

Tracy Unified School District

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SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Melville S. Jacobson Elementary School

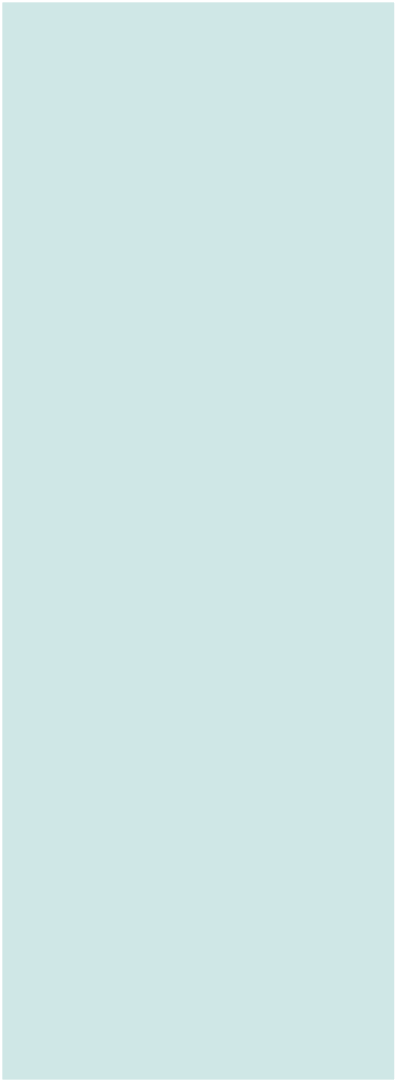
Grades K-5
CDS Code 39-75499-6107973

Derek Sprecksel, Principal
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1750 West Kavanagh Avenue
Tracy, CA 95376
(209) 830-3315

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







Principal's Message

Dear Jacobson School Community,

Welcome to the 2022-23 school year at Melville S. Jacobson Elementary School! Jacobson is a TK-5 neighborhood school that was built in 1990. The school has been serving families for 30 years.

Our Jacobson Team has high expectations for all students. We want students to be passionate about their education and to begin their journey as lifelong learners. Teacher Professional Learning Communities (PLCs) collaborate using data to set goals and improve teaching and learning. Additionally, our teachers integrate various subject matters to maximize instructional time. Another example of our PLC collaboration is our intervention program, where students are taught specific standards based on student assessment scores. Students who are English learners receive additional support through designated English language development (ELD) instruction from their teacher.

Students learn and model the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. Students are elected to serve on Student Council and plan many activities, including spirit days. In addition, we offer social-emotional support, having counselors that provide intervention for academics, social/life skills and specific mental health needs for our students four days a week.

At Jacobson, one of our goals is to prepare all pupils for college and careers and ensure all students meet grade-level standards with a focus on closing the achievement gap between all student groups. Another goal is to provide a safe and equitable learning environment for all students and staff. Lastly, we are focusing on all students improving their ability to read and respond in writing. Literacy is a key foundation to academic confidence and success. We want to ensure that each student is a competent reader, writer and mathematician, meeting or exceeding grade-level standards. Jacobson Elementary School will be emphasizing STEM/science instruction this year and in the future at all grade levels. Additionally, our Book Flood that we implemented last year will continue for the 2022-23 school year. Each student will receive one free book at the end of each month of the school year to add to their home libraries.

Jacobson Elementary School values effective communication. Please follow us on Facebook and our school website for school updates and announcements.

Sincerely,

Derek Sprecksel, Principal

School Mission Statement

The mission of Melville S. Jacobson Elementary School is to inspire students to be lifelong learners by providing engaging, rigorous curriculum and relevant collaborative learning opportunities. The Jacobson School community will prepare students to solve real-world 21st-century problems and empower students to value diversity, themselves and others.

Parental Involvement

Jacobson Elementary promotes a sense of community within the school by encouraging parent involvement in all areas of the school, such as participating in School Site Council, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), District Title I Parent Advisory Committee or Jacobson Staff Parent Association (JSPA).

The parent club welcomes parents to attend JSPA meetings. Our JSPA organizes our fundraisers and other fun events for our school community. Information is posted on the school marquee, on our school Facebook page and on our school website.

Jacobson also uses School Messenger communications system to contact families by phone, text message or email to make them aware of important upcoming events in English and Spanish.

Please do not hesitate to call the office at (209) 830-3315. We look forward to collaborating with you!

