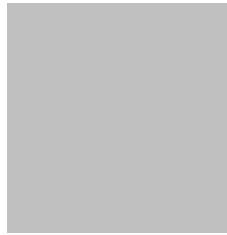
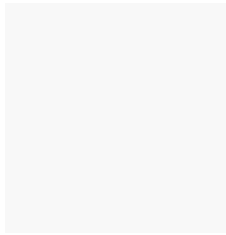


SARC

School Accountability Report Card 2018-19

Published in 2019-20



Gladys Poet-Christian School

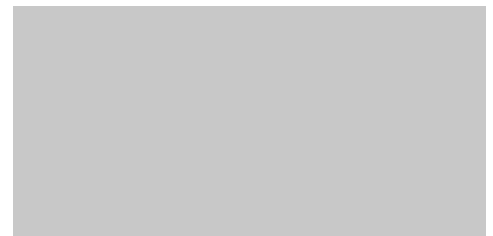
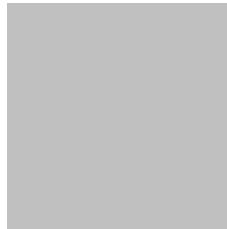
Grades K-8
CDS Code 39-75499-6108997

William Maslyar
Principal
wmaslyar@tusd.net

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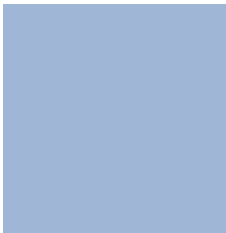
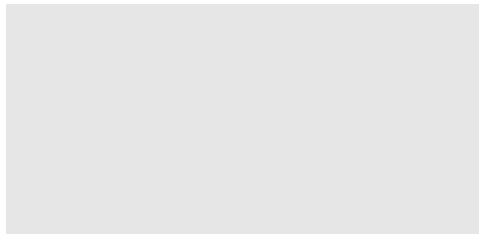
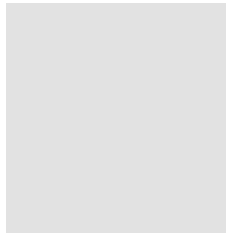
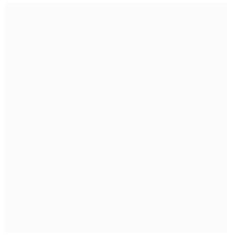
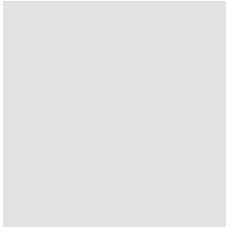
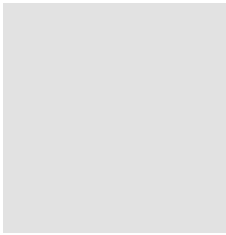
Para español, visita www.tracy.k12.ca.us.



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 students and parents,

Welcome to Gladys Poet-Christian School. We are a K-8 school and offer a family environment for our students. Because we are a magnet school, parents have a choice to enroll their children at Poet.

I want to help you capitalize on that choice and make our school one in which we are strongly united around a common set of values and beliefs. These values are encouraged and supported through a character-education program emphasizing the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

We help each of our students to demonstrate responsibility for themselves and for the school. We also model respect and help our students to do the same.

We were very excited about the opportunity to offer our students STEM and dance classes. All of our students in grades 1-8 have STEM or dance every day during the school year.

A school is as strong as its membership. The staff is dedicated to providing the best educational opportunities for our students. They spend time planning and working together to ensure that students gain from the insights and expertise of all of the staff. We strive to focus our collective energies on providing instructional strategies and meaningful curriculum that meet the needs of our students.

The staff and I expect our students to come to school ready to learn and be aware of their responsibility as learners. Children will be challenged as long as they are willing to accept the opportunities given to them at Poet. We believe in an open-ended curriculum that allows for maximum challenge for all students at all times.

Our school has enjoyed a great deal of success because of a commitment from the Poet staff, parents and students. The parents at Poet have been a big part of the school's success and we look forward to continuing a strong partnership with parents every school year. It is imperative to Poet's success that we have the support and commitment from parents, and we are asking our parents to make a commitment to the school by volunteering at school and in schoolwide activities as much as possible. We realize that many parents work, therefore we arrange for ways for parents who work to do things to help the school at home. We believe that involved and active parents are better informed and thus more supportive of the school's efforts. Our students deserve and depend on a strong partnership between parents and the school. Poet is truly a wonderful learning community!

