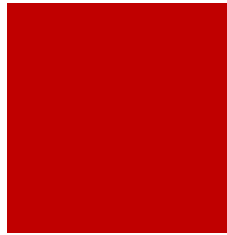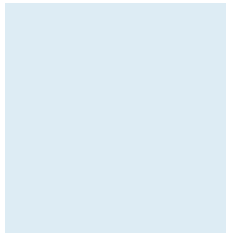# SARC

School Accountability Report Card 2018-19
Published in 2019-20
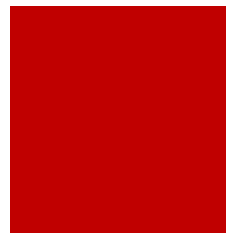
# George Kelly Elementary School

*We are Ohana!*
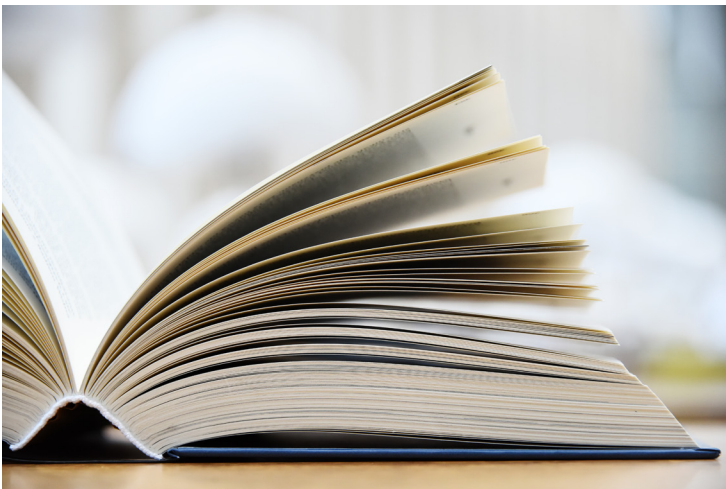
Grades K-8
CDS Code 39-75499-0108357

Dr. Michael Bunch
Principal
mbunch@tusd.net

535 Mabel Josephine Drive
Tracy, CA 95377
(209) 830-3390

www.tracy.k12.ca.us/sites/kes
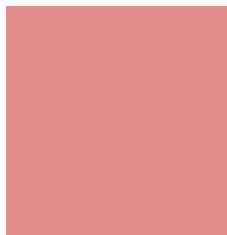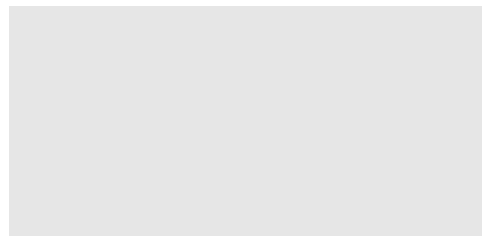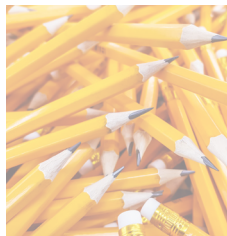
Para español, visita www.tracy.k12.ca.us.

## Tracy Unified School District

1875 West Lowell Avenue ▪ Tracy, CA 95376 ▪ www.tracy.k12.ca.us
Brian Stephens, Superintendent ▪ bstephens@tusd.net ▪ (209) 830-3200
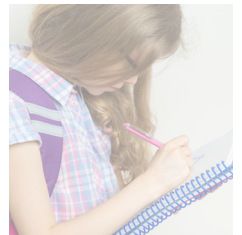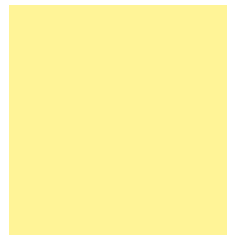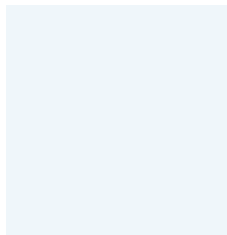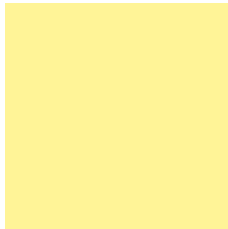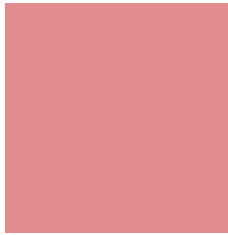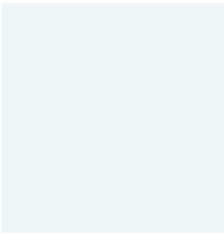
# Principal's Message

