

# SARC

2019-20

School Accountability  
Report Card

Published in 2020-21



## Art Freiler School

*Learn. Persevere. Excel.*

Grades K-8  
CDS Code 39-75499-6118699

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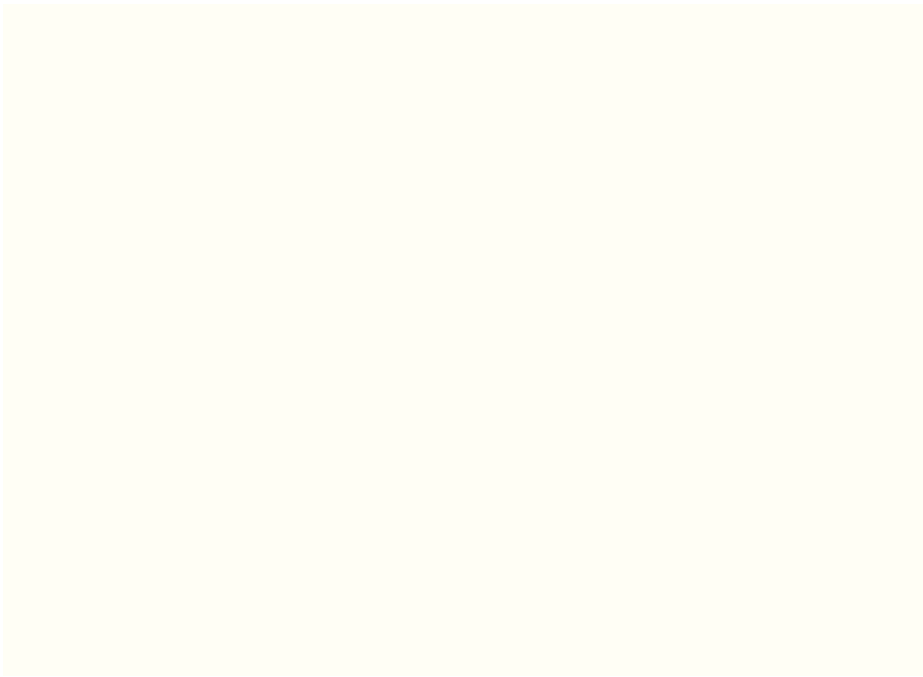
Para español, visita [www.tracy.k12.ca.us](http://www.tracy.k12.ca.us).



## 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

Learn. Persevere. Excel. This is the vision the staff of Art Freiler School has reached for since our doors opened in 2001. These three words still ring true today as they describe the goals our team shares for every child that walks through our halls and enters our classrooms.

I am honored to be a part of the Freiler Family as principal and join in this commitment to the success of our children. I am fortunate to serve in the same community that my loved ones and I call home. Collectively, Freiler School works tirelessly to ensure all students learn at high levels. Our teachers work together to share learning targets and teaching practices. Our office staff and paraprofessionals tend to the individual needs of students and families. Our custodians, yard supervisors, and food service team help provide a safe, healthy and orderly learning environment.

Learning at high levels doesn't take place without its struggles. The tasks and projects students complete are not designed to be easy. Success is a challenge and anything worth achieving will require hard work. The staff of Freiler School focuses on developing a growth mindset in our children. This is needed to persevere through the difficulties of rigorous schoolwork to reach and exceed learning goals.

Families, teachers, and staff want our children to dream and to achieve. The education Freiler School provides allows our students to explore their strengths and passions as they move from early childhood to adolescence. Together, we can make sure our students leave Freiler with the discipline, confidence, and focus needed to excel in high school and beyond.

Stephen Theall  
Principal

## School Mission Statement

At Art Freiler School:

- Safety for our students, parents and staff will be our highest priority.
- Students will leave the school with a lifelong appreciation and excitement for learning and with an ability to apply their learning to solve a variety of real-world problems or challenges.
- Students will show courtesy and respect for all school staff and for each other throughout each day and the school year.
- Teachers and students will utilize technology tools in conjunction with their regular classroom work to facilitate their learning in a dynamic world.
- Freiler students will have opportunities to interact in positive, service and learning partnerships within our community.