Follow Gladys Poet-Christian School on Facebook at www.facebook.com/GladysPoetChristianSchool for school updates, events on campus and special announcements.

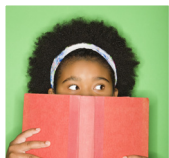
Sincerely,

William Maslyar

Principal

School Mission Statement

Gladys Poet-Christian School's mission is to guide and inspire our students to be a generation of independent thinkers who are responsible and prepared for the future.



School Vision Statement

Learn, Grow, Succeed!

School Safety

Safety is always at the forefront of the school's effort to provide a positive and productive learning environment. Safety drills and procedures are discussed and practiced regularly during the school year. The safety plan outlines daily procedures for dropping off and picking up students, visitors on campus, and participation in school activities and events. All parent volunteers must go through a reference and background check before volunteering at school.

The school's safety plan is reviewed and revised annually with staff at the beginning of each school year. Procedures and guidelines are reviewed throughout the school year with drills practiced each month. The safety plan was reviewed and adopted by the School Site Council in December 2019. The district has completed an updated districtwide emergency preparedness plan for each school site.

A Discipline Plan/Student Handbook is also reviewed and revised at the beginning of each school year. It addresses student issues and concerns with an emphasis on prevention. Discipline is handled quickly and fairly, and parents are contacted for nearly all discipline issues aside from minor rule infractions. The Discipline Plan revolves around the Six Pillars of Character and creating productive school and community citizens.



"The future belongs to the educated."

School Accountability Report Card

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

District Mission Statement

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

District Vision Statement

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



Board of Trustees

Steve Abercrombie, President

Brian Pekari, Vice President

Jill Costa, Board Clerk

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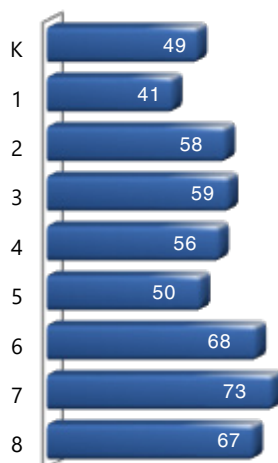
Lori Souza, Member

Jeremy Silcox, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 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.

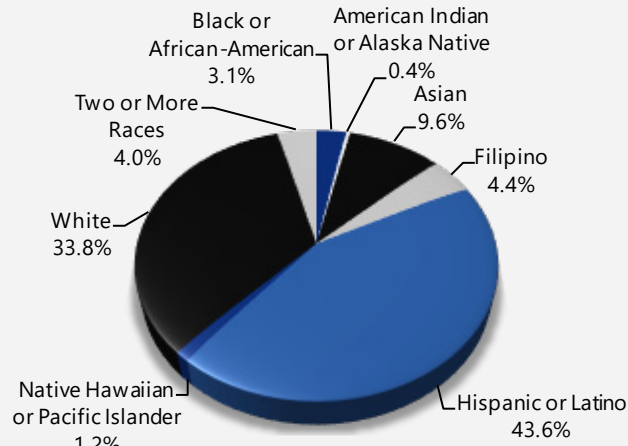
Suspension and Expulsion Rates			
Poet-Christian School			
	16-17	17-18	18-19
Suspension rates	5.1%	6.1%	10.0%
Expulsion rates	0.0%	0.4%	0.2%
Tracy USD			
	16-17	17-18	18-19
Suspension rates	10.5%	8.3%	9.3%
Expulsion rates	0.6%	0.7%	0.5%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 521 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



Parental Involvement

Poet-Christian is a school based on parent support and involvement. The school's Parent Teacher Student Association (PTSA) provides a multitude of activities and events to bring families together to celebrate success and to build on the school's positive culture. The PTSA meets every month to plan events, to purchase materials and programs for the school, and to promote parental involvement in the classroom and school activities.

Among the many events are classroom field trips, Dads and Donuts morning celebrations, a school carnival, Science & Math Nights, Multicultural Nights, Dr. Seuss Night, Family Movie Night, Excellent Eagle Assemblies, a spring Color Run, back-to-school night, and open house.

