

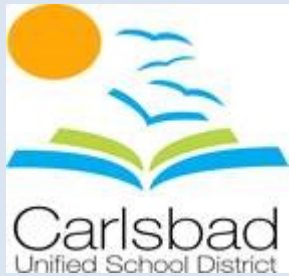


# Kelly Elementary School

4885 Kelly Drive • Carlsbad CA, 92008 • (760) 331-5800 • Grades K-5

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Carlsbad Unified School District

6225 El Camino Real  
Carlsbad CA, 92008  
760-331-5000  
www.carlsbadusd.k12.ca.us

#### District Governing Board

Veronica Williams, President

Claudine Jones, Vice President

Elisa Williamson, Clerk

Ray Pearson, Member

Kathy Rallings, Member

#### District Administration

Benjamin Churchill, Ed. D.

##### **Superintendent**

Mr. Chris Wright

##### **Assistant Superintendent, Business Services**

Mr. Rick Grove

##### **Assistant Superintendent, Personnel Services**

Dr. Robert Nye

##### **Assistant Superintendent, Instructional Services**

### School Description

Kelly Elementary School is a transitional kindergarten through fifth grade school with a staff who strives to promote a healthy balance of social emotional well-being and rigorous instruction in a safe, fun, and engaging classroom environment. Aligned with our district graduate profile, our school vision statement is "Cougars C.R.E.A.T.E.". We work collaboratively to prepare our students to be Curious Learners, Respectful Students, Empathetic Citizens, Ambitious Individuals, Take Initiative, Empowered Leaders.

Our teachers utilize grade level collaboration time to plan meaningful learning opportunities for our students. We provide differentiated instruction with focus on enrichment, as well as, interventions. Classroom teachers, with additional support from credentialed tutors, provide targeted intervention to meet the varied learning needs of our students. We place a focus on teaching necessary foundational skills, while also implementing Design Thinking and Project Based Learning with the support of our Innovation Instructor. Students in grades 3-5 have 1:1 Chromebooks and grades Tk-2 have at least bi-weekly access to Chromebooks and additional technology. Thanks to our PTA and the Carlsbad Education Foundation, our students receive instruction in music, art, inquiry based science, PE, and have many more educational opportunities in the form of grade level assemblies and field trips.

In addition to high academic rigor, kindness and leadership prevail at Kelly Elementary. Our school was one of the founding schools of the Great Kindness Challenge and that culture of kindness and empathy is prevalent on campus every day. Student leadership opportunities abound throughout campus and include leading student award assemblies, morning announcements, organizing our recycling program, and running many other school-wide activities. Kelly Elementary is a community that is inclusive of all students, staff, and families. We host an annual Compassion Day to teach empathy to our school community. Our parents volunteer countless hours through PTA events and classroom activities. We also receive support from the Carlsbad Education Foundation. Their dedication and commitment to education is evident every day. These parent, school, and community partnerships are what help make Kelly Elementary the sought after school that it is today.

Emma Cobb, PRINCIPAL

### Types of Services Funded

The District believes in "Best First Instruction," which means each teacher is accountable for the learning needs of the students in their class, teachers differentiate based on these learning needs and they collaborate with grade level team teachers as well as the principal to ensure students progress at every level. Beyond the general education classroom, schools have Learning Center support, and depending upon the site, Special Day Classrooms, Guide counseling, and School Counselors.

### 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 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 <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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	76
Grade 2	91
Grade 3	64
Grade 4	84
Grade 5	77
Total Enrollment	491

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
Asian	5.5
Filipino	0.8
Hispanic or Latino	13.6
White	66.4
Two or More Races	12.4
Socioeconomically Disadvantaged	14.5
English Learners	4.5
Students with Disabilities	16.7

## 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 for Kelly Elementary	17-18	18-19	19-20
With Full Credential	20	23	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Carlsbad Unified	17-18	18-19	19-20
With Full Credential	♦	♦	572
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Kelly Elementary School

Indicator	17-18	18-19	19-20
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.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The Carlsbad Unified School District provided professional development days prior to the 2018-2019 school year. This included both district-wide professional development for all staff as well as site based professional development activities. In addition, each site offers professional development activities throughout the year based on the needs of the students and staff.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

Each elementary school in Carlsbad Unified uses Board adopted materials as the primary curriculum for instruction. Instructional Materials adoptions follow Board Policy procedures and CUSD follows the windows for adoption as recommended by the State Board of Education.

