

South/West Park Elementary School

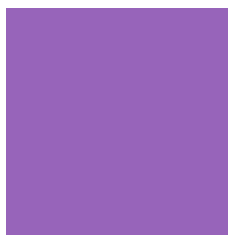
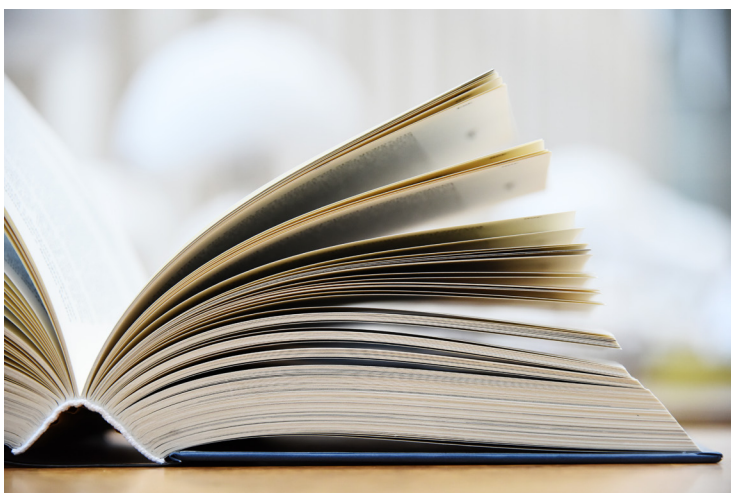
Grades Pre-K-5
CDS Code 39-75499-6042881

Ramona Soto
Principal
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(209) 830-3335

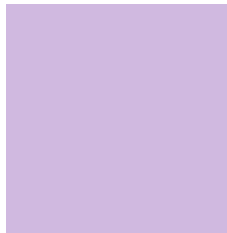
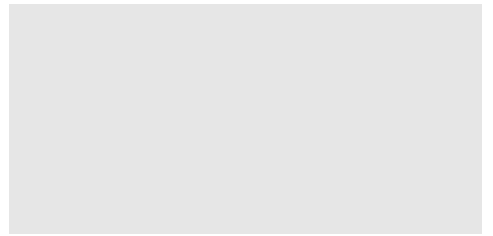
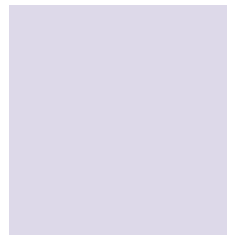
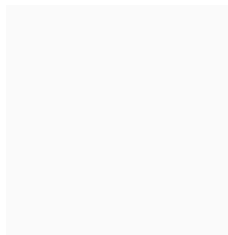
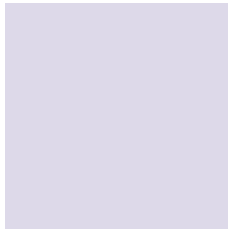
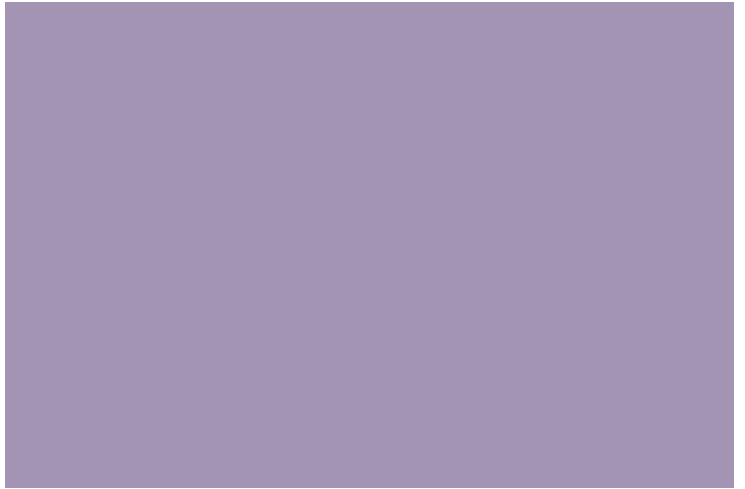
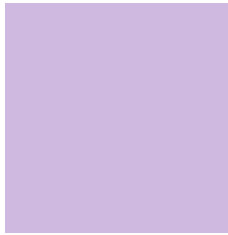
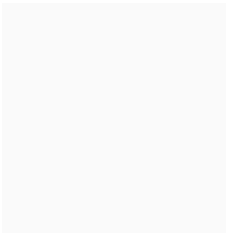
www.tracy.k12.ca.us/sites/swpes

