

Gladys Poet-Christian School

Grades K-8
CDS Code 39-75499-6108997

William Maslyar, Principal
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1701 South Central Avenue
Tracy, CA 95376
(209) 830-3325

<https://poetchristian.tracy.k12.ca.us/>



Tracy Unified School District

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

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



Principal's Message

Dear students and parents,

Welcome to Gladys Poet-Christian School. We are a K-8 school and offer a family environment for our students. Because we are a magnet school, parents have a choice to enroll their children at Poet.

I want to help you capitalize on that choice and make our school one in which we are strongly united around a common set of values and beliefs. These values are encouraged and supported through a character-education program emphasizing the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

We help each of our students to demonstrate responsibility for themselves and for the school. We also model respect and help our students to do the same.

We were very excited about the opportunity to offer our students science, technology, engineering and mathematics (STEM) and dance classes. All of our students in grades 1-8 have STEM or dance every day during the school year.

A school is as strong as its membership. The staff is dedicated to providing the best educational opportunities for our students. They spend time planning and working together to ensure that students gain from the insights and expertise of all of the staff. We strive to focus our collective energies on providing instructional strategies and meaningful curriculum that meet the needs of our students.

The staff and I expect our students to come to school ready to learn and be aware of their responsibility as learners. Children will be challenged as long as they are willing to accept the opportunities given to them at Poet. We believe in an open-ended curriculum that allows for maximum challenge for all students at all times.

Our school has enjoyed a great deal of success because of a commitment from the Poet staff, parents and students. The parents at Poet have been a big part of the school's success and we look forward to continuing a strong partnership with parents every school year. It is imperative to Poet's success that we have the support and commitment from parents, and we are asking our parents to make a commitment to the school by volunteering at school and in schoolwide activities as much as possible. We realize that many parents work, therefore we arrange for ways for parents who work to do things to help the school at home. We believe that involved and active parents are better informed and thus more supportive of the school's efforts. Our students deserve and depend on a strong partnership between parents and the school. Poet is truly a wonderful learning community!

Follow Gladys Poet-Christian School on Facebook at www.facebook.com/GladysPoetChristianSchool for school updates, events on campus and special announcements.

Sincerely,

William Maslyar

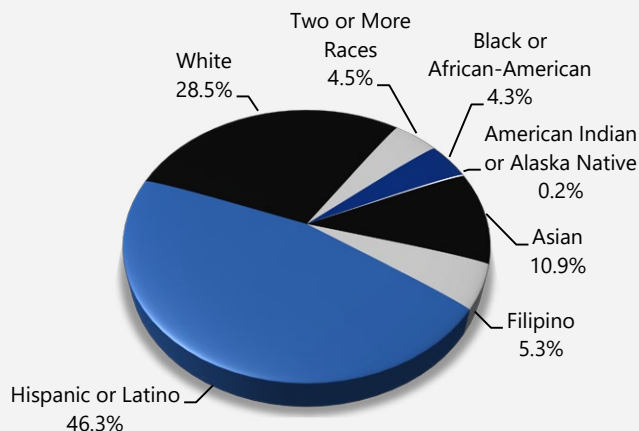
Principal

Enrollment by Student Group

The total enrollment at the school was 512 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2020-21 School Year



Continued on page 4



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*

Lori Souza, *Member*

Ameni Alexander, *Member*

Nathalia Hughes Erskine, *Member*

Zachary Hoffert, *Member*

Enrollment by Student Group, *Continued from page 3*

Demographics

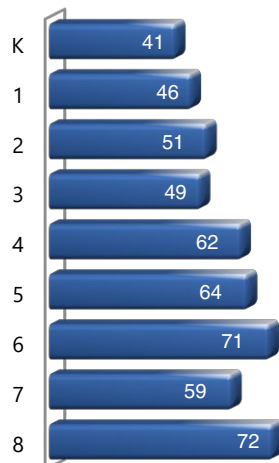
2020-21 School Year

Female	54.40%
Male	45.60%
Non-Binary	0.00%
English learners	18.30%
Foster youth	0.00%
Homeless	0.80%
Migrant	0.00%
Socioeconomically Disadvantaged	39.20%
Students with Disabilities	7.20%

