

SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Art Freiler School

"Learn. Persevere. Excel."

Grades K-8
CDS Code 39-75499-6118699

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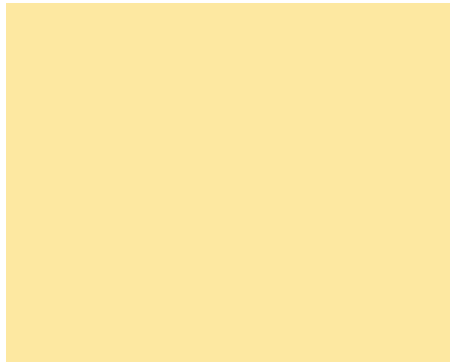
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Tracy Unified School District

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



Principal's Message

Dear students and parents,

As principal of Art Freiler School for the last seven years, I have had the pleasure of guiding your child's education through the elementary and middle school levels to prepare them for their secondary education experiences.

Before coming to Freiler School, I was an assistant principal for eight years in Tracy Unified School District. I've worked in the California education system at all grade levels for more than 20 years and have been privileged to be a part of many students' journeys into their future.

As principal, I believe it is my job to build relationships through collaboration with all stakeholders while driving our schoolwide mission. To meet our mission expectations, we make decisions that involve the expenditure of funds to support programs, scheduling of classes, academic focus and schoolwide character-building programs, which is done through School Site Council, parent meetings and collaborative grade-level meetings.

Freiler's staff is outstanding, and they are involved, caring teachers who make learning an experience that is impactful and meaningful for all students.

Please follow Art Freiler School on Facebook at www.facebook.com/ArtFreilerSchool.

Thank you for learning and growing with us at Freiler School, where the Stars Shine Bright!

Karen Alcorn

Principal

School Mission Statement

At Art Freiler School:

- Safety for our students, parents and staff will be our highest priority.
- Students will leave the school with a lifelong appreciation and excitement for learning and with an ability to apply their learning to solve a variety of real-world problems or challenges.
- Students will show courtesy and respect for all school staff and for each other throughout each day and the school year.
- Teachers and students will utilize technology tools in conjunction with their regular classroom work to facilitate their learning in a dynamic world.
- Freiler students will have opportunities to interact in positive, service and learning partnerships within our community.

School Vision Statement

"Learn. Persevere. Excel."

Art Freiler School promotes responsible and respectful students who recognize themselves as part of a community that works to learn, persevere, and excel in a global and dynamic world.

Parental Involvement

Our parents are very involved at Freiler School. We have more than 400 parents cleared to volunteer at our school in classrooms and for special events. The Freiler Staff and Parent Association (FSPA) organizes events for our community to be involved with as well as schoolwide fundraisers along with programs that benefit the students such as Great Valley Museum and Artist in Residence.

This group has assisted our campus in several events, including a fall carnival; a back-to-school night parent booth; a FES Walkathon; Sixth Grade Science Camp; support and organization and material funds for teachers; Halloween Parade parent stations; Wellness Wednesday supervision; Gingerbread Shopping Store in winter; support and stagehands for a wonderful drama production; five chess tournaments throughout the year; Science and Math Olympiad competitions; Family Science Night stations; school dance supervision; Field Day station supervision; Box Top coordination; Scrip coordination; library reshelving support; school office support for large projects; supervision for special events, including the eighth-grade award trip and academic swim party trip.

The classroom teachers also reap the benefits of parent involvement in the classrooms on a daily basis with the large number of parents who are cleared to assist them. They assist the teachers with many tasks that all support student learning and educational programs. Parents are also represented on our School Site Council Committee, which meets on a monthly basis, and other committees, such as the Superintendent's Committee, District-level English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) committees along with our Parent Liaison Parent Café monthly meetings. If you are interested in joining a committee, please contact the office at (209) 830-3309.