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



Tracy Unified School District

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





Principal's Message

Dear students and parents,

Welcome to South/West Park Elementary School—the magnet school for Bilingual Education and the GATE (Gifted and Talented Education) program. We are also a schoolwide Title I project. Students receive specialized instructional programs within their homeroom classroom, as well as daily opportunities to interact and learn with students from other programs.

The School Accountability Report Card (SARC) is our opportunity to share important information about our school with you. It is issued annually and provides a variety of information about South/West Park School. We hope you enjoy learning about our school and encourage you to call either campus if you would like more information.

Visit South/West Park Elementary School's website at <https://www.tracy.k12.ca.us/sites/swpes> or on Facebook at www.facebook.com/SouthWestParkElementarySchool for school updates, events around campus and special announcements.

Sincerely,

Ramona Soto, Principal

School Mission Statement

The mission of South/West Park School is to educate, motivate and support all students to be successful lifelong learners and productive citizens.



School Description

South/West Park Elementary School serves as the magnet school for Bilingual Education and the GATE program. We are also a schoolwide Title I project.

We provide students specialized instructional programs within their homeroom classroom, as well as daily opportunities to interact and learn with students from other programs.

Parental Involvement

Our school has a very active School Site Council that serves as an advisory committee to categorical programs. Elected parents represent the various programs at our school (GATE, Bilingual Education, Title I). We also have an active parent-teacher organization, the South/West Park Parent Club, which supports school-wide activities. In addition to these two schoolwide parent committees, we have program-specific parent-advisory committees for the state preschool, and the bilingual and GATE programs.

For more information on how to become involved at the school, please contact Principal Ramona Soto at (209) 830-3335.

School Safety

The school safety plan is incorporated into the school plan and includes activities that support student and staff safety as well as activities that promote a respectful, caring environment. The plan includes information related to emergency procedures as well as curriculum and discipline information related to school safety. In the past, we have contracted with Joseph Savage through Soul Shoppe. He works on building communication tools with our students, staff and parents through workshops to develop positive character.

On a schoolwide survey of school safety conducted in the spring, we exceed the goal of 75 percent for school safety. We have an average of 83 percent in agreement with safety. This is an increase in the percentage satisfaction from last school year.

The school safety plan was last reviewed, updated and discussed with the school faculty in March 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

