

Louis A. Bohn Elementary School

Believe. Achieve. Succeed.

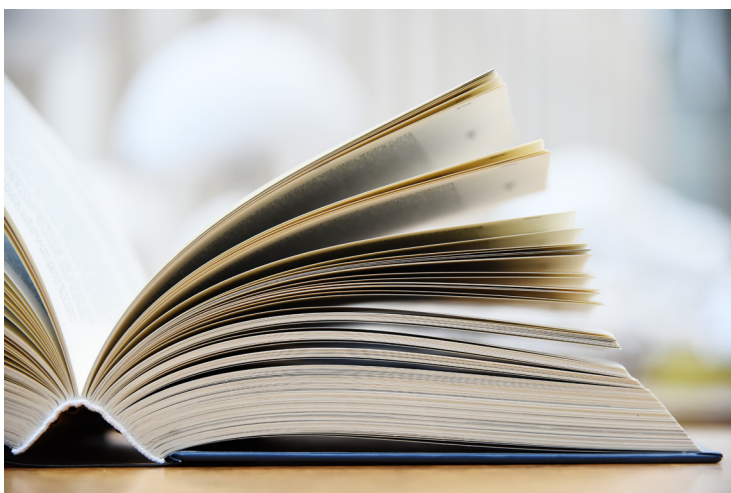
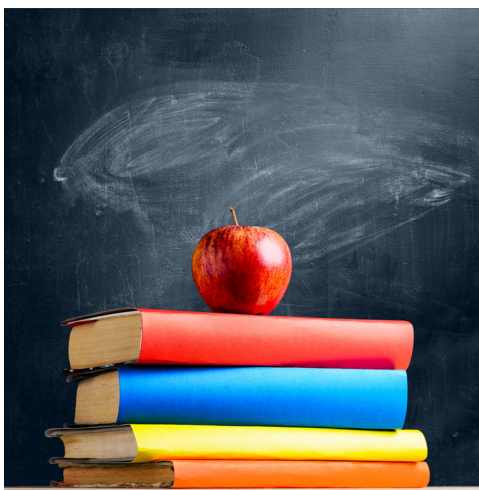
Grades K-5
CDS Code 39-75499-6110530

Kelly Patchen
Principal
kpatchen@tusd.net

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Tracy, CA 95376
(209) 830-3300

<https://bohn.tracy.k12.ca.us/>

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

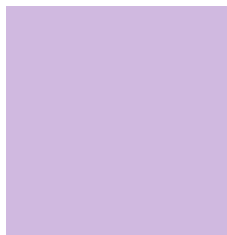
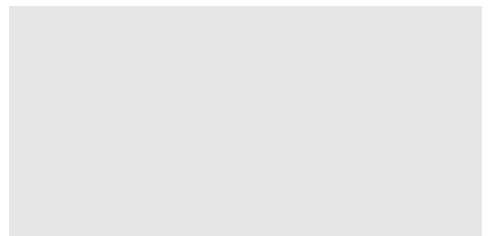
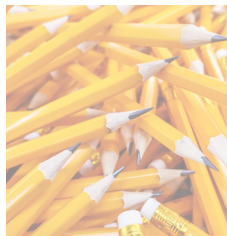
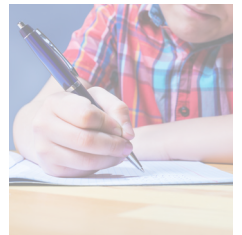
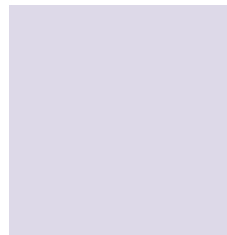
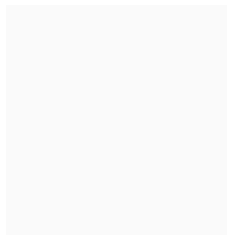
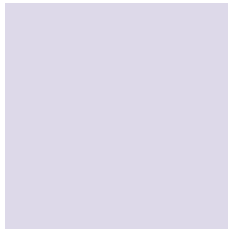
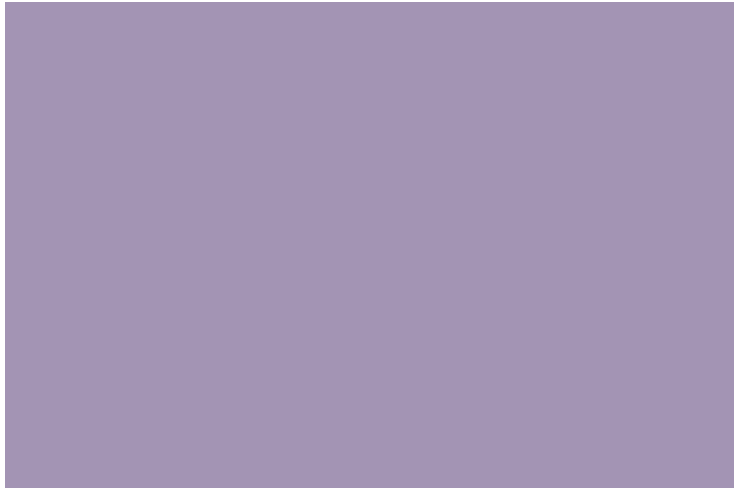
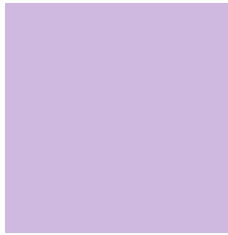
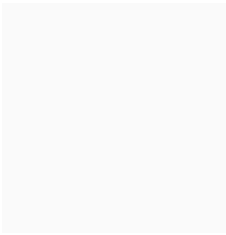