Dear Students and Parents,

Here at George Kelly Elementary School (KES), the staff is dedicated to ensuring the highest levels of learning for every child, by developing trusting prosocial relationships with every child, and by guaranteeing powerful pedagogies every day in the classroom.

Working as a professional learning community (PLC), George Kelly School has adopted the Hawaiian philosophy of Ohana. We are a family, and we keep moving forward. Supporting our goals of ensuring high levels of learning and social responsibility for every child, we are proactive in communicating with families. Thus safeguarding our aims of providing a safe and welcoming space for every child to achieve his or her fullest potential.

Guaranteeing high levels of learning, prosocial development, and pledging college and career readiness for every child extends beyond the classroom borders. Trimester awards assemblies assist us in acknowledging students' performances, both for their academic prowess, and for their development of personal character. "Ohana-Fest" an end of the school year celebration, celebrates academic success, character development, and perfect attendance for the school year. George Kelly's annual attendance goal is 97 percent schoolwide. For the 2018-19 school year, our annual attendance was 96.42 percent. We will continue to strive to reach our 97 percent goal for the 2019-20 school year. In addition, KES' chronic absenteeism rate is at 4.9%. We are working with all school stakeholders to reduce chronic absenteeism schoolwide.

For school updates, current events and special announcements, you may follow George Kelly School on Facebook at www.facebook.com/GeorgeKellySchool, as well as our school website www.tracy.k12.ca.us/sites/kes/Pages/default.aspx.

Sincerely,

Dr. Michael Bunch, Principal

# School Mission Statement

George Kelly Elementary School exists to ensure that all students learn at high levels, every day.

# School Vision Statement

To achieve our Mission, KES is creating a sustainable instructional system for the benefit of the students that we serve. To do this, we focus our work by prioritizing a culture of learning, a culture of collaboration, and a concerted focus on results. The students' performance data that are collected by teachers serves as a primary indicator to make informed instructional adjustments. Teachers then work in collaborative teams to discuss students' ongoing progress, create systems of strategic support, and offer targeted and skills-based support and enrichment for each child. This system is fluid by design, and as students' learning continues to evolve and change, our responses in terms of how best to support their continued needs will likewise shift and evolve.

# Parental Involvement

George Kelly Elementary parent involvement is very strong and apparent on campus. Parent volunteers are all cleared to be on campus and are required to wear an identification badge while on campus. George Kelly's wonderful Parent Teacher Organization (PTO) meets every first Wednesday of the month in the library from 6:30 p.m. to 7:30 p.m.

The PTO works diligently at organizing events for our community to be involved with, as well as school-wide events and fundraisers. This group assists our school with organizing several marquis events—including the Fall Festival, Winter Wonderland and Texas Roadhouse dinners—also, the PTO helps to maintain material funds for teachers, including Box Top collections and spirit wear coordination.

Teachers are also the beneficiaries of parental support, given the large number of parent volunteers who are U.S. Department of Justice-cleared to assist in the classroom. Some of the supports offered by these volunteers include: 1) supporting students' learning; 2) helping to prepare classroom instructional materials; 3) representing parents' interests on the school site council (SSC); and 4) meeting monthly to ensure the academic success of all English learner students via the Superintendent's Committee and District English Learner Advisory Committee (DELAC) to name only a few. If you are interested in joining a committee, please contact the office at (209) 830-3390.

*"Supporting our goals of ensuring high levels of learning and social responsibility for every child, we are proactive in communicating with families."*

*"The future belongs to the educated."*

# 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

Tracy Unified School District prepares our diverse student population to be college and career ready for the 21st century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our culturally proficient world-class staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.