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

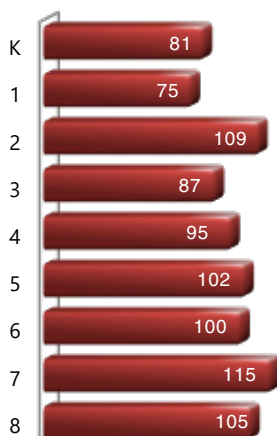
Ameni Alexander, Member

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

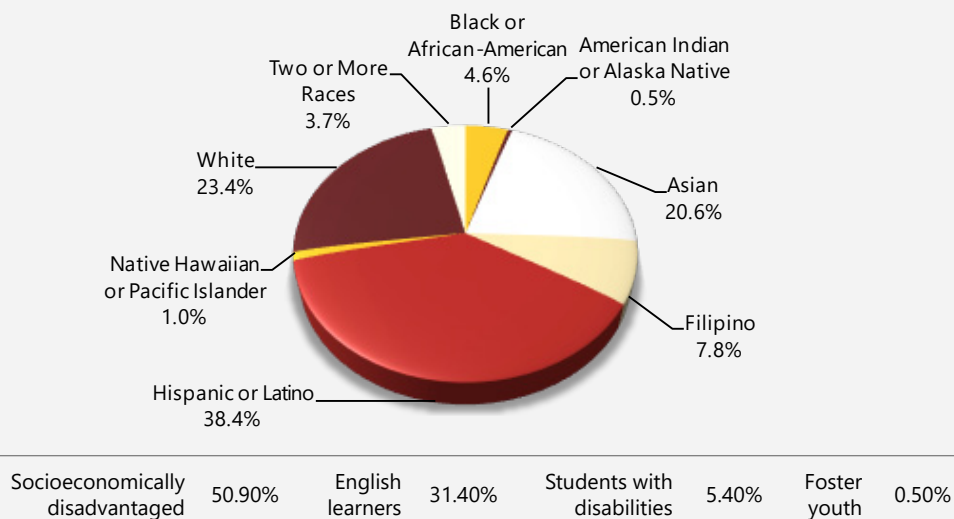


Enrollment by Student Group

The total enrollment at the school was 869 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2017-18 School Year



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

Art Freiler School

	15-16	16-17	17-18
Suspension rates	3.3%	4.5%	3.7%
Expulsion rates	0.1%	0.3%	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%

"Freiler's staff is outstanding, and they are involved, caring teachers who make learning an experience that is impactful and meaningful for all students."

Professional Development

The district strategic goals and Local Educational Agency (LEA) plan include goals that focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

Common Core State Standards (CCSS) are driving the need for staff development. The CCSS include adoption of curriculum and staff training. We have focused professional development on Rigorous Curriculum Design (RCD) for both English language arts (ELA) and math school wide. 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.

Data tells us that the Freiler student population has changed over the past several years. Our need to understand the changing population and use strategies that are appropriate for their learning is critical. Ongoing professional development is necessary to ensure the rapidly changing demands of our diverse student population as well as the implementation of CCSS. We are continuing our work with professional learning communities (PLCs) to further our efforts toward addressing the needs of our English language learner students, socioeconomic status (SES) students and at-risk learner populations.

This year, we have continued to implement the RCD ELA and math units into our curriculum across grade levels, and we will offer professional development opportunities, including sub days and in-depth training to assist with the creation of the RCD units. As part of our continuing efforts to improve student achievement, staff members have joined district committees to create RCD units and to implement the Next Generation Science Standards (NGSS). Each grade level is using Science Notebooks to support the standards with a goal to integrate science across subject areas.

Professional Development Days

Three-Year Data

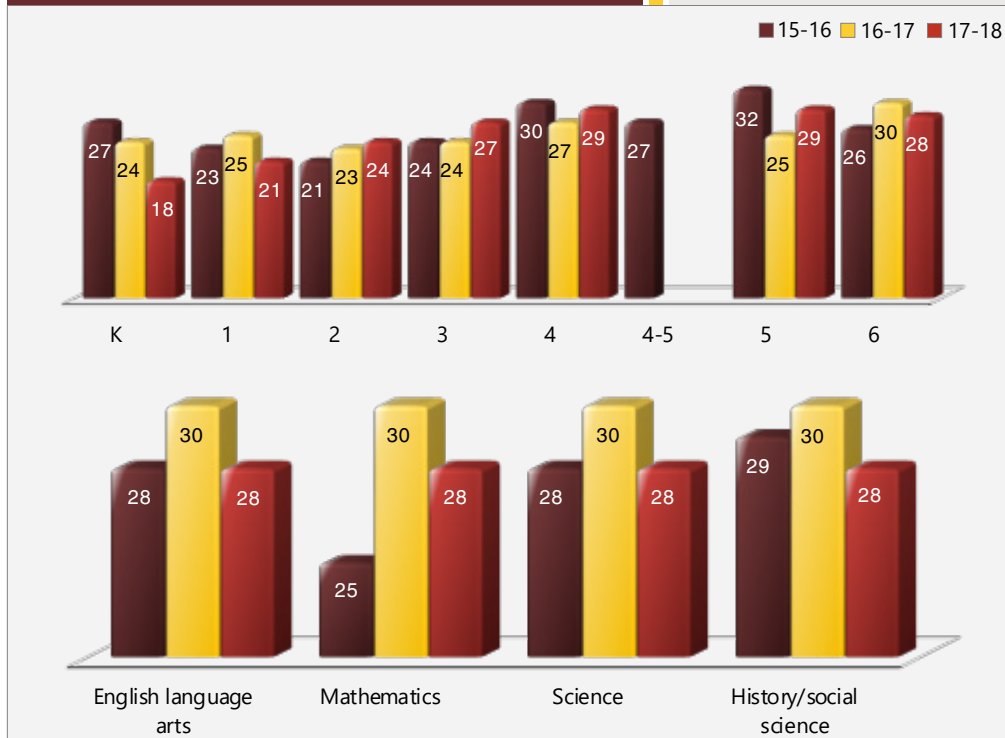
	2016-17	2017-18	2018-19
Art Freiler School	5 days	5 days	5 days