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

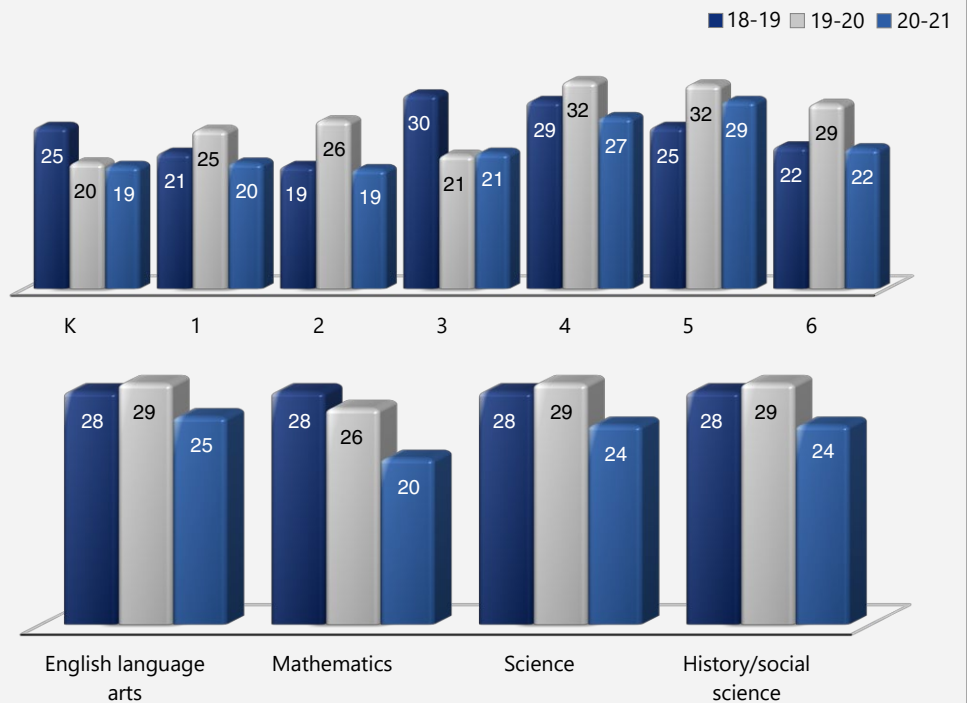


Class Size Distribution

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

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	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		2			2		
1		2			2		2		
2	3				2		2		
3		2		1	2		1	1	
4		2			2			2	
5		2			2			2	
6		3			2		1	2	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		2.5			4		2	4	
Mathematics		2.5		1	4		4	2	
Science		2.5			5		2	3	
History/social science		2.5			5		2	3	

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	
	Poet-Christian School		Tracy USD		California
	18-19	20-21	18-19	20-21	18-19 20-21
Suspension rates	10.0%	0.4%	9.3%	0.1%	3.5% 0.2%
Expulsion rates	0.2%	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	
	Poet-Christian School		Tracy USD		California
	19-20		19-20		19-20
Suspension rates	2.4%		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	0.40%	0.00%		
Female	0.30%	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	0.80%	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	1.00%	0.00%		
Foster Youth	0.00%	0.00%		
Homeless	0.00%	0.00%		
Socioeconomically Disadvantaged	0.90%	0.00%		
Students Receiving Migrant Education Services	0.00%	0.00%		
Students with Disabilities	0.00%	0.00%		

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.

Professional Development

The main focus for staff development during the 2020-21 school year was teaching in a distance learning and hybrid environment. With the closure of the school, teachers were tasked with teaching students in a virtual environment with a platform that was completely new to them and the students. All school-related staff development revolved around learning the new platform, teaching students in a virtual environment and utilizing best practices to engage students in learning in a virtual environment. Staff development activities took place on Wednesday Site Development Afternoons (2:30 p.m. to 3:30 p.m.), voluntary staff-development days, and district/site pre-service days.