# District Vision Statement

All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21st century.

# Board of Trustees
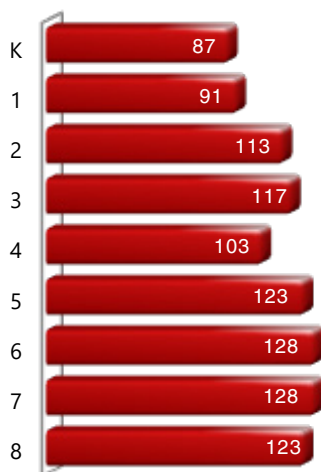
## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

### 2018-19 Enrollment by Grade

| Grade | Enrollment |
|---|---|
| K | 87 |
| 1 | 91 |
| 2 | 113 |
| 3 | 117 |
| 4 | 103 |
| 5 | 123 |
| 6 | 128 |
| 7 | 128 |
| 8 | 123 |

## 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

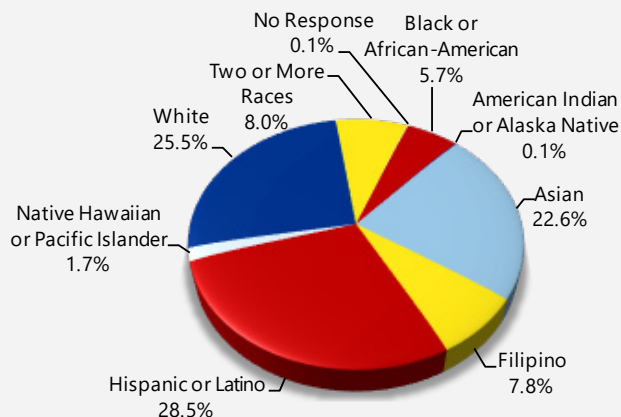| Kelly ES | | | |
|---|---|---|---|
| | 16-17 | 17-18 | 18-19 |
| Suspension rates | 4.2% | 2.4% | 3.5% |
| Expulsion rates | 0.0% | 0.0% | 0.4% |
| **Tracy USD** | | | |
| | 16-17 | 17-18 | 18-19 |
| Suspension rates | 10.5% | 8.3% | 9.3% |
| Expulsion rates | 0.6% | 0.7% | 0.5% |
| **California** | | | |
| | 16-17 | 17-18 | 18-19 |
| Suspension rates | 3.6% | 3.5% | 3.5% |
| Expulsion rates | 0.1% | 0.1% | 0.1% |

## Enrollment by Student Group

The total enrollment at the school was 1,013 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics — 2018-19 School Year

Pie chart:
- No Response 0.1%
- Black or African-American 5.7%
- Two or More Races 8.0%
- American Indian or Alaska Native 0.1%
- White 25.5%
- Asian 22.6%
- Native Hawaiian or Pacific Islander 1.7%
- Filipino 7.8%
- Hispanic or Latino 28.5%

| | |
|---|---|
| Socioeconomically disadvantaged | 40.90% |
| English learners | 19.00% |
| Students with disabilities | 7.80% |
| Foster youth | 0.00% |
| Homeless | 1.50% |

## School Safety

George Kelly School's goal is to establish a positive climate and increase cultural proficiency. The data indicates we have accomplished our goal. This can be seen in the positive climate surveys and our low numbers of suspension and no expulsions.

All George Kelly school staff members work collaboratively to provide a safe and motivating environment where all students succeed academically and socially. Safety is our first priority at Kelly. Staff members supervise students at all times. School supervision employees carry walkie-talkies and wear orange vests while supervising for visual accessibility. The school safety plan is aligned with district requirements and reviewed regularly by holding monthly drills.

Our school safety plan is updated annually. It identifies and articulates KES' plan of action to meet/exceed the stated safety goals. Listed here are KES' site safety goals: 1) Create and sustain a safe school environment; 2) maintain teacher awareness of the pressing safety issues that require our ongoing attention; 3) provide curriculum activities to promote safe behavior at school and within the community; 4) involving parents and community stakeholders, by involving them in the development and implementation of our safe schools initiatives; and 5) equip our students with the necessary tools in order to personally maintain and promote safe behavior. Each of the stated goals inform and help to frame our collective decision-making in terms of ensuring students' safety each day, and helping to guarantee high levels of learning for every student.