LOUIS BOHN ELEMENTARY SCHOOL



Tracy Unified School District

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





Principal's Message

Dear Bohn family,

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

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

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

Concentrating on language arts and math, we are moving our students into the age of Common Core State Standards, which are referred to as California State Standards. Teachers are implementing units of study that will help guide our students on the path in becoming 21st-century college and career ready. Our VISION is for every student at Bohn to receive a Rigorous, Relevant, and Engaging Instruction to prepare them for college and career readiness. The PATHWAY is through INTEGRATED Pre-K-12 STEM Instruction.

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

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

Sincerely,
Kelly Patchen
Principal

School Mission Statement

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

School Vision Statement

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

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

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

- High academic expectations
- A safe learning environment
- A strong literacy program
- Opportunities for participatory projects and discussion
- Timely, ongoing interventions for all learners
- Instruction in the use of current technological tools
- Engineering design challenges through our Pre-K-12 STEM Grant
- A strong partnership between home and school
- Role models for good citizenship and guidance

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

School Safety

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

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

Continued on page 5



TRACY
UNIFIED SCHOOL DISTRICT

*"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.



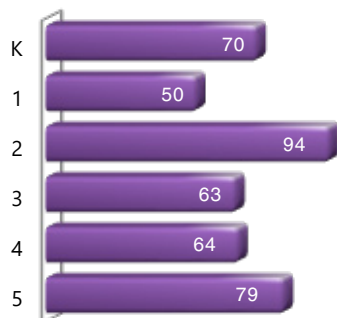
Board of Trustees

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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

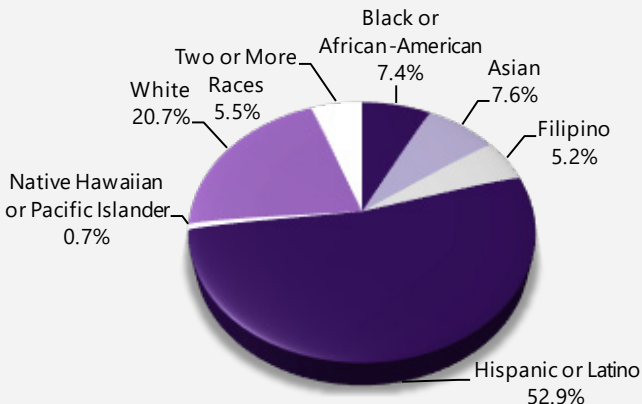


Enrollment by Student Group

The total enrollment at the school was 420 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



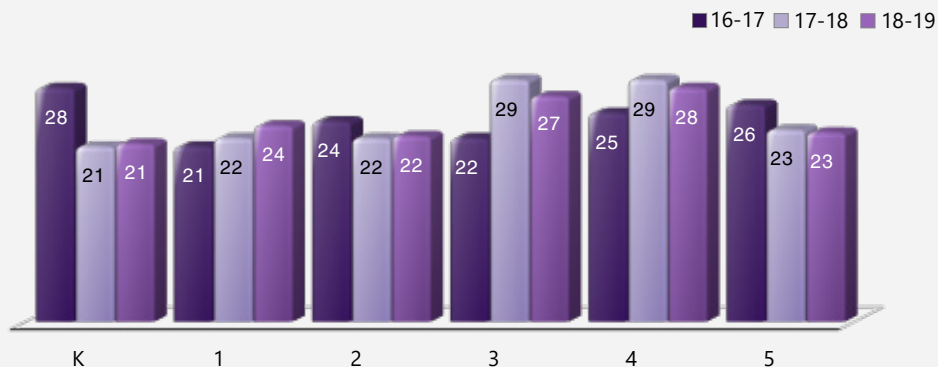
Socioeconomically disadvantaged	62.90%
English learners	26.20%
Students with disabilities	21.70%
Foster youth	0.00%
Homeless	2.10%

Class Size Distribution

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

Average Class Size

Three-Year Data



Suspensions and Expulsions

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

Suspension and Expulsion Rates

Bohn ES

	16-17	17-18	18-19
Suspension rates	4.3%	3.9%	3.0%
Expulsion rates	0.0%	0.0%	0.0%

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%

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			2	1	
1	1	2		1	1			2	
2		3			4		3	1	
3		3			2			2	
4		3			2			2	
5		3			3			3	



School Safety, *Continued from page 3*

We also offer yearly training to all staff on the use of Epi-Pens, diabetes/glucose monitoring, seizures, asthma, fractures and first aid.

