

# George Kelly Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### 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.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	George Kelly Elementary School
<b>Street</b>	535 Mabel Josephine Drive
<b>City, State, Zip</b>	Tracy, CA 95377
<b>Phone Number</b>	(209) 830-3390
<b>Principal</b>	Brittani Ryan
<b>Email Address</b>	bryan@tusd.net
<b>School Website</b>	<a href="https://kelly.tracy.k12.ca.us/">https://kelly.tracy.k12.ca.us/</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	39-75499-0108357

### 2024-25 District Contact Information

<b>District Name</b>	Tracy Unified School District
<b>Phone Number</b>	(209) 830-3200
<b>Superintendent</b>	Robert Pecot
<b>Email Address</b>	rpecot@tusd.net
<b>District Website</b>	www.tracy.k12.ca.us

### 2024-25 School Description and Mission Statement

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.

## 2024-25 School Description and Mission Statement

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. Together, we go far. 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 provide an opportunity to recognize students' achievements. At George Kelly, we celebrate academic excellence and host assemblies to honor students for their growth in 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 2023-24 school year, our annual attendance rate was 94%. KES' chronic absenteeism rate is at 17.9%. 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](https://www.facebook.com/GeorgeKellySchool), as well as our school website [www.tracy.k12.ca.us/sites/kes/Pages/default.aspx](http://www.tracy.k12.ca.us/sites/kes/Pages/default.aspx). Monthly newsletters are posted on ParentSquare by the principal to keep the community informed.

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.

### 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.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	78
Grade 2	97
Grade 3	82
Grade 4	112
Grade 5	100
Grade 6	120
Grade 7	136
Grade 8	121
Total Enrollment	926

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.8
American Indian or Alaska Native	0.3
Asian	29.5
Black or African American	4.3
Filipino	7.1
Hispanic or Latino	32.7
Native Hawaiian or Pacific Islander	1.5
Two or More Races	7.6
White	17
English Learners	16.6
Foster Youth	0.1
Homeless	3.8
Socioeconomically Disadvantaged	58.7
Students with Disabilities	10.9

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	38.20	92.48	549.40	79.15	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.42	31.00	4.48	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	27.00	3.90	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.10	5.10	29.40	4.25	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	57.10	8.22	18854.30	6.86
<b>Total Teaching Positions</b>	41.30	100.00	694.20	100.00	274759.10	100.00

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	33.40	84.57	548.80	80.10	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.80	2.02	44.20	6.46	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.70	12.11	33.60	4.91	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.25	27.10	3.96	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.40	1.01	31.30	4.58	15831.90	5.67
<b>Total Teaching Positions</b>	39.50	100.00	685.10	100.00	279044.80	100.00

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	37.10	91.50	563.30	81.85	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.80	4.43	44.90	6.53	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	2.46	36.50	5.31	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.40	1.11	19.20	2.79	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.20	0.49	24.20	3.52	14303.80	5.15
<b>Total Teaching Positions</b>	40.60	100.00	688.20	100.00	277698	100

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	1.80	0
<b>Misassignments</b>	0.00	3.00	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	4.70	1

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	2.10	0.10	0.4
<b>Total Out-of-Field Teachers</b>	2.10	0.10	0.4

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	15	5.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.30	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other 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.

Year and month in which the data were collected

11/14/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders (TK-5) 2017	Yes	0%
	Bilingual: Maravillas, McGraw-Hill (K-5) 2017		
	StudySync (6-8) 2017		
	StudySync, McGraw Hill (6-8) 2017		
<b>Mathematics</b>	My Math, McGraw-Hill (K-5) 2014	Yes	0%
	Bilingual: Mis Matemáticas, McGraw-Hill (K-5) 2014		
	Digits, Pearson 2015		
	Bridge to Algebra, Carnegie Learning 2014		
	Algebra 1, Houghton Mifflin 2015		
	Geometry, Houghton Mifflin 2015		
Algebra 2, Houghton Mifflin 2015			



<b>Science</b>	Science Dimensions, Houghton Mifflin (K-5) 2020 Science; Amplify (6-8) 2018	Yes	0%
<b>History-Social Science</b>	myWorld Interactive (K-5) 2019 Bilingual: miMundo Interactivo, Pearson (K-5) 2019 World History: Ancient Civilizations 2019 World History: Medieval and Modern Times 2019 World History: American Stories 2019	Yes	0%
<b>Foreign Language</b>			0%
<b>Health</b>			0%
<b>Visual and Performing Arts</b>			0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

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

## School Facility Conditions and Planned Improvements

### 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), in the 2008-09 school year (four relocatable classrooms) and in the 2022-23 school year (two relocatable classrooms were allotted to the site).