Emergency telephone numbers are located in each classroom, an emergency/safety binder (located in the KES office), and the KES cafeteria. Additionally, emergency buckets are located throughout the school. Fire evacuation routes and meeting locations are posted in each classroom. In order to keep our procedures understood and tight, the KES students and staff practice monthly safely drills (the drill schedule is available for view in the KES office).

KES practices progressive intervention with respect to student behavioral expectations. These expectations are communicated annually to the KES community. In addition, a series of yearly surveys are distributed to all KES staff members, along with KES students and families. The collected data informs our ongoing instructional planning protocols.

Finally, several reports are prepared annually. Some of these reports include the following information: 1) Ongoing discipline reports are generated through CALPADS (the California Longitudinal Pupil Achievement Data System) and district provided reports. 2) Attendance is recorded and monitored on-site by the attendance clerk. Attendance reports are provided to the administration on a monthly basis. 3) The School Site Council (SSC), English Learner Advisory Committee (ELAC), staff and leadership committees, as well as KES' Parent Teacher Organization (PTO) meet monthly to plan for and report updates of school activities in an ongoing fashion (KES leadership meets the second Tuesday of every month at 3 p.m. and PTO meets on the second Tuesday of every month at 6:30 p.m.).

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2020.
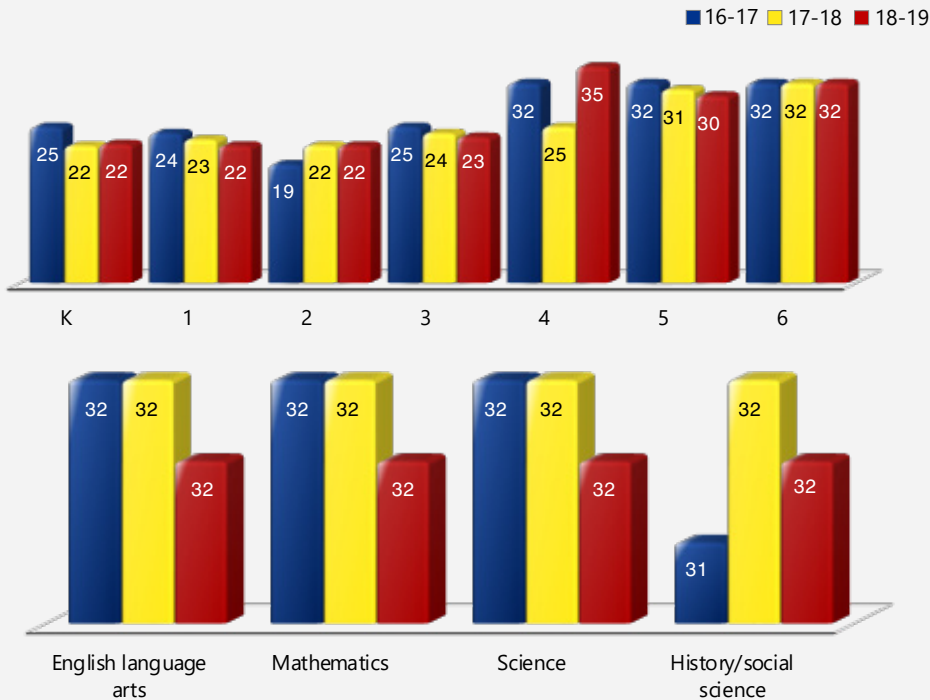
## Class Size Distribution

The bar graphs display 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: 16-17, 17-18, 18-19

| Grade | 16-17 | 17-18 | 18-19 |
|---|---|---|---|
| K | 25 | 22 | 22 |
| 1 | 24 | 23 | 22 |
| 2 | 19 | 22 | 22 |
| 3 | 25 | 24 | 23 |
| 4 | 32 | 25 | 35 |
| 5 | 32 | 31 | 30 |
| 6 | 32 | 32 | 32 |

| Subject | 16-17 | 17-18 | 18-19 |
|---|---|---|---|
| English language arts | 32 | 32 | 32 |
| Mathematics | 32 | 32 | 32 |
| Science | 32 | 32 | 32 |
| History/social science | 31 | 32 | 32 |

