Louis A. Bohn Elementary School

Grades K-5
CDS Code 39-75499-6110530

Michael Stagnaro, Principal
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https://bohn.tracy.k12.ca.us/

SHARKS

SARC
2020-21
School
Accountability
Report Card
Published in 2021-22

Tracy Unified School District

1875 West Lowell Avenue ▪ Tracy, CA 95376 ▪ www.tracy.k12.ca.us

Brian Stephens, Superintendent ▪ bstephens@tusd.net ▪ (209) 830-3200

Principal's Message

Dear Bohn family,

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

When the driving force behind decision-making is what is best for students, then anything is possible. At Bohn Elementary, we will foster a community of trust along with the desire to make learning fun. If students feel safe to learn at school and engage through quality instruction, then the learning will never stop. The staff at Bohn Elementary will work hard to continue the legacy of success established by building strong relationships with parents, students and community partners. We will focus on character education initiatives, Common Core skills, the use of data to drive instruction, and to provide consistent implementation of the curriculum in a rigorous manner so that we can continue to increase student achievement for all.

Concentrating on language arts and math, teachers are implementing units of study that will help guide our students on the path in becoming 21st-century college and career ready. Our VISION is for every student at Bohn to receive a Rigorous, Relevant, and Engaging Instruction to prepare them for college and career readiness. The pathway is through integrated pre-K-12 science, technology, engineering and mathematics (STEM) instruction.

We invite you to learn more about our school by visiting our website, http://bohn.tracy.k12.ca.us/,or by visiting our Facebook page at www.facebook.com/LouisABohnElementarySchool and by following us on Twitter. My door is always open, so please feel free to stop by.

Sincerely,

Michael A. Stagnaro
Principal

School Mission Statement

The mission of Louis A. Bohn Elementary School is to motivate and prepare our students to always work toward their highest potential, be positive and productive citizens, and take pride in being Bohn Sharks. Self-Disciplined, Honorable, Ambitious, Resourceful, Kindhearted, Successful! Go Sharks!

School Vision Statement

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

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

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

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

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

School Safety

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

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

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

The new school safety plan was last reviewed, updated and discussed with the school faculty in August 2021 and will be continued to be reviewed throughout the year to ensure our students' safety as our top priority.

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

Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	43.70%
Male	56.30%
Non-Binary	0.00%
English learners	24.60%
Foster youth	0.00%
Homeless	4.50%
Migrant	0.00%
Socioeconomically Disadvantaged	63.80%
Students with Disabilities	25.90%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade

Grade	Enrollment
K	49
1	62
2	61
3	53
4	95
5	58

Enrollment by Student Group

The total enrollment at the school was 378 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2020-21 School Year

