	98.9%	12.8%
Socioeconomically Disadvantaged	87	86	98.9%	19.8%	86	85	98.8%	11.9%
English Learners	46	45	97.8%	2.2%	45	44	97.8%	4.7%
Students with Disabilities	20	20	100.0%	-	20	20	100.0%	-

*Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. A dash (-) appears 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. 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.*

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Percentage of Students Meeting or Exceeding the State Standards						
	John Kelley		CVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	15	20	18	22	44	48
Mathematics	10	16	11	14	33	36

*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.*

California Assessment of Student Performance and Progress Test Results in Science All Students Percentage of Students Meeting or Exceeding the State Standards								
	John Kelley			CVUSD			CA	
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15
Science (Grades 5, 8, & 10)	28	18	28	35	33	32	60	56

*Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. 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.*

## CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)

2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	83	81	97.6%	28.4%
Male	39	37	94.9%	35.1%
Female	44	44	100.0%	22.7%
Hispanic or Latino	82	81	98.8%	28.4%
Economically Disadvantaged	78	77	98.7%	27.3%
English Learners	50	49	98.0%	12.2%
Students with Disabilities	16	15	93.8%	60.0%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. 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.

## Classroom Environment

### Discipline & Climate for Learning

John Kelley Elementary School's discipline policies are based upon a schoolwide discipline plan, PBIS, and Steps to Respect, which are used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers follow the PBIS (Positive Behavior Intervention Support) program to establish core values and discipline practices. This program provides tiered, progressive disciplinary interventions to assist students in making the right choice. In an effort to create a positive and nurturing learning environment, John Kelley Elementary has employed the Steps to Respect bullying prevention program to teach students to recognize, refuse and report bullying while building assertiveness skills and a stronger bond to the school and academic achievement.

Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Administrators lead assemblies to reinforce school rules and the value in making positive choices. Students are engaged in a week long rally with 15-minute daily lessons focused on character-building, the 3 R's (Respect, Responsibility, and Relationships), or PBIS modules. John Kelley Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

### Suspensions and Expulsions

	John Kelley			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	10	9	8	902	828	926	279,383	243,603	230,389
Expulsions (#)	0	0	0	13	23	25	6,611	5,692	6,227

### Advancement Via Individual Determination

John Kelley Elementary School implemented the Advancement Via Individual Determination (AVID) program during the 2015-16 school year for 4-5 grades. The AVID program teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination. John Kelley Elementary School is focused on the organizational and note-taking skills for the first year of implementation of this program.

### Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

## Class Size Distribution Self-Contained Classrooms

Grade	Average Class Size	2013-14		
		Number of Classes*		
		1-20	21-32	33+
K	18.0	2	3	
1	17.0	2	3	
2	16.0	3	3	
3	16.0	3	2	
4	13.0	5	2	
5	13.0	5	2	
6	16.0	2	2	
2014-15				
K	20.0	2	3	
1	22.0	1	3	
2	22.0	1	2	
3	17.0	3	3	
4	20.0	1	3	
5	27.0		3	
6	21.0	2	3	
2015-16				
K	16.0	3	2	
1	23.0	1	3	
2	20.0	2	2	
3	21.0	1	3	
4	16.0	3	2	
5	20.0	1	3	
6	15.0	5	2	

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

## Curriculum & Instruction

### Instructional Materials

All textbooks used in the core curriculum at John Kelley Elementary School are being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/language arts, math, science, and social science).

On September 13, 2016, the Coachella Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2017-16 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
<b>Reading/Language Arts</b>				
2002	Yes	Houghton Mifflin: Reading California	0%	K-6
2010	Yes	Scholastic: Read 180	0%	4-6
2005	Yes	Rigby Harcourt Achieve: On Our Way To English	0%	K-5
2007	Yes	HMH Practice Books	0%	K-2
	Yes	Rosetta Stone for ELD	0%	6
	Yes	HMH System 44 Elementary	0%	3-6
2002	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK
	Yes	Houghton Mifflin: Lectura	0%	K-6
<b>Math</b>				
2014	Yes	Houghton Mifflin Harcourt; Go Math! (English & Spanish)	0%	K-5
2014	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK
<b>Science</b>				
2008	Yes	Houghton Mifflin: Science	0%	K-3
2008	Yes	FOSS: Science	0%	K-5
2008	Yes	Investigating Earth Systems: Dynamic Planet	0%	6
2014	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK
<b>Social Science</b>				
2007	Yes	Houghton Mifflin: Social Studies	0%	K-3
2007	Yes	Harcourt: Reflections Social Studies	0%	K-6
2014	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK

science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 school year, Coachella Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

