

# Tracy Unified School District

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**SARC**  
2021-22

School Accountability  
Report Card  
Published in 2022-23

## Wanda Hirsch Elementary School

Grades K-5  
CDS Code 39-75499-6114490

Gillian Bradley, Principal  
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1280 Dove Drive  
Tracy, CA 95376  
(209) 830-3312

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





## Principal's Message

Dear parents and students,

Welcome to Wanda Hirsch Elementary School! Hirsch is a preschool through fifth-grade neighborhood school built in 1997. Our school has been serving families for 24 years. Hirsch cultivates a collaborative culture through the development of high performing teams involving colleagues, parents and students by analyzing relevant data and information to promote continuous improvement. Our school community is proud that Hirsch was recognized in 2002, 2004 and 2010 as a California Distinguished School. The programs at Hirsch focus on rigorous academic achievement and promote a positive school climate. Our school's mission is to engage all students in 21st century learning and provide them with the skills they need to succeed in a modern world. Our staff members have high expectations that students will be successful as lifelong learners, problem solvers, critical thinkers, communicators, researchers, and have the ability to work collaboratively with others. Our team is committed to providing a safe learning environment where all students thrive and realize their full potential. Students learn and model the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. Social and emotional development is nurtured through our implementation of the Second Step program. Students serve on Student Council and plan activities. Hirsch has many extracurricular activities for students, including Walkathon, Turkey Trot, science/STEM fair, spellingathon, spelling bee and much more. Check for school news, updates, special announcements and events around campus on the Wanda Hirsch Elementary School website and Facebook.

Sincerely,

Gillian Bradley

Principal

## School Mission Statement

Wanda Hirsch Elementary School's mission is to engage all students in 21st century learning and provide them with the skills they need to succeed in a modern world.

## School Vision Statement

We are a school where education is high quality and students work together, show good character and use problem-solving skills for their academic success.

## Parental Involvement

Hirsch Elementary promotes a sense of community within the school by encouraging parent involvement in all areas of the school: classroom volunteering, the English Learner Advisory Committee (ELAC), School Site Council, District Language Acquisition Committee and Hirsch Parent Teacher Organization (HPTO).

Parents have taken an active role in determining the school goals and identifying supportive programs and activities. The School Site Council at least four times a year to review school goals, programs and activities. The Hirsch Parent Teacher Organization volunteers and coordinates fundraising efforts to help support programs such as field trips, Accelerated Reader and assemblies.

The HPTO encourages families to attend family movie nights and family dances, which are fun and well attended. The staff invited our parent volunteers to an end-of-the-year appreciation tea to recognize them for their outstanding efforts and contributions. Formal parent conferences are held at the end of the first report period. A series of minimum days are scheduled in order to allow sufficient time for parents to meet with teachers.

Proud Patriot Assemblies, the talent show, Family Science Night, Multicultural Fair, ice cream social and our Annual Night of Character are all examples of opportunities for parents to participate in school events.

Information is posted on our school website, on Facebook and on the marquee. Hirsch also uses School Messenger communications system to phone, e-mail and text families to make them aware of important upcoming events.

Please call our school office at (209) 830-3312 or come in and speak with Mrs. Phenix, our school secretary, if you are interested in getting more information on how you can be an active participant in your child's education.