Parents are encouraged to spend as much time in the classroom volunteering to assist the teachers in a variety of ways. Parents regularly volunteer and participate at the schoolwide events listed above as well as individual classroom events and activities. Poet welcomes all parents to volunteer as often as possible and recognizes the tremendous role parents play in helping Poet remain a successful school.

Parents are also encouraged to participate in our School Site Council. The School Site Council is instrumental in monitoring the school's goals, plans, activities and budget.

For more information on how to become involved at the school, please contact Annah Bunker, PTSA president, or Kris Golden, PTSA member and teacher liaison, at (209) 830-3325.

About Our School

Gladys Poet-Christian is a K-8 school with a population of approximately 540 students. Poet students are provided the opportunity to participate in dance and STEAM-type classes on a regular basis in grades 1-8. Students have dance for half the year and STEAM the other half.

Poet enjoys the support of an active parent group and school community. Parents volunteer regularly in the classroom, in the office, and at school events and activities.

Poet has a strong academic program focused on developing well-rounded, lifelong learners. The school goals are centered on academics and a positive school culture. It takes a concerted effort from teachers, students and parents to create a positive learning environment with a challenging curriculum.

The school goals are: 1. academic programs and student achievement, 2. safe and equitable school environment, 3. staff development, 4. parent involvement, 5. technology, and 6. school library.

During the 2019-20 school year, we are expanding the implementation of the Advancement Via Individual Determination (AVID) program to include grades 3-4 and continuing implementation in grades 5-8. We will continue our expansion into the lower grades in subsequent years. AVID has a proven record of helping students achieve at their highest levels and we are excited to bring this program to our school.



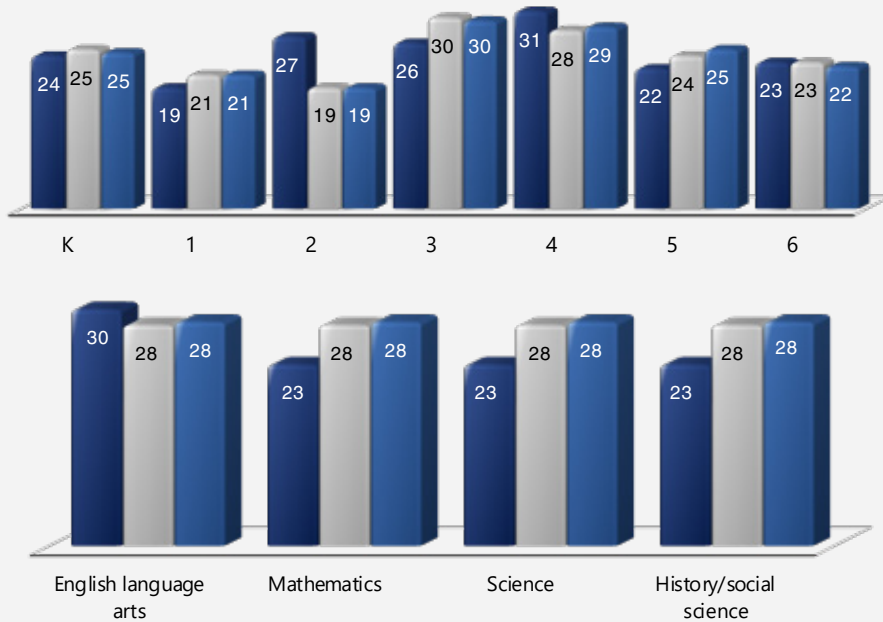
Class Size Distribution

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

■ 16-17 ■ 17-18 ■ 18-19



"We help each of our students to demonstrate responsibility for themselves and for the school. We also model respect and help our students to do the same."

Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			2			2	
1	3			1	1			2	
2		2		3			3		
3		2			2			2	
4		2			2			2	
5	1	2			2			2	
6	1	2			3			3	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		2			2.5			2.5	
Mathematics		3			2.5			2.5	
Science		3			2.5			2.5	
History/social science		3			2.5			2.5	



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 2018–19 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 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 in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Poet-Christian School		Tracy USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (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	
	Poet-Christian School		Tracy USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	51%	51%	42%	44%	50%	51%
Mathematics	41%	43%	30%	31%	38%	40%

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		2018-19 School Year	
Percentage of Students Meeting Fitness Standards		Poet-Christian School	
		Grade 5	Grade 7
Four of six standards		15.1%	9.5%
Five of six standards		17.0%	18.9%
Six of six standards		56.6%	60.8%

✧ Not applicable.