The main focus for staff development for the 2021-22 school year revolves around re-acclimating students to in-person learning, building positive relationships and providing intervention for students to support learning loss due to the pandemic. Staff development activities take place during Early Release Mondays (typically from 2:15 to 4:30), voluntary staff-development days and district/site pre-service days.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

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

School Mission Statement

Gladys Poet-Christian School's mission is to guide and inspire our students to be a generation of independent thinkers who are responsible and prepared for the future.

School Vision Statement

Learn, Grow, Succeed!

Parental Involvement

Poet-Christian is a school community that enjoys a great deal of parent support and involvement. The school's Parent Teacher Student Association (PTSA) provides a multitude of activities and events to bring families together to celebrate success and to build on the school's positive culture. The PTSA meets every month to plan events, to purchase materials and programs for the school, and to promote parental involvement in the classroom and school activities.

For the start of the 2021-22 school year, there are still guidelines restricting parents and volunteers from helping at the school. There are also restrictions on large gatherings, which is preventing us from doing any large-scale events and activities. It is our hope that we will be able to once again enjoy the many activities that our PTSA puts together for our school.

Parents are always encouraged to spend as much time in the classroom volunteering to assist the teachers in a variety of ways. Parents regularly volunteer and participate at the schoolwide events listed above as well as individual classroom events and activities. As stated above, current restrictions are preventing us from having parent volunteers in the classroom and at school. Parents play a tremendous role in helping Poet remain a successful school, and it is our hope that we will have parents back at Poet supporting our work in the near future.

Parents are also encouraged to participate in our School Site Council. The School Site Council is instrumental in monitoring the school's goals, plans, activities and budget. Meetings will be held virtually this year.

For more information on how to become involved at the school, please contact Jessica Mayo, PTSA president, or Kris Golden, PTSA member and teacher liaison, at (209) 830-3325.

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	Poet-Christian School	
	Grade 5	Grade 7
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	542	536	16	3.00%
Female	298	295	7	2.40%
Male	244	241	9	3.70%
American Indian or Alaska Native	2	2	0	0.00%
Asian	59	58	1	1.70%
Black or African American	24	24	4	16.70%
Filipino	28	28	0	0.00%
Hispanic or Latino	252	249	5	2.00%
Native Hawaiian or Pacific Islander	4	4	1	25.00%
Two or More Races	23	23	1	4.30%
White	150	148	4	2.70%
English Learners	103	101	3	3.00%
Foster Youth	0	0	0	0.00%
Homeless	9	9	1	11.10%
Socioeconomically Disadvantaged	218	216	13	6.00%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	47	47	1	2.10%

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

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	
	Poet-Christian School		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	21.05%	■	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	
	Poet-Christian School		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).

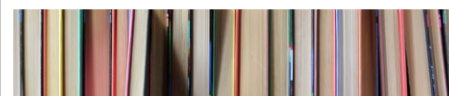
The CAASPP System encompasses the following assessments and student participation requirements:

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 (grades 5 and 8)

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	134	133	99.25%	0.75%	21.05%
Female	73	73	100.00%	0.00%	27.40%
Male	61	60	98.36%	1.64%	13.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	65	65	100.00%	0.00%	20.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	37	37	100.00%	0.00%	27.03%
English Learners	18	18	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	51	50	98.04%	1.96%	12.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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 3-8)
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	370	356	96.22%	3.78%	44.51%
Female	205	196	95.61%	4.39%	54.87%
Male	165	160	96.97%	3.03%	31.88%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	37	34	91.89%	8.11%	44.12%
Black or African American	16	16	100.00%	0.00%	31.25%
Filipino	19	19	100.00%	0.00%	47.37%
Hispanic or Latino	176	172	97.73%	2.27%	42.44%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	11	10	90.91%	9.09%	❖
White	106	101	95.28%	4.72%	50.00%
English Learners	59	56	94.92%	5.08%	10.71%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	140	133	95.00%	5.00%	36.09%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	27	27	100.00%	0.00%	25.93%

❖ 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 3-8)

For students taking and completing a state-administered assessment.

