

SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Louis A. Bohn Elementary School

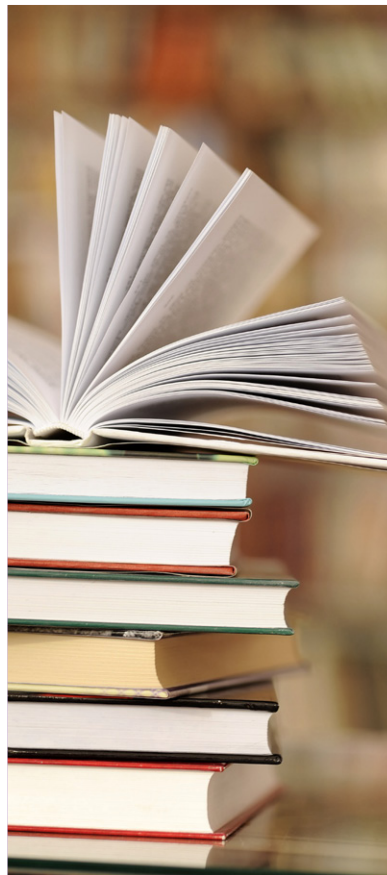
Grades K-5
CDS Code 39-75499-6110530

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www.tracy.k12.ca.us



Tracy Unified School District

1875 West Lowell Avenue Tracy, CA 95376 ▪ www.tracy.k12.ca.us
Brian Stephens, Superintendent ▪ bstephens@tUSD.net ▪ (209) 830-3200



Principal's Message

Dear Bohn family,

Welcome to Louis A. Bohn Elementary School. Our school was dedicated to Dr. Louis Bohn, a Tracy Unified administrator and World War II naval veteran, on October 18, 1992.

Louis Bohn Elementary provides the excellence in education that Dr. Bohn emphasized throughout his career. Since its inception, our dedicated staff has implemented the most current educational research in our teaching of children.

We recognize and value the diverse backgrounds of staff and students and encourage parents and community members to become a part of the Bohn family. The success of our children depends on a strong school-to-home relationship. By working together, we can ensure our children strive toward their potential with the support they need to achieve their goals.

Concentrating on language arts and math, we are moving our students into the age of Common Core State Standards, which are referred to as California State Standards. Teachers are implementing units of study that will help guide our students on the path in becoming 21st-century college and career ready.

Louis Bohn Elementary builds character as well as academics, and is a structured, creative, safe school in which to educate a child.

We invite you to learn more about our school by visiting our website, www.tracy.k12.ca.us/sites/bes, or by visiting our Facebook page at www.facebook.com/LouisABohnElementarySchool.

Sincerely,

Kelly Patchen
Principal

School Mission Statement

The mission of Louis A. Bohn Elementary School is to motivate and prepare our students to always work toward their highest potential, be positive and productive citizens, and take pride in being Bohn Sharks.

School Vision Statement

The Louis A. Bohn Elementary School includes children, teachers, staff, families and the community of Tracy who shall take part in and support the education of our youth. The goal of Louis Bohn School is to prepare each student as an independent, motivated learner who possesses the skills and values necessary to become a productive, successful and caring citizen of the 21st century.

Students at Louis Bohn School take an active part in making educational choices to develop their individual strengths and interests. By assuming responsibility for their own learning and actions, students will become self-reliant and committed to personal excellence. By recognizing the talents and contributions of others, students will develop cooperation and service to others.

Teachers and support staff will provide these essential elements for learning:

- High academic expectations
- A safe learning environment
- A strong literacy program
- Opportunities for participatory projects and discussion
- Timely, ongoing interventions for all learners
- Instruction in the use of current technological tools
- A strong partnership between home and school
- Role models for good citizenship and guidance

In such a nurturing and dynamic setting, each student will be prepared for the future.

School Safety

The Louis Bohn Elementary School Safety Plan is reviewed each year during a site-based staff-development day. Based upon the Tracy Unified School District's Emergency Response plan, the plan is provided to staff in a multicolored flip-chart format with tabs, which easily identify the appropriate area for a variety of emergency situations.

