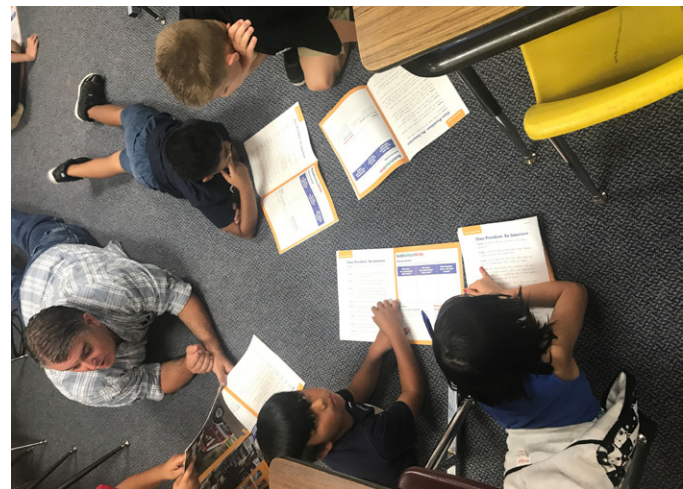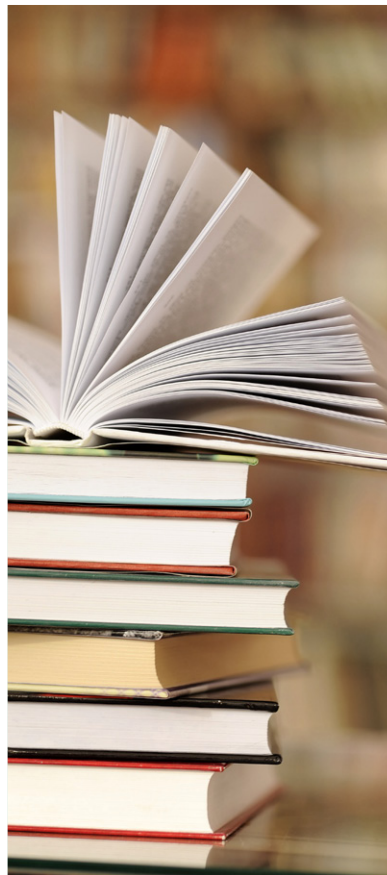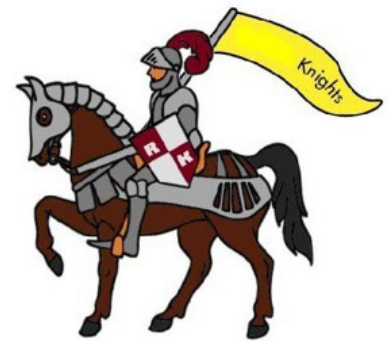# SARC

2017-18 School Accountability
Report Card

Published in 2018-19

Rod Kelley
Elementary School

Grades K-5
CDS Code 43-69484-6106991

Maritza Salcido
Principal
maritza.salcido@gilroyunified.org

8755 Kern Avenue
Gilroy, CA 95020
(669) 205-4700

https://rodkelley.gilroyunified.org/

Para español, visita
www.gusd.k12.ca.us

Gilroy Unified School District

7810 Arroyo Circle   Gilroy, CA 95020 ▪ www.gusd.k12.ca.us
Deborah Flores, Superintendent ▪ debbie.flores@gilroyunified.org ▪ (408) 847-2700

Principal's Message

Rod Kelley Elementary School is a beautifully landscaped facility that shares its fields with a city park. It is one of the largest elementary schools in the district with a population of 761 students, of which 47 percent are English learners, and 45 percent of students are eligible for the free and reduced-price breakfast and lunch program.

The teachers and staff are focused on creating an environment in which all students can achieve. Great care is put into the organization of curriculum and the delivery of instruction in order to ensure that all students have access to the lessons. Teachers use research-based strategies when teaching all content areas providing clear expectations. Rod Kelley has high behavior and academic expectations for all students. Teachers work together within grade levels to adjust instruction based on assessment results. Staff collaboration meetings are ongoing professional learning communities that are always student centered.