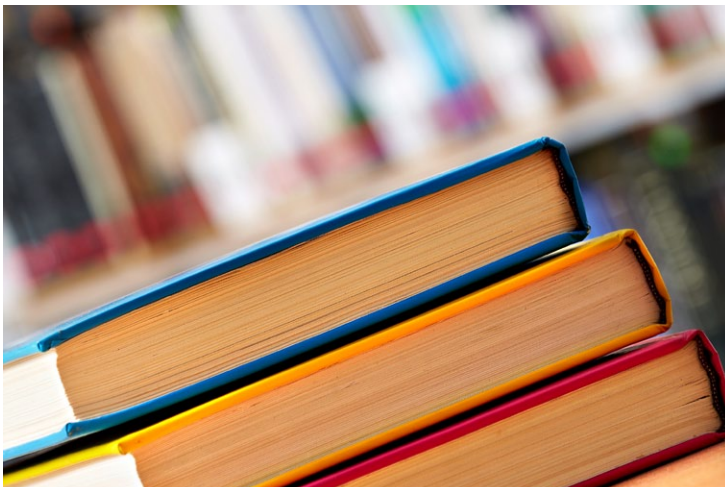
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	370	357	96.49%	3.51%	17.09%
Female	205	197	96.10%	3.90%	19.80%
Male	165	160	96.97%	3.03%	13.75%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	37	34	91.89%	8.11%	20.59%
Black or African American	16	16	100.00%	0.00%	6.25%
Filipino	19	19	100.00%	0.00%	31.58%
Hispanic or Latino	176	173	98.30%	1.70%	11.56%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	11	10	90.91%	9.09%	❖
White	106	101	95.28%	4.72%	23.76%
English Learners	59	57	96.61%	3.39%	1.75%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	140	134	95.71%	4.29%	13.43%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	27	27	100.00%	0.00%	3.70%

❖ 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)	Fair	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Fair	
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	Good	
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	Missing white board in room 3; cracked ceiling tile in room 4; weather strip needed in rooms 5 & 6; missing fan cover in room 12 computer room; room 16 drooping ceiling tiles; room 20 ceiling tiles popped up; wallpaper in room 23 needs repair; room 25 ceiling trim drooping; room 31 missing ceiling trim; carpet is lifting in the stage office. Work order submitted.	October 2021
Restrooms/fountains	Office restroom wallpaper lifting; room 2 base of toilets need repair; room 17 has a loose faucet; faucet needs to be tightened in rooms 21 & 22 and sagging ceiling tile; room 23 faucet needs to be tightened; boys & girls' restroom has rust on ceiling trim and girl's restroom is missing exterior sign; primary boy's restroom has low pressure in the urinal. Work order submitted.	October 2021

School Safety

Safety is always at the forefront of the school's effort to provide a positive and productive learning environment. Safety drills and procedures are discussed and practiced regularly during the school year. The safety plan outlines daily procedures for dropping off and picking up students, visitors on campus, and participation in school activities and events. All parent volunteers must go through a reference and background check before volunteering at school.

The school's safety plan is reviewed and revised annually with staff at the beginning of each school year. Procedures and guidelines are reviewed throughout the school year with drills practiced each month. The safety plan was reviewed and adopted by the School Site Council in January 2022. The district has completed an updated districtwide emergency preparedness plan for each school site.

A TUSD Student Handbook is also reviewed and revised at the beginning of each school year. It addresses student issues and concerns with an emphasis on prevention. Discipline is handled quickly and fairly, and parents are contacted for nearly all discipline issues aside from minor rule infractions. The Discipline Plan revolves around the Six Pillars of Character and creating productive school and community citizens.

