Tracy Unified School District

1875 West Lowell Avenue   Tracy, CA 95376   ▪   www.tracy.k12.ca.us

Rob Pecot, Superintendent   ▪   rpecot@tusd.net   ▪   (209) 830-3200

SARC
2021-22

School Accountability
Report Card
Published in 2022-23
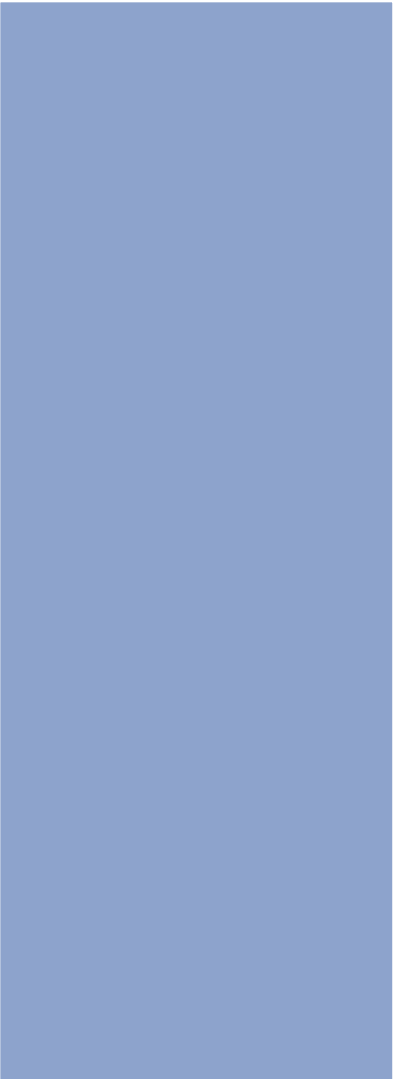
George Kelly Elementary School

Grades K-8
CDS Code 39-75499-0108357

Brittani Ryan, Principal
bryan@tusd.net

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

https://kelly.tracy.k12.ca.us/

GEORGE KELLY

AMERICAN EAGLES

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% schoolwide. For the 2020-21 school year, our annual attendance rate was 98.39%. KES' chronic absenteeism rate is at 5.3%. Our goal is to reduce chronic absenteeism rates by 1.0% or more. 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,

Brittani Ryan, Principal

School Mission Statement

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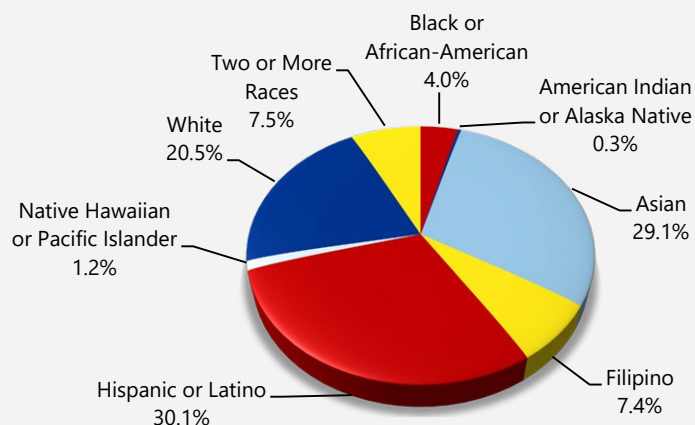
School Vision Statement

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.

Enrollment by Student Group

The total enrollment at the school was 948 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2021-22 School Year

- Black or African-American 4.0%
- American Indian or Alaska Native 0.3%
- Asian 29.1%
- Filipino 7.4%
- Hispanic or Latino 30.1%
- Native Hawaiian or Pacific Islander 1.2%
- White 20.5%
- Two or More Races 7.5%

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.

Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	49.50%
Male	50.50%
Non-Binary	0.00%
English learners	21.30%
Foster youth	0.30%
Homeless	3.90%
Migrant	0.00%
Socioeconomically Disadvantaged	37.60%
Students with Disabilities	7.60%

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.
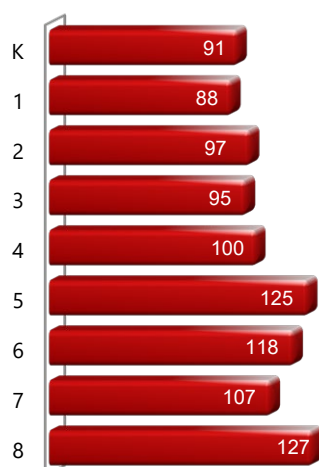
Average Class Size — Three-Year Data
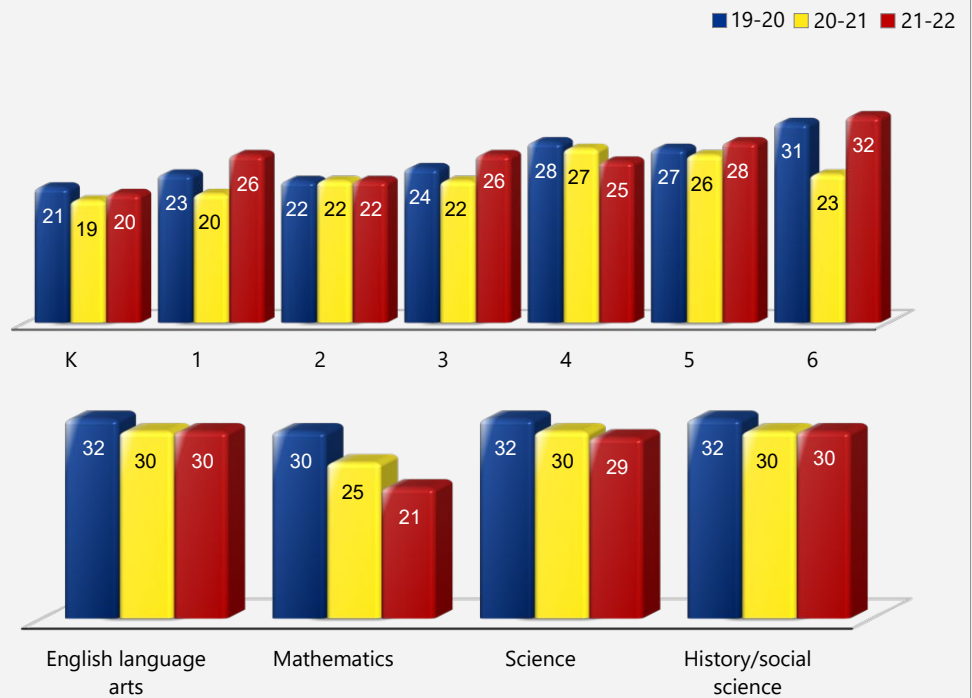
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

2021-22 Enrollment by Grade

Grade	Enrollment
K	91
1	88
2	97
3	95
4	100
5	125
6	118
7	107
8	127

Number of Classrooms by Size — Three-Year Data

Grade	2019-20 Number of Students			2020-21 Number of Students			2021-22 Number of Students		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			4			4	
1		4		3	1			4	
2		4			4		1	4	
3		5			4		2	4	
4		4			4		3	4	
5		4			4		4	4	
6		4			4		5	4	

Subject	2019-20 Number of Students			2020-21 Number of Students			2021-22 Number of Students		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		8			8			6	
Mathematics	1	9		4	7		2	6	
Science		8			8		1	7	
History/social science		8			8			6	

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions						Two-Year Data
	Kelly ES		Tracy USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	3.7%	0.1%	6.6%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.6%	0.0%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Kelly ES	Tracy USD	California
	19-20	19-20	19-20
Suspension rates	1.3%	5.5%	2.5%
Expulsion rates	0.2%	0.4%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2021-22 School Year
Student Group	Suspensions Rate	Expulsions Rate
All Students	3.7%	0.0%
Female	1.6%	0.0%
Male	5.7%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	1.0%	0.0%
Black or African American	20.9%	0.0%
Filipino	2.9%	0.0%
Hispanic or Latino	3.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	6.5%	0.0%
White	4.4%	0.0%
English Learners	1.8%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	3.2%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	5.9%	0.0%

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 from 7:00 p.m. to 8:00 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.

Types of Services Funded

About 55% of the district's income is spent on employee salaries, and 22% is spent on employee benefits. Books and supplies account for 9% of the district's spending, an additional 9% is dedicated to services and operating costs, 1% is used for capital outlay, and 2% is spent on another district outgo. Expenditures are expected to exceed revenues by approximately 8%.