## School Vision Statement

"Learn. Persevere. Excel."

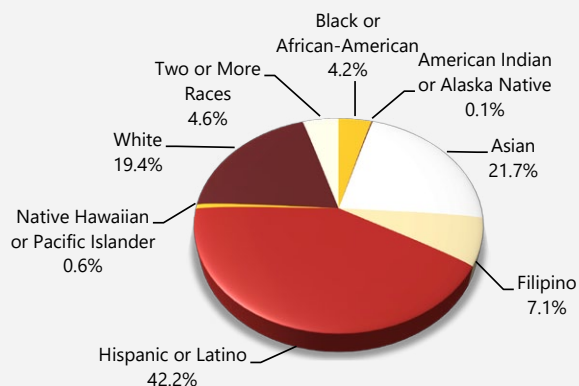
Art Freiler School promotes responsible and respectful students who recognize themselves as part of a community that works to learn, persevere, and excel in a global and dynamic world.

## Enrollment by Student Group

The total enrollment at the school was 778 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2019-20 School Year



Socioeconomically disadvantaged	55.80%
English learners	28.40%
Students with disabilities	4.50%
Foster youth	0.90%
Homeless	1.00%

## 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.



*"The future belongs to the educated."*

## 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.

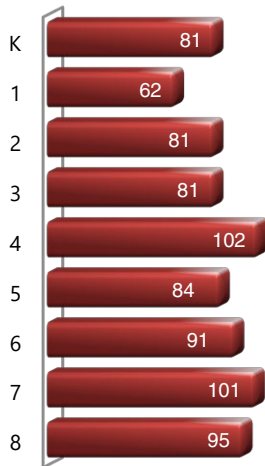
## Board of Trustees

Simran Kaur, President  
Steve Abercrombie, Vice President  
Ana Blanco, Board Clerk  
Lori Souza, Member  
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## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.

