

George Kelly Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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.

Admission Requirements for the University of California (UC)	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 https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	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 https://www2.calstate.edu/ .

2025-26 School Contact Information

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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Principal's Message

Dear Students and Parents,

At George Kelly Elementary School (KES), our dedicated staff strives to ensure every child reaches the highest levels of learning. We do this by fostering strong, trusting relationships and delivering effective, engaging instruction every day. As a professional learning community (PLC), we embrace the Hawaiian philosophy of "Ohana" we are a family, and together we move forward. Our shared commitment is to provide a safe, welcoming environment where every child can achieve their

2025-26 School Description and Mission Statement

fullest potential. To support this, we maintain proactive communication with families and work collaboratively to promote both academic success and social responsibility.

Learning and character development extend beyond the classroom. Our trimester awards assemblies celebrate student achievements in academics and personal growth. At George Kelly, we value excellence and recognize progress in both skills and character.

Attendance is a key part of student success. Our schoolwide goal is 97% attendance. For the 2024–25 school year, our attendance rate was 93.8%, with a chronic absenteeism rate of 15.7%. This year, we aim to reduce chronic absenteeism by at least 1%. We are partnering with all stakeholders to meet this goal and ensure students are present and engaged.

For updates, events, and announcements, follow George Kelly School on Facebook at www.facebook.com/GeorgeKellySchool and visit our website at www.tracy.k12.ca.us/sites/kes/Pages/default.aspx. Monthly newsletters are also posted on ParentSquare to keep our 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	85
Grade 2	83
Grade 3	98
Grade 4	80
Grade 5	109
Grade 6	114
Grade 7	117
Grade 8	135
Total Enrollment	929

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.3
Asian	30.5
Black or African American	5.3
Filipino	7.4
Hispanic or Latino	32.4
Native Hawaiian or Pacific Islander	1.2
Two or More Races	7.2
White	15.7
English Learners	16
Foster Youth	0.1
Homeless	3.6
Socioeconomically Disadvantaged	61.5
Students with Disabilities	11.5

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.

2021-22 Teacher Preparation and Placement

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)	33.4	84.57	548.8	80.1	234405.2	84
Intern Credential Holders Properly Assigned	0.8	2.02	44.2	6.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.7	12.11	33.6	4.91	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.25	27.1	3.96	11953.1	4.28
Unknown/Incomplete/NA	0.4	1.01	31.3	4.58	15831.9	5.67
Total Teaching Positions	39.5	100	685.1	100	279044.8	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.

2022-23 Teacher Preparation and Placement

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)	37.1	91.5	563.3	81.85	231142.4	83.24
Intern Credential Holders Properly Assigned	1.8	4.43	44.9	6.53	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.46	36.5	5.31	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	1.11	19.2	2.79	11746.9	4.23
Unknown/Incomplete/NA	0.2	0.49	24.2	3.52	14303.8	5.15
Total Teaching Positions	40.6	100	688.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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)	32.9	78.83	561.4	78.45	230039.4	100
Intern Credential Holders Properly Assigned	2.7	6.68	45.4	6.35	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.1	10.03	54	7.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.4	3.35	24.3	3.4	12112.8	4.34
Unknown/Incomplete/NA	0.4	1.05	30.3	4.24	13705.8	4.91
Total Teaching Positions	41.7	100	715.6	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.80	0	2.7
Misassignments	3.00	1	1.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.70	1	4.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.10	0.4	0.4
Total Out-of-Field Teachers	0.10	0.4	1.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15	5.4	1.8
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	0

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

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders (TK-5) 2017 Bilingual: Maravillas, McGraw-Hill (K-5) 2017 StudySync (6-8) 2017 StudySync, McGraw Hill (6-8) 2017	0%
Mathematics	My Math, McGraw-Hill (K-5) 2014 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	0%

Science	Science Dimensions, Houghton Mifflin (K-5) 2020 Science; Amplify (6-8) 2018	0%
History-Social Science	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	0%
Foreign Language		0%
Health		0%
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)		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 47 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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

7/25/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	54	54	40	42	47	48
Mathematics (grades 3-8 and 11)	37	40	26	29	35	37

2024-25 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
All Students	659	648	98.33	1.67	54.32
Female	324	318	98.15	1.85	58.18
Male	335	330	98.51	1.49	50.61
American Indian or Alaska Native	--	--	--	--	--
Asian	198	195	98.48	1.52	68.72
Black or African American	33	32	96.97	3.03	31.25
Filipino	50	50	100.00	0.00	68.00
Hispanic or Latino	214	208	97.20	2.80	37.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	43	100.00	0.00	58.14
White	111	110	99.10	0.90	59.09
English Learners	97	92	94.85	5.15	14.13
Foster Youth	--	--	--	--	--
Homeless	28	25	89.29	10.71	36.00
Military	72	72	100.00	0.00	54.17
Socioeconomically Disadvantaged	413	404	97.82	2.18	45.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	94	91	96.81	3.19	20.88