Class Size Distribution

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

Average Class Size

Three-Year Data



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.

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		4			4		1	3	
2		4			4			3	
3		4			4			4	
4		3		1	3			3	
4-5		1							
5		3		1	3			3	
6	1	17			4			3	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		10			4			4	
Mathematics	1	8			4			4	
Science		9			4			4	
History/social science		8			4			4	



Public Internet Access

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

California Assessment of Student Performance and Progress (CAASPP)

For the 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 3–8.

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

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

CAASPP Test Results 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	
	Art Freiler School		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	
	Art Freiler School		Tracy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	41%	44%	41%	42%	48%	50%
Mathematics	37%	40%	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		Art Freiler School	
		Grade 5	Grade 7
Four of six standards		21.40%	14.80%
Five of six standards		35.90%	39.10%
Six of six standards		24.30%	32.20%

✧ Not applicable.

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

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	611	606	99.18%	43.89%
Male	313	309	98.72%	39.48%
Female	298	297	99.66%	48.48%
Black or African-American	32	32	100.00%	37.50%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	126	126	100.00%	47.62%
Filipino	42	41	97.62%	58.54%
Hispanic or Latino	239	237	99.16%	38.82%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	132	130	98.48%	47.69%
Two or more races	30	30	100.00%	40.00%
Socioeconomically disadvantaged	313	311	99.36%	35.37%
English learners	230	228	99.13%	35.09%
Students with disabilities	48	48	100.00%	18.75%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	609	599	98.36%	39.73%
Male	312	305	97.76%	40.98%
Female	297	294	98.99%	38.44%
Black or African-American	32	31	96.88%	35.48%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	126	126	100.00%	40.48%
Filipino	42	41	97.62%	58.54%
Hispanic or Latino	238	233	97.90%	35.19%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	131	129	98.47%	44.96%
Two or more races	30	29	96.67%	34.48%
Socioeconomically disadvantaged	312	310	99.36%	31.94%
English learners	230	227	98.70%	30.84%
Students with disabilities	47	46	97.87%	23.91%
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.

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



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

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 traditional)	2017
Mathematics	My Math, McGraw-Hill (K-5 traditional)	2014
Science	California Science (K-5)	2008
History/social science	Scott Foresman History-Social Science for California (K-5)	2007
Reading language arts	Literature and Language Arts, Introductory Course; Holt (6)	2003
Reading language arts	Literature and Language Arts, Course 1; Holt (7)	2003
Reading language arts	Literature and Language Arts, Course 2; Holt (8)	2003
Mathematics	Digits, Pearson	2014
Mathematics	Bridge to Algebra, Carnegie Learning	2014
Mathematics	Algebra 1, Houghton Mifflin	2015
Mathematics	Geometry, Houghton Mifflin	2015
Science	Focus on Earth Science (6)	2008
Science	Focus on Life Science (7)	2008
Science	Focus on Physical Science (8)	2008
History/social science	Discovering Our Past: Ancient Civilizations (6)	2007
History/social science	Discovering Our Past: Medieval and Modern Times (7)	2007
History/social science	Discovering Our Past: The American Journey to World War I (8)	2007

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

✧ Not applicable.

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		Exemplary
Date of the most recent school site inspection		7/11/2018
Date of the most recent completion of the inspection form		7/11/2018

School Safety

All Freiler School staff members work collaboratively to provide a safe and motivating environment where all students succeed academically and socially. Safety is our first priority. Our district has worked collaboratively with California Safe Schools to create an overall safety plan that is updated and reviewed with both staff and SCC members. Staff members supervise students at all times. School supervision employees carry walkie-talkies and wear orange vests, and our school safety plan is aligned with district requirements and reviewed regularly at staff meetings and by holding monthly drills.

