

Tracy Unified School District

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

Rob Pecot, Superintendent ▪ rpecot@tusd.net ▪ (209) 830-3200



SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Louis A. Bohn Elementary School

Grades K-5
CDS Code 39-75499-6110530

Jacqui Nott, Principal
jnott@tusd.net

350 East Mt. Diablo Avenue
Tracy, CA 95376
(209) 830-3300

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







Principal's Message

Dear Bohn family,

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

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

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

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

Sincerely,

Jacqui Nott, Principal

School Mission Statement

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

School Vision Statement

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

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

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

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

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

School Safety

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

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

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

The new school safety plan was last reviewed, updated and discussed with the school faculty in August 2022 and will be continued to be reviewed throughout the year to ensure our students' safety as our top priority.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Tracy Unified School District prepares our diverse student population to be college and career ready for the 21st century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our culturally proficient world-class staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.

District Vision Statement

All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21st century.

Board of Trustees

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

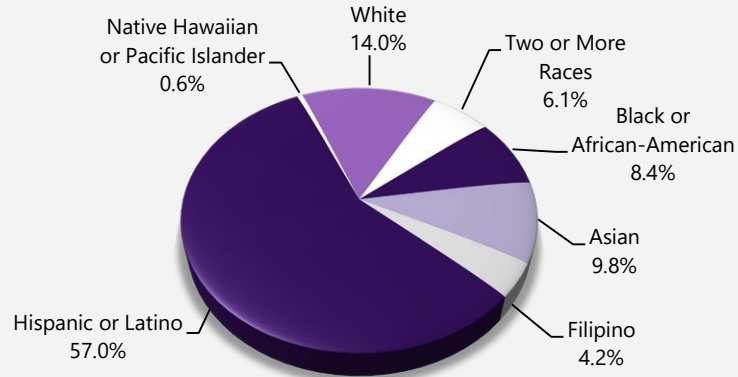
Female	45.00%
Male	55.00%
Non-Binary	0.00%
English learners	25.40%
Foster youth	0.60%
Homeless	2.00%
Migrant	0.30%
Socioeconomically Disadvantaged	62.80%
Students with Disabilities	23.70%

Enrollment by Student Group

The total enrollment at the school was 358 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2021-22 School Year

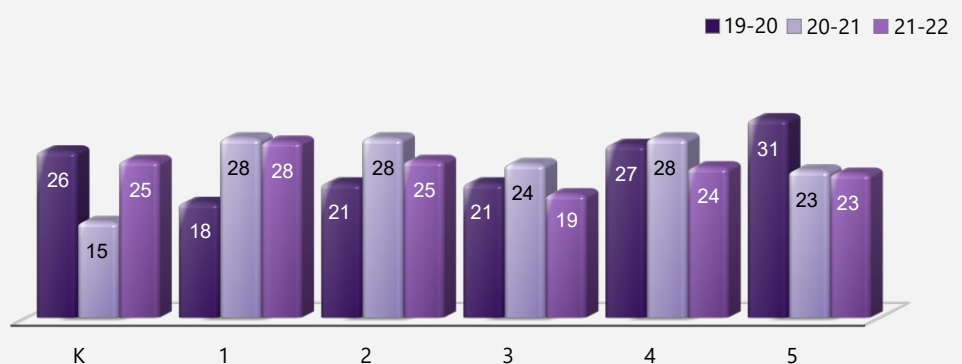


Class Size Distribution

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

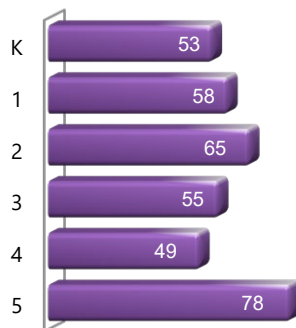
Three-Year Data



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 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		2		3				2	
1	3				2			2	
2	2				2			2	
3	2	2			2		3		
4		2			3			2	
5		2			2			2	