All our K-3 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.

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	98%	98%	98%	98%
7	99%	98%	96%	96%	98%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2021-22 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	1,010	992	202	20.40%
Female	498	489	96	19.60%
Male	512	503	106	21.10%
American Indian or Alaska Native	3	3	1	33.30%
Asian	299	295	35	11.90%
Black or African American	43	42	10	23.80%
Filipino	70	70	10	14.30%
Hispanic or Latino	299	292	73	25.00%
Native Hawaiian or Pacific Islander	16	16	8	50.00%
Two or More Races	77	75	18	24.00%
White	203	199	47	23.60%
English Learners	220	216	50	23.10%
Foster Youth	5	5	1	20.00%
Homeless	47	45	15	33.30%
Socioeconomically Disadvantaged	413	406	107	26.40%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	101	100	28	28.00%

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Kelly ES		Tracy USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	35.53%	30.80%	22.22%	23.05%	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Kelly ES		Tracy USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	53%	*	39%	*	47%
Mathematics	*	32%	*	25%	*	33%

★ Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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.

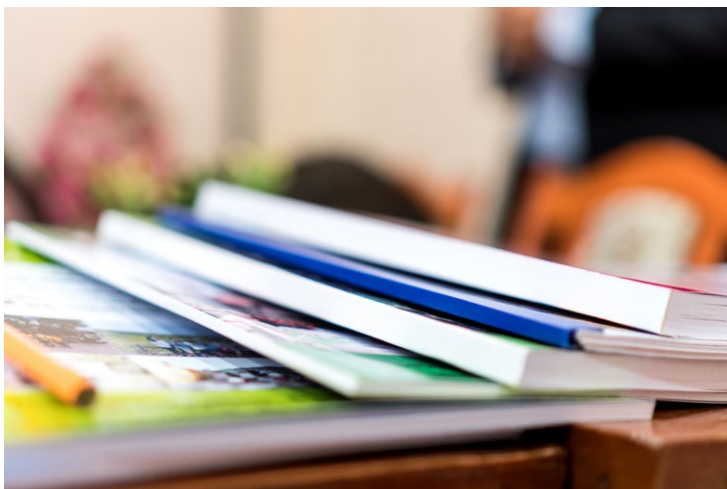## CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards	2021-22 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	252	250	99.21%	0.79%	30.80%
Female	131	130	99.24%	0.76%	27.69%
Male	121	120	99.17%	0.83%	34.17%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	66	66	100.00%	0.00%	39.39%
Black or African American	13	13	100.00%	0.00%	15.38%
Filipino	23	23	100.00%	0.00%	30.43%
Hispanic or Latino	71	69	97.18%	2.82%	24.64%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	19	19	100.00%	0.00%	21.05%
White	59	59	100.00%	0.00%	35.59%
English Learners	37	36	97.30%	2.70%	5.56%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	22	22	100.00%	0.00%	22.73%
Socioeconomically disadvantaged	95	95	100.00%	0.00%	21.05%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	19	19	100.00%	0.00%	5.26%

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
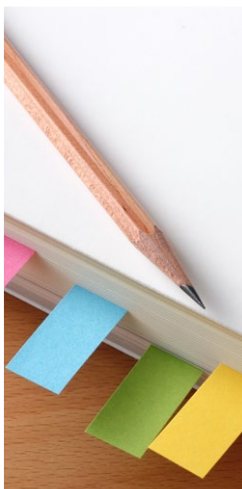
CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards	2021-22 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	676	662	97.93%	2.07%	53.32%
Female	344	339	98.55%	1.45%	56.05%
Male	332	323	97.29%	2.71%	50.46%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	197	195	98.98%	1.02%	61.54%
Black or African American	31	31	100.00%	0.00%	25.81%
Filipino	52	51	98.08%	1.92%	66.67%
Hispanic or Latino	193	185	95.85%	4.15%	43.78%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	51	50	98.04%	1.96%	34.00%
White	143	141	98.60%	1.40%	60.99%
English Learners	113	110	97.35%	2.65%	21.82%
Foster Youth	❖	❖	❖	❖	❖
Homeless	20	19	95.00%	5.00%	42.11%
Military	50	48	96.00%	4.00%	50.00%
Socioeconomically disadvantaged	250	247	98.80%	1.20%	40.08%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	53	51	96.23%	3.77%	13.73%

