

Central Elementary School

Grades K-5
CDS Code 39-75499-6042832

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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

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

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

Two years ago, we moved into our beautiful, modern school building. Even though we were sentimental and sad about our traditional brick building being demolished, we are still thrilled and excited to be in this amazing new school building. We love that Central's historic lovely brick walls, huge paned windows, cement hallways, and old bricks are incorporated into our new Central School building. Community members often tell us how much they also appreciate this.

Students are encouraged to exhibit positive behaviors and collect colorful plastic paws for good behaviors. We reward good attendance with certificates, positive prizes, and a fun play day.

With our Hospital Foundation grant, we can give shoes, jackets and other clothing to students in need.

A culture of reading will continue schoolwide with book clubs, reading interventions, paws, reading incentives, AR and many books given to our students to build their home libraries. This past year we received over \$8,000 worth of books for students from grants.

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

We look forward to a good and productive 2021-22 school year.

School Mission Statement

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

School Vision Statement

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

Parental Involvement

Here at Central School, we firmly believe parents are an integral part of the education of our students. We encourage parents to become involved. We update our website and Facebook page regularly. We send texts and notices home and make phone calls for important information. All parents were given a postcard with the many ways to receive information from the school. The student homework folder has information for students and parents and important dates for the school year. Parents are encouraged to join the School Site Council and English Learner Advisory Committee (ELAC), attend events and volunteer in the classrooms (when allowed).

We hope to provide for our parents engaging Fred Jones Parenting Workshops weekly for three months. We also hope to continue presenting our grade level special Read with Your Child fun events and our Read Across America Family Night (when allowed per Covid guidelines).

Family involvement is encouraged with Back to School, Open House, talent show and the family picnic in the spring. We hope these activities will be allowed in-person as most are virtual right now.

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

School Safety

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

The school safety plan was last reviewed, updated and discussed with the school faculty, School Site Council and parent group in January 2022.



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

Simran Kaur, *President*

Steve Abercrombie, *Vice President*

Ana Blanco, *Board Clerk*

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Enrollment by Student Group

Demographics

2020-21 School Year

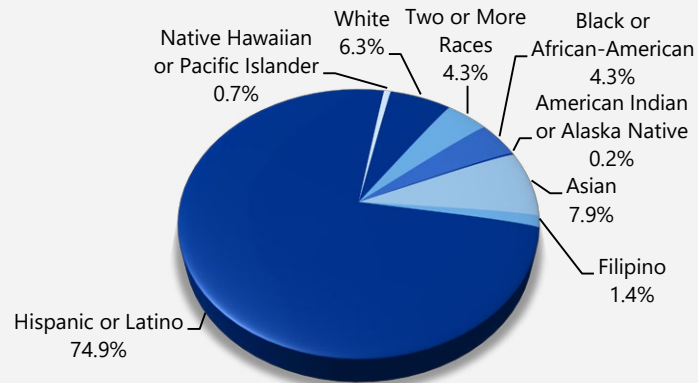
Female	48.80%
Male	51.20%
Non-Binary	0.00%
English learners	48.50%
Foster youth	1.40%
Homeless	16.70%
Migrant	0.20%
Socioeconomically Disadvantaged	80.80%
Students with Disabilities	21.00%

Enrollment by Student Group

The total enrollment at the school was 443 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2020-21 School Year



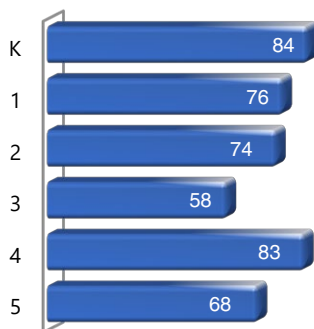
Class Size Distribution

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

Enrollment by Grade

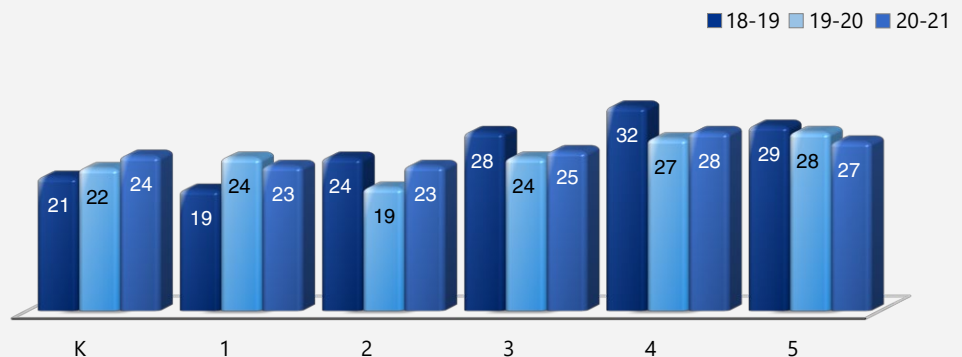
The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade



Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2018-19			2019-20			2020-21		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	1			3			3	
1	3				3		1	2	
2		3		3				3	
3		2			3			2	
4		2			2			2.5	
5		2			2			1.5	



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				
	Central ES		Tracy USD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	6.6%	0.2%	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.

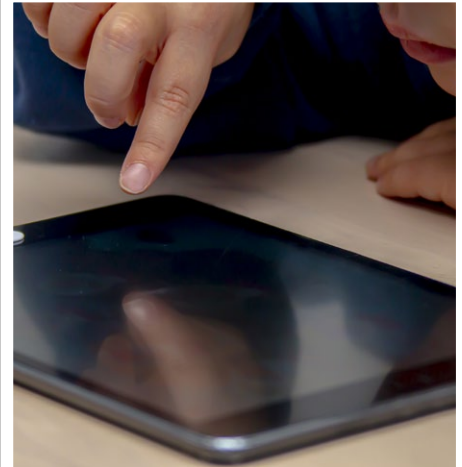
This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions		2019-20 School Year		
	Central ES	Tracy USD	California	
	19-20	19-20	19-20	
Suspension rates	8.9%	5.5%	2.5%	
Expulsion rates	0.0%	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	0.20%	0.00%	
Female	0.00%	0.00%	
Male	0.40%	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	5.00%	0.00%	
White	0.00%	0.00%	
English Learners	0.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	1.10%	0.00%	
Socioeconomically Disadvantaged	0.30%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	0.80%	0.00%	



Professional Development

Here at Central School, we feel professional development for our staff is vital. Teachers are trained on interventions for reading including iRead and Corrective Reading workshops. Our STEM implementation team does professional development and lesson studies with the staff. Central's Rigor and Relevance coach works with staff on increasing rigor and engagement in lessons and also on relationships. All teachers are learning more about Read Alouds and are having training on skills to improve Read Alouds from the County Office of Education. Our technology team will be available to provide bi-weekly training to all staff.

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

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2019-20	5
2020-21	5
2021-22	5

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.

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	Central 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	493	471	61	13.00%
Female	241	230	21	9.10%
Male	252	241	40	16.60%
American Indian or Alaska Native	3	1	0	0.00%
Asian	37	35	0	0.00%
Black or African American	23	22	8	36.40%
Filipino	6	6	0	0.00%
Hispanic or Latino	364	353	43	12.20%
Native Hawaiian or Pacific Islander	5	3	2	66.70%
Two or More Races	20	19	2	10.50%
White	35	32	6	18.80%
English Learners	232	229	17	7.40%
Foster Youth	8	6	1	16.70%
Homeless	91	85	12	14.10%
Socioeconomically Disadvantaged	403	385	50	13.00%
Students Receiving Migrant Education Services	1	1	0	0.00%
Students with Disabilities	122	118	14	11.90%

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



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.



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	
	Central ES		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	11.59%	■	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	
	Central 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

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	70	69	98.57%	1.43%	11.59%
Female	31	31	100.00%	0.00%	6.45%
Male	39	38	97.44%	2.56%	15.79%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	48	48	100.00%	0.00%	8.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	38	38	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	22	22	100.00%	0.00%	0.00%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	60	59	98.33%	1.67%	10.17%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	25	24	96.00%	4.00%	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	215	212	98.60%	1.40%	20.75%
Female	108	107	99.07%	0.93%	20.56%
Male	107	105	98.13%	1.87%	20.95%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	15	15	100.00%	0.00%	33.33%
Black or African American	14	13	92.86%	7.14%	38.46%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	160	158	98.75%	1.25%	18.35%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	11	11	100.00%	0.00%	9.09%
English Learners	107	106	99.07%	0.93%	6.60%
Foster Youth	❖	❖	❖	❖	❖
Homeless	58	58	100.00%	0.00%	13.79%
Military	26	26	100.00%	0.00%	7.69%
Socioeconomically disadvantaged	179	177	98.88%	1.12%	19.77%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	70	69	98.57%	1.43%	2.90%

❖ 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.

