

Art Freiler School

Grades K-8
CDS Code 39-75499-6118699

Stephen Theall, Principal
stheall@tUSD.net

2421 West Lowell Avenue
Tracy, CA 95377
(209) 830-3309

freiler.tracy.k12.ca.us



SARC

2020-21

School
Accountability
Report Card
Published in 2021-22

Tracy Unified School District

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

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



Principal's Message

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

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

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

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

Stephen Theall
Principal

School Mission Statement

At Art Freiler School:

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

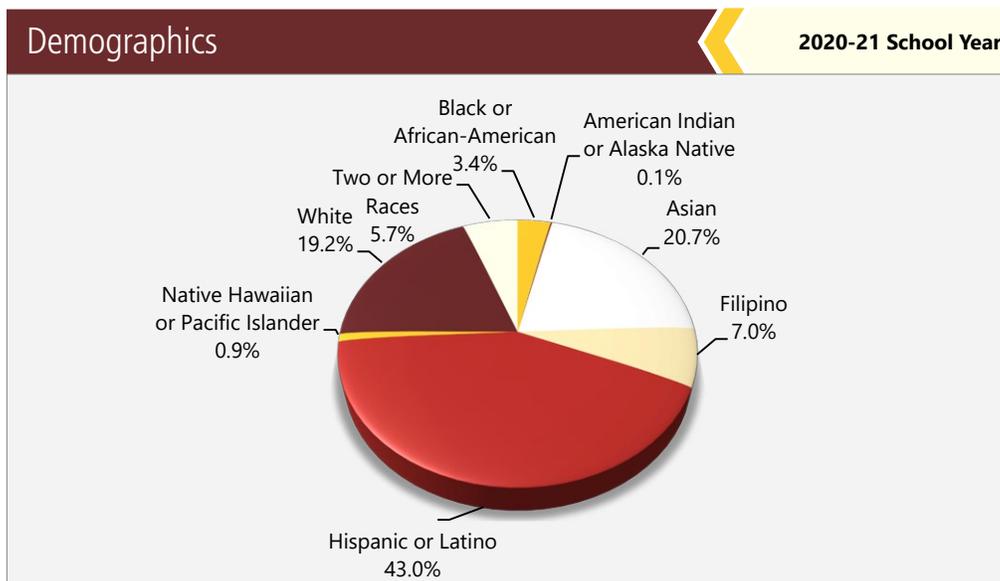
School Vision Statement

"Learn. Persevere. Excel."

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

Enrollment by Student Group

The total enrollment at the school was 759 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.



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

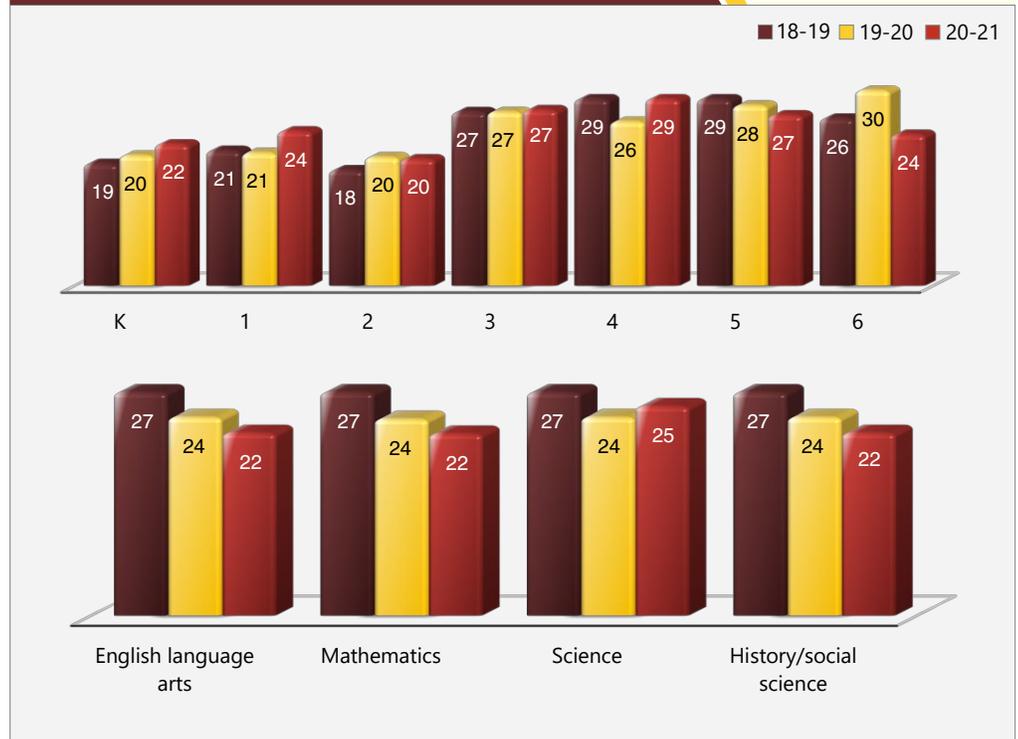
Demographics	
2020-21 School Year	
Female	48.10%
Male	51.80%
Non-Binary	0.10%
English learners	27.80%
Foster youth	0.90%
Homeless	1.60%
Migrant	0.00%
Socioeconomically Disadvantaged	52.40%
Students with Disabilities	8.70%

