

North School

We are North Lions "Hear us Roar!"

Grades TK-8
CDS Code 39-75499-6042865

Jose Jimenez
Principal
jjimenez@tusd.net

2875 Holly Drive
Tracy, CA 95376
(209) 830-3350

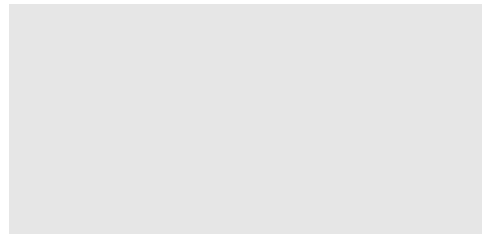
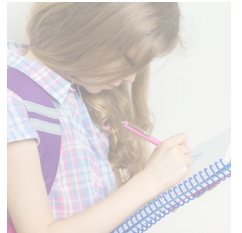
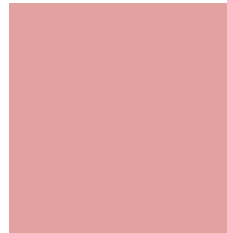
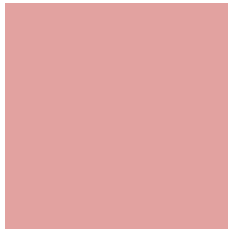
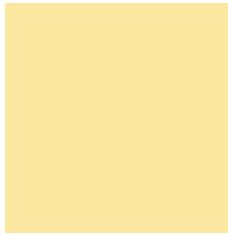
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Para español, visita www.tracy.k12.ca.us.



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

I am honored to have the opportunity to serve the students, staff, parents and community of North Elementary School. As principal, I believe positive relationships are essential in the success of a school and believe they must be modeled at all levels of the organization. Keeping our students safe is key to establishing positive relationships and I believe a safe school is one in which students enjoy attending and learning in.

In the upcoming school year, and over the next two years, we will be modernizing our facilities in order to have modern buildings and newly constructed classrooms in which to prepare our students to be 21st century learners. This modernization will replace the K-5 area of the school while leaving the newer middle school buildings intact.

North school is working to prepare students to be college and career ready and as a result of this commitment we are working to implement STEM (Science Technology Engineering and Math) and AVID (Advancement Via Individual Determination) strategies to help students succeed. We have established this year's AVID organization goal of having all students use their daily planners to write down assignments and homework.

I truly care about all our students at North and having community involvement at our school. Please feel free to contact me with questions, comments or concerns.

Follow North School on our school webpage and on Facebook at www.facebook.com/NorthSchoolTUSD for school updates events around campus and special announcements.

Sincerely,

Jose Jimenez, Principal



"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.

School Mission Statement

It is our mission to provide a safe and creative learning environment where staff and students of diverse backgrounds come together to learn from each other and prepare for careers in a dynamic world.



School Vision Statement

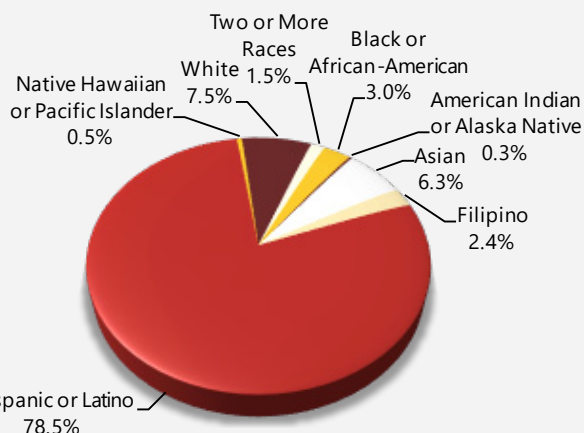
Building pathways to the future. Build yours!