Training for staff and students regarding emergency procedures occurs throughout the year in the form of emergency drills for fire, earthquake, lockdown and shelter-in-place situations. In addition, classified and certificated staff members receive training on emergency and general safety procedures through Keenan SafeSchools online training. These trainings cover a variety of topics and hazards, which employees may encounter on the job site. The training plan and the TUSD emergency response plans were developed in collaboration with community agencies, including local police and law-enforcement officials.

The new school safety plan will be reviewed, updated and discussed with the school faculty in December 2018.

School Accountability Report Card

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



"The future belongs to the educated."

District Mission Statement

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

District Vision Statement

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

Board of Trustees

Steve Abercrombie, President

Brian Pekari, Vice President

Jill Costa, Board Clerk

Simran Kaur, Member

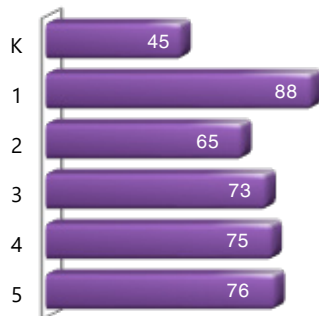
Ameni Alexander, Member

Lori Souza, Member

Enrollment by Grade

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

2017-18 Enrollment by Grade



Suspensions and Expulsions

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

Suspension and Expulsion Rates

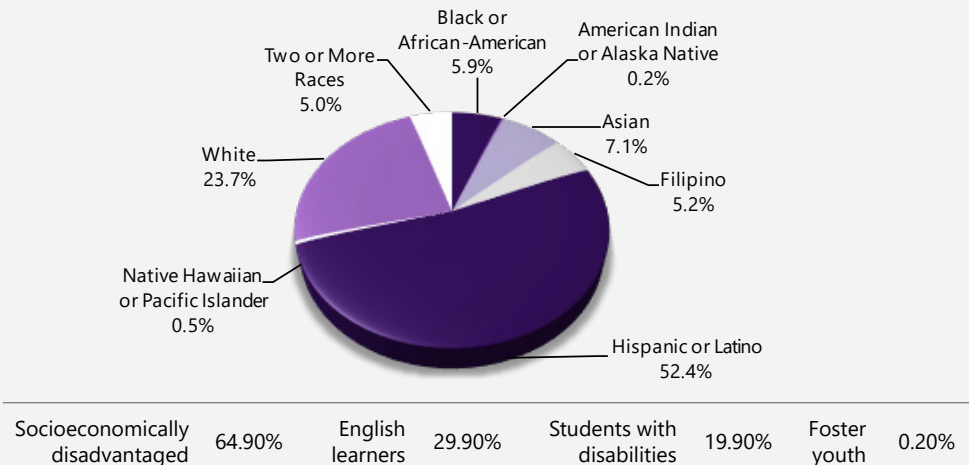
Bohn ES			
	15-16	16-17	17-18
Suspension rates	2.3%	4.3%	3.9%
Expulsion rates	0.0%	0.0%	0.0%
Tracy USD			
	15-16	16-17	17-18
Suspension rates	7.6%	10.5%	8.3%
Expulsion rates	0.6%	0.6%	0.7%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 422 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2017-18 School Year