- Two or More Races 5.6%
- Black or African-American 8.5%
- White 17.2%
- Asian 10.6%
- Native Hawaiian or Pacific Islander 1.1%
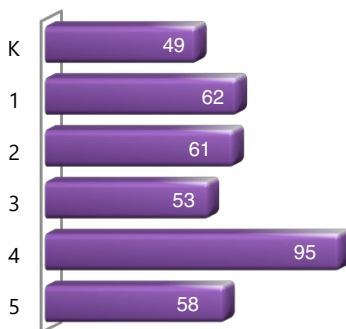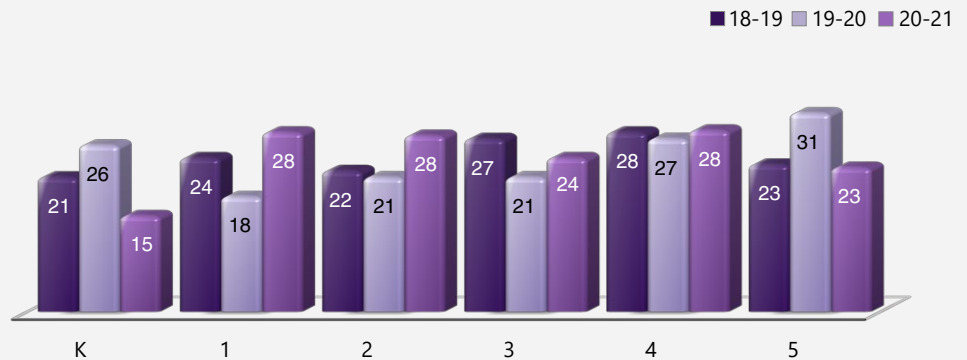- Filipino 4.0%
- Hispanic or Latino 53.2%
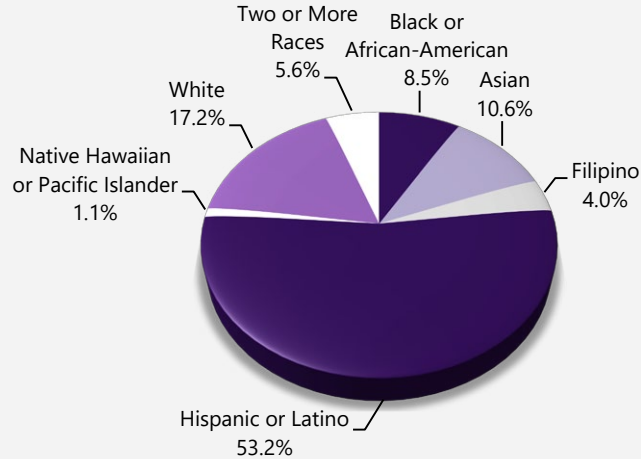
Class Size Distribution

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

Legend: 18-19, 19-20, 20-21

Grade	18-19	19-20	20-21
K	21	26	15
1	24	18	28
2	22	21	28
3	27	21	24
4	28	27	28
5	23	31	23

Number of Classrooms by Size — Three-Year Data

Grade	2018-19			2019-20			2020-21		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	1			2		3		
1		2		3				2	
2	3	1		2				2	
3		2		2	2			2	
4		2			2			3	
5		3			2			2	

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions						Two-Year Data
	Bohn ES		Tracy USD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	3.0%	0.0%	9.3%	0.1%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.5%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Bohn ES	Tracy USD	California
	19-20	19-20	19-20
Suspension rates	4.3%	5.5%	2.5%
Expulsion rates	0.3%	0.4%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other 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 other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

About Our School

Louis Bohn Elementary School is one of 10 elementary schools in the Tracy Unified School District. The school serves students in grades K-5 and has an enrollment of 375 students. Our focus is on building literacy among all learners using the best teaching practices and strategies. Our learning community includes students, teachers and parents who are committed to lifelong learning. Our goal is to maximize a spirit of responsibility, cooperation and growth within our school.

We continue to provide paraprofessional help in all our classrooms, providing our students with one-on-one and small-group instruction based on individual needs. These services allow for better student interaction and feedback, and, most importantly, student success. Because all children learn at different rates, Bohn Elementary provides many opportunities for students to receive the extra support necessary to succeed. These include iRead, Leveled Reading Rotation, Reading and Math Groups, Reading Buddies, and daily, targeted interventions. We also recognize the need for emotional and behavioral support and provide in-class support with our Second Step curriculum. Additionally, we have provided counseling and mentoring services through partnership with Axis Community Health and Community Medical Centers.
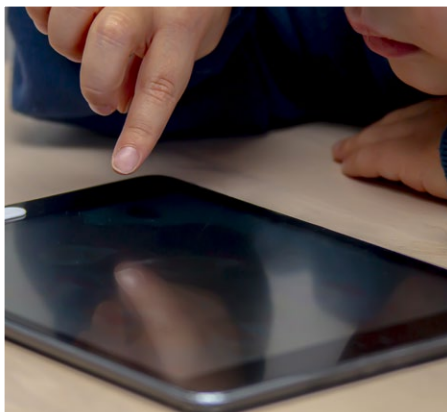
Professional learning communities (PLCs) are another key component for instruction at Louis Bohn Elementary. The main focus of our PLCs is the collaboration of teachers within and across every grade level to assess and improve the use of teaching strategies with a focus on greater student achievement. The data collected from pre-assessing our students is used to guide instruction and utilize strategies to ensure the success of every child. We believe all students can learn and place our guiding principles upon:

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

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

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

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

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	2020-21 School Year
Percentage of Students Meeting Fitness Standards	**Bohn ES**
	Grade 5
Four of six standards	◈
Five of six standards	◈
Six of six standards	◈

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group			2020-21 School Year	
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	413	401	50	12.50%
Female	181	176	25	14.20%
Male	232	225	25	11.10%
American Indian or Alaska Native	0	0	0	0.00%
Asian	45	42	0	0.00%
Black or African American	36	35	7	20.00%
Filipino	15	15	0	0.00%
Hispanic or Latino	221	216	31	14.40%
Native Hawaiian or Pacific Islander	4	4	1	25.00%
Two or More Races	24	22	6	27.30%
White	68	67	5	7.50%
English Learners	104	101	12	11.90%
Foster Youth	2	2	0	0.00%
Homeless	21	20	5	25.00%
Socioeconomically Disadvantaged	275	268	42	15.70%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	120	118	20	16.90%

◈ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

Types of Services Funded

About 55% of the district's income is spent on employee salaries, and 22% is spent on employee benefits. Books and supplies account for 9% of the district's spending, an additional 9% is dedicated to services and operating costs, 1% is used for capital outlay, and 2% is spent on another district outgo. Expenditures are expected to exceed revenues by approximately 8%.

All 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.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Bohn ES		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	9.26%	■	22.22%	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Bohn ES		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at https://www.cde.ca.gov/re/es/.
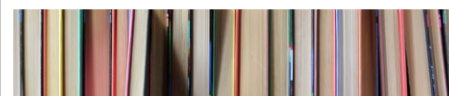
CAASPP Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standards — 2020-21 School Year

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	57	54	94.74%	5.26%	9.26%
Female	26	24	92.31%	7.69%	16.67%
Male	31	30	96.77%	3.23%	3.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	33	31	93.94%	6.06%	12.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	13	12	92.31%	7.69%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	37	34	91.89%	8.11%	11.76%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	17	16	94.12%	5.88%	0.00%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results by Student Group: English Language Arts (grades 3-5)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards   2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	202	192	95.05%	4.95%	21.47%
Female	91	86	94.51%	5.49%	25.58%
Male	111	106	95.50%	4.50%	18.10%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	22	21	95.45%	4.55%	33.33%
Black or African American	18	17	94.44%	5.56%	23.53%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	104	98	94.23%	5.77%	13.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	12	11	91.67%	8.33%	54.55%
White	38	38	100.00%	0.00%	26.32%
English Learners	55	53	96.36%	3.64%	5.66%
Foster Youth	❖	❖	❖	❖	❖
Homeless	16	10	62.50%	37.50%	❖
Military	19	19	100.00%	0.00%	15.79%
Socioeconomically disadvantaged	140	130	92.86%	7.14%	17.83%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	61	59	96.72%	3.28%	6.78%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results by Student Group: Mathematics (grades 3-5)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	202	189	93.56%	6.44%	15.34%
Female	91	84	92.31%	7.69%	13.10%
Male	111	105	94.59%	5.41%	17.14%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	22	21	95.45%	4.55%	23.81%
Black or African American	18	17	94.44%	5.56%	5.88%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	104	96	92.31%	7.69%	14.58%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	12	11	91.67%	8.33%	36.36%
White	38	37	97.37%	2.63%	8.11%
English Learners	55	53	96.36%	3.64%	13.21%
Foster Youth	❖	❖	❖	❖	❖
Homeless	16	8	50.00%	50.00%	❖
Military	19	19	100.00%	0.00%	0.00%
Socioeconomically disadvantaged	140	127	90.71%	9.29%	16.54%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	61	59	96.72%	3.28%	13.56%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
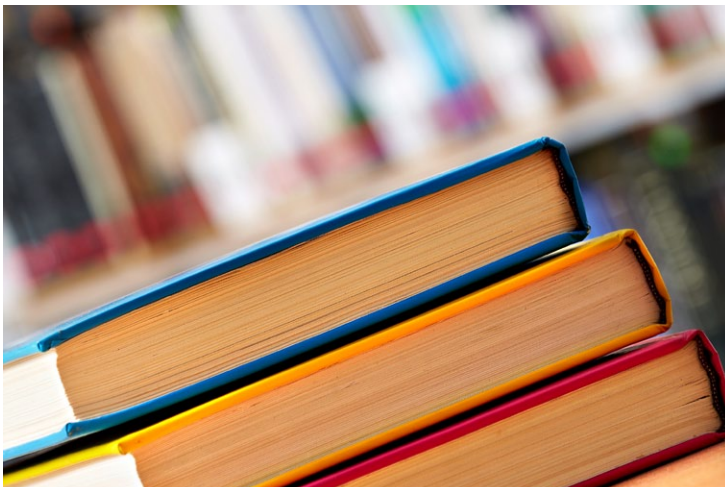
School Facility Good Repair Status