Enrollment by Student Group

The total enrollment at the school was 743 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



Socioeconomically disadvantaged	89.40%
English learners	51.30%
Students with disabilities	11.00%
Foster youth	0.10%
Homeless	7.50%



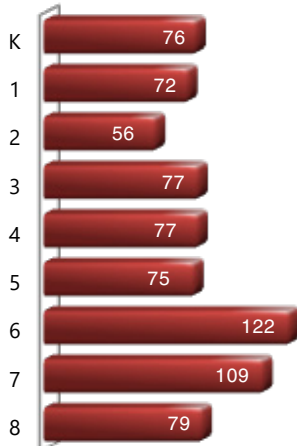
Board of Trustees

Steve Abercrombie, President
 Brian Pekari, Vice President
 Jill Costa, Board Clerk
 Simran Kaur, Member
 Ameni Alexander, Member
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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

North School

	16-17	17-18	18-19
Suspension rates	11.4%	15.3%	18.0%
Expulsion rates	0.3%	0.1%	0.1%

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

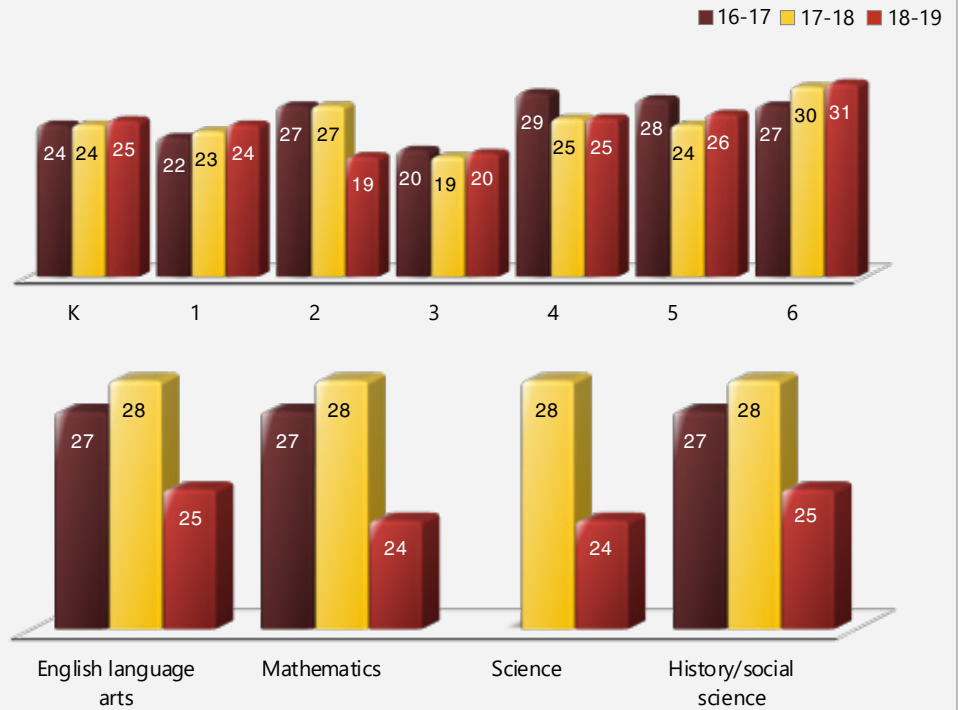
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

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



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



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	
	North 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	
	North School		Tracy USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	28%	26%	42%	44%	50%	51%
Mathematics	19%	19%	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		North School	
		Grade 5	Grade 7
Four of six standards		23.0%	18.9%
Five of six standards		35.1%	25.2%
Six of six standards		33.8%	27.9%

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 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	545	532	97.61%	2.39%	25.61%
Male	312	305	97.76%	2.24%	22.70%
Female	233	227	97.42%	2.58%	29.52%
Black or African-American	20	19	95.00%	5.00%	31.58%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	28	27	96.43%	3.57%	22.22%
Filipino	11	11	100.00%	0.00%	27.27%
Hispanic or Latino	431	423	98.14%	1.86%	25.12%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	44	41	93.18%	6.82%	26.83%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	486	475	97.74%	2.26%	23.84%
English learners	337	326	96.74%	3.26%	20.92%
Students with disabilities	64	63	98.44%	1.56%	1.59%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	63	62	98.41%	1.59%	25.81%

❖ 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.

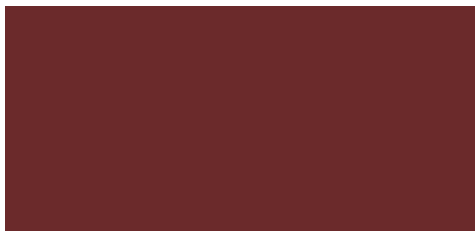
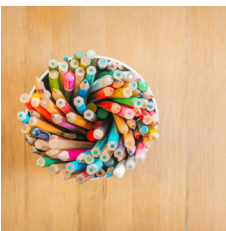




CAASPP Results by Student Group: Mathematics (grades 3-8)