School Safety

Student safety is a major priority at Jacobson Elementary. Each year the school's safety plan is reviewed and updated. Staff and students participate in monthly fire drills. Earthquake drills are conducted 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. Staff members on duty wear an orange vest for easy identification. Fencing and gates surround the school site for additional safety and security. There are 19 security cameras located throughout the school. A positive school climate and safety are of upmost importance. The district School Safety and Violence Prevention 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 Jacobson has a positive climate. Students demonstrating good character are acknowledged on a regular basis.

The school safety plan was last reviewed, updated and discussed in December 2022.



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*

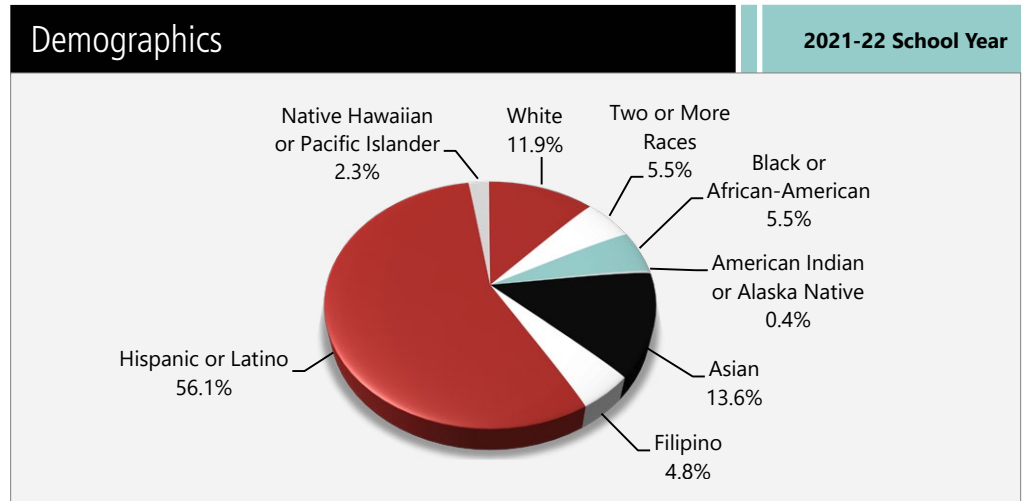
Lori Souza, *Member*

Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	47.40%
Male	52.60%
Non-Binary	0.00%
English learners	32.60%
Foster youth	0.90%
Homeless	10.80%
Migrant	0.00%
Socioeconomically Disadvantaged	65.50%
Students with Disabilities	15.60%

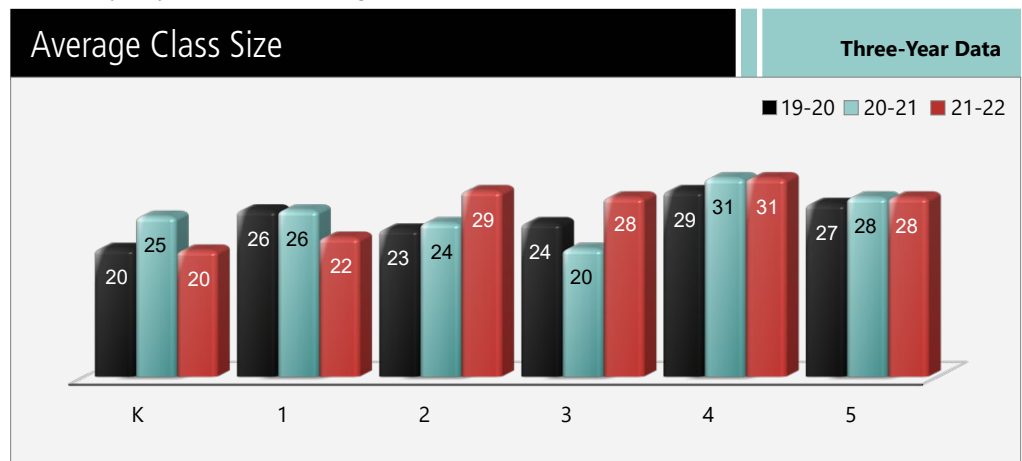
Enrollment by Student Group

The total enrollment at the school was 565 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.



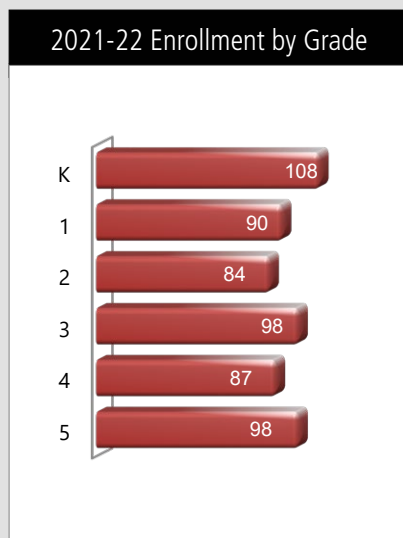
Class Size Distribution

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.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.