2019-20 Enrollment by Grade

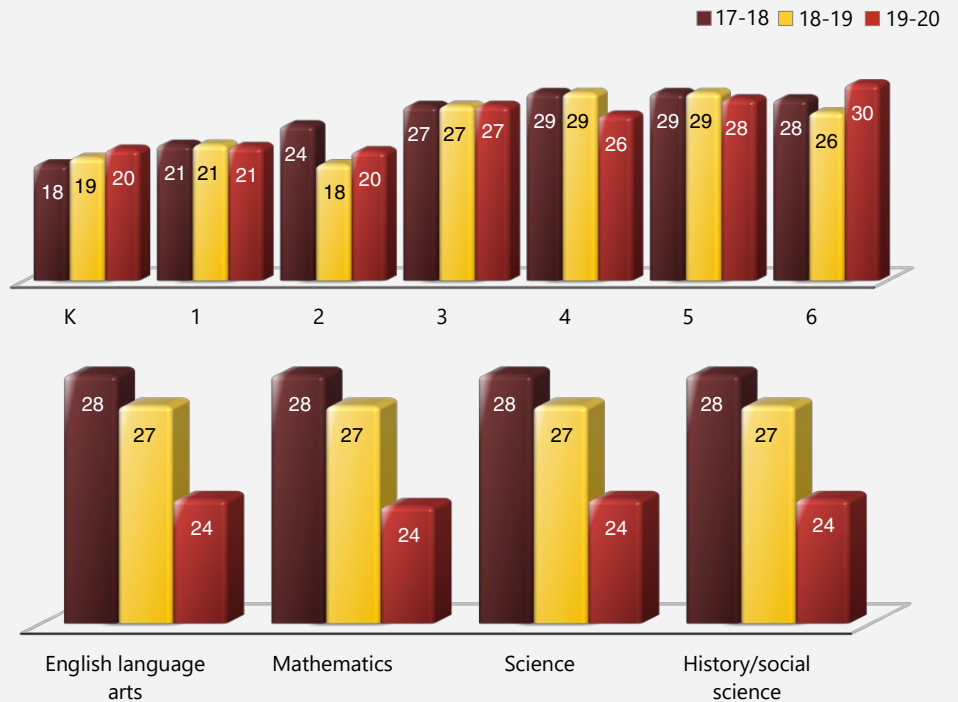


## Class Size Distribution

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

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2017-18			2018-19			2019-20		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			3			2	2	
1	1	3			4		1	2	
2		3		4			3	1	
3		4			4			3	
4		3			3			4	
5		3			3			3	
6		3			4			3	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		4		2	2			8	
Mathematics		4		2	2		2	6	1
Science		4		2	2		1	7	
History/social science		4		2	2			8	

## Types of Services Funded

About 58% of the district's income is spent on employee salaries, and 23% is spent on employee benefits. Books and supplies account for 10% of the district's spending, an additional 10% 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 K-3 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.





## About Our School

Art Freiler School is a K-8 science and technology magnet school. The enrollment for the 2019-20 school year reflects 778 students, 35 credentialed teachers who are all highly qualified, 20 classified employees, an assistant principal and a principal. We take great pride in our ethnically diverse community and students of many different cultures coming together to learn and grow. During the 2019-20 school year, 28.4% of our students were English Language Learners and 55.8% of our students were socioeconomically disadvantaged.

As a science and technology magnet school, we take pride in having two science labs and two computer labs. We participate in a Science Olympiad competition with two divisional student teams annually. We offer a variety of Science and STEM-related elective courses for our 6-8 grade students. Our eighth-grade students also have the opportunity to take Spanish and higher levels of Math at the high school in an effort to prepare them to meet high school graduation requirements. This in turn will help our student reach their goal of earning a college degree.

Student and family engagement in the school community is a major focus at Art Freiler School. Through Science Nights, Math Nights, and various field trips throughout the year students share their learning with parents and families. Our Character Counts awards and Attendance Stars programs celebrate positive student behaviors that lead to success in the classroom. Events such as the Native American Museum, Pioneer Days, and the ABC Bootcamp provide highly relevant learning experiences that support long-term learning. After the traditional school day has ended, students who are seeking a deeper understanding of learning goals can connect with teachers for tutoring or complete assignments in our computer labs. Students can also participate in our Chess, Run, Garden, or Recycling Clubs to challenge their wit, improve their fitness, or contribute to the well-being of our campus. Collectively, these opportunities allow our students to build relationships with those around them while experiencing highly relevant and rigorous learning.

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## Professional Development

The district strategic goals and Local Educational Agency (LEA) plan include goals that focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

Common Core State Standards (CCSS) are driving the need for staff development. The CCSS include adoption of curriculum and staff training. In previous years, Freiler has focused professional development on Rigorous Curriculum Design (RCD) for both English Language Arts (ELA) and math schoolwide. Teachers at Freiler have evaluated student progress on the California Assessment of Student Progress and Performance (CAASPP) and sought to connect measurable learning outcomes in the CAASPP to current units of study.

Student engagement has also been a focus of Freiler's professional development. A total of 17 teachers have attended the Kagan Cooperative Learning Structures workshop. These learning structures are designed to provide students opportunities to discuss content in productive and meaningful ways.

During the summer of 2020, 12 teachers attended the Advancement via Individual Determination (AVID) virtual summer institute. At this institute, our team established a focus on organization and focused note taking in our 6-8 grade classes for the 2020-21 school year.

The final professional development focus for Freiler has been English Language Development (ELD) strategies. Middle school teachers attended a summer workshop on ELD strategies and have worked diligently to incorporate these strategies into their practice. Throughout the course of the year, teachers from all grade levels have developed lessons and shared successes while working with Tracy Unified's English Language Learner Coordinator.

