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
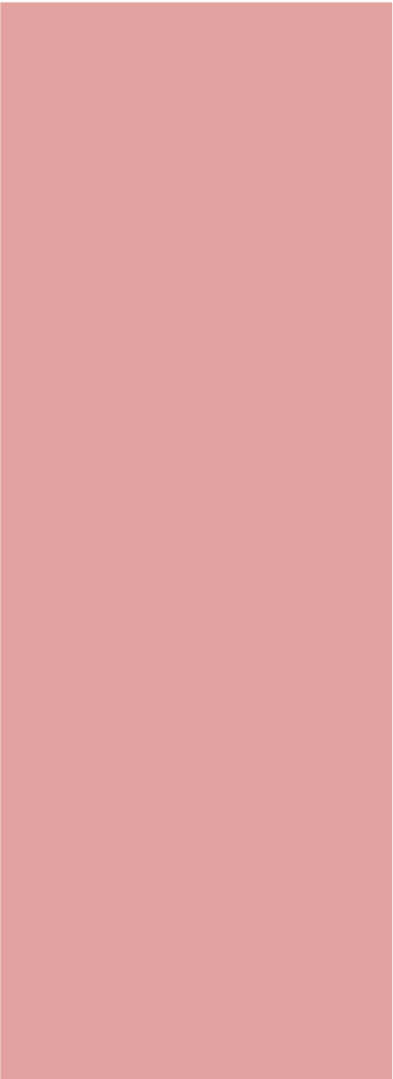Report Card
Published in 2022-23

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

https://freiler.tracy.k12.ca.us

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 does not 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

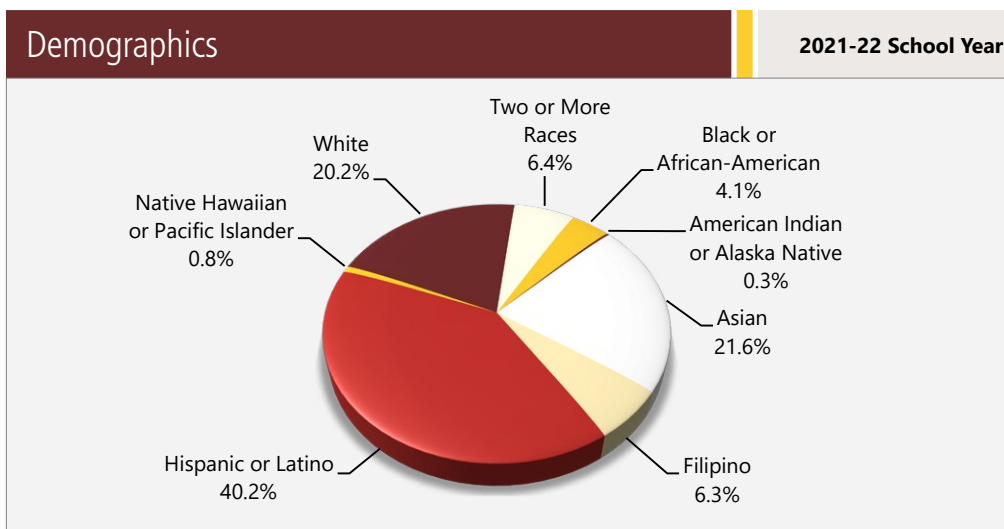Educating Students. Developing Character. Building Futures.

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 776 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2021-22 School Year

- White 20.2%
- Two or More Races 6.4%
- Black or African-American 4.1%
- American Indian or Alaska Native 0.3%
- Asian 21.6%
- Filipino 6.3%
- Hispanic or Latino 40.2%
- Native Hawaiian or Pacific Islander 0.8%

"Educating Students. Developing Character. Building Futures."

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	47.80%
Male	52.10%
Non-Binary	0.10%
English learners	26.20%
Foster youth	0.80%
Homeless	2.30%
Migrant	0.00%
Socioeconomically Disadvantaged	49.70%
Students with Disabilities	10.10%

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

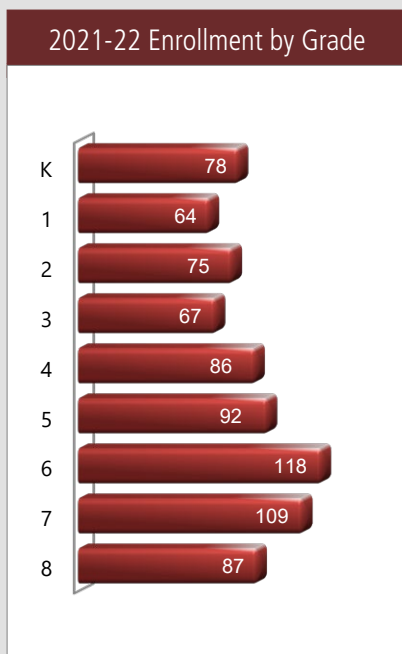| Grade	Students
K	78
1	64
2	75
3	67
4	86
5	92
6	118
7	109
8	87