Number of Classrooms by Size

	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	1			3		4		
1		4			3			4	
2		4			4			3	
3		4		4				3	
4		3			3			3	
5		3			3			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	
	Jacobson ES		Tracy USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	2.7%	0.1%	6.6%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	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	
	Jacobson ES		Tracy USD		California
	19-20		19-20		19-20
Suspension rates	2.9%		5.5%		2.5%
Expulsion rates	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		
All Students	2.7%	0.0%		
Female	1.0%	0.0%		
Male	4.2%	0.0%		
Non-Binary	0.0%	0.0%		
American Indian or Alaska Native	0.0%	0.0%		
Asian	0.0%	0.0%		
Black or African American	11.1%	0.0%		
Filipino	0.0%	0.0%		
Hispanic or Latino	2.3%	0.0%		
Native Hawaiian or Pacific Islander	7.1%	0.0%		
Two or More Races	6.5%	0.0%		
White	2.6%	0.0%		
English Learners	1.4%	0.0%		
Foster Youth	0.0%	0.0%		
Homeless	0.9%	0.0%		
Socioeconomically Disadvantaged	3.5%	0.0%		
Students Receiving Migrant Education Services	0.0%	0.0%		
Students with Disabilities	6.7%	0.0%		

Types of Services Funded

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

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

Professional Development

Lifelong learning is a goal for all stakeholders at Jacobson Elementary. We provide a variety of opportunities for staff development. We have fully implemented the California State Standards and provide forums for teachers to discuss instruction and student learning. This occurs when teachers meet in their PLC and during other opportunities for grade-level and school wide collaboration. Teachers meet regularly by grade level to plan, evaluate and collaborate on English language arts and math units, in addition to other subject matters.

We are working with TUSD's Professional Learning and Curriculum department to provide professional development opportunities for our teachers. During the 2022-23 school year, we are focusing on STEM implementation and support, new science curriculum and the DnA Illuminate Assessment platform. These professional development sessions will take place during some early release Wednesday professional development sessions. Jacobson Elementary School also has an Instructional Leadership Team (ILT) consisting of four teachers and the site-administration team to provide direct support to teachers in implementing STEM instruction.

Students in grades K-2 use iRead early intervention program. iRead is a digital foundational reading program designed to close the achievement gap early and place all K-2 students on a path to reading proficiency by third grade. Teachers work with a consultant as needed for continued coaching and monitoring student progress.

Continued on page 5

Professional Development

Continued from page 5

During the Spring of 2019-20, another computer lab was added to Jacobson Elementary School, increasing the access students and teachers have to technology at school. Additionally, fourth and fifth grade students all have a laptop computer. Students in TK-3 have laptop computer carts in their classrooms, providing them easy access to technology. To further build technological capacity at Jacobson Elementary School, Epson Brightlink 1485fi Projectors were installed in all classrooms during spring 2021.

Response to Intervention (RTI) is designed to continually focus a school's attention and resources to the individual child and their needs. Students in grades 1-5 receive intervention to focus on areas of growth. This intervention is supported by the teacher and an intervention paraprofessional.

We acknowledge that for our students to learn at their optimal potential, their social and emotional needs must be a priority in the classroom. Each teacher is providing Second Step curriculum to help students learn important social and life skills. Additionally, we have the support of mental health counselors on our campus four to five days a week to help our students with their academic, social, emotional and/or mental health needs.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

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

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:	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	86%	84%	91%	81%	87%

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	630	618	214	34.60%
Female	298	292	84	28.80%
Male	331	325	130	40.00%
American Indian or Alaska Native	2	2	1	50.00%
Asian	93	89	14	15.70%
Black or African American	36	35	18	51.40%
Filipino	28	28	7	25.00%
Hispanic or Latino	349	342	128	37.40%
Native Hawaiian or Pacific Islander	14	14	6	42.90%
Two or More Races	31	31	13	41.90%
White	77	77	27	35.10%
English Learners	213	207	64	30.90%
Foster Youth	10	7	1	14.30%
Homeless	108	108	44	40.70%
Socioeconomically Disadvantaged	435	425	155	36.50%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	119	116	53	45.70%



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	
	Jacobson ES		Tracy USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	17.44%	6.86%	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	
	Jacobson ES		Tracy USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	21%	*	39%	*	47%
Mathematics	*	23%	*	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)