A collective focus on curriculum design, learner engagement, and English Language Development is expected to improve learning outcomes for all students. By continuing to use measurable results of student learning, Freiler staff can evaluate the effectiveness of these professional development trainings.

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

### Suspension and Expulsion Rates

#### Suspension Rates

	17-18	18-19
<b>Art Freiler School</b>	3.7%	3.4%
<b>Tracy USD</b>	0.0%	0.5%
<b>California</b>	3.5%	3.5%

#### Expulsion Rates

	17-18	18-19
<b>Art Freiler School</b>	8.3%	9.3%
<b>Tracy USD</b>	0.7%	0.5%
<b>California</b>	0.1%	0.1%

#### Suspension Rates

	19-20
<b>Art Freiler School</b>	3.9%
<b>Tracy USD</b>	5.5%
<b>California</b>	*

#### Expulsion Rates

	19-20
<b>Art Freiler School</b>	0.3%
<b>Tracy USD</b>	0.4%
<b>California</b>	*

\* California suspension and expulsion data is not available at this time.

## Professional Development Days

### Three-Year Data

	2018-19	2019-20	2020-21
<b>Number of school days dedicated to staff development and continuous improvement</b>	5	5	5

## California Assessment of Student Performance and Progress (CAASPP)

For the 2019–20 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 and science in grades 5, 8 and high school. 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: Science, English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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 new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Art Freiler School		Tracy USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	42%	◇	26%	◇	30%	◇

## 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	
	Art Freiler School		Tracy USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	46%	◇	44%	◇	51%	◇
Mathematics	40%	◇	31%	◇	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		2019-20 School Year	
Percentage of Students Meeting Fitness Standards		Art Freiler School	
		Grade 5	Grade 7
Four of six standards		◇	◇
Five of six standards		◇	◇
Six of six standards		◇	◇

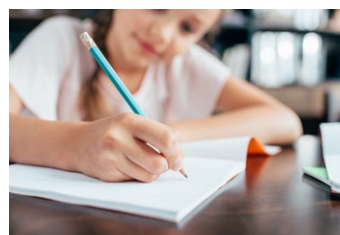
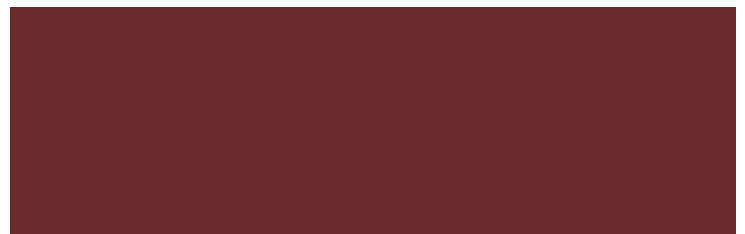
◇ The 2019–20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–20 school year.



## CAASPP Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

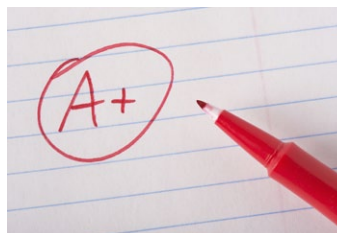
◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.



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

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.



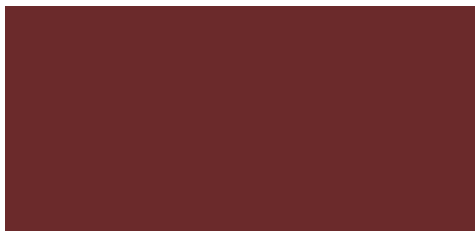




## CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.



## 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	
2020-21 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## 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 includes some site administrators, reviews the recommendation and then recommends instructional materials (IM) to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2020. The district chose its most recently adopted textbooks (K-5 history/social sciences) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). Tracy Unified School District (TUSD) is in the process of evaluating and selecting instructional materials for science in grades K-12; this process has been hampered by school closures related to the COVID-19 pandemic.