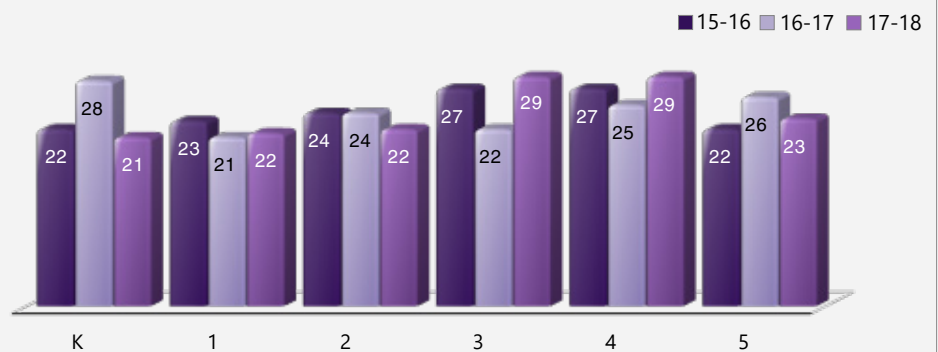


Class Size Distribution

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

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

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

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

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Bohn ES		Tracy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	27%	31%	41%	42%	48%	50%
Mathematics	20%	28%	29%	30%	37%	38%

California Physical Fitness Test

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

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

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

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Bohn ES
		Grade 5
Four of six standards		19.50%
Five of six standards		24.70%
Six of six standards		15.60%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

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

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

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

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



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

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-6.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	232	226	97.41%	31.42%
Male	128	123	96.09%	30.89%
Female	104	103	99.04%	32.04%
Black or African-American	19	18	94.74%	22.22%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	15	15	100.00%	20.00%
Filipino	15	15	100.00%	40.00%
Hispanic or Latino	118	113	95.76%	28.32%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	48	48	100.00%	33.33%
Two or more races	15	15	100.00%	60.00%
Socioeconomically disadvantaged	150	147	98.00%	22.45%
English learners	92	88	95.65%	26.14%
Students with disabilities	48	45	93.75%	20.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	232	225	96.98%	28.00%
Male	128	123	96.09%	28.46%
Female	104	102	98.08%	27.45%
Black or African-American	19	18	94.74%	11.11%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	15	15	100.00%	33.33%
Filipino	15	14	93.33%	28.57%
Hispanic or Latino	118	113	95.76%	23.01%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	48	48	100.00%	37.50%
Two or more races	15	15	100.00%	53.33%
Socioeconomically disadvantaged	150	147	98.00%	21.77%
English learners	92	88	95.65%	22.73%
Students with disabilities	48	43	89.58%	20.93%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

About Our School

Louis Bohn Elementary School is one of 10 elementary schools in the Tracy Unified School District. The school serves students in grades K-5 and has an enrollment of 417 students. Our focus is on building literacy among all learners using the best teaching practices and strategies. Our learning community includes students, teachers and parents who are committed to lifelong learning. Our goal is to maximize a spirit of responsibility, cooperation and growth within our school.

We continue to provide paraprofessional help in all of our classrooms, providing our students with one-on-one and small-group instruction based on individual needs. These services allow for better student interaction and feedback, and, most importantly, student success. Because all children learn at different rates, Bohn Elementary provides many opportunities for students to receive the extra support necessary to succeed. These include iRead, Leveled Reading Rotation, Reading and Math Groups, Reading Buddies, Accelerated Reader program, and before- and after-school tutoring. We also recognize the need for emotional and behavioral support and are providing in-class support with our Second Step curriculum. Additionally, we have provided counseling and mentoring services through partnership with Valley Community Counseling Services.

Professional learning communities (PLCs) are another key component for instruction at Louis Bohn Elementary. The main focus of our PLCs is the collaboration of teachers within and across every grade level to assess and improve the use of teaching strategies with a focus on greater student achievement. The data collected from pre-assessing our students is used to guide instruction and utilize strategies to ensure the success of every child.

Professional Development

The five annual staff buyback days as well as our early release Mondays have allowed for intense ongoing staff development to assist with student success in the classroom. Training takes place in staff meetings where teachers share best practices and strategies and collectively engage in their Professional Learning Communities. Our weekly Early Release Mondays (ERMs) support our teachers' professional development as we systematically design coherent, standards aligned, and meaningful learning experiences for all of our students. The Bohn staff is committed to using the Relationships, Rigor, and Relevance Instructional Framework as we delve into student data to focus on meeting our students' needs while supporting instructional effectiveness. Together, we are building effective rigorous and relevant expectations to create and implement an effective learning environment that is engaging and aligned to learner needs. The teaching practices and strategies we use are designed purposefully to facilitate student-centered learning while focusing on integrating curriculum for active learning opportunities to occur.