Suspensions and Expulsions

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

Suspensions and Expulsions				Two-Year Data	
	Bohn ES		Tracy USD		California
	20-21	21-22	20-21	21-22	20-21
Suspension rates	0.0%	8.6%	0.1%	6.6%	0.2%
Expulsion rates	0.0%	0.5%	0.0%	0.6%	0.1%

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

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

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

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

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	8.6%	0.5%		
Female	5.2%	0.0%		
Male	11.6%	0.9%		
Non-Binary	0.0%	0.0%		
American Indian or Alaska Native	0.0%	0.0%		
Asian	0.0%	0.0%		
Black or African American	15.8%	0.0%		
Filipino	0.0%	0.0%		
Hispanic or Latino	8.3%	0.0%		
Native Hawaiian or Pacific Islander	0.0%	0.0%		
Two or More Races	18.2%	9.1%		
White	10.2%	0.0%		
English Learners	8.1%	0.0%		
Foster Youth	0.0%	0.0%		
Homeless	11.1%	0.0%		
Socioeconomically Disadvantaged	11.6%	0.4%		
Students Receiving Migrant Education Services	0.0%	0.0%		
Students with Disabilities	7.7%	0.0%		

About Our School

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

We continue to provide paraprofessional help in all our classrooms, providing our students with one-on-one and small-group instruction based on individual needs. These services allow for better student interaction and feedback, and, most importantly, student success. Because all children learn at different rates, Bohn Elementary provides many opportunities for students to receive the extra support necessary to succeed. These include iReady, Leveled Reading Rotation, Reading and Math Groups, Reading Buddies and daily, targeted interventions. We also recognize the need for emotional and behavioral support and provide in-class support with our Second Step curriculum. Additionally, we have provided counseling and mentoring services through partnership with Axis Community Health and Community Medical Centers.

Professional learning communities (PLCs) are another key component for instruction at Louis Bohn Elementary. The main focus of our PLCs is the collaboration of teachers within and across every grade level to assess and improve the use of teaching strategies with a focus on greater student achievement. The data collected from pre-assessing our students is used to guide instruction and utilize strategies to ensure the success of every child. We believe all students can learn and place our guiding principles upon:

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

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

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

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



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. 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.

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	85%	88%	99%	96%	98%

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	409	389	157	40.40%
Female	194	182	75	41.20%
Male	215	207	82	39.60%
American Indian or Alaska Native	1	1	0	0.00%
Asian	40	37	8	21.60%
Black or African American	38	34	15	44.10%
Filipino	17	16	3	18.80%
Hispanic or Latino	228	219	93	42.50%
Native Hawaiian or Pacific Islander	4	3	2	66.70%
Two or More Races	22	22	11	50.00%
White	59	57	25	43.90%
English Learners	111	106	39	36.80%
Foster Youth	5	5	3	60.00%
Homeless	27	27	17	63.00%
Socioeconomically Disadvantaged	268	260	113	43.50%
Students Receiving Migrant Education Services	1	1	0	0.00%
Students with Disabilities	104	101	44	43.60%

Types of Services Funded

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

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





SARC Reporting in the 2020–21 School Year Only

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

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

Options

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

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

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

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

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Bohn ES		Tracy USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	9.26%	11.69%	22.22%	23.05%	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

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

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Bohn ES		Tracy USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	19%	*	39%	*	47%
Mathematics	*	18%	*	25%	*	33%

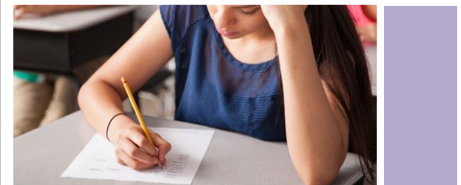
* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school 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.