### Number of Classrooms by Size
**Three-Year Data**

| | 2016-17 | | | 2017-18 | | | 2018-19 | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade** | **Number of Students** | | | | | | | | |
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| K | | 4 | | 2 | 2 | | | 4 | |
| 1 | | 5 | | | 4 | | | 4 | |
| 2 | 5 | | | | 5 | | | 5 | |
| 3 | | 5 | | | 5 | | | 5 | |
| 4 | | 4 | | | 4 | | | 4 | 3 |
| 5 | | 4 | | | 4 | | | 4 | |
| 6 | | 4 | | | 4 | | | 4 | |
| **Subject** | **Number of Students** | | | | | | | | |
| | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ |
| English language arts | | 4 | | | 4 | | | 4 | |
| Mathematics | | 4 | | | 4 | | | 4 | |
| Science | | 4 | | | 4 | | | 4 | |
| History/social science | | 4 | | | 4 | | | 4 | |



## Types of Services Funded

About 58 percent of the district's income is spent on employee salaries, and 23 percent is spent on employee benefits. Books and supplies account for 10 percent of the district's spending, an additional 10 percent is dedicated to services and operating costs, three percent is used for capital outlay, and two percent is spent on other district outgo. Expenditures are expected to exceed revenues by approximately five percent.

All of our Kindergarten through third grade classes comply with the California Class Size Reduction program limits. We offer a Bilingual Education and a GATE program at South/West Park Elementary School. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical And Health Services Academy.

## 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 a 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.

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

For the 2018-19 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.
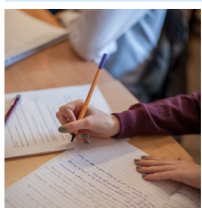
## CAASPP by Student Group: English Language Arts and Mathematics

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 3-8.

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.

## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

| Percentage of Students Scoring at Proficient or Advanced | | | | | Two-Year Data | |
|---|---|---|---|---|---|---|
| | Kelly ES | | Tracy USD | | California | |
| Subject | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Science | ✧ | ✧ | ✧ | ✧ | ✧ | ✧ |

## CAASPP Test Results in ELA and Mathematics for All Students (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 | |
|---|---|---|---|---|---|---|
| | Kelly ES | | Tracy USD | | California | |
| Subject | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| English language arts/literacy | 60% | 57% | 42% | 44% | 50% | 51% |
| Mathematics | 45% | 46% | 30% | 31% | 38% | 40% |

## 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 | | 2018-19 School Year | |
|---|---|---|---|
| Percentage of Students Meeting Fitness Standards | | Kelly ES | |
| | | Grade 5 | Grade 7 |
| Four of six standards | | 20.5% | 11.7% |
| Five of six standards | | 33.3% | 18.8% |
| Six of six standards | | 23.1% | 51.6% |

✧ Not applicable.

## CAASPP Results by Student Group: English Language Arts (grades 3-8)

| Percentage of Students Meeting or Exceeding State Standards | | | | 2018-19 School Year | |
|---|---|---|---|---|---|
| **English Language Arts** | | | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| **All students** | 731 | 714 | 97.67% | 2.33% | 56.72% |
| **Male** | 355 | 343 | 96.62% | 3.38% | 51.02% |
| **Female** | 376 | 371 | 98.67% | 1.33% | 61.99% |
| **Black or African-American** | 38 | 37 | 97.37% | 2.63% | 24.32% |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Asian** | 168 | 166 | 98.81% | 1.19% | 66.27% |
| **Filipino** | 57 | 53 | 92.98% | 7.02% | 66.04% |
| **Hispanic or Latino** | 208 | 202 | 97.12% | 2.88% | 45.05% |
| **Native Hawaiian or Pacific Islander** | 11 | 11 | 100.00% | 0.00% | 54.55% |
| **White** | 185 | 181 | 97.84% | 2.16% | 62.98% |
| **Two or more races** | 62 | 62 | 100.00% | 0.00% | 62.90% |
| **Socioeconomically disadvantaged** | 291 | 281 | 96.56% | 3.44% | 50.53% |
| **English learners** | 214 | 206 | 96.26% | 3.74% | 52.43% |
| **Students with disabilities** | 58 | 54 | 93.10% | 6.90% | 16.67% |
| **Students receiving Migrant Education services** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Foster Youth** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Homeless** | ❖ | ❖ | ❖ | ❖ | ❖ |

❖ 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.