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	2021-22 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	7/30/2021

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		2021-22 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Interior	Stained ceiling tile in room 3. Work order submitted.	October 2021

School Facilities

The Tracy Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public-School Construction. The results of this survey are available at the district office located at 1875 West Lowell Avenue in Tracy, California.

Below is more specific information on the condition of Louis A. Bohn Elementary School for the 2021-22 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School/Buildings

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

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.

School Facilities

Continued from left

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.

Solar Panels

During the summer of 2021, solar panels were installed in the parking lot of Bohn Elementary School. The solar panels will give shade during the hot days and protection from the rain. The solar panels will also mean lower utility bills for the school site.


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.

Quality of Textbooks

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

Quality of Textbooks	
2021-22 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No ¤
¤ Science instructional materials, K-12, are currently going through an instructional materials adoption using the CA NGSS Toolkit for IM Evaluation; to be completed in February 2022 and to be in students' hands in the 2022-23 school year.	
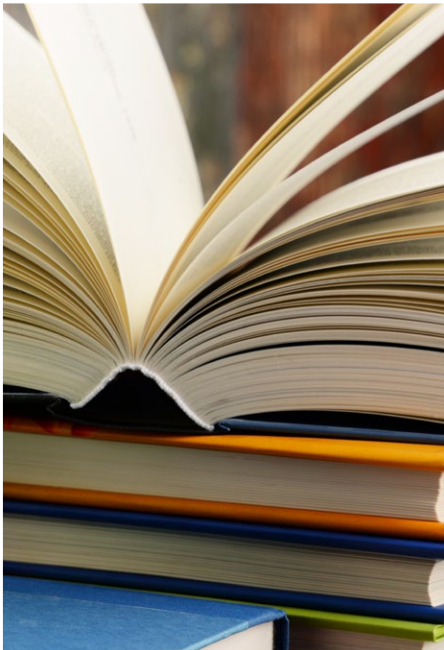
Public Internet Access

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.

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 2021. 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.

Textbooks and Instructional Materials List		2021-22 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	*Wonders (TK-5 tradition)*	2017
Mathematics	My Math, McGraw-Hill (K-5 traditional)	2014
Science	*Science, CA Edition (K-5)*	2007
History/social science	*My World Interactive (K-5)*	2019

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	2021-22 School Year
Bohn ES	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

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	2021-22 School Year
Data collection date	9/28/2021

✧ Not applicable.

