

## Central Elementary School

Grades K-5  
CDS Code 39-75499-6042832

Nancy Morgan Link  
Principal  
[nlink@tusd.net](mailto:nlink@tusd.net)

200 W. Eaton Avenue  
Tracy, CA 95376  
(209) 830-3303

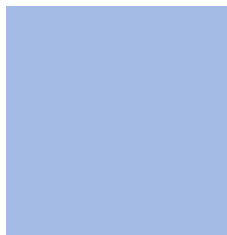
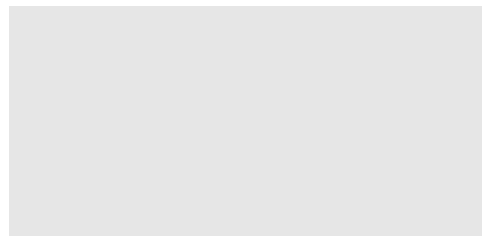
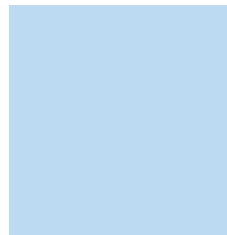
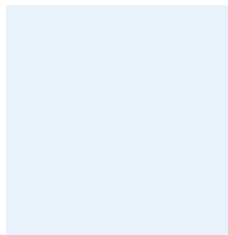
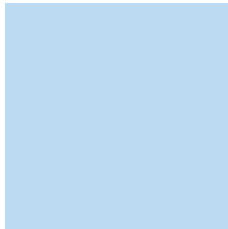
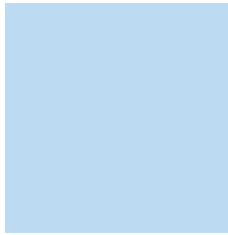
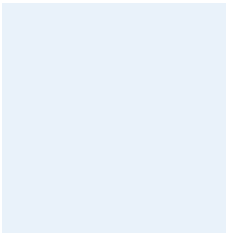
<https://www.tracy.k12.ca.us/sites/ces>

Para español, visita [www.tracy.k12.ca.us](http://www.tracy.k12.ca.us).



## Tracy Unified School District

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





## Principal's Message

I am honored to have this opportunity to serve the students, staff and parents of Central School. Central School is a beautiful new school building, yet it has over 80 years of tradition.

Central School has been an integral part of Tracy's history, and we always remember that. We at Central School value education and relationships. Our traditions of the family picnic, reading nights and rigorous instruction continue. Intense professional development for teachers and staff, including work on the STEM, reading and best instructional practices, are a priority.

This past spring, we moved into our new school building. Even though we were sentimental and sad about our traditional brick building being demolished, we were excited for our new school building to open. We love that Central's historic lovely brick walls, huge paned windows, cement hallways, and old bricks are incorporated into our new Central School building. Community members often tell us how much they also appreciate this.

We have expanded field trip opportunities for all students, and the artist-in-residence works with every class. Students are encouraged to exhibit positive behaviors and collect colorful plastic paws for good citizenship, honor roll, etc. We reward good attendance with certificates, positive prizes, and a fun play day. With our Hospital Foundation grant, we can give shoes, jackets and other clothing to students in need.

A culture of reading will continue schoolwide with book clubs, reading interventions, Paws, reading incentives and many books given to our students to build their home libraries. This past year we received over \$20,000 worth of books for students from grants.

As reading is a priority for Central School, an hour each day is dedicated to PIR (Priority Individualized Reading). This is a time of differentiated reading instruction led by data on student need. We are seeing good gains in reading skills.

We look forward to a good and productive 2019-20 school year.

## About Our School

Central School is a neighborhood school that has been part of the local community for over 80 years. The Central School staff is focused on effective instructional strategies and teaching to the state standards to improve student achievement. Teachers have high expectations so that Central students will be successful as lifelong learners. Teacher team collaboration improves teaching by using data to set student goals. We foster a family atmosphere among the staff and students. Students are taught the character pillars and alternative ways to resolve conflicts.

We are very proud of the hard work done by staff as seen in our excellent lessons and dedication to standards that are helping students achieve.

All students and staff recite the Central Creed daily.

The Central Creed: "I am a Wildcat! I am ready to learn and will respect everyone's right to succeed. I will give it my all because I am special and smart. I will value my education and work to excel. I am a Wildcat!"

## Parental Involvement

Here at Central School, we firmly believe parents are an integral part of the education of our students. We encourage parents to become involved. We update our website and Facebook page regularly, send texts and notices home, and the Wildcat Newsletter is sent home monthly. Parents are encouraged to join the School Site Council and English Learner Advisory Committee (ELAC), attend events, and volunteer in the classrooms.

We hope to provide a Parent Café weekly for parents in the fall and winter, then in the spring present Skillful Parenting. Teachers provide engaging Fred Jones Parenting Workshops weekly for three months. We will be presenting our grade level special Read With Your Child fun events and our Read Across America Family Night.