## CAASPP Results by Student Group: Mathematics (grades 3-8)

| Percentage of Students Meeting or Exceeding State Standards | | | | | 2018-19 School Year |
|---|---|---|---|---|---|

**Mathematics**

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
|---|---|---|---|---|---|
| **All students** | 731 | 715 | 97.81% | 2.19% | 46.43% |
| **Male** | 355 | 347 | 97.75% | 2.25% | 46.69% |
| **Female** | 376 | 368 | 97.87% | 2.13% | 46.20% |
| **Black or African-American** | 38 | 37 | 97.37% | 2.63% | 24.32% |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Asian** | 168 | 164 | 97.62% | 2.38% | 59.15% |
| **Filipino** | 57 | 56 | 98.25% | 1.75% | 46.43% |
| **Hispanic or Latino** | 208 | 202 | 97.12% | 2.88% | 36.63% |
| **Native Hawaiian or Pacific Islander** | 11 | 11 | 100.00% | 0.00% | 45.45% |
| **White** | 185 | 181 | 97.84% | 2.16% | 48.07% |
| **Two or more races** | 62 | 62 | 100.00% | 0.00% | 53.23% |
| **Socioeconomically disadvantaged** | 291 | 282 | 96.91% | 3.09% | 37.23% |
| **English learners** | 214 | 207 | 96.73% | 3.27% | 42.51% |
| **Students with disabilities** | 58 | 52 | 89.66% | 10.34% | 17.31% |
| **Students receiving Migrant Education services** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Foster Youth** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Homeless** | ❖ | ❖ | ❖ | ❖ | ❖ |

❖ 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.
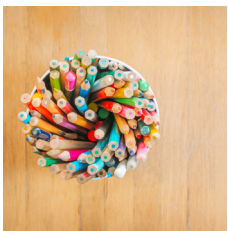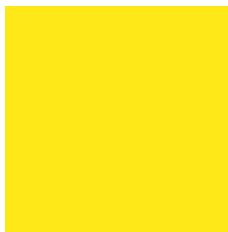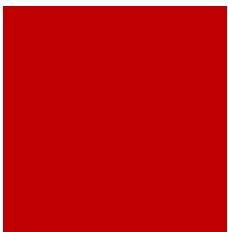
# Textbooks and Instructional Materials

Textbook-selection committee members are volunteers from each school site, balanced by grade band (K-2, 3-5, 6-8 and 9-12). They receive ongoing training in standards related to that content area before an adoption cycle begins. After extensive review and piloting, the textbook-selection committee members vote to recommend one text to the district's Curriculum Council. The council, which consists of members from each school site and including some site administrators, reviews the recommendation and then recommends a textbook to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2018.

The district chose its most recently adopted textbooks (English language arts) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). The district is in the process of evaluating and selecting history-social studies instructional materials for grades 6-8 using the state-approved list for grades 6-8.