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Wonders</i> (TK-5 traditional)	2017
Reading language arts	<i>Literature and Language Arts</i> , Introductory Course; Holt (6)	2003
Reading language arts	<i>Literature and Language Arts</i> , Course 1; Holt (7)	2003
Reading language arts	<i>Literature and Language Arts</i> , Course 2; Holt (8)	2003
Mathematics	<i>My Math</i> , McGraw-Hill (K-5 traditional)	2014
Mathematics	<i>Digits</i> , Pearson	2014
Mathematics	<i>Bridge to Algebra</i> , Carnegie Learning	2014
Mathematics	<i>Algebra 1</i> , Houghton Mifflin	2015
Mathematics	<i>Geometry</i> , Houghton Mifflin	2015
Science	<i>California Science</i> (K-5)	2008
Science	<i>Focus on Earth Science</i> (6) (undergoing pilot 2019-20 and 2020-21)	2008
Science	<i>Focus on Life Science</i> (7) (undergoing pilot 2019-20 and 20-21)	2008
Science	<i>Focus on Physical Science</i> (8) (undergoing pilot 2019-20 and 20-21)	2008
History/social science	<i>My World Interactive</i> (K-5)	2019
History/social science	<i>World History: Ancient Civilizations</i>	2018
History/social science	<i>World History: Medieval and Early Modern Times</i>	2018
History/social science	<i>American Stories: Beginnings to World War I</i>	2018

## Quality of Textbooks

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

Quality of Textbooks	
2020-21 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No ★
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?	No ★
★ TUSD is going through an IM adoption for K-12 science; TUSD experienced low COVID-19 book returns in spring 2020 and must purchase more books that are currently in transit for high school physics and AP Spanish Literature; all are expected to arrive within the statutory limit.	

## 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		2020-21 School Year
Data collection date		9/22/2020



## 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.

School Facility Good Repair Status		2020-21 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>		Good
<b>Date of the most recent school site inspection</b>		7/10/2020
<b>Date of the most recent completion of the inspection form</b>		7/10/2020

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2020-21 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Interior</b>	Room 36 carpet repair and room 32 needs ceiling tiles. Work order submitted.	October 2020
<b>Electrical</b>	Room 8,32 and kitchen needs light bulbs replaced. Room 18 light switch broken. Work order submitted.	August 2020
<b>Restrooms/fountains</b>	Low water pressure in sink (rooms 2 & 15). Work order submitted.	August 2020

## Parental Involvement

The Freiler Staff and Parent Association (FSPA) organizes events for our community to be involved with as well as school wide fundraisers. The highlight of these fundraising campaigns has quickly become the annual Fun Run, where students solicit sponsors and run to raise funds for classroom supplies and materials.

In addition, the FSPA has assisted our campus in several events. These events include a fall carnival, Back-to-School Night, sixth grade Science Camp, supporting and organizing funding for additional teacher materials, Halloween Parade, a Gingerbread Shoppe in winter, chess tournaments throughout the year, Science Olympiad competitions, Family Science Night, school dance supervision, Box Top coordination, and supervision for special events such as the eighth-grade award trip and academic swim party trip.

Classroom teachers reap the benefits of parent involvement in the classrooms on a daily basis with the large number of parents who are cleared to assist them. Our volunteers assist teachers with many tasks that all support student learning and educational programs. Parents are also represented on our School Site Council Committee, which meets on a monthly basis, and other committees, such as the Superintendent's Committee, District-level English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), and our Parent Café. If you are interested in engaging more with the Freiler community, please contact the office at (209) 830-3309.

## 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 Art Freiler 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 39 classrooms, a multipurpose room, library, administration building, science lab, technology lab and kitchen. The main campus was built in 2001. Additions were constructed in 2005 (two relocatable classrooms), 2006 (two relocatable classrooms) and in the 2008-09 school year (three relocatable classrooms).