Brian Pekari, Vice President

Jill Costa, Board Clerk

Simran Kaur, Member

Ameni Alexander, Member

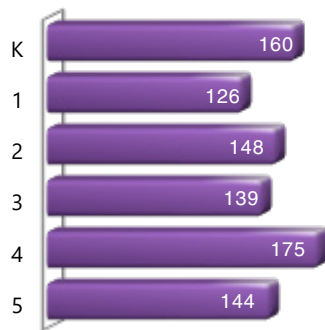
Lori Souza, Member

Jeremy Silcox, Member

Enrollment by Grade

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

2018-19 Enrollment by Grade



Suspensions and Expulsions

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

Suspension and Expulsion Rates

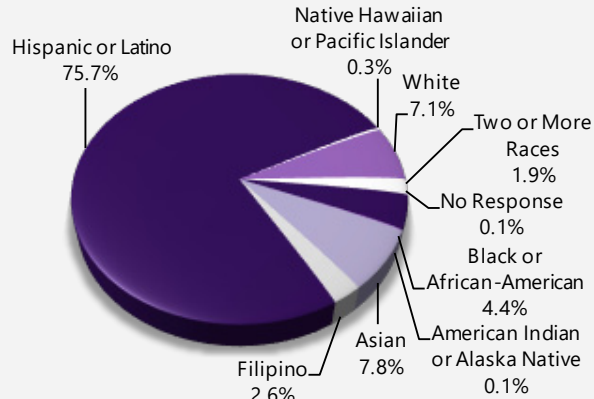
South/West Park ES			
	16-17	17-18	18-19
Suspension rates	9.8%	11.3%	10.4%
Expulsion rates	0.7%	0.0%	0.0%
Tracy USD			
	16-17	17-18	18-19
Suspension rates	10.5%	8.3%	9.3%
Expulsion rates	0.6%	0.7%	0.5%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 892 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



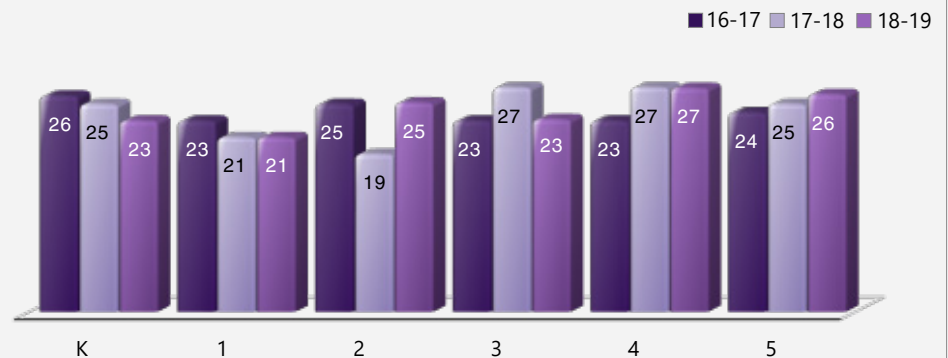
Socioeconomically disadvantaged	79.60%
English learners	67.50%
Students with disabilities	6.40%
Foster youth	0.20%
Homeless	1.60%

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



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	1	5		2	5		3	4	
1	4	1		5	1		4	2	
2	1	5		6	1		1	5	
3	2	4		2	4		2	4	
4	2	4			5.5		1	5.5	
5	1	5			5.5			5.5	



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	
	South/West Park 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	
	South/West Park ES		Tracy USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	33%	33%	42%	44%	50%	51%
Mathematics	31%	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.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		South/West Park ES
		Grade 5
Four of six standards		16.6%
Five of six standards		10.3%
Six of six standards		4.8%

✧ Not applicable.

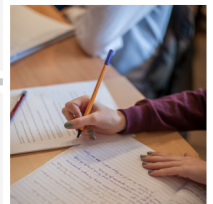
California Assessment of Student Performance and Progress (CAASPP)

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.



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.

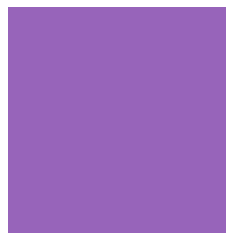
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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	459	448	97.60%	2.40%	33.04%
Male	240	235	97.92%	2.08%	31.06%
Female	219	213	97.26%	2.74%	35.21%
Black or African-American	17	17	100.00%	0.00%	41.18%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	48	48	100.00%	0.00%	77.08%
Filipino	13	13	100.00%	0.00%	69.23%
Hispanic or Latino	336	325	96.73%	3.27%	20.62%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	34	34	100.00%	0.00%	64.71%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	363	354	97.52%	2.48%	22.32%
English learners	326	315	96.63%	3.37%	24.13%
Students with disabilities	32	31	96.88%	3.12%	12.90%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	12	12	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.