## 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

Ameni Alexander, *President*

Zachary Hoffert, *Vice President*

Steve Abercrombie, *Board Clerk*

Simran Kaur, *Member*

Lynn Dell Hawkins, *Member*

Ana Blanco, *Member*

Lori Souza, *Member*

## Enrollment by Student Group

### Demographics

#### 2021-22 School Year

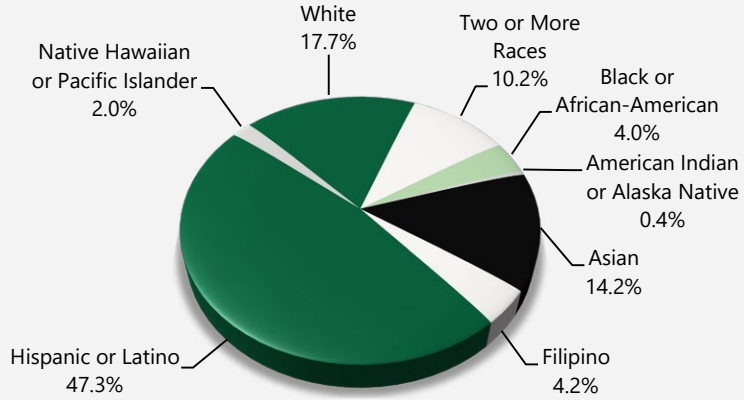
Female	
Male	
Non-Binary	
English learners	
Foster youth	
Homeless	
Migrant	
Socioeconomically Disadvantaged	
Students with Disabilities	

## Enrollment by Student Group

The total enrollment at the school was 452 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

#### 2021-22 School Year

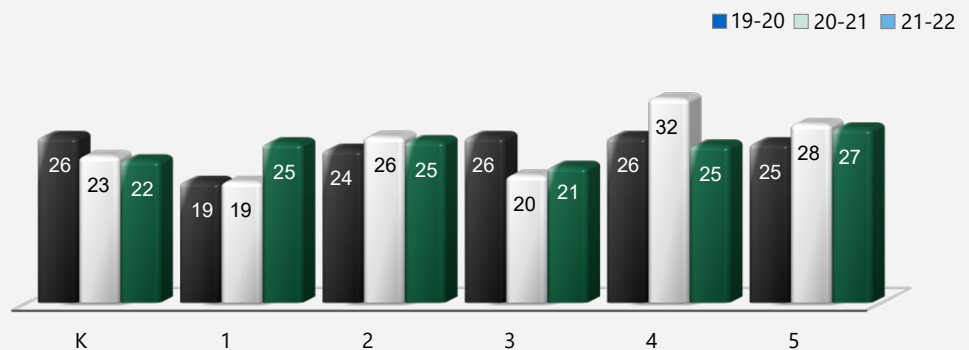


## Class Size Distribution

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

### Average Class Size

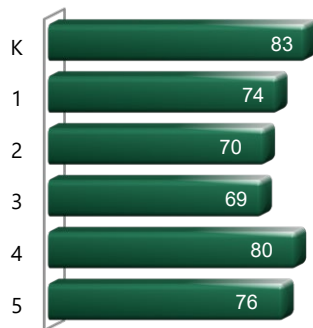
#### Three-Year Data



## Enrollment by Grade

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

### 2021-22 Enrollment by Grade



### Number of Classrooms by Size

#### Three-Year Data

	2019-20			2020-21			2021-22		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			3			3	
1	4			1	3			3	
2		4			3			3	
3		3		3	1			3	
4		3			2.5			3	
5		3			2.5			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	
	Hirsch ES		Tracy USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
<b>Suspension rates</b>	0.0%		0.1%		0.2%	
<b>Expulsion rates</b>	0.0%		0.0%		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	
	Hirsch ES		Tracy USD		California	
	19-20		19-20		19-20	
<b>Suspension rates</b>	3.9%		5.5%		2.5%	
<b>Expulsion rates</b>	0.2%		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			2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
<b>All Students</b>				
<b>Female</b>				
<b>Male</b>				
<b>Non-Binary</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Black or African American</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>				
<b>Native Hawaiian or Pacific Islander</b>				
<b>Two or More Races</b>				
<b>White</b>				
<b>English Learners</b>				
<b>Foster Youth</b>				
<b>Homeless</b>				
<b>Socioeconomically Disadvantaged</b>				
<b>Students Receiving Migrant Education Services</b>				
<b>Students with Disabilities</b>				



## Professional Development

Tracy Unified School District (TUSD) requires new teachers to participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow-up during the year. At this time, teachers are introduced to the district and their site and receive training on classroom management, content organization and lesson design.