The staff at Rod Kelley Elementary School is committed to providing an environment that optimizes instructional time and student engagement so that all children can learn and succeed. Our school community works together to create opportunities for achieving academic and social success. Reading-language arts instruction is the most important part of our school day, and small group instruction is key to meeting the needs of all children. There is a balance between standards guiding instruction as well as monitoring student performance to ensure that instruction is working. Our math program, Go Math!, provides a solid structure for student achievement in mathematics.

Last year, Rod Kelley School performed very well on the California Assessment of Student Performance and Progress (CAASPP). Rod Kelley's scores surpassed the state average in both English language arts and math. Rod Kelley School was honored to receive the Innovate Public Schools award for breaking the trend with low-socioeconomic Latino students as well as the CABE Seal of Excellence Award. In the schoolwide category of English language arts (ELA), 58 percent of the students met or exceeded standards, scoring 9 percentage points higher than the state average. Our most significant CAASPP scores came in mathematics: 58 percent of the students met or exceeded standards, scoring 20 percentage points higher than the state average.

The adults at Rod Kelley School play a large role in establishing a positive and safe school climate. The school community actively participates in Character Counts! This character-development framework sends students a common message and a common set of expectations relating to good character. Character-building habits are established and reinforced year after year. The Character Counts! program teaches students about being respectful, responsible and trustworthy citizens.

At Rod Kelley School, we are extremely proud to house a 50-50 English and Spanish Dual Immersion Program for K-5. In this unique program, students read, write and speak a second language as they excel in all academic areas. The purpose of our Dual Immersion Program is to educate students to become bilingual, biliterate and bicultural. An additional advantage of developing two languages during the elementary school years is to help children understand and appreciate people from other countries and other cultures.

At Rod Kelley, we also acknowledge the importance of balance. We have high participation in spirit days and noontime activities. Our student council runs noontime activities and is involved in decision making around spirit days, reading goals, rewards and grade-level competitions.

We welcome parents and family members to volunteer in our classrooms. The children and staff would love to see you helping out at our school.

School Mission Statement

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

School Vision Statement

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

Parental Involvement

Parents are involved in the governance of the school through participation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) Café con Leche parent meetings. The SSC monitors budgets and schoolwide programs, while the ELAC gives a voice to the parents of English learners. ELAC meetings are held in the mornings to accommodate the parents. SSC meetings are held monthly. These meetings are well attended every month.

Parents also participate in our school through the Parent Club, which organizes volunteers for the library and classrooms and raises money for the school. Teachers also welcome parent help with projects, in the classroom and on field trips.

We also host an annual English Learner Reclassification Recognition and our 27th annual Rod's Trod (walk-athon).

For more information on how to become involved at the school, contact Sharon Irby, office coordinator, at (669) 205-4700.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Gilroy Unified School District will provide opportunities for all students to reach their highest academic and intellectual competencies and personal attributes to be lifelong learners, responsible citizens and productive members of society. This will be accomplished by having a clear focus on student needs; the staff, parents, and community members demonstrating high expectations for themselves and for every child served; and by continually improving the quality of teaching and learning.