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

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

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year

Mathematics					
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Not Tested**	**Percentage Met or Exceeded**
All students	676	663	98.08%	1.92%	31.83%
Female	344	339	98.55%	1.45%	27.43%
Male	332	324	97.59%	2.41%	36.42%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	197	194	98.48%	1.52%	46.39%
Black or African American	31	31	100.00%	0.00%	6.45%
Filipino	52	52	100.00%	0.00%	46.15%
Hispanic or Latino	193	186	96.37%	3.63%	20.97%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	51	50	98.04%	1.96%	16.00%
White	143	141	98.60%	1.40%	31.91%
English Learners	113	112	99.12%	0.88%	11.61%
Foster Youth	❖	❖	❖	❖	❖
Homeless	20	20	100.00%	0.00%	20.00%
Military	50	49	98.00%	2.00%	28.57%
Socioeconomically disadvantaged	250	250	100.00%	0.00%	24.80%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	53	51	96.23%	3.77%	7.84%

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

School 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	2022-23 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	Fair
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	Good
Date of the most recent school site inspection	9/16/2022

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		2022-23 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Restrooms/fountains	Boys auto sink not working, and girls second stall not flushing. Replace old toilet seats in boys and girls restroom. Work order submitted.	September 2022

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.

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.

School Facilities

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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.
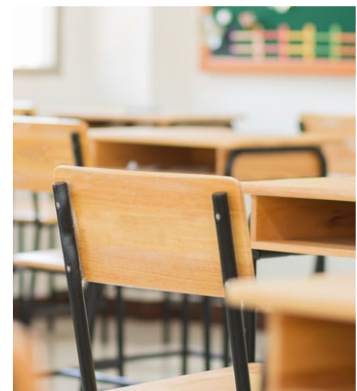
About Our School

George Kelly Elementary School is a common core state standard (CCSS) and next generation science standards (NGSS) aligned school serving 935 K-8 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.

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	
2022-23 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	
2022-23 School Year	
Data collection date	9/27/2022

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 includes some site administrators, reviews the recommendation and then recommends instructional materials (IM) to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2022. The district chose its most recently adopted textbooks (K-5 history/social sciences) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). Tracy Unified School District (TUSD) is in the process of evaluating and selecting instructional materials for science in grades K-12.

Textbooks and Instructional Materials List		2022-23 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	*Wonders* (TK-5)	2017
Reading/language arts	*Bilingual: Maravillas*, McGraw-Hill (K-5)	2017
Reading language arts	*StudySync* (6-8)	2017
Mathematics	*My Math*, McGraw-Hill (K-5)	2014
Mathematics	Bilingual: *Mis Matemáticas*, McGraw-Hill (K-5)	2014
Mathematics	*Digits*, Pearson	2015
Mathematics	*Bridge to Algebra*, Carnegie Learning	2014
Mathematics	*Algebra 1*, Houghton Mifflin	2015
Mathematics	*Geometry*, Houghton Mifflin	2015
Mathematics	*Algebra 2*, Houghton Mifflin	2015
Science	*Science Dimensions*, Houghton Mifflin (K-5)	2020
Science	Science; Amplify (6-8)	2018
History/social science	*myWorld Interactive* (K-5)	2019
History/social science	Bilingual: *miMundo Interactivo*, Pearson (K-5)	2019
History/social science	*World History: Ancient Civilizations*	2019
History/social science	*World History: Medieval and Modern Times*	2019
History/social science	*World History: American Stories*	2019
English Language Development Materials	*StudySync*, McGraw Hill (6-8)	2017

Quality of Textbooks

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

Quality of Textbooks	2022-23 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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 last Monday of every month at 3 p.m. and PTO meets on the first Wednesday of every month at 7:00 p.m.).

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2022.

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. During the 2022-23 school year, TUSD is providing five full professional development days. These professional development opportunities help to support students' ongoing learning.

To continue our work with Rigor, Relevance and Relationships (RRR), our International Center for Leadership in Education (ICLE) RRR coach will visit our campus eight times throughout the 2022-23 school year. During these visits, our RRR coach will work alongside our teachers, engaging them in the 5E lesson design and working with them as a thought partner to assist in meeting our school's student learning goals.