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

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	385	376	97.66%	2.34%	51.06%
Male	177	173	97.74%	2.26%	41.04%
Female	208	203	97.60%	2.40%	59.61%
Black or African-American	17	17	100.00%	0.00%	11.76%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	30	29	96.67%	3.33%	58.62%
Filipino	20	19	95.00%	5.00%	68.42%
Hispanic or Latino	178	174	97.75%	2.25%	46.55%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	119	117	98.32%	1.68%	61.54%
Two or more races	15	14	93.33%	6.67%	42.86%
Socioeconomically disadvantaged	165	162	98.18%	1.82%	40.74%
English learners	103	102	99.03%	0.97%	45.10%
Students with disabilities	24	24	100.00%	0.00%	25.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

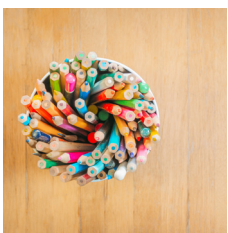
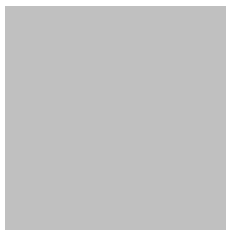
❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



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

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	386	378	97.93%	2.07%	43.12%
Male	178	175	98.31%	1.69%	41.14%
Female	208	203	97.60%	2.40%	44.83%
Black or African-American	17	17	100.00%	0.00%	17.65%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	31	30	96.77%	3.23%	43.33%
Filipino	20	20	100.00%	0.00%	65.00%
Hispanic or Latino	178	174	97.75%	2.25%	34.48%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	119	117	98.32%	1.68%	55.56%
Two or more races	15	14	93.33%	6.67%	64.29%
Socioeconomically disadvantaged	166	164	98.80%	1.20%	32.32%
English learners	104	104	100.00%	0.00%	31.73%
Students with disabilities	24	24	100.00%	0.00%	16.67%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.





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			2019-20 School Year
Subject	Textbook	Adopted	
Reading/language arts	Wonders (TK-5 traditional)	2017	
Mathematics	<i>My Math, McGraw-Hill (K-5 traditional)</i>	2014	
Science	California Science (K-5)	2008	
History/social science	Scott Foresman History-Social Science for California (K-5)	2007	
Reading language arts	<i>Literature and Language Arts, Introductory Course; Holt (6)</i>	2003	
Reading language arts	<i>Literature and Language Arts, Course 1; Holt (7)</i>	2003	
Reading language arts	<i>Literature and Language Arts, Course 2; Holt (8)</i>	2003	
Mathematics	<i>Digits, Pearson</i>	2014	
Mathematics	<i>Bridge to Algebra, Carnegie Learning</i>	2014	
Mathematics	<i>Algebra 1, Houghton Mifflin</i>	2015	
Mathematics	<i>Geometry, Houghton Mifflin</i>	2015	
Science	<i>Focus on Earth Science (6) (undergoing pilot 2019-2020)</i>	2008	
Science	<i>Focus on Life Science (7) (undergoing pilot 2019-2020)</i>	2008	
Science	<i>Focus on Physical Science (8) (undergoing pilot 2019-2020)</i>	2008	
History/social science	<i>World History: Ancient Civilizations</i>	2018	
History/social science	<i>World History: Medieval and Early Modern Times</i>	2018	
History/social science	<i>American Stories: Beginnings to World War I</i>	2018	

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		2019-20 School Year
Data collection date		9/24/2019

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	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%



Quality of Textbooks

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

Quality of Textbooks	
2019-20 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

Professional Development

The driving force for staff development revolves around the school goals outlined in our school plan. Student achievement data is reviewed at the beginning of each school year. Students in grades 3-8 participated in annual testing with the Smarter Balanced Assessments portion of the California Assessment of Student Performance and Progress (CAASPP). Test scores for both English language arts (ELA) and math were used to drive instruction and staff development. Students in fifth and eighth grade participated in the test for the Next Generation Science Standards (NGSS). Student data related to district assessments and performance benchmarks are used to hone in on critical areas of need. Data is disaggregated by student ethnicity and subgroups by grade level, by subject and by gender.