## Textbooks and Instructional Materials List — 2019-20 School Year

| Subject | Textbook | Adopted |
|---|---|---|
| Reading/language arts | Wonders (TK-5 traditional) | 2017 |
| Mathematics | My Math, McGraw-Hill (K-5 traditional) | 2014 |
| Science | California Science (K-5) | 2008 |
| History/social science | Scott Foresman History-Social Science for California (K-5) | 2007 |
| Reading language arts | Literature and Language Arts, Introductory Course; Holt (6) | 2003 |
| Reading language arts | Literature and Language Arts, Course 1; Holt (7) | 2003 |
| Reading language arts | Literature and Language Arts, Course 2; Holt (8) | 2003 |
| Mathematics | Digits, Pearson | 2014 |
| Mathematics | Bridge to Algebra, Carnegie Learning | 2014 |
| Mathematics | Algebra 1, Houghton Mifflin | 2015 |
| Mathematics | Geometry, Houghton Mifflin | 2015 |
| Science | Focus on Earth Science (6) (undergoing pilot 2019-2020) | 2008 |
| Science | Focus on Life Science (7) (undergoing pilot 2019-2020) | 2008 |
| Science | Focus on Physical Science (8) (undergoing pilot 2019-2020) | 2008 |
| History/social science | World History: Ancient Civilizations | 2018 |
| History/social science | World History: Medieval and Early Modern Times | 2018 |
| History/social science | American Stories: Beginnings to World War I | 2018 |

## 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 — 2019-20 School Year

| | |
|---|---|
| Data collection date | 9/24/2019 |

# 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 — 2019-20 School Year

| | |
|---|---|
| Reading/language arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History/social science | 0% |
| Visual and performing arts | 0% |
| Foreign language | 0% |
| Health | 0% |
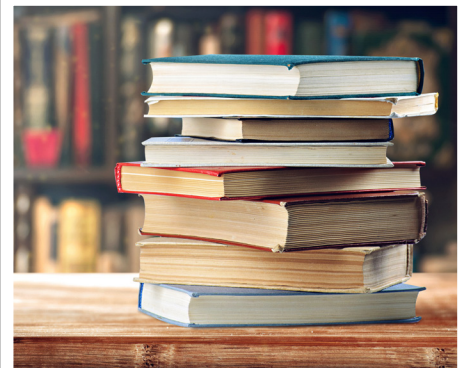
# Quality of Textbooks

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

## Quality of Textbooks — 2019-20 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 |

## About Our School

George Kelly Elementary School is a common core state standards (CCSS) and next generation science standards (NGSS) aligned school serving 990 kindergarten through eighth-grade students. Kelly School enjoys an excellent academic reputation, with a centralized focus of high levels of learning for every student. Students' academic experiences are enhanced via the incorporation of technology support and digital access across all content areas.

Because of our ongoing efforts to support the prosocial development of every child, a variety of supplemental programs and activities are woven into each student's experiences. We offer a variety of extracurricular activities during and after school, including leadership, sports, a parent-lead art docent program, Science Olympiad, Math Olympiad, Spelling Bee, yearbook, Kindness Challenge, Peace Walks, the Spring Musical Play, choir and band, to name a few.

To best support these initiatives, the George Kelly administration, teachers, support staff, and parents work together—in an intentionally focused capacity—to provide and ensure high levels of learning and social development for every student, by every standard, every day.

## 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. At the time of this school facility inspection, no deficiencies were found.

| School Facility Good Repair Status | 2019-20 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** | 7/22/2019 |
| **Date of the most recent completion of the inspection form** | 7/22/2019 |

## School Facilities

**General**

The Tracy Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office located at 1875 West Lowell Avenue in Tracy, California.

Below is more specific information on the condition of George Kelly School for the 2019-20 school year, and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

**Age of School/Buildings**

This school has 44 classrooms, a multipurpose room, administration building, media center and kitchen. The main campus was built in 2005 and opened in 2006. Additions were constructed in the 2004-05 school year (five relocatable classrooms were allotted to the site) and in the 2008-09 school year (four relocatable classrooms).

**Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**Cleaning Process and Schedule**

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Deferred Maintenance Budget**

In accordance with Chapter 12, Statutes of 2009 (SBX3 4), the district has elected to use the flexibility clause. The clause allows the district to use the state deferred maintenance contribution as well as the district's matching-share contribution toward "any educational purpose." The district has elected to commit deferred maintenance funding to cover general fund expenditures.