To continue our work with Science, Technology, Engineering and Math education (STEM), three of our teachers work with KES administration on an instructional leadership team (ILT). The role of our ILT is to meet as a team throughout the school year to plan site actions concerning STEM. This includes completing and reviewing data collected from site instructional walkthroughs to inform next steps for STEM sustainability, and to build capacity to facilitate professional learning for colleagues at our site. Overall, our ILT exists to ensure students are engaging in inquiry-based STEM instruction with a focus on academic discussion and sense-making strategies and to ensure students are engaged in high levels of rigor and real-world relevance in their curriculum, instruction and assessment.

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.

Professional Development

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Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2020-21	5
2021-22	5
2022-23	6

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.2	92.5%	549.4	79.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	1.0	2.4%	31.0	4.5%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	27.0	3.9%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	5.1%	29.4	4.2%	12,115.8	4.4%
Unknown	0.0	0.0%	57.1	8.2%	18,854.3	6.9%
Total Teaching Positions	41.3	100.0%	694.2	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	☆☆	☆☆	☆☆	☆☆	☆☆	☆☆
Intern Credential Holders Properly Assigned	☆☆	☆☆	☆☆	☆☆	☆☆	☆☆
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	☆☆	☆☆	☆☆	☆☆	☆☆	☆☆
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	☆☆	☆☆	☆☆	☆☆	☆☆	☆☆
Unknown	☆☆	☆☆	☆☆	☆☆	☆☆	☆☆
Total Teaching Positions	☆☆	☆☆	☆☆	☆☆	☆☆	☆☆

☆☆ Data not available from the state at this time.

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.
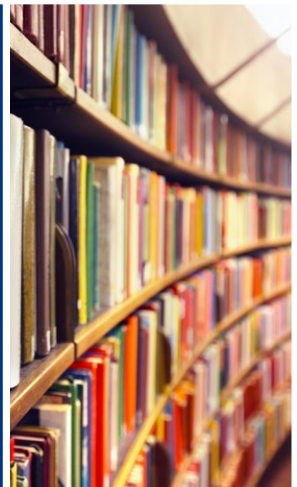
Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments	Two-Year Data	
Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.0	⁂
Misassignments	0.0	⁂
Vacant Positions	0.0	⁂
Total Teachers Without Credentials and Misassignments	0.0	⁂

⁂ Data not available from the state at this time.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

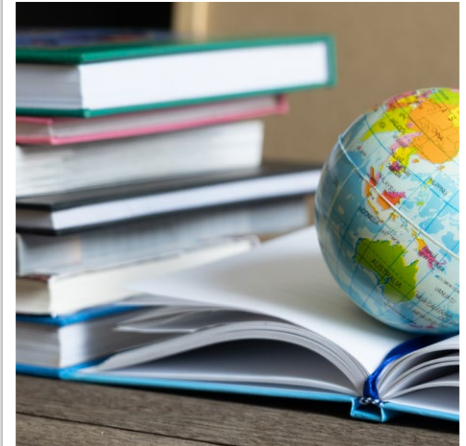| Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	⁂
Local Assignment Options	2.1	⁂
Total Out-of-Field Teachers	2.1	⁂

⁂ Data not available from the state at this time.

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	⁂
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	⁂

⁂ Data not available from the state at this time.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	948:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	1.0
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	
2020-21 Fiscal Year	
Total expenditures per pupil	$5,969
Expenditures per pupil from restricted sources	$342
Expenditures per pupil from unrestricted sources	$5,628
Annual average teacher salary	$83,063

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 2020-21 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	Tracy USD	Similar Sized District
		2020-21 Fiscal Year
Beginning teacher salary	$52,219	$54,370
Midrange teacher salary	$76,968	$82,681
Highest teacher salary	$101,195	$106,610
Average elementary school principal salary	$136,818	$135,283
Average middle school principal salary	$143,044	$141,244
Average high school principal salary	$157,080	$152,955
Superintendent salary	$240,699	$264,367
Teacher salaries: percentage of budget	34%	33%
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	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
		2020-21 Fiscal Year
Kelly ES	$5,628	$83,063
Tracy USD	$5,041	$76,755
California	$6,594	$88,358
School and district: percentage difference	+11.6%	+8.2%
School and California: percentage difference	-14.7%	-6.0%