All activities are based on the California Standards for the Teaching Profession (CSTP). Throughout the year in TTIP, teachers are additionally supported in the classroom on a regular basis by a staff-development specialist. New teachers who qualify for the district's induction program to clear their preliminary credentials are assigned an Induction mentor and work through two cycles of inquiry.

The district offers professional-development opportunities for all staff members throughout the school year. Two full days are provided before the school year starts. Hirsch continues to implement the Common Core State Standards (CCSS). The staff receives STEM training and lesson development focusing on problem-based learning that embeds science, technology, engineering and mathematics integrated into language arts, Rigor and Relevance focused on academic discourse.

Every Wednesday, students are released early from school at 1:30 p.m. to allow teachers to participate in professional-development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time in professional learning communities working on data driving instruction.

### Professional Development Days

**Number of school days dedicated to staff development and continuous improvement**

<b>2020-21</b>	5
<b>2021-22</b>	5
<b>2022-23</b>	6

## Types of Services Funded

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

All our K-3 classes comply with the California Class Size Reduction program limits. We offer a Bilingual Education and a GATE program at South/West Park Elementary School. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical and Health Services Academy.

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### California Physical Fitness Test

2021-22 School Year

#### Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	83%	94%	83%	87%	91%

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group

2021-22 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

## California School Dashboard

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





## SARC Reporting in the 2020–21 School Year Only

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

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

## Options

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

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

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

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

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Hirsch ES		Tracy USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	19.70%		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	
	Hirsch ES		Tracy USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*		*		*	
Mathematics	*		*		*	

\* 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).



## CAASPP by Student Group: Science, English Language Arts and Mathematics

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

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results by Student Group: Science (grade 5)

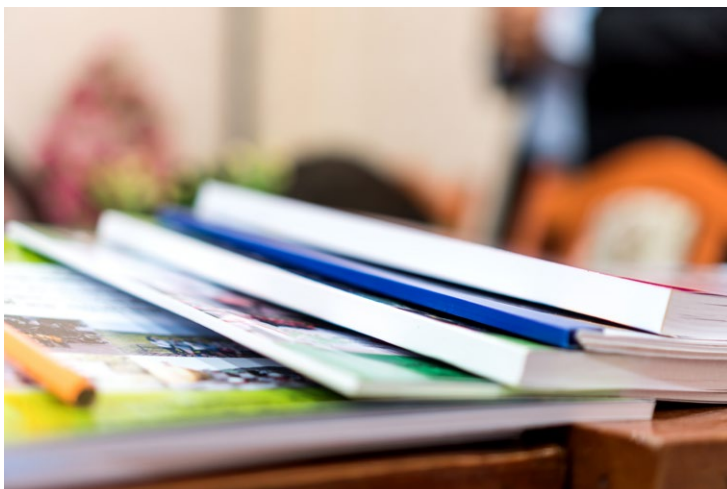
## Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

## Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or more races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically disadvantaged					
Students receiving Migrant Education services					
Students with Disabilities					

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



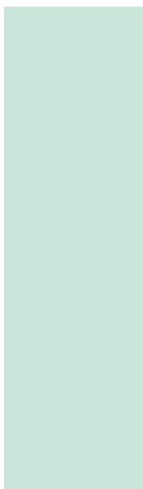
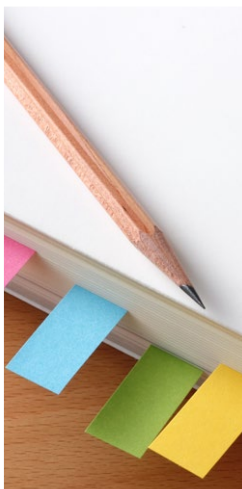




CAASPP Test Results by Student Group: English Language Arts (grades 3-5)  
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or more races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically disadvantaged					
Students receiving Migrant Education services					
Students with Disabilities					