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	545	538	98.72%	1.28%	19.33%
Male	312	307	98.40%	1.60%	18.24%
Female	233	231	99.14%	0.86%	20.78%
Black or African-American	20	19	95.00%	5.00%	21.05%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	28	28	100.00%	0.00%	10.71%
Filipino	11	11	100.00%	0.00%	18.18%
Hispanic or Latino	431	426	98.84%	1.16%	17.84%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	44	43	97.73%	2.27%	34.88%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	486	482	99.18%	0.82%	18.67%
English learners	337	333	98.81%	1.19%	15.02%
Students with disabilities	64	62	96.88%	3.12%	6.45%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	63	63	100.00%	0.00%	22.22%

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

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

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

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

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 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.



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	Good
Date of the most recent school site inspection	7/2/2019
Date of the most recent completion of the inspection form	7/2/2019

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 North 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 33 classrooms, a multipurpose room, library, administration building, kitchen, storage building, and a First Five Preschool Building. The main campus was built in 1951. Additions were constructed in 1965 (three classrooms), 1967 (one relocatable classroom), 1968 (nine classrooms, two restroom facilities and additional administration offices), 1990-91 (nine classrooms were remodeled), 1993-94 (modernization of eight classrooms, the library and restrooms), 1996 (electric redevelopment), 2002-03 (remodel of restroom facilities), 2005-06 (expansion of campus of nine classrooms, two science labs, a multipurpose room with a gym and two shade structures along with the First Five Preschool Building) and the 2007-08 (library renovation). A modernization project for the K-5 wings will commence summer 2020.

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.

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School Facilities

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Modernization Projects

North school will be undergoing major modernization with a new administration building and modern classrooms and facilities. The project is expected to last one and a half years once it begins. K-5 students will be bused to the ICGC facility during the construction while the middle school portion of North will remain operational during construction.



School Safety

Safety is always at the forefront of the school's effort to provide a positive learning environment. Safety drills in the form of lockdowns, earthquake and fire drills are practiced regularly. North school encourages parents to report concerns, and they are dealt with immediately. Parents are contacted by teachers and administrators for all disciplinary issues.

Each school year, parents and staff review and revise our school safety plan during School Site Council meetings. North School safety plans are designed to meet the challenges of today's complex society. The district has completed an updated districtwide emergency plan for each school site.

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2020.

Parental Involvement

Parents can contribute to North School's success by attending Parent Café, English Learner Advisory Committee (ELAC) and School Site Council meetings. Parents are welcome to attend our farmers market and special program events.

Parent classroom volunteers and supervisors are also an important part of North School. They act as mentors and role models to many of our students. They also help teachers in the classroom.

Parents provide a wealth of experiences that they can share with students. Presentations on culture, traditions, occupations and life experiences open students to new perspectives in a diverse population. If you wish to participate, contact Sonia Huber at (209) 830-3350.

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	1:743
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.5
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	2.0

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	North School		
Teachers	19-20	17-18	18-19	19-20
With a full credential	672	36	37	35
Without a full credential	20	2	2	0
Teaching outside subject area of competence (with full credential)	57	0	0	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		
	North School			
Teachers	17-18	18-19	19-20	
Teacher misassignments of English learners	1	1	0	
Total teacher misassignments	0	0	0	
Vacant teacher positions	0	0	0	

Professional Development

Professional Development Days		Three-Year Data	
	2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement	5	5	5

About Our School

North School is a TK-8 school with a population of about 760 students; we also have a preschool on campus that prepares students entering kindergarten.

North School has identified 3 main pillars for success:

- Positive relationships among students, staff and the community
- Rigorous learning environment preparing students for the future
- Safe learning environment for all students

As a staff, we are committed to literacy, and that is why we continue to provide opportunities for our students to read on a daily basis.

We have a number of key partnerships, such as with Costco, Valley Community Counseling Services, and Boys & Girls Club that provide services for students beyond academics, supporting the social and emotional needs of children.



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%

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.

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
North School	\$6,325	\$77,260
Tracy USD	\$8,184	\$70,046
California	\$7,507	\$82,031
School and district: percentage difference	-22.7%	+10.3%
School and California: percentage difference	-15.7%	-5.8%

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.



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	\$7,383
Expenditures per pupil from restricted sources	\$1,059
Expenditures per pupil from unrestricted sources	\$6,325
Annual average teacher salary	\$77,260