Central School Parent Teacher Club meets every month and provides activities for the students. Family involvement is encouraged with Back to School, Open House, talent show and the family picnic in the spring.

For more information on how to become involved at the school, please contact Principal Nancy Morgan Link at (209) 830-3303.

## School Safety

Central School encourages parents to report concerns, and they are dealt with immediately. Parents are contacted for most disciplinary issues. Parents say they feel their students are safe at Central School in part because every incident is investigated and acted upon. Supervision staff members meet monthly with the assistant principal to discuss issues and the best ways to monitor student safety. Teachers are updated on the school safety plan and district safety plan annually, and it is revisited throughout the school year. Staff meetings can include training and work on safety procedures in case of emergencies. The staff and students also have fire, earthquake and lockdown drills.

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



**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

Steve Abercrombie, President

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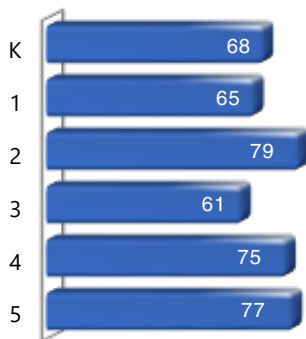
Lori Souza, Member

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

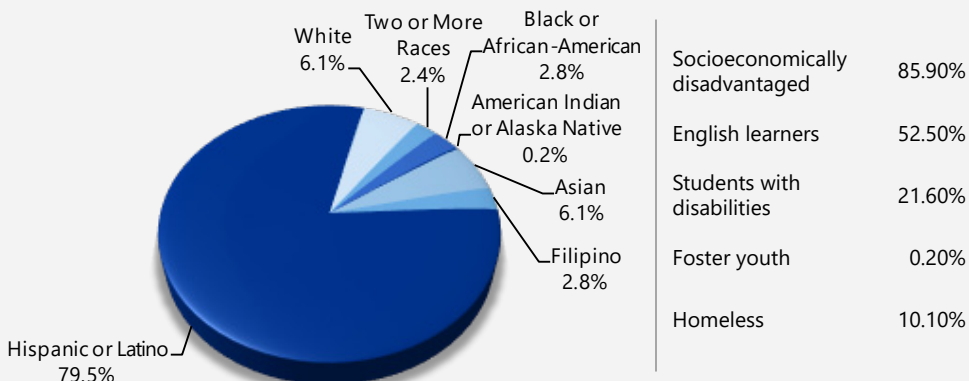


## Enrollment by Student Group

The total enrollment at the school was 425 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year

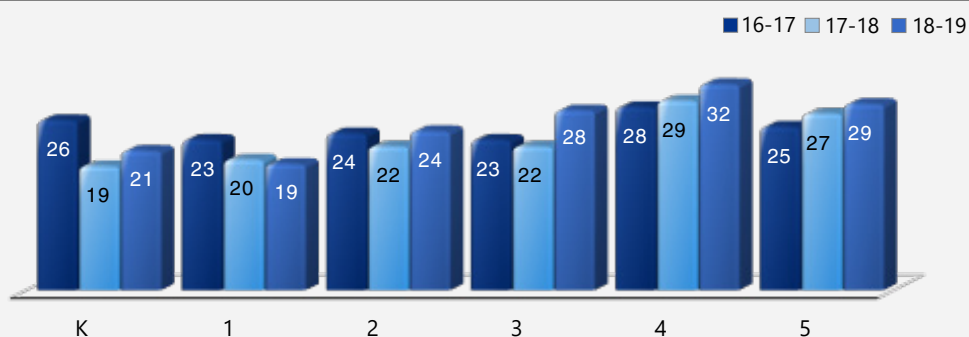


## Class Size Distribution

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

Average Class Size

Three-Year Data



## 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

Central ES			
	16-17	17-18	18-19
Suspension rates	6.6%	12.6%	6.6%
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		3		4			3		
2		3			3			3	
3		3			3			2	
4		3			2			2	
5		3			3			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	
	Central 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	
	Central ES		Tracy USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	32%	34%	42%	44%	50%	51%
Mathematics	25%	26%	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](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Central ES
		Grade 5
Four of six standards		26.9%
Five of six standards		16.7%
Six of six standards		9.0%

✧ Not applicable.

## 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](http://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 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	216	215	99.54%	0.46%	33.95%
Male	112	111	99.11%	0.89%	32.43%
Female	104	104	100.00%	0.00%	35.58%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	12	12	100.00%	0.00%	41.67%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	169	168	99.41%	0.59%	28.57%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	15	15	100.00%	0.00%	53.33%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	190	189	99.47%	0.53%	31.75%
English learners	133	132	99.25%	0.75%	26.52%
Students with disabilities	67	67	100.00%	0.00%	2.99%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	17	17	100.00%	0.00%	29.41%

❖ 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.