GUSD

Expecting all students to use their hearts and minds well

Governing Board

Heather Bass

Mark Good

Patricia Midtgaard
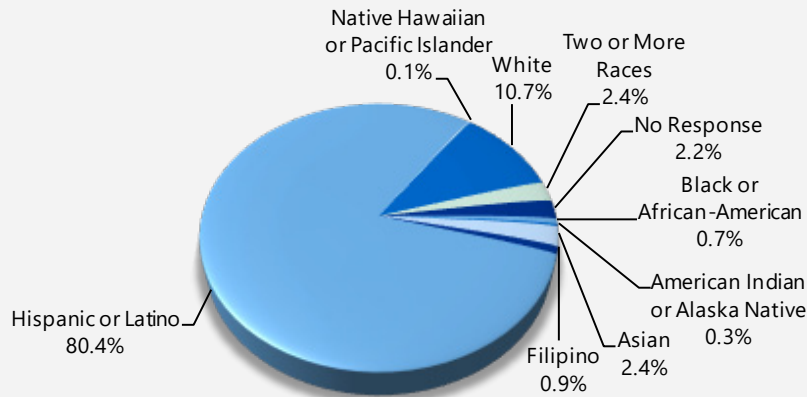
James Pace

Linda Piceno

Jaime Rosso

B. C. Doyle

Enrollment by Student Group

The total enrollment at the school was 760 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.
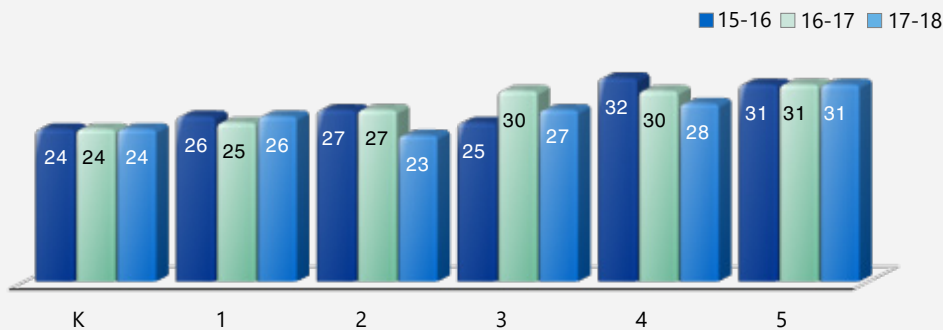
Demographics — 2017-18 School Year

- Native Hawaiian or Pacific Islander 0.1%
- White 10.7%
- Two or More Races 2.4%
- No Response 2.2%
- Black or African-American 0.7%
- American Indian or Alaska Native 0.3%
- Asian 2.4%
- Filipino 0.9%
- Hispanic or Latino 80.4%

Socioeconomically disadvantaged	61.30%	English learners	35.00%	Students with disabilities	12.20%	Foster youth	0.70%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade

Grade	Enrollment
K	114
1	132
2	118
3	131
4	144
5	121

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size — Three-Year Data

Legend: ■ 15-16 ■ 16-17 ■ 17-18
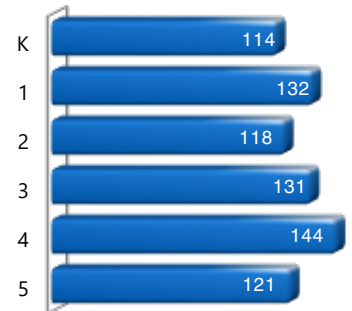
Grade	15-16	16-17	17-18
K	24	24	24
1	26	25	26
2	27	27	23
3	25	30	27
4	32	30	28
5	31	31	31

Number of Classrooms by Size — Three-Year Data

Grade	2015-16			2016-17			2017-18		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		5			5			5	
1		5			5			5	
2		5			5		1	4	
3		5			5			5	
4		2	2		2	2		5	
5		3	1		2	2		2	2

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Rod Kelley ES	15-16	16-17	17-18
Suspension rates	0.4%	0.4%	0.6%
Expulsion rates	0.0%	0.0%	0.0%

Gilroy USD	15-16	16-17	17-18
Suspension rates	3.3%	3.9%	5.6%
Expulsion rates	0.1%	0.1%	0.2%

California	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 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 California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced						Two-Year Data	
	Rod Kelley ES		Gilroy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data	
	Rod Kelley ES		Gilroy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	61%	58%	49%	49%	48%	50%
Mathematics	61%	57%	42%	42%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2017-18 School Year
Percentage of Students Meeting Fitness Standards	Rod Kelley ES
	Grade 5
Four of six standards	23.0%
Five of six standards	25.4%
Six of six standards	9.5%

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage 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 CAA divided by the total number of students who participated in both assessments.

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.