School Facilities

General

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

Below is more specific information on the condition of Gladys Poet-Christian School for the 2019-20 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School/Buildings

This school has 31 classrooms, a multipurpose room, library, administration building, storage building, kitchen and a stage. The main campus was built in the 1989-90 school year. Additions were constructed in the 1997-98 school year (two relocatable classrooms), the 1998-99 school year (four classrooms added for Class Size Reduction) and the 1999-2000 school year (four classrooms and restroom facilities), 2015 (window systems, painted exterior of campus, replaced floor coverings), 2016 (enclosed campus with security fencing).

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. We use a work-order process to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

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

Deferred Maintenance Budget

In accordance with Chapter 12, Statutes of 2009 (SBX3 4), the district has elected to use the flexibility clause. The clause allows the district to use the state deferred maintenance contribution as well as the district's matching share contribution toward "any educational purpose." The district has elected to commit deferred maintenance funding to cover general fund expenditures. The Security Camera System is being upgraded at the beginning of the 2020-21 school year with new security cameras.

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.	

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	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✕
Foreign language	✕
Health	✕

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	<i>Wonders (TK-5 traditional)</i>	2017
Reading language arts	<i>StudySync (6)</i>	2017
Reading language arts	<i>StudySync (7)</i>	2017
Reading language arts	<i>StudySync (8)</i>	2017
Mathematics	<i>My Math, McGraw-Hill (K-5 traditional)</i>	2014
Mathematics	<i>Digits, Pearson</i>	2015
Mathematics	<i>Bridge to Algebra, Carnegie Learning</i>	2014
Mathematics	<i>Algebra 1, Houghton Mifflin</i>	2015
Mathematics	<i>Geometry, Houghton Mifflin</i>	2015
Mathematics	<i>Algebra 2, Houghton Mifflin</i>	2015
Science	<i>Science, CA Edition (K-5)</i>	2007
Science	<i>Focus on Earth Science, CA Edition (6)</i>	2008
Science	<i>Focus on Life Science (7)</i>	2008
Science	<i>Focus on Physical Science (8)</i>	2008
History/social science	<i>My World Interactive (K-5)</i>	2019
History/social science	<i>World History: Ancient Civilizations</i>	2018
History/social science	<i>World History: Medieval and Early Modern Times</i>	2018
History/social science	<i>American Stories: Beginnings to World War I</i>	2018

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.

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)	22.2	93.7%	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)	0.9	4.2%	27.0	3.9%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	2.0%	29.4	4.2%	12,115.8	4.4%
Unknown	0.0	0.0%	57.1	8.2%	18,854.3	6.9%
Total Teaching Positions	23.7	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	Poet-Christian School	
Permits and Waivers	0.0	
Misassignments	0.9	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	0.9	

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)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.50
Psychologist	0.40
Social worker	0.00
Nurse	0.06
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.80
✧ Not applicable.	

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.

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	Poet-Christian School
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.4
Total Out-of-Field Teachers	0.4

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	Poet-Christian School
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.1%
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%

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 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
Poet-Christian School	\$6,826	\$82,984
Tracy USD	\$6,777	\$72,386
California	\$8,444	\$86,376
School and district: percentage difference	+0.7%	+14.6%
School and California: percentage difference	-19.2%	-3.9%

About Our School

Gladys Poet-Christian is a K-8 school with a population of approximately 525 students. Poet enjoys the support of an active parent group and school community. Parents volunteer regularly in the classroom, in the office, and at school events and activities when possible. With COVID, our parents were not able to work in classrooms at the end of the school year, but they continued to support our teachers and staff as much as possible outside the classroom.

Poet has a strong academic program focused on developing well-rounded, lifelong learners. The school goals are centered on academics and a positive school culture. It takes a concerted effort from teachers, students and parents to create a positive learning environment with a challenging curriculum.

The school goals are: 1. Prepare all students for college and career and ensure all students meet grade-level standards with a focus on closing the achievement gap; 2. Provide a safe and equitable school environment; and 3. Prepare all students to read and respond in writing.



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	\$7,178
Expenditures per pupil from restricted sources	\$353
Expenditures per pupil from unrestricted sources	\$6,826
Annual average teacher salary	\$82,984

Gladys Poet-Christian 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.