**Textbooks and Instructional Materials**

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Kinder: Houghton Mifflin Journeys, CA Edition 1st - 5th Grades: Benchmark CA Edition Adopted 2017-2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Go Math! Houghton Mifflin Adopted 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>K: Houghton Mifflin 1-5: Harcourt Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>McGraw Hill Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	<p>MacMillan: Spotlight on Music for K-5 Music Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/26/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	BOYS RR: flooring well worn GIRLS RR: flooring well worn P BOYS RR: wall and flooring rrepair P RM 15: carpet replacement P RM 16: carpet replacement ceiling tile water damaged 1 tile P RM 17: carpet replacement P RM 18: carpet replacement P RM 21: ceiling tilles 2 damaged P RM 23: carpet rreplacement P RM 24: carpet replacement P RM 28: carpet replace frayed spots P RM 31: carpet replaced PRM 19: carpet replacement PRM14: carpet replacement RM 11: carpet seams frayed RM 12: carpet replace seams RM 5: ceiling tile water damaged 1tile RM 7: carpet seams fraying replacement of carppet RM K 1: carpet seams showing ceiling tiles 1 water stained RM K 2: carpet seams showing replace
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	PARKING LOTS: Parking lights 2 poles out PLAYGROUNDS: playground rubber flooring in poor condtion
<b>Overall Rating</b>	<b>Good</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	82	85	74	76	50	50
Math	76	83	66	68	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.

### School Year 2018-19 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	228	222	97.37	84.68
Male	129	125	96.90	81.60
Female	99	97	97.98	88.66
Black or African American	--	--	--	--
Asian	12	12	100.00	100.00
Filipino	--	--	--	--
Hispanic or Latino	28	27	96.43	81.48
White	157	152	96.82	82.24
Two or More Races	28	28	100.00	96.43
Socioeconomically Disadvantaged	38	36	94.74	72.22
English Learners	--	--	--	--
Students with Disabilities	45	40	88.89	50.00

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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	24.3	47.1	

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.

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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 2018-19 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	228	222	97.37	82.88
Male	129	125	96.90	79.20
Female	99	97	97.98	87.63
Black or African American	--	--	--	--
Asian	12	12	100.00	83.33
Filipino	--	--	--	--
Hispanic or Latino	28	27	96.43	74.07
White	157	152	96.82	82.24
Two or More Races	28	28	100.00	96.43
Socioeconomically Disadvantaged	38	36	94.74	58.33
English Learners	--	--	--	--
Students with Disabilities	45	40	88.89	32.50

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 school site

### Opportunities for Parental Involvement (School Year 2019-20)

One of the main components that set Kelly School apart from other schools is the sense of community and collaboration that is shared by staff, students, administration, and parents. All players focus on the academic and emotional success of every child. Parent volunteers assist daily in the classrooms by leading discussion groups on literature, reading with students, teaching math facts, and helping teachers by preparing materials for classroom activities and lessons. All Kelly School students benefit from the active participation of the parents and local community. The PTA's dedication and commitment to education is evident every day. Regularly, 20 to 25 parents and community members volunteer in our classrooms daily; they participate in the PTA, the room-parent program, Back-to-School Night, Open House, Family Nights, and they attend various programs and productions. Parents participate on the School Site Council, district advisory councils, and district and site strategic planning committees. They also serve as Assistance League volunteers, classroom volunteers, PTA newsletter editors and contributors. To find out how you can get involved in our school, please contact our school office at (760) 331-5800.

### 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

We revise and update our school safety plan each year in the fall. Our current school safety plan meets all federal, state, and district standards for a comprehensive school safety plan. It addresses prevention, planning, responding, and recovering from possible threats (earthquakes, intruders, fires) to ensure the safety of students, staff, and visitors. Our counselors, psychologists, and site administrators are extensively trained in threat assessment techniques by nationally recognized experts in school-threat assessment. To ensure safety on our campus, a school site safety committee conducts inspections to identify potential hazards. We have also developed a disaster preparedness plan, and we conduct regular fire and earthquake drills to familiarize staff and students with emergency procedures. Our school site is also monitored for physical safety. Play structures, sidewalks, and the school's landscaping are maintained at a high standard for student safety and undergo regular inspections. A new visitor check-in system is being implemented, requiring all visitors to sign in and out.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.4	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	2.2	2.3
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	

\* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	1	4		19	2	3		25		4	
1	21	1	2		26		3		23		3	
2	25		3		31		2		28		3	
3	30		2		25		3		21	1	2	
4	21	1	2		31		2		30		2	
5	35			2	22	1	2		25	1	3	
Other**	5	1			4	1			6	3		

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

\*\* "Other" category is for multi-grade level classes.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,129	\$51,374
Mid-Range Teacher Salary	\$76,820	\$80,151
Highest Teacher Salary	\$107,077	\$100,143
Average Principal Salary (ES)	\$130,740	\$126,896
Average Principal Salary (MS)	\$134,673	\$133,668
Average Principal Salary (HS)	\$146,525	\$143,746
Superintendent Salary	\$235,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	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/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7,592	1,987	5,605	65,859
District	N/A	N/A	5,473	\$81,643.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	2.4	-21.4
School Site/ State	-29.0	-21.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.