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

Legend: 19-20, 20-21, 21-22

Grade	19-20	20-21	21-22
K	20	22	21
1	21	24	26
2	20	20	20
3	27	27	24
4	26	29	23
5	28	27	29
6	30	24	36

Subject	19-20	20-21	21-22
English language arts	24	22	12
Mathematics	24	22	23
Science	24	25	23
History/social science	24	22	23

Number of Classrooms by Size — Three-Year Data

Grade	2019-20			2020-21			2021-22		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	2		1	2			3	
1	1	2			3		4		
2	3	1		2	1		3		
3		3			3			3	
4		4			3		1	2	
5		3			4			3	
6		3			4			2	1

Subject	**Number of Students**								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		8		3	5		12	4	
Mathematics	2	6	1	3	5		3	4	
Science	1	7		1	6		4	4	
History/social science		8		3	5		4	4	

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	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	6.4%	0.1%	6.6%	0.2%	3.4%
Expulsion rates	0.0%	0.2%	0.0%	0.6%	0.0%	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
	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		2021-22 School Year
Student Group	Suspensions Rate	Expulsions Rate
All Students	6.4%	0.2%
Female	3.2%	0.2%
Male	9.4%	0.2%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	4.4%	0.0%
Black or African American	6.3%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	7.9%	0.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	11.5%	0.0%
White	4.9%	0.0%
English Learners	7.1%	0.0%
Foster Youth	0.0%	0.0%
Homeless	4.2%	0.0%
Socioeconomically Disadvantaged	8.7%	0.4%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	6.9%	0.0%

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 school wide. 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.

Teachers in grades K-5 have also engaged in professional learning to integrate science and STEM concepts into English language arts. Students complete engineering design challenges throughout the year, writing about their thoughts, ideas and observations as they learn about how the laws of nature and the world around them works.

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.

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

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 2023. 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. 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:** Aerobic Capacity	**Component 2:** Abdominal Strength and Endurance	**Component 3:** Trunk Extensor and Strength and Flexibility	**Component 4:** Upper Body Strength and Endurance	**Component 5:** Flexibility
5	98%	99%	99%	99%	99%
7	98%	98%	98%	98%	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	845	813	198	24.40%
Female	409	394	95	24.10%
Male	435	418	103	24.60%
American Indian or Alaska Native	2	2	1	50.00%
Asian	181	178	27	15.20%
Black or African American	48	41	16	39.00%
Filipino	52	50	7	14.00%
Hispanic or Latino	340	324	98	30.20%
Native Hawaiian or Pacific Islander	6	6	0	0.00%
Two or More Races	52	51	17	33.30%
White	164	161	32	19.90%
English Learners	226	220	35	15.90%
Foster Youth	11	8	1	12.50%
Homeless	24	23	5	21.70%
Socioeconomically Disadvantaged	458	441	112	25.40%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	101	95	33	34.70%

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	
	Art Freiler School		Tracy USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	17.26%	29.83%	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	
	Art Freiler School		Tracy USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	36%	*	39%	*	47%
Mathematics	*	29%	*	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).
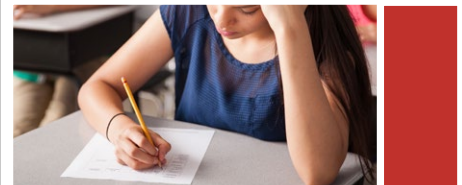
CAASPP by Student Group: Science, English Language Arts and Mathematics

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.
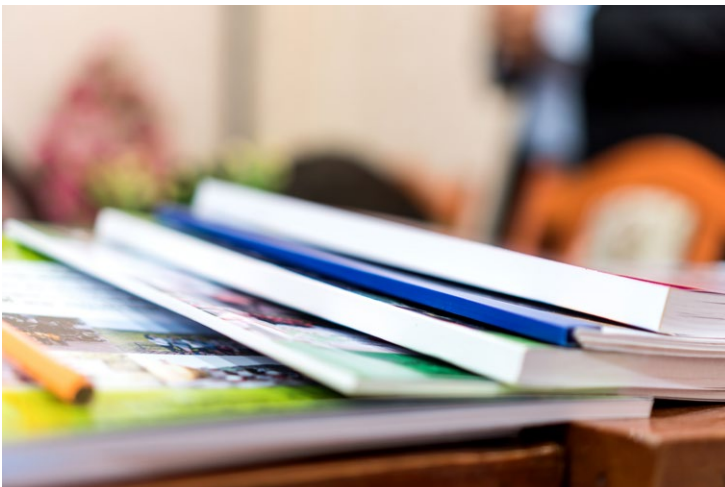
CAASPP Test Results by Student Group: Science (grades 5, 8)