The district has established a partnership with HMM/International Center for Leadership in Education with a three-year plan focused on Relationships, Rigor and Relevance. We are entering our third year with our coach focusing on Rigor, Relevance, and Relationships. The school was honored as a Model School and presented at the Annual National Model Schools Conference in Washington D.C. in June 2019. Training on Relationships, Rigor and Relevance has been the main driving force of staff development activities during this three-year partnership. Staff development activities focused on creating an equitable, safe, and supportive school culture and climate, providing a deeper level of understanding of content through higher level questioning, and providing students with more rigorous learning opportunities. In addition, improving reading and writing in all subjects and grade levels is a major goal for the 2019-20 school year.

Site teacher leaders, consultant curriculum specialists and leaders, and site administration deliver staff development.

Staff development activities will take place on Early Release Mondays (typically from 2:15 p.m. to 4:30 p.m.), voluntary staff-development days, and district/site pre-service days. There are approximately 20 Early Release Mondays in a given year, two voluntary buyback days, and two pre-service days per year.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2017-18	5
2018-19	5
2019-20	5

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		2019-20 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		7/10/2019
Date of the most recent completion of the inspection form		7/10/2019

School Facilities

General

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

Below is more specific information on the condition of Gladys Poet-Christian School for the 2019-20 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 31 classrooms, a multipurpose room, library, administration building, storage building, kitchen and a stage. The main campus was built in the 1989-90 school year. Additions were constructed in the 1997-98 school year (two relocatable classrooms), the 1998-99 school year (four classrooms added for Class Size Reduction) and the 1999-2000 school year (four classrooms and restroom facilities), 2015 (window systems, painted exterior of campus, replaced floor coverings), 2016 (enclosed campus with security fencing).

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. We use a work-order process 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.



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	Poet-Christian School		
Teachers	19-20	17-18	18-19	19-20
With a full credential	672	25	25	25
Without a full credential	20	2	2	0
Teaching outside subject area of competence (with full credential)	57	0	0	3

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		
		Poet-Christian School		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

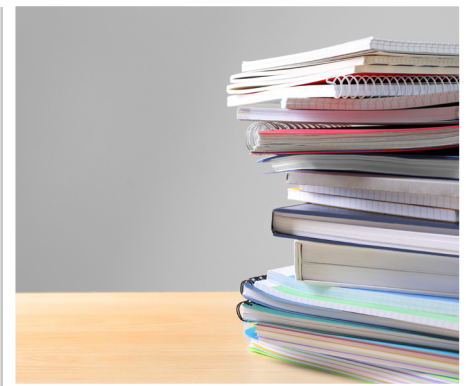
Types of Services Funded

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.



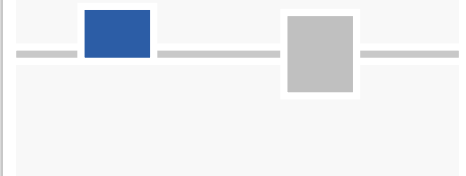
"We believe in an open-ended curriculum that allows for maximum challenge for all students at all times."



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	
2018-19 School Year	
	Ratio
Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.5
Psychologist	0.4
Social worker	0.0
Nurse	*
Speech/language/hearing specialist	0.6
Resource specialist (nonteaching)	0.8
◇ Not applicable.	
* Assigned to two students.	



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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$6,747
Expenditures per pupil from restricted sources	\$853
Expenditures per pupil from unrestricted sources	\$5,894
Annual average teacher salary	\$69,831

Financial Data

The financial data displayed in this SARC is from the 2017-18 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		2017-18 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary	\$48,137	\$51,374
Midrange teacher salary	\$70,952	\$80,151
Highest teacher salary	\$93,286	\$100,143
Average elementary school principal salary	\$127,236	\$126,896
Average middle school principal salary	\$128,903	\$133,668
Average high school principal salary	\$143,734	\$143,746
Superintendent salary	\$221,917	\$245,810
Teacher salaries: percentage of budget	36%	35%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

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

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Poet-Christian School	\$5,894	\$69,831
Tracy USD	\$8,184	\$70,046
California	\$7,507	\$82,031
School and district: percentage difference	-28.0%	-0.3%
School and California: percentage difference	-21.5%	-14.9%

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.

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 2019.

School Accountability Report Card

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