Highlights we are focusing on this year include:

- Working regularly in our Professional Learning Communities to answer four critical questions to identify students for targeted interventions, assess their progress, and share key information with staff and stakeholders. Our four driving questions behind everything we do for our students include:
- What is it we expect our students to learn? How will we know when they have learned it? How will we respond when some students do not learn? And how can we extend and enrich learning for students who have demonstrated proficiency?
- Meaning-making and learning as the heart of our ELA/literacy and ELD instruction. Researching, practicing and using high-leverage English language development strategies to meet the needs of our EL students and extending all students literacy development.
- Receiving training and staff development in Math Fluency and Number Talks to deepen our students' conceptual understanding of complex mathematical thinking.
- Sensemaking support of the Next Generation Science Standards (NGSS) relating key instructional and conceptual shifts required by NGSS and the three-dimensional learning.
- Social-Emotional Support training and tool exploration for our site staff to support our students as they progress socially and emotionally, inside and outside of the classroom. Second Step Curriculum and Panorama Education training will occur to help monitor student Social-Emotional Learning (SEL) and development.
- Valley Community Counseling Services (VCCS) also provided training for staff in the recognition of student behaviors caused by trauma or violence and its impact on student learning.

In addition to the site-based training mentioned above, Tracy Unified also provides training for staff on the use of achievement data to drive instruction, Rigorous Curriculum Design, English language learner strategies, and a variety of other topics through designated ERM professional development and voluntary participation in staff buyback days.

Professional Development Days		Three-Year Data	
	2016-17	2017-18	2018-19
Bohn ES	5 days	5 days	5 days

Parental Involvement

At Louis A. Bohn Elementary School, all of our parents and families are invited to become actively involved on our campus. Throughout the year, there are numerous opportunities for parents to get involved. We have a very active Parent Teacher Organization (PTO) that sponsors events all year long.

Our School Site Council (SSC) and English Language Advisory Committee (ELAC) meet every other month to work together to develop and monitor our School's Single Plan for Student Achievement (SPSA) to drive academic instructional programs and all related categorical resource expenditures for our school to meet the needs of ALL our students. During these meetings, we continuously discuss and monitor our school plan, safety, and needs of our English Language learners. Lawrence Livermore Lab hosts a Family Science Night where families can take part in any number of science experiments. We also host grade level Dig Into Reading events for our K-2 families to present strategies and ideas on how to foster emergent literacy skills with students. Our school has a Multicultural Winter Show performance and Read Across America week dedicated to sharing our traditions and information about our cultures and heritages. We will host Parent Café events throughout the school year with our parent liaison bringing various workshops and community resources to our families.

Parents who are interested in volunteering in the classroom are encouraged to do so (they must complete an application, be fingerprinted and approved by human resources in accordance with district regulations). Applications are available in the Louis Bohn office.

Monthly newsletters are provided by both the school and the PTO, informing parents of all upcoming events and activities. Other forms of communication include the use of SchoolMessenger (an automated phone call and email system), postings on the Louis Bohn website, postings on the school Facebook page, weekly reminders on our school marquee, and individual teacher newsletters and email communications.

In addition to these site-based offerings, STEP classes are offered by Tracy Unified to parents and family members of special-needs children to address issues of concern and support for families with children with disabilities.

For more information on how to become involved at the school, please contact Lupe Navarrete, school secretary, at (209) 830-3300.

"We recognize and value the diverse backgrounds of staff and students and encourage parents and community members to become a part of the Bohn family."