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.

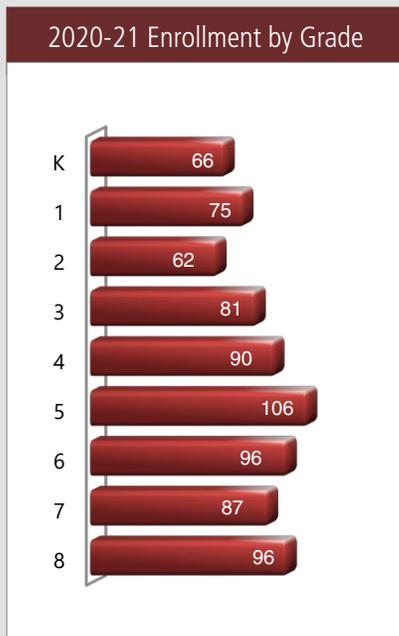
Average Class Size

Three-Year Data



Enrollment by Grade

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



Number of Classrooms by Size

Three-Year Data

Grade	2018-19			2019-20			2020-21		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			2	2		1	2	
1		4		1	2			3	
2	4			3	1		2	1	
3		4			3			3	
4		3			4			3	
5		3			3			4	
6		4			3			4	

Subject	2018-19			2019-20			2020-21		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	2	2			8		3	5	
Mathematics	2	2		2	6	1	3	5	
Science	2	2		1	7		1	6	
History/social science	2	2			8		3	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				
	Art Freiler School		Tracy USD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	3.4%	0.0%	9.3%	0.1%	3.5%	0.2%
Expulsion rates	0.5%	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		
	Art Freiler School	Tracy USD	California	
	19-20	19-20	19-20	
Suspension rates	3.9%	5.5%	2.5%	
Expulsion rates	0.3%	0.4%	0.1%	

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

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

Professional Development

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

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

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

During the summer of 2021, 14 teachers attended the Kagan Cooperative Learning workshop. This workshop focused on structured student discussion as a means to increase learning for all students.

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

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

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

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

School Safety

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

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

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

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2022. All staff members also complete ongoing Safe School training throughout the year.

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.

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	Art Freiler 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	814	793	76	9.60%
Female	390	379	31	8.20%
Male	422	412	45	10.90%
American Indian or Alaska Native	1	1	0	0.00%
Asian	170	167	10	6.00%
Black or African American	35	32	5	15.60%
Filipino	55	53	0	0.00%
Hispanic or Latino	340	332	38	11.40%
Native Hawaiian or Pacific Islander	8	7	0	0.00%
Two or More Races	46	45	7	15.60%
White	159	156	16	10.30%
English Learners	222	220	12	5.50%
Foster Youth	12	10	2	20.00%
Homeless	17	15	6	40.00%
Socioeconomically Disadvantaged	435	424	53	12.50%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	79	77	11	14.30%

◇ 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	
Subject	Art Freiler School		Tracy USD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	17.26%	■	22.22%	■	28.72%

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

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

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Art Freiler School		Tracy USD		California	
	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	205	198	96.59%	3.41%	17.26%
Female	100	99	99.00%	1.00%	16.33%
Male	104	98	94.23%	5.77%	18.37%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	41	41	100.00%	0.00%	24.39%
Black or African American	❖	❖	❖	❖	❖
Filipino	17	17	100.00%	0.00%	17.65%
Hispanic or Latino	89	86	96.63%	3.37%	15.12%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	38	35	92.11%	7.89%	17.14%
English Learners	44	43	97.73%	2.27%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	108	103	95.37%	4.63%	13.73%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	18	16	88.89%	11.11%	6.25%

❖ 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	567	548	96.65%	3.35%	35.95%
Female	266	258	96.99%	3.01%	42.25%
Male	299	288	96.32%	3.68%	30.56%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	121	118	97.52%	2.48%	36.44%
Black or African American	18	15	83.33%	16.67%	26.67%
Filipino	42	42	100.00%	0.00%	57.14%
Hispanic or Latino	237	230	97.05%	2.95%	28.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	32	31	96.88%	3.12%	45.16%
White	111	106	95.50%	4.50%	41.51%
English Learners	136	134	98.53%	1.47%	6.72%
Foster Youth	❖	❖	❖	❖	❖
Homeless	14	14	100.00%	0.00%	57.14%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	308	293	95.13%	4.87%	28.33%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	54	49	90.74%	9.26%	12.24%

❖ 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.