The new school safety plan was last reviewed, updated and discussed with the school faculty in August and September 2019 and will be continued to be reviewed throughout the year to ensure our students' safety as our top priority.

Professional Development

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

Highlights we are focusing on this year include:

- Working regularly in our Professional Learning Communities to answer four critical questions to identify students for targeted interventions, assess their progress, and share key information with staff and stakeholders. Our four driving questions behind everything we do for our students include:
- What is it we expect our students to learn? How will we know when they have learned it? How will we respond when some students do not learn? And how can we extend and enrich learning for students who have demonstrated proficiency?
- Meaning-making and learning as the heart of our English language arts (ELA)/literacy and English language development (ELD) instruction. Researching, practicing and using high-leverage English language development strategies to meet the needs of our English learner (EL) students and extending all students literacy development.
- Collaborating with the Greater Valley Writing Project to provide professional development workshops throughout the year in which our teachers will learn and practice high-leveraging strategies to support our ELs and language acquisition to their everyday classroom practices.
- Engaging in STEM focused lesson studies to share ownership as we build coherent STEM instruction, bringing to life its vision of student learning across grade levels.
- Sense-making support of the Next Generation Science Standards (NGSS) relating key instructional and conceptual shifts required by NGSS and the three-dimensional learning.
- Receiving training and staff development in Math Fluency and Number Talks to deepen our students' conceptual understanding of complex mathematical thinking.
- Social-Emotional Support training and tool exploration for our site staff to support our students as they progress socially and emotionally, inside and outside of the classroom. Second Step Curriculum and Panorama Education training will occur to help monitor student Social-Emotional Learning (SEL) and development.
- Community Medical Centers also provided training for staff in the recognition of student behaviors caused by trauma or violence and its impact on student learning.

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

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



"Louis Bohn Elementary provides the excellence in education that Dr. Bohn emphasized throughout his career."



Parental Involvement

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

Our School Site Council (SSC) and English Language Advisory Committee (ELAC) meet every other month to work together to develop and monitor our School's Single Plan for Student Achievement (SPSA) to drive academic instructional programs and all related categorical resource expenditures for our school to meet the needs of ALL our students. During these meetings, we continuously discuss and monitor our school plan, safety, and needs of our English Language learners. We hold family Math Nights, Reading Events, and Science Nights. For instance, Lawrence Livermore Lab hosts a Family STEM Night where families can take part in any number of science experiments. Our school has a Multicultural Winter Sing-Along and Read Across America week dedicated to sharing our traditions and information about our cultures and heritages. We will host Parent Café events throughout the school year with our parent liaison bringing various workshops and community resources to our families.

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

Both the school and the PTO provide monthly newsletters informing parents of all upcoming events and activities. Other forms of communication include the use of School Messenger (an automated phone call and email system), postings on the Louis Bohn website, postings on the school Facebook page, weekly reminders on our school marquee, and individual teacher newsletters and email communications.

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

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

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 3–5.

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	
	Bohn ES		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	
	Bohn ES		Tracy USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	31%	34%	42%	44%	50%	51%
Mathematics	28%	29%	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		Bohn ES
		Grade 5
Four of six standards		19.0%
Five of six standards		25.3%
Six of six standards		15.2%



CAASPP Results by Student Group: English Language Arts (grades 3-5)

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	213	209	98.12%	1.88%	34.45%
Male	124	122	98.39%	1.61%	28.69%
Female	89	87	97.75%	2.25%	42.53%
Black or African-American	16	16	100.00%	0.00%	25.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	13	13	100.00%	0.00%	30.77%
Filipino	11	10	90.91%	9.09%	60.00%
Hispanic or Latino	115	114	99.13%	0.87%	31.58%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	40	39	97.50%	2.50%	33.33%
Two or more races	15	15	100.00%	0.00%	60.00%
Socioeconomically disadvantaged	150	149	99.33%	0.67%	26.85%
English learners	76	74	97.37%	2.63%	35.14%
Students with disabilities	57	56	98.25%	1.75%	21.43%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	11	100.00%	0.00%	9.09%