2024-25 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	659	650	98.63	1.37	40.46
Female	324	320	98.77	1.23	35.94
Male	335	330	98.51	1.49	44.85
American Indian or Alaska Native	--	--	--	--	--
Asian	198	197	99.49	0.51	57.36
Black or African American	33	32	96.97	3.03	6.25
Filipino	50	50	100.00	0.00	58.00
Hispanic or Latino	214	208	97.20	2.80	24.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	42	97.67	2.33	33.33
White	111	111	100.00	0.00	45.05
English Learners	97	96	98.97	1.03	12.50
Foster Youth	--	--	--	--	--
Homeless	28	27	96.43	3.57	14.81
Military	72	72	100.00	0.00	38.89
Socioeconomically Disadvantaged	413	407	98.55	1.45	31.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	94	91	96.81	3.19	15.38

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	33.78	34.15	25.82	26.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	249	246	98.80	1.20	34.15
Female	125	124	99.20	0.80	31.45
Male	124	122	98.39	1.61	36.89
American Indian or Alaska Native	--	--	--	--	--
Asian	76	75	98.68	1.32	46.67
Black or African American	16	16	100.00	0.00	12.50
Filipino	21	21	100.00	0.00	38.10
Hispanic or Latino	75	74	98.67	1.33	18.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	44.44
White	38	38	100.00	0.00	39.47
English Learners	39	38	97.44	2.56	2.63
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	31	31	100.00	0.00	29.03
Socioeconomically Disadvantaged	167	166	99.40	0.60	28.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	28	100.00	0.00	3.57

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.

2024-25 California Physical Fitness Test Participation Rates

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	98.3%	100%	100%	99.2%	100%
Grade 7	98.2%	100%	99.1%	100%	99.1%
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.

2025-26 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	989	973	153	15.7
Female	491	484	83	17.1
Male	498	489	70	14.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	297	294	32	10.9
Black or African American	56	54	17	31.5
Filipino	70	69	2	2.9
Hispanic or Latino	327	319	63	19.7
Native Hawaiian or Pacific Islander	12	12	7	58.3
Two or More Races	71	70	11	15.7
White	153	152	20	13.2
English Learners	173	168	25	14.9
Foster Youth	--	--	--	--
Homeless	41	40	12	30.0
Socioeconomically Disadvantaged	625	610	117	19.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	143	140	38	27.1

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.21	3.9	3.84	8.1	7.88	7.3	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.1	0.2	0.1	0.36	0.42	0.33	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.84	0.10
Female	2.44	0.20
Male	5.22	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.68	0.00
Black or African American	12.50	0.00
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	8.45	0.00
White	4.58	0.00
English Learners	3.47	0.00
Foster Youth	0.00	0.00
Homeless	2.44	0.00
Socioeconomically Disadvantaged	4.64	0.16
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.69	0.70

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.

2025-26 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.

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.

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 July 2025 and August 2025.

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.

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	0	0
1	26	0	4	0
2	22	0	4	0
3	33	0	3	1
4	29	0	5	2
5	32	0	5	2
6	29	3	21	2
Other	0	0	0	0

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	0
1	20	3	1	0
2	24	0	4	0
3	27	0	3	0
4	32	0	5	2
5	29	0	5	2
6	25	6	21	2
Other	14	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	15	3	1	
1	21		4	
2	21	1	3	
3	25		4	
4	27		6	
5	31		4	3
6	22	11	17	3
Other	27		1	

2024-25 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
Pupils to Academic Counselor	926

2024-25 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
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
School Site	\$6,279	\$384	\$5,895	\$86,338
District	N/A	N/A	\$2,368	\$95,360
Percent Difference - School Site and District	N/A	N/A	85.4	-5.1
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-58.5	-12.4

Fiscal Year 2024-25 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 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	\$62,197	\$62,783
Mid-Range Teacher Salary	\$91,673	\$97,783
Highest Teacher Salary	\$120,529	\$128,020
Average Principal Salary (Elementary)	\$153,120	\$160,224
Average Principal Salary (Middle)	\$172,445	\$166,992
Average Principal Salary (High)	\$186,999	\$180,971
Superintendent Salary	\$277,056	\$313,465
Percent of Budget for Teacher Salaries	30.85%	30.05%
Percent of Budget for Administrative Salaries	5.1%	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.

Our district is prioritizing Universal Design for Learning (UDL) to support diverse learners and ensure success for every child through flexible, inclusive teaching strategies. At our site, we have planned targeted professional development to advance this vision

As a District, we have implemented a new reading difficulty screener, DIBELS, and our K–2 teachers have received training to administer it effectively.

To strengthen our site's literacy growth, K-2 teachers have received professional development for the Heggerty Phonemic Awareness program and successfully implemented during the 2025-2026 school year in grades K–2.

Throughout the school year, teachers are given dedicated time to collaborate by grade level, review any curriculum changes, focus on priority standards, and plan instruction together.

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.

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.

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4