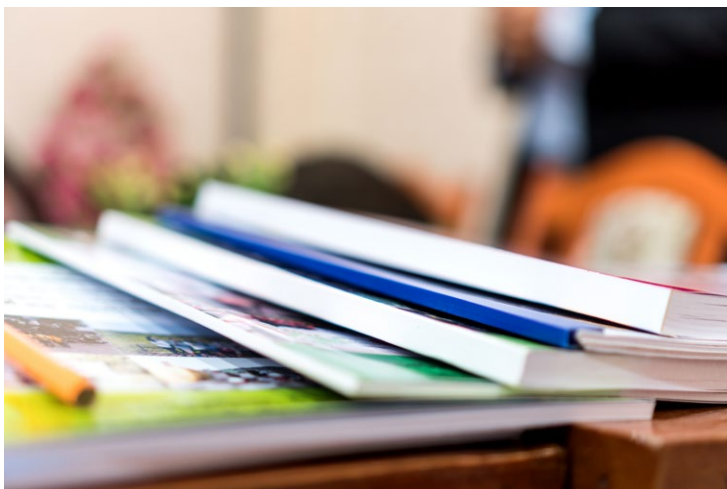
CAASPP Test Results by Student Group: Science (grade 5)

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	78	77	98.72%	1.28%	11.69%
Female	33	33	100.00%	0.00%	6.06%
Male	45	44	97.78%	2.22%	15.91%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	49	48	97.96%	2.04%	8.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	13	13	100.00%	0.00%	23.08%
English Learners	14	13	92.86%	7.14%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	12	12	100.00%	0.00%	0.00%
Socioeconomically disadvantaged	55	54	98.18%	1.82%	7.41%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	17	17	100.00%	0.00%	0.00%

❖ 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.

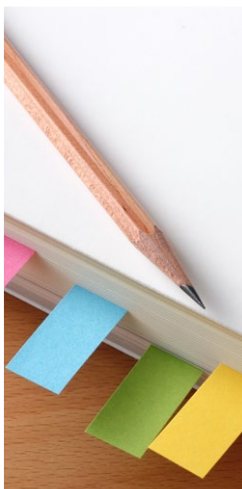




CAASPP Test Results by Student Group: English Language Arts (grades 3-5)

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	190	188	98.95%	1.05%	19.15%
Female	89	89	100.00%	0.00%	22.47%
Male	101	99	98.02%	1.98%	16.16%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	22	22	100.00%	0.00%	36.36%
Black or African American	15	14	93.33%	6.67%	14.29%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	106	105	99.06%	0.94%	14.29%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	32	32	100.00%	0.00%	21.88%
English Learners	50	49	98.00%	2.00%	10.20%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	29	29	100.00%	0.00%	10.34%
Socioeconomically disadvantaged	129	128	99.22%	0.78%	14.84%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	55	55	100.00%	0.00%	5.45%

❖ 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)

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	190	188	98.95%	1.05%	17.55%
Female	89	89	100.00%	0.00%	16.85%
Male	101	99	98.02%	1.98%	18.18%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	22	22	100.00%	0.00%	40.91%
Black or African American	15	14	93.33%	6.67%	14.29%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	106	105	99.06%	0.94%	13.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	32	32	100.00%	0.00%	15.63%
English Learners	50	49	98.00%	2.00%	8.16%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	29	29	100.00%	0.00%	17.24%
Socioeconomically disadvantaged	129	128	99.22%	0.78%	12.50%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	55	55	100.00%	0.00%	12.73%

❖ 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
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		Good
Date of the most recent school site inspection		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
Interior	Ceiling tiles. Work order submitted.	August 2022
Restrooms/fountains	Toilet not flushing. Work order submitted.	August 2022

School Facilities

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

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

Age of School/Buildings

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

Maintenance and Repair

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

Continued on sidebar

School Facilities

Continued from left

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

Solar Panels

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



California School Dashboard

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

Quality of Textbooks

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

Quality of Textbooks	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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	
2022-23 School Year	
Data collection date	9/27/2022

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

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		2022-23 School Year
Ilssll	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	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.