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	184	181	98.37%	1.63%	29.83%
Female	80	79	98.75%	1.25%	25.32%
Male	104	102	98.08%	1.92%	33.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	41	41	100.00%	0.00%	24.39%
Black or African American	❖	❖	❖	❖	❖
Filipino	15	15	100.00%	0.00%	73.33%
Hispanic or Latino	63	63	100.00%	0.00%	22.22%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	14	13	92.86%	7.14%	46.15%
White	41	39	95.12%	4.88%	28.21%
English Learners	37	37	100.00%	0.00%	5.41%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	96	95	98.96%	1.04%	22.11%
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.
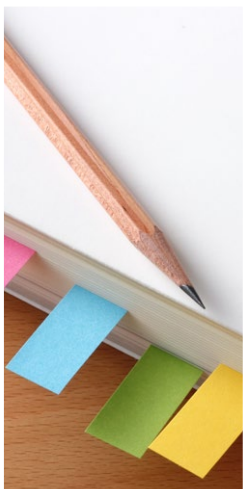
CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

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	569	560	98.42%	1.58%	36.25%
Female	263	259	98.48%	1.52%	39.77%
Male	305	300	98.36%	1.64%	33.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	131	126	96.18%	3.82%	36.51%
Black or African American	25	25	100.00%	0.00%	24.00%
Filipino	40	40	100.00%	0.00%	65.00%
Hispanic or Latino	226	225	99.56%	0.44%	31.56%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	33	33	100.00%	0.00%	39.39%
White	107	104	97.20%	2.80%	37.50%
English Learners	142	137	96.48%	3.52%	15.33%
Foster Youth	❖	❖	❖	❖	❖
Homeless	17	17	100.00%	0.00%	29.41%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	308	303	98.38%	1.62%	26.40%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	54	53	98.15%	1.85%	9.43%

❖ 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)

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	572	565	98.78%	1.22%	28.67%
Female	264	262	99.24%	0.76%	24.43%
Male	307	302	98.37%	1.63%	32.12%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	131	131	100.00%	0.00%	32.06%
Black or African American	25	25	100.00%	0.00%	16.00%
Filipino	40	40	100.00%	0.00%	57.50%
Hispanic or Latino	229	225	98.25%	1.75%	20.44%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	33	33	100.00%	0.00%	33.33%
White	107	104	97.20%	2.80%	33.65%
English Learners	143	142	99.30%	0.70%	11.27%
Foster Youth	❖	❖	❖	❖	❖
Homeless	17	17	100.00%	0.00%	29.41%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	309	308	99.68%	0.32%	21.10%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	55	53	96.36%	3.64%	11.32%

❖ 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	Exemplary
Date of the most recent school site inspection	

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**
Restrooms/fountains	Drinking fountain not working in Room 20, carpet coming undone in Room 36 & 39. Work order submitted.	August 2022

About Our School

Art Freiler School is a K-8 school in the Tracy Unified School District. The enrollment for the 2021-22 school year reflected 783 students, 36 credentialed teachers who are all highly qualified, 22 classified employees, a part-time counselor, one assistant principal and one principal. We take great pride in our ethnically diverse community and students of many different cultures coming together to learn and grow. During the 2021-22 school year, 27.8% of our students were English Language Learners and 49% 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 Boot camp 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 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 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.

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	
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	
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	*Wonders* (TK-5)	2017
Reading/language arts	*Bilingual: Maravillas*, McGraw-Hill (K-5)	2017
Reading language arts	*StudySync* (6-8)	2017
Mathematics	*My Math*, McGraw-Hill (K-5)	2014
Mathematics	Bilingual: *Mis Matemáticas*, McGraw-Hill (K-5)	2014
Mathematics	*Digits*, Pearson	2015
Mathematics	*Bridge to Algebra*, Carnegie Learning	2014
Mathematics	*Algebra 1*, Houghton Mifflin	2015
Mathematics	*Geometry*, Houghton Mifflin	2015
Mathematics	*Algebra 2*, Houghton Mifflin	2015
Science	*Science Dimensions*, Houghton Mifflin (K-5)	2020
Science	Science; Amplify (6-8)	2018
History/social science	*myWorld Interactive* (K-5)	2019
History/social science	Bilingual: *miMundo Interactivo*, Pearson (K-5)	2019
History/social science	*World History: Ancient Civilizations*	2019
History/social science	*World History: Medieval and Modern Times*	2019
History/social science	*World History: American Stories*	2019
English Language Development Materials	*StudySync*, McGraw Hill (6-8)	2017

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

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)	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%

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/calpadsupdflash201.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.

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	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.50
Library media teacher (librarian)	0.50
Library media services staff (paraprofessional)	0.75
Psychologist	0.60
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00
✧ Not applicable.	

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	0.5	☀
Vacant Positions	0.0	☀
Total Teachers Without Credentials and Misassignments	0.5	☀

☀ 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	0.9	☀
Total Out-of-Field Teachers	0.9	☀

☀ 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)	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%	☀

☀ Data not available from the state at this time.

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.

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	3379%	33%
Administrative salaries: percentage of budget	482%	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		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Art Freiler School	$6,277	$84,609
Tracy USD	$5,041	$76,755
California	$6,594	$88,358
School and district: percentage difference	+24.5%	+10.2%
School and California: percentage difference	-4.8%	-4.2%

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	$6,748
Expenditures per pupil from restricted sources	$471
Expenditures per pupil from unrestricted sources	$6,277
Annual average teacher salary	$84,609

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.

Art Freiler School