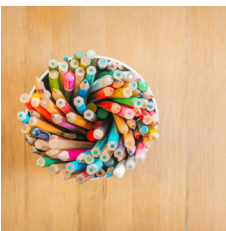




## CAASPP Results by Student Group: Mathematics (grades 3-5)

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	216	216	100.00%	0.00%	25.93%
Male	112	112	100.00%	0.00%	29.46%
Female	104	104	100.00%	0.00%	22.12%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	12	12	100.00%	0.00%	41.67%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	169	169	100.00%	0.00%	22.49%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	15	15	100.00%	0.00%	46.67%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	190	190	100.00%	0.00%	22.63%
English learners	133	133	100.00%	0.00%	22.56%
Students with disabilities	67	67	100.00%	0.00%	1.49%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	17	17	100.00%	0.00%	11.76%

❖ 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.



## 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	
<b>Data collection date</b>	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
<b>Reading/language arts</b>	Wonders (TK-5 tradition)	2017
<b>Mathematics</b>	<i>My Math</i> , McGraw-Hill (K-5 traditional)	2014
<b>Science</b>	California Science (K-5)	2008
<b>History/social science</b>	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
Central ES		Percentage Lacking
<b>Reading/language arts</b>		0%
<b>Mathematics</b>		0%
<b>Science</b>		0%
<b>History/social science</b>		0%
<b>Visual and performing arts</b>		0%
<b>Foreign language</b>		0%
<b>Health</b>		0%

## About Our School

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We are very proud of the hard work done by staff as seen in our excellent lessons and dedication to standards that are helping students achieve.

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## 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
<b>Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?</b>		Yes
<b>Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?</b>		Yes
<b>Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?</b>		Yes





## 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
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Exemplary
<b>Date of the most recent school site inspection</b>		7/1/2019
<b>Date of the most recent completion of the inspection form</b>		7/1/2019

## School Facilities

The new Central School buildings were opened the last few weeks of the 2018-19 school year. We love our modern, high tech, pretty, new buildings. They are clean, fresh and everyone who enters the school is impressed with the gorgeous buildings and grounds.

### Facility Summary for Central Elementary School

#### 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 Central 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

The original Central School was built in 1938 with a \$30,000 bond issue to replace Tracy Grammar School. Additions were constructed in 1947 (11 classrooms, restrooms and a storage room), and through the years there were modernizations and additions including in 1976 (new MPR and kitchen).

In April 2019, Central students moved into their new \$30 million building. This new Central School has 23 classrooms, many small offices and rooms, a state-of-the-art computer lab, library, multi-purpose room, kitchen and administration building. The quad area is landscaped beautifully, and the small play yard for kindergarteners and the big one for all other students are fresh and gorgeous. The huge field has been hydro-seeded and will be in use later in the 2019-20 school year.

#### 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.

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## School Mission Statement

We will give students the education and values to become lifelong learners and productive citizens.



## School Vision Statement

All Central students will read at or above grade level and will have a deep love of reading.

## School Facilities

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### 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.

## 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)	0.0

## 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](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	Tracy USD	Central ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	672	20	22	20
Without a full credential	20	3	2	2
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		
		Central 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	1	0

## Professional Development

Here at Central School, we feel professional development for our staff is vital. All teachers receive individual time with Nancy Fetzter on reading and writing. They also are trained on interventions for reading including iRead and Corrective Reading workshops. Our STEM implementation team does professional development and lesson studies with the staff. We have our Rigor and Relevance coach working on increasing rigor in lessons and doing lesson studies with grade level teams. A team of staff members also goes to UC Davis to work on Professional Learning Communities (PLCs) and presents this information to the staff to work on in their PLCs. We are receiving professional development from the County Office of Education (COE) on math fluency and onsite we are working with all teachers on Read Aloud training.

The district offers professional development opportunities for all staff members throughout the school year. Two full days are provided before the school year starts and one during the school year.

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	

## 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.

✧ Not applicable.



## 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](http://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](http://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](http://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
<b>Beginning teacher salary</b>	\$48,137	\$51,374
<b>Midrange teacher salary</b>	\$70,952	\$80,151
<b>Highest teacher salary</b>	\$93,286	\$100,143
<b>Average elementary school principal salary</b>	\$127,236	\$126,896
<b>Average middle school principal salary</b>	\$128,903	\$133,668
<b>Average high school principal salary</b>	\$143,734	\$143,746
<b>Superintendent salary</b>	\$221,917	\$245,810
<b>Teacher salaries: percentage of budget</b>	36%	35%
<b>Administrative salaries: percentage of budget</b>	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
<b>Central ES</b>	\$5,432	\$76,114
<b>Tracy USD</b>	\$8,184	\$70,046
<b>California</b>	\$7,507	\$82,031
<b>School and district: percentage difference</b>	-33.6%	+8.7%
<b>School and California: percentage difference</b>	-27.6%	-7.2%

## 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	
<b>Total expenditures per pupil</b>	\$7,392
<b>Expenditures per pupil from restricted sources</b>	\$1,960
<b>Expenditures per pupil from unrestricted sources</b>	\$5,432
<b>Annual average teacher salary</b>	\$76,114



## 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.

# Central Elementary School

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

All data accurate as of December 2019.

## School Accountability Report Card

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