Parental Involvement

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

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

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

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

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

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

Professional Development

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

Highlights we are focusing on this year include:

- Working regularly in our Professional Learning Communities to answer four critical questions to identify students for targeted interventions, assess their progress, and share key information with staff and stakeholders. Our four driving questions behind everything we do for our students include:
- What is it we expect our students to learn? How will we know when they have learned it? How will we respond when some students do not learn? And, how can we extend and enrich learning for students who have demonstrated proficiency?
- Meaning making and learning as the heart of our English language arts (ELA)/literacy and English language development (ELD) instruction. Researching, practicing and using high-leverage English language development strategies to meet the needs of our English learner (EL) students and extending all students literacy development.
- Engaging in STEM focused lesson studies to share ownership as we build coherent STEM instruction, bringing to life its vision of student learning across grade levels.
- Sense-making support of the Next Generation Science Standards (NGSS) relating key instructional and conceptual shifts required by NGSS and the three-dimensional learning.
- Social-emotional support training and tool exploration for our site staff to support our students as they progress socially and emotionally, inside and outside of the classroom. Second Step Curriculum and Panorama Education training will occur to help monitor student Social-Emotional Learning (SEL) and development.

Continued on sidebar



Professional Development

Continued from left

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

Professional Development Days

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

2020-21	5
2021-22	5
2022-23	6



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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.5	76.4%	549.4	79.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	1.0	5.7%	31.0	4.5%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	11.3%	27.0	3.9%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	0.9%	29.4	4.2%	12,115.8	4.4%
Unknown	1.0	5.7%	57.1	8.2%	18,854.3	6.9%
Total Teaching Positions	17.6	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	**	**	**	**	**	**
Intern Credential Holders Properly Assigned	**	**	**	**	**	**
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	**	**	**	**	**	**
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	**	**	**	**	**	**
Unknown	**	**	**	**	**	**
Total Teaching Positions	**	**	**	**	**	**

** Data not available from the state at this time.

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/calpadsupdfash201.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>.





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
Permits and Waivers		0.0	**
Misassignments		2.0	**
Vacant Positions		0.0	**
Total Teachers Without Credentials and Misassignments		2.0	**

** Data not available from the state at this time.

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
Credentialed Teachers Authorized on a Permit or Waiver		0.0	**
Local Assignment Options		0.1	**
Total Out-of-Field Teachers		0.1	**

** Data not available from the state at this time.

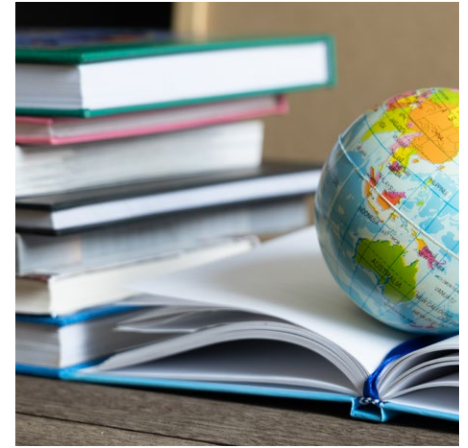
Class Assignments

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		10.5%	**
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%	**

** Data not available from the state at this time.



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
Pupils to Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0
◇ Not applicable.	

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>.

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	\$9,920
Expenditures per pupil from restricted sources	\$2,719
Expenditures per pupil from unrestricted sources	\$7,200
Annual average teacher salary	\$83,048

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. 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		2020-21 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary	\$52,219	\$54,370
Midrange teacher salary	\$76,968	\$82,681
Highest teacher salary	\$101,195	\$106,610
Average elementary school principal salary	\$136,818	\$135,283
Average middle school principal salary	\$143,044	\$141,244
Average high school principal salary	\$157,080	\$152,955
Superintendent salary	\$240,699	\$264,367
Teacher salaries: percentage of budget	34%	33%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

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

Financial Data Comparison		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Bohn ES	\$7,200	\$83,048
Tracy USD	\$5,041	\$76,755
California	\$6,594	\$88,358
School and district: percentage difference	+42.8%	+8.2%
School and California: percentage difference	+9.2%	-6.0%

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.

School Accountability Report Card

PUBLISHED BY:

SIA School
Innovations
& Achievement
www.sia-us.com | 800.487.9234

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

All data accurate as of January 2023.