✧ Not applicable.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	399	393	98.50%	58.02%
Male	188	186	98.94%	52.15%
Female	211	207	98.10%	63.29%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	11	10	90.91%	90.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	326	323	99.08%	53.87%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	37	37	100.00%	83.78%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	253	249	98.42%	48.19%
English learners	189	188	99.47%	52.13%
Students with disabilities	51	50	98.04%	32.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	400	396	99.00%	57.32%
Male	188	187	99.47%	60.96%
Female	212	209	98.58%	54.07%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	11	10	90.91%	80.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	327	324	99.08%	54.01%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	37	37	100.00%	78.38%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	254	252	99.21%	48.02%
English learners	190	189	99.47%	52.38%
Students with disabilities	51	50	98.04%	46.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

We choose our textbooks from lists that state education officials have already approved.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website.

Textbooks for kindergarten through eighth grade are selected from the California State Board of Education's list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks.

Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval.

The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held on October 4, 2018.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	**Textbook**	**Adopted**
Reading	*Benchmark Advanced/Benchmark*	2017
Reading	*Treasures*, Macmillan/McGraw-Hill (English language development)	2009
Reading	*Tesoros de lectura*, Macmillan/McGraw-Hill (Las Animas Elementary School, Rod Kelley Elementary School Dual Immersion)	2009
Mathematics	*Go Math!*, Harcourt	2016
Science	*California Science*, Harcourt (K-5)	2007
History/social science	*Scott Foresman History-Social Science for California*, Pearson/Scott Foresman (K-3)	2006
History/social science	*Reflections*, Harcourt (4-5)	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	2018-19 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2018-19 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2018-19 School Year	
Data collection date	10/4/2018

Types of Services Funded

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

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status	2018-19 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	10/17/2018
Date of the most recent completion of the inspection form	10/17/2018

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2018-19 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
External	Parking lot will need repair work in the future. No plans or budgets for repair in place at this time. Condition of asphalt is being monitored.	2020

School Safety

The Gilroy Unified School District has adopted Character Counts! program with the Six Pillars of Character as a citizenship and character-development program. Teachers have Monday morning meetings to check and discuss the focus pillar of the month. A multimedia presentation assembly is scheduled at the beginning of each year that delivers a character-development message that is reinforced in the classroom and playground. This has helped to provide a safe and orderly playground and classroom environment. Students work to earn High Five coupons for good behavior, including helping others. Teachers also offer rewards in the classroom for students who exhibit good citizenship. Weekly recognition of 12 students known as Notable Knights is done to reward safe and positive behavior. Students also participated in the creation of a Character Counts Mural located in our quad.

Our paid yard-duty supervisors, who are easy to identify by their orange vests, work with administration to supervise students before school, during lunch and after school. We have three adult crossing guards at the main intersections nearby. We provide a student and parent handbook for every student on the first day of school. This handbook clearly explains school rules and procedures. Teachers also review major topics in the handbook with students. All staff members take responsibility for the safety of our students. Teachers monitor the playground during morning and afternoon recesses, and students on our Safety Patrol help other students enter and leave our campus safely. All visitors are required to register in the office and visibly display a visitor's pass. The principal is highly visible on campus and is easily accessible to students and parents.

The School Site Council met in January to review the safety plan and approve it. Fire drills are held monthly according to the district's mandated Emergency Drill Schedule—earthquake and code-red drills are included in the drill schedule. The school safety plan was last reviewed, updated and discussed with the school faculty in November 2018.

School Facilities

Rod Kelley is well maintained and is one of the best landscaped schools in the district. Primary and intermediate students have separate recesses and lunchtimes to reduce student crowding on the playground. The school's construction was completed in 1989 to serve as a multitrack year-round school. It features 35 classrooms (20 permanent and 15 portables), an outdoor stage area and fields used for play.

The technology infrastructure was upgraded which allowed teachers to have an immediate positive impact on student achievement. The technology tools, laptop, projector and a wireless tablet known as a Mobi, along with innovative instructional techniques and strategies, resulted in dramatic academic achievement improvements. Our multipurpose room and library are perfect spaces to provide professional development. The school has one computer lab equipped with 36 computers, all with internet access. The school also has a computer ratio of 1:1 for grades 1-5 and 2:1 in kindergarten.