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



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

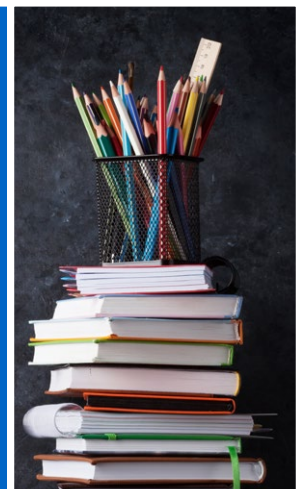
Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or more races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically disadvantaged					
Students receiving Migrant Education services					
Students with Disabilities					

❖ 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		2022-23 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Fair
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		8/1/2022

## 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		2022-23 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Electrical</b>	Missing light fixture cover in Room 29. Work order submitted.	August 2022

## School Facilities

### General

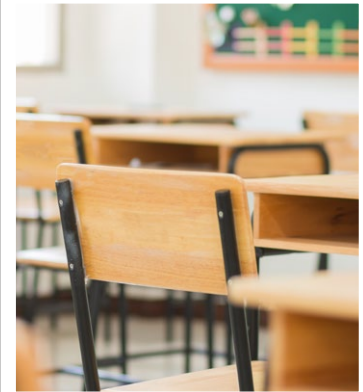
The Tracy Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public-School Construction. The results of this survey are available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

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

### Age of School/Buildings

This school has 32 classrooms, a multipurpose room, library, administration building, stage and kitchen. The main campus was built in 1997. Additions were constructed in the 1997-98 school year (two classrooms added for Class Size Reduction), 1998-99 (four classrooms added for Class Size Reduction), 2005-06 (two state relocatable classrooms) and 2016 (window systems, intrusion alarm system). Even though this campus has not seen a complete modernization, slight improvements have been made with classrooms receiving new finishes (i.e. paint and carpet). In addition, the campus has undergone the installation of solar arrays, which cover a large area of its existing onsite parking, and has added 4 parking spots for charging electric cars.

*Continued on sidebar*



## School Facilities

*Continued from left*

### Maintenance and Repair

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

### Cleaning Process and Schedule

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

### 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. This school year, solar panels have been erected in the parking lot. The school also received new carpet in the office, classrooms off the library, and portables 27, 27A and 29, as well as new laminate in the staffroom, office restrooms and adult restrooms off the library. Hirsch also received new flooring throughout the multipurpose room (MPR) and on the stage, including carpeting on the stage steps, and new flooring and wall painting in the student restrooms next to the MPR.

Plans are to add concrete to a front section of the school for ease at student dismissal. Plans are to move the bike rack area so additional parking can be added.

## 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?	Yes

## 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 2022. 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

2022-23 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>Wonders</i> (TK-5)	2017
Reading/language arts	Bilingual: <i>Maravillas</i> , McGraw-Hill (K-5)	2017
Mathematics	<i>My Math</i> , McGraw-Hill (K-5)	2014
Mathematics	Bilingual: <i>Mis Matemáticas</i> , McGraw-Hill (K-5)	2014
Science	<i>Science Dimensions</i> , Houghton Mifflin (K-5)	2020
History/social science	<i>myWorld Interactive</i> (K-5)	2019
History/social science	Bilingual: <i>miMundo Interactivo</i> , Pearson (K-5)	2019



## School Safety

Student safety is a priority at Hirsch Elementary. Each year the school's safety plan is reviewed and updated. Staff and students participate in monthly fire drills. The school conducts earthquake drills each quarter. Each classroom is equipped with an emergency-response backpack and bucket containing items deemed necessary in the event of an emergency.

All visitors to the school must sign in at the office, and all staff members wear badges. New fencing and gates surround the school site for additional safety and security. There are 20 security cameras located throughout the school. A positive school climate and safety are of upmost importance. The district Elementary School Handbook and education code are followed. Inappropriate student conduct is not tolerated. Results from the school surveys indicate that staff, students and parents agree that Hirsch is safe and has a positive climate. Students demonstrating good character are acknowledged on a regular basis.