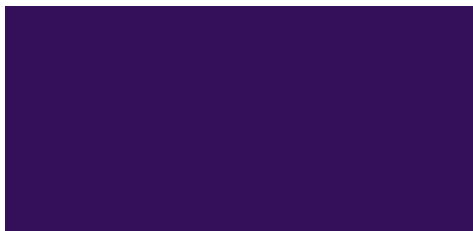
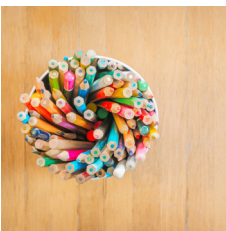




CAASPP Results by Student Group: Mathematics (grades 3-5)

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	459	457	99.56%	0.44%	26.26%
Male	240	239	99.58%	0.42%	29.71%
Female	219	218	99.54%	0.46%	22.48%
Black or African-American	17	17	100.00%	0.00%	35.29%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	48	48	100.00%	0.00%	68.75%
Filipino	13	13	100.00%	0.00%	69.23%
Hispanic or Latino	336	334	99.40%	0.60%	14.37%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	34	34	100.00%	0.00%	52.94%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	363	361	99.45%	0.55%	16.62%
English learners	326	324	99.39%	0.61%	17.90%
Students with disabilities	32	31	96.88%	3.12%	6.45%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	12	12	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

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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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

South/West Park 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%

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.

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

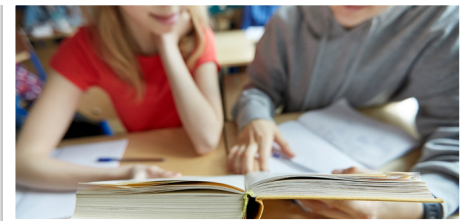




School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent school site inspection		7/1/2019
Date of the most recent completion of the inspection form		7/1/2019



Professional Development

Tracy Unified School District requires new teachers to participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow-up during the year. At this time, teachers are introduced to the district and their site and receive training on classroom management, content organization, and lesson design. All activities are based on the California Standards for the Teaching Profession (CSTP). Throughout the year in TTIP, teachers are additionally supported in the classroom on a regular basis by a staff-development specialist. New teachers who qualify for the Beginning Teacher Support and Assessment (BTSA) program to clear their preliminary credentials will be assigned a BTSA support provider and will work through the modules of the Formative Assessment for California Teachers (FACT).

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

Every Monday, students are released early from school at 1:30 p.m. to allow teachers to participate in professional-development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time.

South/West Park has three instructional coaches on-site (classroom teachers) that provide weekly staff development for our site after school. These Thursday Workshops provide weekly trainings for our staff on instructional techniques and practices in their classrooms. We also have three Next Generation Science Standards (NGSS) instructional coaches who facilitate lesson study groups with our teachers.

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 South/West Park Elementary School for the 2018-19 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School/Buildings

Half of the campus (old south campus) was replaced with a two-story building. The remaining campus, serving students in Pre-K-2, has 27 classrooms, a multipurpose room, library, administration building, kitchen and storage building. The campus was built in stages between 1997-98 (10 relocatable classrooms), 2000-01 (12 classrooms, the library, administration offices and kitchen), 2002-03 (relocatable restroom facilities and storage facilities) and 2016 (classroom learning walls, technology, intrusion and fire alarm systems).

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.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2017-18	3
2018-19	3
2019-20	3



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	0.5
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	4.0

Teacher Qualifications

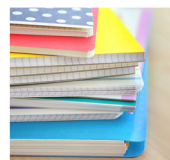
This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Tracy USD	South/West Park ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	672	40	43	38
Without a full credential	20	2	3	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		
		South/West Park 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	1



"The mission of South/West Park School is to educate, motivate and support all students to be successful lifelong learners and productive citizens."

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.



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
South/West Park ES	\$5,971	\$73,489
Tracy USD	\$8,184	\$70,046
California	\$7,507	\$82,031
School and district: percentage difference	-27.0%	+4.9%
School and California: percentage difference	-20.5%	-10.4%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$6,707
Expenditures per pupil from restricted sources	\$736
Expenditures per pupil from unrestricted sources	\$5,971
Annual average teacher salary	\$73,489



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.

South/West Park 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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