Student safety is our No. 1 priority. All visitors pass through the school office, where they sign in and receive a visitor's pass.

Rod Kelley School has a positive school climate, as reflected by a 97.38 percent attendance rate. We have a character-development program called Character Counts!, which promotes social skills and is complemented with the Olweus Bullying Prevention Program. The Olweus program focuses on weekly class meetings and is an ongoing reminder to students on identifying and avoiding potential bullying situations.

Our school is in good condition and our two custodians clean on a daily basis. One works the day shift, and the other works the evening shift. The many trees and mature landscaping are well maintained by district grounds crew.

More specific information may be found in the Master Plan located on the GUSD homepage.

Programs on Campus

- Dual Immersion Program in English and Spanish
- Power School (daily after-school
- program serving up to 200 students)
- Band (fifth grade)
- Choir (fourth and fifth grades)

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Gilroy USD	Rod Kelley ES		
Teachers	18-19	16-17	17-18	18-19
With a full credential	479	32	32	32
Without a full credential	35	0	1	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Rod Kelley ES		
Teachers	16-17	17-18	18-19
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

Teachers have grade-level meetings weekly to plan instruction, review assessment data and discuss instructional strategies. Benchmark assessment results are reviewed.

Grade levels use their formative assessment data to inform instruction and for reteaching of standards on a daily and weekly basis.

Weekly staff meetings are mainly used for staff development around the school initiatives and teacher collaboration. Our focus for the 2017-18 school year was on the implementation of the new English language arts curriculum, Advance, as well as a focus on English language learner progress.

This year, we will have a focus on the implementation of the Next Generation Science Standards. We will be providing professional development, model lessons and staff meeting time to plan.

Professional Development Days		Three-Year Data	
	2016-17	2017-18	2018-19
Rod Kelley ES	3 days	3 days	3 days

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	FTE
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.25
Psychologist	0.40
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	1.50
Resource specialist (nonteaching)	0.00
Other	FTE
Special education paraeducator (3)	2.25
Assessment paraeducator	0.25
Behavior support assistant	1.00
Health clerk	0.75
Literacy facilitator	1.00

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

| Salary Data		2016-17 Fiscal Year
	Gilroy USD	**Similar Sized District**
Beginning teacher salary	$50,743	$49,512
Midrange teacher salary	$74,751	$77,880
Highest teacher salary	$94,963	$96,387
Average elementary school principal salary	$130,057	$123,139
Average middle school principal salary	$139,526	$129,919
Average high school principal salary	$147,941	$140,111
Superintendent salary	$217,175	$238,324
Teacher salaries: percentage of budget	34%	36%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2016-17 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Rod Kelley ES	$5,204	$85,640
Gilroy USD	$7,833	$86,053
California	$7,125	$79,665
School and district: percentage difference	-33.6%	-0.5%
School and California: percentage difference	-27.0%	+7.5%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	$6,422
Expenditures per pupil from restricted sources	$1,219
Expenditures per pupil from unrestricted sources	$5,204
Annual average teacher salary	$85,640
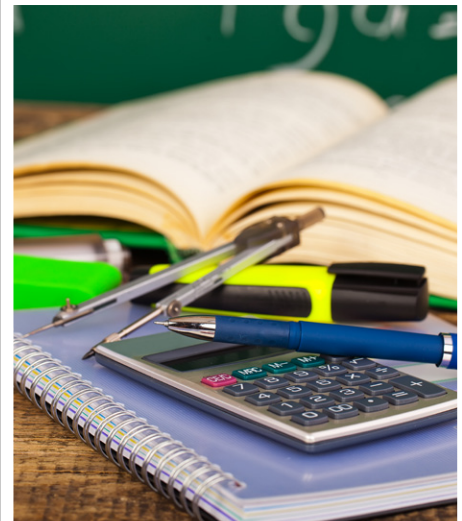
Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.