## 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 | | |
|---|---|---|---|---|
| | Tracy USD | Kelly ES | | |
| Teachers | 19-20 | 17-18 | 18-19 | 19-20 |
| With a full credential | 672 | 41 | 43 | 43 |
| Without a full credential | 20 | 2 | 2 | 0 |
| Teaching outside subject area of competence (with full credential) | 57 | 1 | 1 | 3 |

## 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 | | |
|---|---|---|---|
| | Kelly ES | | |
| Teachers | 17-18 | 18-19 | 19-20 |
| Teacher misassignments of English learners | 0 | 0 | 0 |
| Total teacher misassignments | 0 | 0 | 0 |
| Vacant teacher positions | 0 | 0 | 0 |

## Professional Development

The Tracy Unified School District requires new teachers to participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow-up during the year. At this time, teachers are introduced to the district and their site and receive training on classroom management, content organization and lesson design.

All activities are based on the California Standards for the Teaching Profession (CSTP). Throughout the year in TTIP, teachers are additionally supported in the classroom on a regular basis by a staff development specialist. New teachers who qualify for the Beginning Teacher Support and Assessment (BTSA) program to clear their preliminary credentials will be assigned a BTSA support provider and will work through modules implemented in the program.

The district offers professional development opportunities for all staff members throughout the school year. Two full days are provided before the school year starts in addition to two optional buyback days.

Every Monday, students are released early from school at 1:30 p.m. to allow teachers to participate in professional-development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher professional learning communities.

| Professional Development Days | Three-Year Data | | |
|---|---|---|---|
| | 2017-18 | 2018-19 | 2019-20 |
| Number of school days dedicated to staff development and continuous improvement | 5 | 5 | 5 |
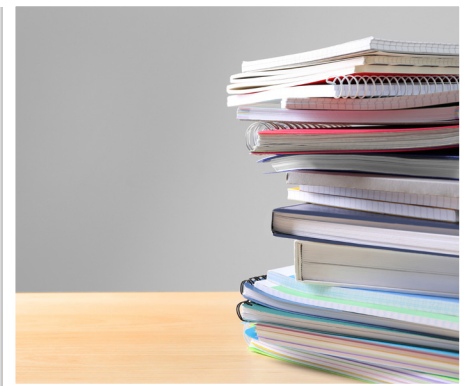
## Academic Counselors and School Support Staff

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 | |
|---|---|
| 2018-19 School Year | |
| | Ratio |
| Academic counselors | ✧ |
| Support Staff | FTE |
| Counselor (academic, social/behavioral or career development) | 0.0 |
| Library media teacher (librarian) | 0.0 |
| Library media services staff (paraprofessional) | 0.0 |
| Psychologist | 0.0 |
| Social worker | 0.0 |
| Nurse | 0.0 |
| Speech/language/hearing specialist | 0.0 |
| Resource specialist (nonteaching) | 0.0 |

✧ Not applicable.

## 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 | |
|---|---|
| **2017-18 Fiscal Year** | |
| **Total expenditures per pupil** | $5,339 |
| **Expenditures per pupil from restricted sources** | $250 |
| **Expenditures per pupil from unrestricted sources** | $5,088 |
| **Annual average teacher salary** | $78,928 |

## 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.

## Financial Data

The financial data displayed in this SARC is from the 2017-18 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 | 2017-18 Fiscal Year | |
|---|---|---|
| | **Tracy USD** | **Similar Sized District** |
| **Beginning teacher salary** | $48,137 | $51,374 |
| **Midrange teacher salary** | $70,952 | $80,151 |
| **Highest teacher salary** | $93,286 | $100,143 |
| **Average elementary school principal salary** | $127,236 | $126,896 |
| **Average middle school principal salary** | $128,903 | $133,668 |
| **Average high school principal salary** | $143,734 | $143,746 |
| **Superintendent salary** | $221,917 | $245,810 |
| **Teacher salaries: percentage of budget** | 36% | 35% |
| **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 | 2017-18 Fiscal Year | |
|---|---|---|
| | **Expenditures Per Pupil From Unrestricted Sources** | **Annual Average Teacher Salary** |
| **Kelly ES** | $5,088 | $78,928 |
| **Tracy USD** | $8,184 | $70,046 |
| **California** | $7,507 | $82,031 |
| **School and district: percentage difference** | -37.8% | +12.7% |
| **School and California: percentage difference** | -32.2% | -3.8% |

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://dq.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.