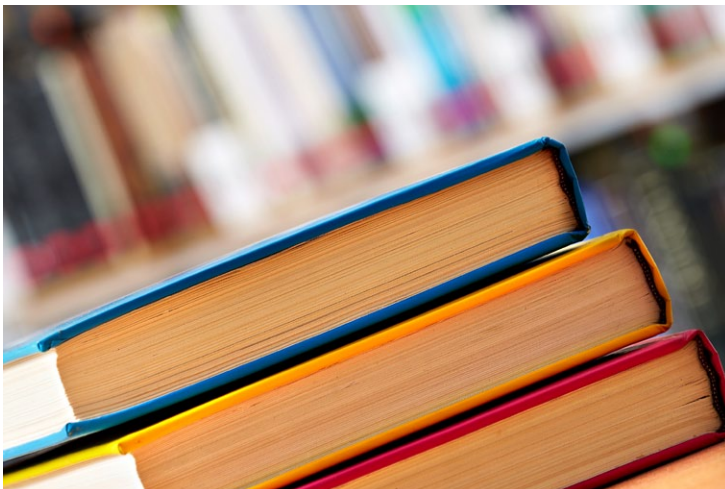
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	215	211	98.14%	1.86%	10.43%
Female	108	107	99.07%	0.93%	7.48%
Male	107	104	97.20%	2.80%	13.46%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	15	15	100.00%	0.00%	20.00%
Black or African American	14	13	92.86%	7.14%	15.38%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	160	157	98.13%	1.87%	8.92%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	11	11	100.00%	0.00%	0.00%
English Learners	107	106	99.07%	0.93%	2.83%
Foster Youth	❖	❖	❖	❖	❖
Homeless	58	58	100.00%	0.00%	10.34%
Military	26	26	100.00%	0.00%	0.00%
Socioeconomically disadvantaged	179	176	98.32%	1.68%	10.23%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	70	69	98.57%	1.43%	1.45%

❖ 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. At the time of this school facility inspection, no deficiencies were found.

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	

School Facilities

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

Facility Summary for Central Elementary School

General

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

Below is more specific information on the condition of Central Elementary School for the 2020-21 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School/Buildings

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

In April 2019, Central students moved into their new \$30 million building. This new Central School has 23 classrooms, many small offices and rooms, a state-of-the-art computer lab, library, multi-purpose room, kitchen and administration building. The quad area is landscaped beautifully, and the small play yard for kindergarteners and the big one for all other students are fresh and gorgeous. The huge grass field even incorporates some old Central trees, which the students love to gather under.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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School Facilities

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Deferred Maintenance Budget

In accordance with Chapter 12, Statutes of 2009 (SBX3 4), the district has elected to use the flexibility clause. The clause allows the district to use the state-deferred maintenance contribution as well as the district's matching share contribution toward "any educational purpose." The district has elected to commit deferred maintenance funding to cover general fund expenditures.



About Our School

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

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

All students and staff recite the Central Creed daily.

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

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.	

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	<i>Wonders (TK-5 tradition)</i>	2017
Mathematics	My Math, McGraw-Hill (K-5 traditional)	2014
Science	<i>Science, CA Edition (K-5)</i>	2007
History/social science	<i>My World Interactive (K-5)</i>	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

Central 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

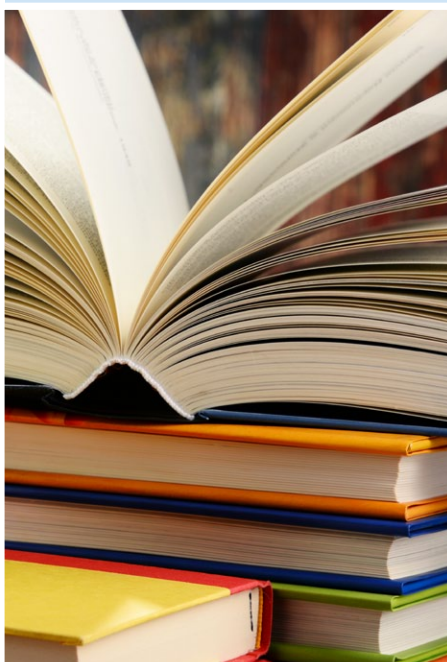
This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2021-22 School Year

Data collection date	9/28/2021
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✕ Not applicable.