### 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.

### Year and month of the most recent FIT report

7/18/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Replace mirrors in restrooms. Stained ceiling tiles. Ripped tack board. Work order submitted.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Electrical covers. Damaged electrical plate. Work order submitted.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Fix sink handle & fan. Sink needs repair. Work order submitted.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Doors need painting. Work order submitted.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

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

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	58	54	41	40	46	47
<b>Mathematics</b> (grades 3-8 and 11)	41	37	26	26	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	686	672	97.96	2.04	54.32
<b>Female</b>	349	341	97.71	2.29	60.41
<b>Male</b>	337	331	98.22	1.78	48.04
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	197	193	97.97	2.03	64.77
<b>Black or African American</b>	32	32	100.00	0.00	37.50
<b>Filipino</b>	49	49	100.00	0.00	69.39
<b>Hispanic or Latino</b>	223	217	97.31	2.69	39.17
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	48	48	100.00	0.00	58.33
<b>White</b>	126	122	96.83	3.17	60.66
<b>English Learners</b>	93	89	95.70	4.30	16.85
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	32	31	96.88	3.12	41.94
<b>Military</b>	49	48	97.96	2.04	62.50
<b>Socioeconomically Disadvantaged</b>	406	395	97.29	2.71	45.57
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	83	81	97.59	2.41	9.88

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	686	668	97.38	2.62	37.33
Female	349	339	97.13	2.87	33.33
Male	337	329	97.63	2.37	41.46
American Indian or Alaska Native	--	--	--	--	--
Asian	197	192	97.46	2.54	50.79
Black or African American	32	32	100.00	0.00	12.50
Filipino	49	48	97.96	2.04	54.17
Hispanic or Latino	223	217	97.31	2.69	23.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	47	97.92	2.08	27.66
White	126	121	96.03	3.97	42.98
English Learners	93	90	96.77	3.23	7.78
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	15.63
Military	49	48	97.96	2.04	36.17
Socioeconomically Disadvantaged	406	393	96.80	3.20	29.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	80	96.39	3.61	7.50

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	37.98	33.78	24.54	25.82	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	231	225	97.40	2.60	33.78
<b>Female</b>	124	120	96.77	3.23	31.67
<b>Male</b>	107	105	98.13	1.87	36.19
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	67	66	98.51	1.49	53.03
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	12	12	100.00	0.00	25.00
<b>Hispanic or Latino</b>	80	78	97.50	2.50	21.79
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	19	19	100.00	0.00	15.79
<b>White</b>	42	40	95.24	4.76	40.00
<b>English Learners</b>	26	24	92.31	7.69	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	14	14	100.00	0.00	0.00
<b>Military</b>	18	18	100.00	0.00	27.78
<b>Socioeconomically Disadvantaged</b>	123	119	96.75	3.25	27.73
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	16	84.21	15.79	6.25

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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
Grade 5	99.2%	99.2%	98.3%	99.2%	99.2%
Grade 7	96.8%	97.6%	97.6%	97.6%	98.4%
Grade 9	NA	NA	NA	NA	NA

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for 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 p.m to 8 p.m in the George Kelly Library. Parents are welcome and encouraged to attend and participate during PTO sponsored events.

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 events including the Popsicles with PTO, Movie Night, Winter Formal (6th-8th Grade), Family Dance (TK-5th Grade), Trunk or Treat, Holiday Jingle, Fun Run to list a few. Also, the PTO helps to maintain material funds for teachers 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)/ English Learner Advisory Committee (ELAC); 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.



## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1000	980	155	15.8
Female	511	500	78	15.6
Male	489	480	77	16.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	290	282	29	10.3
Black or African American	55	53	12	22.6
Filipino	67	67	2	3.0
Hispanic or Latino	327	320	62	19.4
Native Hawaiian or Pacific Islander	15	15	9	60.0
Two or More Races	71	71	15	21.1
White	172	169	26	15.4
English Learners	179	176	32	18.2
Foster Youth	--	--	--	--
Homeless	42	40	6	15.0
Socioeconomically Disadvantaged	613	600	123	20.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	123	122	36	29.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.66	3.21	3.9	6.6	8.1	7.88	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.1	0.2	0.55	0.36	0.42	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.90	0.20
Female	2.54	0.39
Male	5.32	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.72	0.00
Black or African American	16.36	1.82
Filipino	0.00	0.00
Hispanic or Latino	3.67	0.31
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.86	0.00
White	3.49	0.00
English Learners	5.59	0.00
Foster Youth	0.00	0.00
Homeless	2.38	0.00
Socioeconomically Disadvantaged	4.89	0.33
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.82	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

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.

## 2024-25 School Safety Plan

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 neon colored vests while supervising for visual accessibility. The school safety plan is aligned with district requirements and reviewed regularly by holding monthly safety 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 safety 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 of every month on the third Wednesday at 3 p.m. and PTO meets on the first Wednesday of every month at 7 p.m.).

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2024.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	22		4	
2	24		4	
3	30		3	1
4	28	1	1	2
5	35		5	2
6	25	8	18	2

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4		
1	26		4	
2	22		4	
3	33		3	1
4	29		5	2
5	32		5	2
6	29	3	21	2

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	1	
1	20	3	1	
2	24		4	
3	27		3	
4	32		5	2
5	29		5	2
6	25	6	21	2
Other	14	1		

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	926

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0.5
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	4

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$6,279	\$384	\$5,895	\$86,338
<b>District</b>	N/A	N/A	\$2,368	\$90,817
<b>Percent Difference - School Site and District</b>	N/A	N/A	85.4	-5.1
<b>State</b>	N/A	N/A	\$10,771	\$97,756
<b>Percent Difference - School Site and State</b>	N/A	N/A	-58.5	-12.4

## Fiscal Year 2023-24 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%.

## Fiscal Year 2023-24 Types of Services Funded

All our TK-3 classes comply with the California Class Size Reduction program limits. As a Title I we receive federal funding to support programs that improve academic achievement for students, particularly those from low-income families. These funds are used to provide additional resources, interventions, and support to help ensure all students meet state academic standards.

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.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$58,538	\$59,551
<b>Mid-Range Teacher Salary</b>	\$86,280	\$93,855
<b>Highest Teacher Salary</b>	\$113,439	\$120,219
<b>Average Principal Salary (Elementary)</b>	\$146,803	\$151,525
<b>Average Principal Salary (Middle)</b>	\$158,398	\$158,215
<b>Average Principal Salary (High)</b>	\$171,097	\$171,087
<b>Superintendent Salary</b>	\$234,038	\$300,043
<b>Percent of Budget for Teacher Salaries</b>	31%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 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 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 school year. During these visits, our RRR coach will work alongside our teachers, engaging them in the 5E lesson design along with the CIR rubric and working with them as a thought partners 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

## Professional Development

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.

### LEA

Tracy Unified School District requires new teachers to Tracy Unified to participate in the Tracy Teacher Induction Program (TTIP). This professional learning involves six full days of pre-service and three follow-up days during the year. At this time, teachers are introduced to the district departments, their site administrators, and receive professional learning that highlights the California Standards for the Teaching Profession. Teachers experience strategies that support classroom management, curriculum supports, and universal lesson design components. Throughout the year in TTIP, teachers are also able to contact Curriculum Specialists for just-in-time support.

New teachers who come to Tracy Unified with their Preliminary credentials qualify for the California Commission on Teaching Credentialing accredited Teacher Induction Program with Tracy Unified. This program supports new teachers in growing through the California Standards for the Teaching Profession (CSTPs) and clearing their preliminary credentials. During this process an Induction mentor will be assigned to the new teacher to facilitate their learning through the Individualized Learning Plan and growth in the CSTPs.

The district offers professional-development opportunities for all staff members throughout the school year. Four full days are provided before the school year starts. Every Monday, students are released early from school 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 collaboration time.

The district office is helping to fund professional development for our teachers and administration, both through providing PD in regards to Professional Learning Community (PLC), supporting teachers in attending STEM conferences, and through work with the International Center for Leadership in Education (ICLE). The work with ICLE focuses on building Relationships, Rigor, Relevance, and Engagement in the classroom.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	4	4