The school safety plan is reviewed, updated and discussed with the school faculty each year; it was last done in September 2022.

## 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

Hirsch ES	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## 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	9/27/2022
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## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.3	100.0%	549.4	79.2%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	31.0	4.5%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	27.0	3.9%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	29.4	4.2%	12,115.8	4.4%
<b>Unknown</b>	0.0	0.0%	57.1	8.2%	18,854.3	6.9%
<b>Total Teaching Positions</b>	20.3	100.0%	694.2	100.0%	274,759.1	100.0%

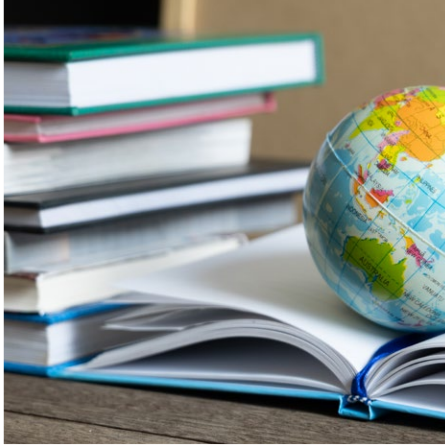
Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

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/calpadsupdfdash201.asp>.

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





## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

### Ratio of Pupils to Academic Counselors and School Support Staff Data

#### 2021-22 School Year

	Ratio
<b>Pupils to Academic counselors</b>	◇
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	2.00
<b>Library media teacher (librarian)</b>	0.75
<b>Library media services staff (paraprofessional)</b>	**
<b>Psychologist</b>	0.40
<b>Social worker</b>	0.00
<b>Nurse</b>	0.00
<b>Speech/language/hearing specialist</b>	1.00
<b>Resource specialist (nonteaching)</b>	0.00

◇ Not applicable.

\*\* Had a Library tech first half of the year and had a para for one or two mornings a week before that.

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

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

### Teachers Without Credentials and Misassignments

	Two-Year Data	
Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.0	
<b>Misassignments</b>	0.0	
<b>Vacant Positions</b>	0.0	
<b>Total Teachers Without Credentials and Misassignments</b>	0.0	

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

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

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

	Two-Year Data	
Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0	
<b>Local Assignment Options</b>	0.0	
<b>Total Out-of-Field Teachers</b>	0.0	

## Class Assignments

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

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

### Class Assignments

	Two-Year Data	
Indicator	2020-21	2021-22
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	0.0%	
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	0.0%	

## 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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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 2020-21 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2020-21 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary		
Midrange teacher salary		
Highest teacher salary		
Average elementary school principal salary		
Average middle school principal salary		
Average high school principal salary		
Superintendent salary		
Teacher salaries: percentage of budget		
Administrative salaries: percentage of budget		

## Financial Data Comparison

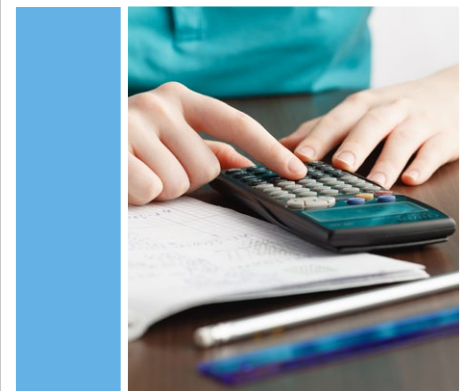
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Hirsch ES	\$6,723	\$67,423
Tracy USD	\$5,041	\$76,755
California		
School and district: percentage difference	+33.4%	-12.2%
School and California: percentage difference		

## 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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$8,341
Expenditures per pupil from restricted sources	\$1,618
Expenditures per pupil from unrestricted sources	\$6,723
Annual average teacher salary	\$67,423



## 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.

# Wanda Hirsch Elementary School

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

All data accurate as of **Month Year**.

## School Accountability Report Card

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