Parental Involvement

At Louis A. Bohn Elementary School, all our parents and families are invited to become actively involved on our campus. Throughout the year, there are numerous opportunities for parents to get involved. We have a very active Parent Teacher Organization (PTO) that sponsors multiple events to allow parents to be part of the Bohn Shark community. Parental involvement is essential in ensuring our students are successful.

Our School Site Council (SSC) and English Learner Advisory Committee (ELAC) meet every other month to work together to develop and monitor our school's Single Plan for Student Achievement (SPSA) to drive academic instructional programs and all related categorical resource expenditures for our school to meet the needs of ALL our students. During these meetings, we continuously discuss and monitor our school plan, safety, and needs of our English language learners. Our school has a Multicultural Winter Sing-Along and Read Across America week dedicated to sharing our traditions and information about our cultures and heritages. We will host Parent Café events throughout the school year with our parent liaison bringing various workshops and community resources to our families.

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

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

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

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

Professional Development

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

Highlights we are focusing on this year include:

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

Professional Development

Continued from left

- Social-emotional support training and tool exploration for our site staff to support our students as they progress socially and emotionally, inside and outside of the classroom. Second Step Curriculum and Panorama Education training will occur to help monitor student Social-Emotional Learning (SEL) and development.
- Community Medical Centers also provided training for staff in the recognition of student behaviors caused by trauma or violence and its impact on student learning.

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

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2019-20	5
2020-21	5
2021-22	5

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
  - "Ineffective" includes the following limited term emergency permits:
    - Provisional Internship Permits;
    - Short-Term Staff Permits;
    - Variable Term Waivers; and
    - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement						2019-20 School Year
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the percent of authorization/assignment of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Permits/wavers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments	2019-20 School Year
Authorization/Assignment	Bohn ES
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Note: The data in thiese tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	2019-20 School Year
Indicator	**Bohn ES**
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	2019-20 School Year
Indicator	**Bohn ES**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

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
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	1.00
Social worker	0.00
Nurse	0.06
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00
✧ Not applicable.	
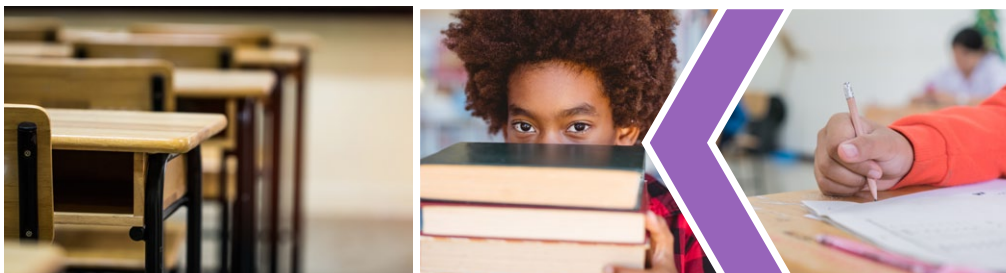
School Financial Data

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	
2019-20 Fiscal Year	
Total expenditures per pupil	$9,119
Expenditures per pupil from restricted sources	$2,346
Expenditures per pupil from unrestricted sources	$6,773
Annual average teacher salary	$74,578

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2019-20 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	2019-20 Fiscal Year	
	Tracy USD	**Similar Sized District**
Beginning teacher salary	$52,219	$52,562
Midrange teacher salary	$76,968	$83,575
Highest teacher salary	$101,195	$104,166
Average elementary school principal salary	$135,269	$131,875
Average middle school principal salary	$143,044	$137,852
Average high school principal salary	$155,819	$150,626
Superintendent salary	$240,699	$260,243
Teacher salaries: percentage of budget	36%	34%
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	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Bohn ES	$6,773	$74,578
Tracy USD	$6,777	$72,386
California	$8,444	$86,376
School and district: percentage difference	-0.1%	+3.0%
School and California: percentage difference	-19.8%	-13.7%

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 January 2022.