Our school safety plan is updated annually in April. It lists the methods of how we intend to meet our school safety goals. Our goals are: 1. Provide and maintain a safe school environment; 2. maintain teacher awareness of safety issues they need to be alerted to and maintained; 3. provide curriculum activities to promote safe behavior; 4. involve our parent and school community by keeping them informed as participants in forming safe school policies; and 5. giving our students the tools to personally maintain and promote safe behavior. For each of the methods, we have implemented strategies to meet these goals, and we also have listed several outcomes and activities to bring these goals to fruition.

There is a list of all emergency phone numbers located in each classroom, in the main office emergency/safety binder and also in our emergency classroom buckets. All fire-evacuation routes are posted in each classroom, and staff and students participate in monthly safety drills.

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2018, along with Safe School training that is ongoing done at staff meetings.

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 Art Freiler School for the 2017-18 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 39 classrooms, a multipurpose room, library, administration building, science lab, technology lab and kitchen. The main campus was built in 2001. Additions were constructed in 2005 (two relocatable classrooms), 2006 (two relocatable classrooms) and in the 2008-09 school year (three relocatable classrooms).

Maintenance and Repair

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

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

*"Thank you for learning and growing with us at Freiler School,
where the Stars Shine Bright!"*





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	0.20★
Career development counselor	0.00
Library media teacher (librarian)	0.80▲
Library media services staff (paraprofessional)	0.00
Psychologist	0.50✧
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	0.60✧
Resource specialist (nonteaching)	0.00

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	Art Freiler School		
Teachers	18-19	16-17	17-18	18-19
With a full credential	655	41	39	41
Without a full credential	44	1	0	0
Teaching outside subject area of competence (with full credential)	8	1	1	1

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		
		Art Freiler School		
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

About Our School

Art Freiler School is a K-8 science and technology magnet school. The enrollment for the 2018-19 school year reflects 810 students, 38 credentialed teachers who are all highly qualified, 20 classified employees, an assistant principal and a principal. The student population is diverse (in order of size of subgroups), with Hispanic, white, African-American and Asian students. 45 percent of the total population participates in the free and reduced-price lunch program, and 31 percent make up our English language learner (ELL) population.

As a science and technology magnet school, we take pride in having two science labs and two computer labs. We participate in a Science Olympiad competition with two divisional student teams annually, and we provide individual teacher laptops with an LCD projector and a document camera in every room. We support multiple wireless computers linked to the internet in each classroom on the campus, and as a K-8 school, our eighth graders have the privilege of taking higher levels of math at the high school to prepare them for meeting the high school requirements and help them reach their goal of entering college.

Not only do we prepare students academically, we also expose them to the arts and extracurricular activities. Freiler students get the opportunity to participate in music and drama programs. We have a full-time music teacher, so every grade level has exposure to music. Freiler supports the arts and holds an annual music program along with a fantastic play. Freiler offers other activities such as Math Olympiad, chess club, robotics, and garden club and basketball for both girls and boys.

✧ Not applicable.

★ 1 day a week through Valley Community Counseling.

▲ 4 days a week.

✧ 3 days a week.

✧ 3 days a week online.

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

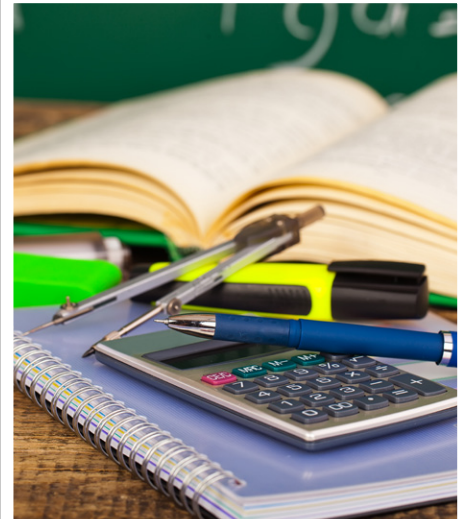
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2016-17 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Art Freiler School	\$5,605	\$77,269
Tracy USD	\$6,110	\$74,520
California	\$7,125	\$79,665
School and district: percentage difference	-8.3%	+3.7%
School and California: percentage difference	-21.3%	-3.0%

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	\$5,782
Expenditures per pupil from restricted sources	\$176
Expenditures per pupil from unrestricted sources	\$5,605
Annual average teacher salary	\$77,269



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.