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.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 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				2020-21 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)	15.5	79.6%	549.4	79.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	31.0	4.5%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	5.1%	27.0	3.9%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	29.4	4.2%	12,115.8	4.4%
Unknown	3.0	15.3%	57.1	8.2%	18,854.3	6.9%
Total Teaching Positions	19.5	100.0%	694.2	100.0%	274,759.1	100.0%

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

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/waivers: 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		2020-21 School Year
Authorization/Assignment	Central ES	
Permits and Waivers	1.0	
Misassignments	0.0	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	1.0	

Note: The data in these 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>.

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.



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)	1.00
Library media teacher (librarian)	0.50
Library media services staff (paraprofessional)	0.50
Psychologist	0.80
Social worker	0.00
Nurse	0.06
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00
◇ Not applicable.	

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

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

2020-21 School Year

Indicator	Central ES
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments

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

2020-21 School Year

Indicator	Central ES
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

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>.



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	
Central ES	\$6,227	\$74,395	
Tracy USD	\$6,777	\$72,386	
California	\$8,444	\$86,376	
School and district: percentage difference	-8.1%	+2.8%	
School and California: percentage difference	-26.3%	-13.9%	

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	\$8,092
Expenditures per pupil from restricted sources	\$1,866
Expenditures per pupil from unrestricted sources	\$6,227
Annual average teacher salary	\$74,395



Expenditures Per Pupil

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

Central Elementary School

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

All data accurate as of January 2022.

School Accountability Report Card

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ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
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
LEAwide	7,101	6,579	92.65%	7.35%	36.87%
Female	3,484	3,230	92.71%	7.29%	42.71%
Male	3,612	3,345	92.61%	7.39%	31.28%
American Indian or Alaska Native	28	26	92.86%	7.14%	34.62%
Asian	920	881	95.76%	4.24%	49.26%
Black or African American	388	337	86.86%	13.14%	30.45%
Filipino	357	351	98.32%	1.68%	59.14%
Hispanic or Latino	3,882	3,592	92.53%	7.47%	28.22%
Native Hawaiian or Pacific Islander	93	82	88.17%	11.83%	32.93%
Two or more races	291	263	90.38%	9.62%	45.80%
White	1,142	1,047	91.68%	8.32%	48.80%
English Learners	1,924	1,794	93.24%	6.76%	8.50%
Foster Youth	42	36	85.71%	14.29%	22.22%
Homeless	792	708	89.39%	10.61%	18.98%
Military	342	309	90.35%	9.65%	32.35%
Socioeconomically disadvantaged	4,221	3,870	91.68%	8.32%	27.44%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	1,004	866	86.25%	13.75%	8.45%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



*"The future belongs
to the educated."*

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
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
LEAwide	7,100	6,516	91.77%	8.23%	21.76%
Female	3,483	3,201	91.90%	8.10%	21.20%
Male	3,612	3,311	91.67%	8.33%	22.32%
American Indian or Alaska Native	28	26	92.86%	7.14%	7.69%
Asian	920	878	95.43%	4.57%	38.54%
Black or African American	388	334	86.08%	13.92%	16.77%
Filipino	357	350	98.04%	1.96%	41.67%
Hispanic or Latino	3,881	3,556	91.63%	8.37%	13.89%
Native Hawaiian or Pacific Islander	93	81	87.10%	12.90%	16.25%
Two or more races	291	263	90.38%	9.62%	27.38%
White	1,142	1,028	90.02%	9.98%	28.75%
English Learners	1,924	1,777	92.36%	7.64%	4.69%
Foster Youth	41	36	87.80%	12.20%	13.89%
Homeless	792	704	88.89%	11.11%	11.97%
Military	342	306	89.47%	10.53%	13.11%
Socioeconomically disadvantaged	4,220	3,830	90.76%	9.24%	15.05%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	1,004	855	85.16%	14.84%	6.67%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