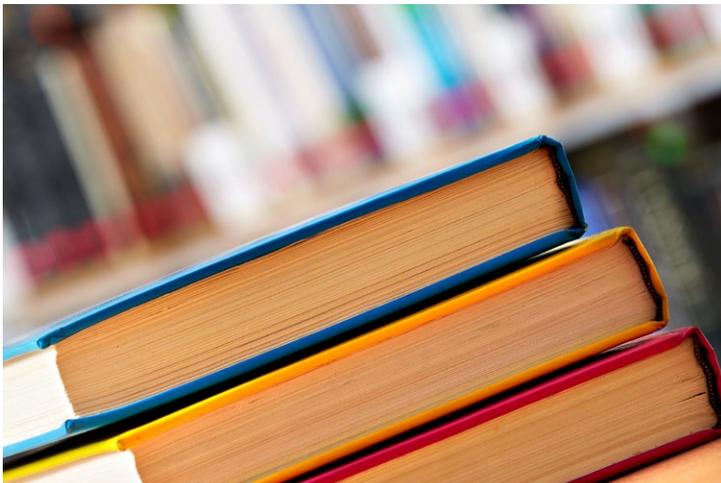
CAASPP Test Results by Student Group: Mathematics (grades 3-8) For students taking and completing a state-administered assessment.

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	566	544	96.11%	3.89%	29.15%
Female	265	259	97.74%	2.26%	27.80%
Male	299	283	94.65%	5.35%	30.60%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	121	117	96.69%	3.31%	29.91%
Black or African American	18	16	88.89%	11.11%	25.00%
Filipino	42	42	100.00%	0.00%	46.34%
Hispanic or Latino	236	229	97.03%	2.97%	23.68%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	32	30	93.75%	6.25%	30.00%
White	111	104	93.69%	6.31%	34.62%
English Learners	136	132	97.06%	2.94%	9.85%
Foster Youth	❖	❖	❖	❖	❖
Homeless	14	14	100.00%	0.00%	42.86%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	307	289	94.14%	5.86%	23.26%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	54	49	90.74%	9.26%	22.45%

❖ 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.

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	7/30/2021	

Deficiencies and Repairs

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

Deficiencies and Repairs			2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
Interior	Carpet repair. Work order submitted.	October 2021	

About Our School

Art Freiler School is a K-8 school in the Tracy Unified School District. The enrollment for the 2020-21 school year reflected 759 students, 35 credentialed teachers who are all highly qualified, 20 classified employees, an assistant principal and a principal. We take great pride in our ethnically diverse community and students of many different cultures coming together to learn and grow. During the 2019-20 school year, 27.8% of our students were English Language Learners and 52.4% of our students were socioeconomically disadvantaged.

With a focus on science and technology, we take pride in having two science labs and two computer labs. We participate in a Science Olympiad competition with two divisional student teams annually. We offer a variety of science and STEM-related elective courses for our 6-8 grade students with the goal of preparing students to pursue a career in a STEM-related field after completing their education.

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

School Facilities

General

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

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

Age of School/Buildings

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

Maintenance and Repair

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

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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



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)	34.2	96.0%	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)	0.5	1.4%	27.0	3.9%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.9	2.6%	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	35.6	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	Art Freiler School	
Permits and Waivers	0.0	
Misassignments	0.5	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	0.5	

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.

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.

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	0.50
Social worker	0.00
Nurse	0.06
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.20
✧ 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	Art Freiler School	
Credentialed Teachers Authorized on a Permit or Waiver	0.0	
Local Assignment Options	0.9	
Total Out-of-Field Teachers	0.9	

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	Art Freiler School	
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.1%	
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
Art Freiler School	\$6,817	\$81,693
Tracy USD	\$6,777	\$72,386
California	\$8,444	\$86,376
School and district: percentage difference	+0.6%	+12.9%
School and California: percentage difference	-19.3%	-5.4%

Parental Involvement

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

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

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

School 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	\$6,956
Expenditures per pupil from restricted sources	\$139
Expenditures per pupil from unrestricted sources	\$6,817
Annual average teacher salary	\$81,693

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.