### 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. The 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.





## 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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
<b>Pupils to Academic counselors</b>	✧
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	0.00
<b>Library media teacher (librarian)</b>	0.50
<b>Library media services staff (paraprofessional)</b>	0.00
<b>Psychologist</b>	0.50
<b>Social worker</b>	0.00
<b>Nurse</b>	0.00
<b>Speech/language/hearing specialist</b>	1.00
<b>Resource specialist (nonteaching)</b>	0.00

## 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	Art Freiler School		
Teachers	20-21	18-19	19-20	20-21
<b>With a full credential</b>	622	41	36	36
<b>Without a full credential</b>	43	0	1	0
<b>Teaching outside subject area of competence (with full credential)</b>	13	1	4	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		
		Art Freiler School		
Teachers		18-19	19-20	20-21
<b>Teacher misassignments of English learners</b>		0	0	0
<b>Total teacher misassignments</b>		0	0	0
<b>Vacant teacher positions</b>		0	1	0

## School Safety

All Freiler School staff members work collaboratively to provide a safe and motivating environment where all students succeed academically and socially. Safety is our priority. Our district has worked collaboratively with California Safe Schools to create an overall safety plan that is updated and reviewed with both staff and School Site Council members. Staff members supervise students at all times. School supervision employees carry walkie-talkies and wear safety vests, and our school safety plan is aligned with district requirements and reviewed regularly at staff meetings and by holding monthly drills.

Our school safety plan is updated annually in February. It lists the methods of how we intend to meet our school safety goals. Our goals are: 1. Provide and maintain a safe school environment; 2. maintain teacher awareness of safety issues they need to be alerted to and maintained; 3. provide curriculum activities to promote safe behavior; 4. involve our parent and school community by keeping them informed as participants in forming safe school policies; and 5. giving our students the tools to personally maintain and promote safe behavior. For each of the methods, we have implemented strategies to meet these goals, and we also have listed several outcomes and activities to bring these goals to fruition.

There is a list of all emergency phone numbers located in each classroom, in the main office emergency/safety binder and in our emergency classroom buckets. All fire-evacuation routes are posted in each classroom, and staff and students participate in monthly safety drills.

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2021. All staff members also complete ongoing Safe School training throughout the year.





## Financial Data

The financial data displayed in this SARC is from the 2018-19 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		2018-19 Fiscal Year
	Tracy USD	Similar Sized District
<b>Beginning teacher salary</b>	\$50,570	\$52,484
<b>Midrange teacher salary</b>	\$74,538	\$81,939
<b>Highest teacher salary</b>	\$98,000	\$102,383
<b>Average elementary school principal salary</b>	\$133,367	\$129,392
<b>Average middle school principal salary</b>	\$138,528	\$136,831
<b>Average high school principal salary</b>	\$150,900	\$147,493
<b>Superintendent salary</b>	\$233,679	\$254,706
<b>Teacher salaries: percentage of budget</b>	34%	34%
<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		2018-19 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Art Freiler School</b>	\$3,309	\$81,693
<b>Tracy USD</b>	\$8,833	\$72,386
<b>California</b>	\$7,750	\$84,577
<b>School and district: percentage difference</b>	-62.5%	+12.9%
<b>School and California: percentage difference</b>	-57.3%	-3.4%

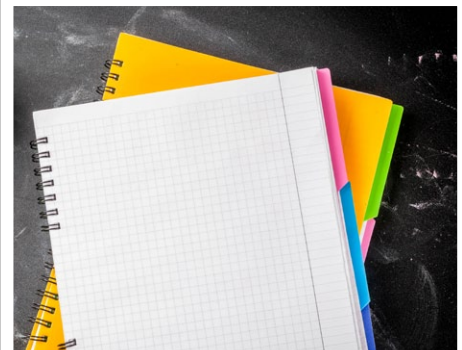
## School Financial Data

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	
2018-19 Fiscal Year	
<b>Total expenditures per pupil</b>	\$4,455
<b>Expenditures per pupil from restricted sources</b>	\$1,146
<b>Expenditures per pupil from unrestricted sources</b>	\$3,309
<b>Annual average teacher salary</b>	\$81,693

## 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.



## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