### Staff Development

All training and curriculum development at Coachella Valley Unified School District revolves around the California Content Standards and Frameworks and National Common Core Standards. The district's Educational Services Division works closely with school administrators, teachers, and the superintendent to identify staff training needs based upon review of student performance data results, monthly site leadership collaboration efforts, and principal input.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district allows each teacher to participate in 15 hours of staff development time. Training activities typically relate to the teacher's area of expertise and covers innovative strategies and techniques to improve student achievement and the quality of classroom instruction. Teachers may participate in district-sponsored seminars presented by district personnel, outside consultants, and lead teachers.

2015-16 District-Sponsored Professional Development:

- All Things iPad! Reaching All Learners
- Biliteracy Units of Study
- Common Core State Standards Implementation Using Units of Study
- Read 180/System 44
- Write from the Beginning and Beyond

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The Beginning Teacher Support and Assessment (BTSA) program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. The Peer Assistance and Review (PAR) program is available to veteran teachers who need to improve instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Experienced and knowledgeable veteran teachers, referred to as "coaches", are paired with teachers referred to the PAR program to provide individualized guidance, support, and training.

Classified staff receive job-related training from qualified district personnel, school administration, and consultants. Special education aides received specialized training from district office personnel. Long-term substitute teachers are invited to attend designated training sessions.

### Site-Based Training

Through the collaborative efforts of John Kelley Elementary School's administration and teaching staff, specific areas of study are selected to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. The school's leadership team identifies staff training needs based upon analysis of student performance data and results of peer observations. During the 2015-16 school year, John Kelley Elementary School allocated time for professional development and Professional Learning Community activities focused on:

- 21st Century Skills (iPad Initiative)
- AVID
- CAASPP Training
- Common Core Standards
- Lesson Design Based on Units of Study
- PBIS

## Professional Staff

### Counseling & Support Staff

John Kelley Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally.

The Counselors and Support Personnel table in this report illustrates the availability of non-instructional support staff to John Kelley Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors and Support Personnel (Nonteaching Professional Staff)		
2015-16		
	No. of Staff	FTE*
Academic Counselor	0	
Psychologist	2	1.2
School Nurse	1	0.2
Library Media Technician	1	1.0
Speech & Language Specialist	4	0.8
Speech & Language Aide	2	0.4
Migrant Community Service Aide	1	0.2
Community Service Aide	1	1.0
Adaptive PE Specialist	1	**
Occupational Therapist	1	**
Latino Commission	1	**

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. \*\* As needed.

### Teacher Assignment

During the 2015-16 school year, John Kelley Elementary School had 37 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments						
	John Kelley			CVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	37	37	36	801	844	857
Teachers with Full Credential	37	37	36	801	840	853
Teachers without Full Credential	0	0	0	0	4	4
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	4	0	0
Teacher Misassignments for English Learners	0	0	0	1	1	1
Total Teacher Misassignments*	0	0	0	1	1	1
Teacher Vacancies	3	1	0	17	15	9

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.

In the adjacent table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Core Academic Classes Taught by Highly Qualified Teachers		
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
2015-16		
John Kelley	100.0%	
District Totals		
All Schools	99.0%	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	-	-

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. John Kelley Elementary's original facilities were built in 1949; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

2015-16 Campus Improvements:

- Installation of a shade structure

2016-17 Planned Campus Improvements:

- Upgrades to Parent Center to include internet and laptops
- Upgrades to restrooms for unisex in the special education portables

Every morning before school begins, the day custodian and administrators inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and one evening custodian are assigned to John Kelley Elementary. The day custodians are responsible for:

- Cafeteria Cleanup/Setup
- Classrooms
- Front of Campus
- General Maintenance
- Kitchen Area
- Office Areas
- Playground
- Quad Areas
- Removing Debris and Emptying Trash Receptacles
- Restrooms
- Special Education Facilities

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Restrooms
- Classrooms

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
	Quantity
Year Built	1949
Acreage	12.4
Bldg. Square Footage	78400
# of Permanent Classrooms	22
# of Portable Classrooms	20
# of Restrooms (student use)	4 sets
Computer Lab	1
Library	1
Cafeteria/Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1
Health Office	1
Parent Center	1

## Condition of Facilities - Riverside County Williams Inspection Results

On an annual basis, representatives from the Riverside County Office of Education visit Coachella Valley Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection of John Kelley Elementary completed by the county took place on October 28, 2016. Results of the inspection are provided in the adjacent table.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for John Kelley Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school safety plan was reviewed and updated in April 2016, and discussed with school staff in October 2016.

### Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals are strategically assigned to designated entrance areas and the playground: the principal, two assistant principals, six yard duty supervisors, and two crosswalk supervisors. Six yard duty supervisors and the administration monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers, administrators, a yard duty supervisor, and two crosswalk supervisors monitor student behavior to ensure a safe and orderly departure. John Kelley Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: October 28, 2016				
Systems	✓			Girls RR near Rm 35 & Boys RR near Rm 35 - Exhaust fan is not working
Interior Surfaces		✓		P42 - Stained ceiling tile; P38 - Chipped floor tile entry area; Computer Library Rm 45 - Stained ceiling tiles; Rm 20 - Stains on floor
Cleanliness	✓			Boys RR near Rm 11 & Girls RR near Rm 11 - Dirty light fixture, RR entrance
Electrical		✓		Library 5 - One light out; MPR - Several lights out; Boys RR behind MPR - One light fixture out; P38 - Cord guard needed - wire across room; Rm 24 - One light out
Restrooms/Fountains		✓		Girls RR behind MPR - One toilet seat needs painting; Boys RR behind MPR - Chipped drinking fountain outside; Rm 20 - Drinking fountain stays open/sticky push button; Rm 24 - Slow draining sink
Safety	✓			Admin - Fire alarm in trouble; Rm 9 - Outside covered area peeling paint; Computer Library Rm 45 - Outside peeling paint
Structural		✓		
External		✓		K Playground - Holes in playground surface; Computer Library Rm 45 - Holes on siding; Playground - Missing rubber from metal steps, kids slip and fall when walking up the polished metal steps
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

#### Percentage Description Rating:

*Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.*

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about John Kelley Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

### Public Internet Access Location

Parents may access John Kelley Elementary School's SARC and access the Internet in the school's library or at any of the county's public libraries. The closest library to John Kelley Elementary School is the Coachella Branch Library located at 1538 Seventh Street, Coachella.

Coachella Branch Library - (760) 398-5148

Hours: Mon., Tues. & Thurs.: 10 - 6; Wed.: 12-8; Sat.: 10 - 5; Fri. and Sun.: Closed

Number of computers available: 7

Number of printers available: 1

Mecca Library - (760) 396-2363

Hours: Mon. - Thurs.: 10 - 6; Sat.: 10 - 6; Fri. and Sun.: Closed

Number of computers available: 13

Number of printers available: 1

John Kelley Elementary School Library

Hours: 7:30 - 3:30

Visitors must check in at school office

Number of computers available: 2

Printers available: Yes

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2014-15 school year, Coachella Valley Unified School District spent an average of \$10,112 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2014-15		
	CVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,708	44,958
Mid-Range Teacher Salary	73,691	70,581
Highest Teacher Salary	94,705	91,469
Average Principal Salaries:		
Elementary School	109,412	113,994
Middle School	125,908	120,075
High School	130,044	130,249
Superintendent Salary	231,000	218,315
Percentage of Budget For:		
Teacher Salaries	36	38
Administrative Salaries	5	5

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

### Current Expense of Education Per Pupil 2014-15

Expenditures Per Pupil	Dollars Spent Per Student				
	John Kelley	CVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
	Total Restricted and Unrestricted	5,499	N/A	N/A	N/A
Restricted (Supplemental)	309	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,191	4,809	107.9%	5,677	84.7%
Average Teacher Salary	71,342	76,521	93.2%	74,216	103.1%

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

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Economic Impact Aid (EIA)
- Education Protection Account
- Governor's CTE Initiative: California Partnership Academies
- Head Start Program
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Partnership Academies Program
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Coachella Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section was acquired in December 2016 and the school facilities section was acquired in January 2016.