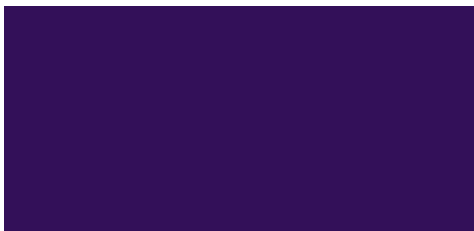
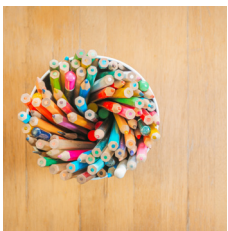
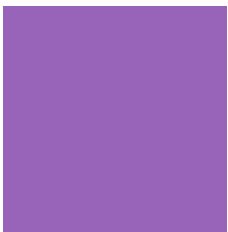
❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: Mathematics (grades 3-5)

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	213	210	98.59%	1.41%	28.57%
Male	124	123	99.19%	0.81%	30.08%
Female	89	87	97.75%	2.25%	26.44%
Black or African-American	16	16	100.00%	0.00%	18.75%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	13	13	100.00%	0.00%	30.77%
Filipino	11	10	90.91%	9.09%	40.00%
Hispanic or Latino	115	114	99.13%	0.87%	27.19%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	40	39	97.50%	2.50%	25.64%
Two or more races	15	15	100.00%	0.00%	53.33%
Socioeconomically disadvantaged	150	149	99.33%	0.67%	22.15%
English learners	76	75	98.68%	1.32%	26.67%
Students with disabilities	57	56	98.25%	1.75%	21.43%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	11	100.00%	0.00%	0.00%

❖ 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 tradition)	2017
Mathematics	<i>My Math</i> , McGraw-Hill (K-5 traditional)	2014
Science	California Science (K-5)	2008
History/social science	Scott Foresman History-Social Science for California (K-5) (undergoing pilot 2019-2020)	2007

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject

2019-20 School Year

Bohn ES	Percentage Lacking
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

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
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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.



About Our School

Louis Bohn Elementary School is one of 10 elementary schools in the Tracy Unified School District. The school serves students in grades K-5 and has an enrollment of 390 students. Our focus is on building literacy among all learners using the best teaching practices and strategies. Our learning community includes students, teachers and parents who are committed to lifelong learning. Our goal is to maximize a spirit of responsibility, cooperation and growth within our school.

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

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

Effective Instruction: Rigorous, Relevant, and Integrated Content Engagement, Differentiation Decisions Based on Data Explicit Instruction Formative Assessment Soft Skills

School & Instructional Leadership: All Staff Responsible for All Students, Targeted Interventions based on Data Analysis, Relationships, PLCs and Shared Vision and Mission

Student & Teacher Relationships: Mentor Student Leadership, Celebrate Growth and Successes, Additional Mental Health Support & School-wide 3 Rules and Behavior Expectations

Family & Community Engagement: Welcoming environment, Targeted Family Engagement Nights, PTO events, and SSC/ELAC.

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		7/1/2019
Date of the most recent completion of the inspection form		7/1/2019

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 Louis A. Bohn Elementary 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 25 classrooms, a multipurpose room, library, administration building, computer lab and kitchen. The main campus was built in 1991 and opened to students in 1992. Additions were constructed in the 1998-99 school year (two classrooms added for Class Size Reduction) and in the 2005-06 school year (two portable classrooms), 2016 (fire/intrusion alarms system, exterior paint), and two replacement portables built 2018-19 (due to fire).

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.



Teacher Qualifications

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

Teacher Credential Information		Three-Year Data		
	Tracy USD	Bohn ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	672	23	24	20
Without a full credential	20	1	1	1
Teaching outside subject area of competence (with full credential)	57	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Bohn ES		
Teachers		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

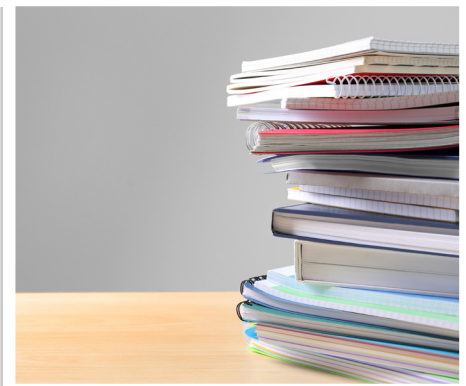


"Since its inception, our dedicated staff has implemented the most current educational research in our teaching of children."

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.



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)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	1.0

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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$10,879
Expenditures per pupil from restricted sources	\$3,572
Expenditures per pupil from unrestricted sources	\$7,307
Annual average teacher salary	\$81,307

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
Bohn ES	\$7,307	\$81,307
Tracy USD	\$8,184	\$70,046
California	\$7,507	\$82,031
School and district: percentage difference	-10.7%	+16.1%
School and California: percentage difference	-2.7%	-0.9%

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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