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	7/12/2018	
Date of the most recent completion of the inspection form	7/12/2018	

School Facilities

General

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

Below is more specific information on the condition of Louis A. Bohn Elementary School for the 2016-17 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School/Buildings

This school has 25 classrooms, a multipurpose room, library, administration building, computer lab and kitchen. The main campus was built in 1991 and opened to students in 1992. Additions were constructed in the 1998-99 school year (two classrooms added for Class Size Reduction) and in the 2005-06 school year (two portable classrooms), 2016 (fire/intrusion alarms system, exterior paint).

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.

Public Internet Access

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

Textbooks and Instructional Materials

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

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

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

Textbooks and Instructional Materials List

2018-19 School Year

Subject	Textbook	Adopted
Reading/language arts	Wonders (TK-5 tradition)	2017
Mathematics	My Math, McGraw-Hill (K-5 traditional)	2014
Science	California Science (K-5)	2008
History/social science	Scott Foresman History-Social Science for California (K-5)	2007

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject

2018-19 School Year

Bohn ES	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

Currency of Textbooks

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

Currency of Textbooks

2018-19 School Year

Data collection date	9/28/2018
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✧ Not applicable.



Quality of Textbooks

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

Quality of Textbooks

2018-19 School Year

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

"Louis Bohn Elementary builds character as well as academics, and is a structured, creative, safe school in which to educate a child."



Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.50
Psychologist	1.00
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	1.20
Resource specialist (nonteaching)	0.00
Other	FTE
EL paraprofessional	0.50
Intervention paraprofessionals	0.34
Special education paraprofessionals	0.70

Teacher Qualifications

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

Teacher Credential Information		Three-Year Data		
	Tracy USD	Bohn ES		
Teachers	18-19	16-17	17-18	18-19
With a full credential	655	26	23	24
Without a full credential	44	0	1	1
Teaching outside subject area of competence (with full credential)	8	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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



*Believe. Achieve. Succeed.
Preparing our students for their futures.*

Types of Services Funded

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

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

Financial Data

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

District Financial Data

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

Salary Data		2016-17 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary	\$48,137	\$49,512
Midrange teacher salary	\$70,952	\$77,880
Highest teacher salary	\$93,286	\$96,387
Average elementary school principal salary	\$126,958	\$123,139
Average middle school principal salary	\$133,564	\$129,919
Average high school principal salary	\$136,424	\$140,111
Superintendent salary	\$221,734	\$238,324
Teacher salaries: percentage of budget	39%	36%
Administrative salaries: percentage of budget	6%	5%

Financial Data Comparison

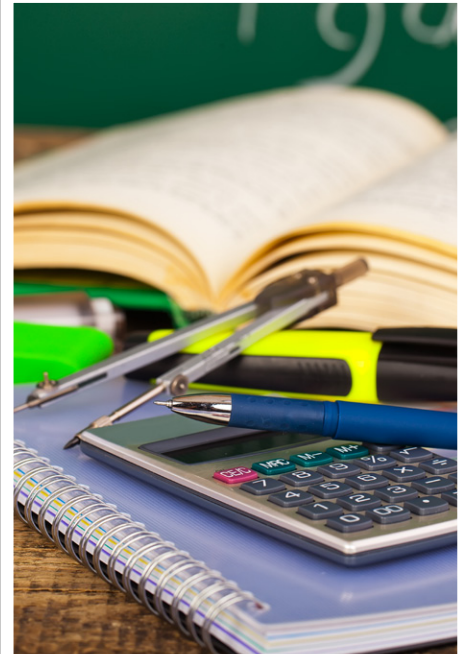
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2016-17 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Bohn ES	\$6,104	\$80,359
Tracy USD	\$6,110	\$74,520
California	\$7,125	\$79,665
School and district: percentage difference	-0.1%	+7.8%
School and California: percentage difference	-14.3%	+0.9%

School Financial Data

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

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$8,380
Expenditures per pupil from restricted sources	\$2,276
Expenditures per pupil from unrestricted sources	\$6,104
Annual average teacher salary	\$80,359



Expenditures Per Pupil

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

Louis A. Bohn Elementary School



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

All data accurate as of December 2018.

School Accountability Report Card

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