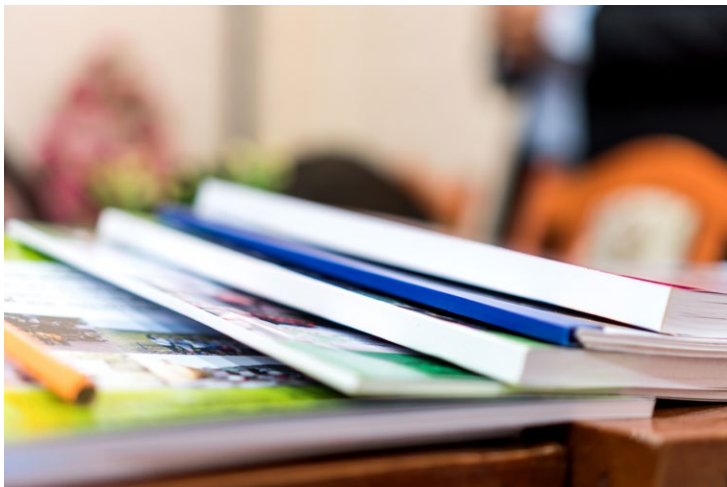
Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	102	102	100.00%	0.00%	6.86%
Female	40	40	100.00%	0.00%	7.50%
Male	62	62	100.00%	0.00%	6.45%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	15	15	100.00%	0.00%	13.33%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	55	55	100.00%	0.00%	5.45%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	14	14	100.00%	0.00%	0.00%
English Learners	34	34	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	15	15	100.00%	0.00%	0.00%
Socioeconomically disadvantaged	74	74	100.00%	0.00%	6.76%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	21	21	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.

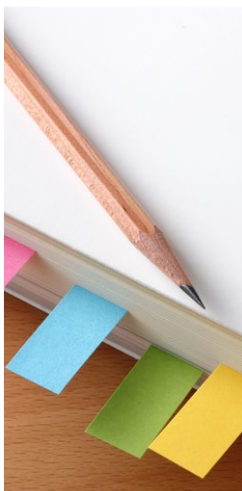




CAASPP Test Results by Student Group: English Language Arts (grades 3-5)

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	291	284	97.59%	2.41%	20.77%
Female	133	130	97.74%	2.26%	30.00%
Male	157	153	97.45%	2.55%	12.42%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	47	43	91.49%	8.51%	20.93%
Black or African American	17	16	94.12%	5.88%	12.50%
Filipino	12	12	100.00%	0.00%	25.00%
Hispanic or Latino	157	155	98.73%	1.27%	16.13%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	12	12	100.00%	0.00%	33.33%
White	37	37	100.00%	0.00%	37.84%
English Learners	89	85	95.51%	4.49%	7.06%
Foster Youth	❖	❖	❖	❖	❖
Homeless	15	12	80.00%	20.00%	0.00%
Military	38	37	97.37%	2.63%	13.51%
Socioeconomically disadvantaged	190	185	97.37%	2.63%	17.30%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	55	55	100.00%	0.00%	1.82%

❖ 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	291	288	98.97%	1.03%	22.57%
Female	133	132	99.25%	0.75%	25.00%
Male	157	155	98.73%	1.27%	20.65%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	47	47	100.00%	0.00%	38.30%
Black or African American	17	16	94.12%	5.88%	12.50%
Filipino	12	12	100.00%	0.00%	16.67%
Hispanic or Latino	157	155	98.73%	1.27%	18.06%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	12	12	100.00%	0.00%	33.33%
White	37	37	100.00%	0.00%	27.03%
English Learners	89	89	100.00%	0.00%	5.62%
Foster Youth	❖	❖	❖	❖	❖
Homeless	15	14	93.33%	6.67%	7.14%
Military	38	37	97.37%	2.63%	16.22%
Socioeconomically disadvantaged	190	188	98.95%	1.05%	18.09%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	55	55	100.00%	0.00%	1.82%

❖ 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	Laminate flooring coming up in kitchen; Carpet in Room 33 & 35. Work order submitted.	August 2022
Electrical	Broken outlet outside room 5 door in Library; Broken outlet in Room 19; Outlet cover plate broken & HVAC sensor loose in Room 21. 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 Melville S. Jacobson Elementary School for the 2022-23 school year.

Age of School/Buildings

This school has 32 classrooms, a multipurpose room (MPR), library, administration building, storage building and kitchen. The main campus was built in 1989.

Additions were constructed in the 1992-93 school year (one relocatable classroom), 1993-94 (one relocatable classroom), 1997-98 (four classrooms added for Class Size Reduction), 2005-06 (three relocatable classrooms) and 2016 (intrusion alarm system, reconfigured parking lot for access compliance).

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School Facilities

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Maintenance and Repair

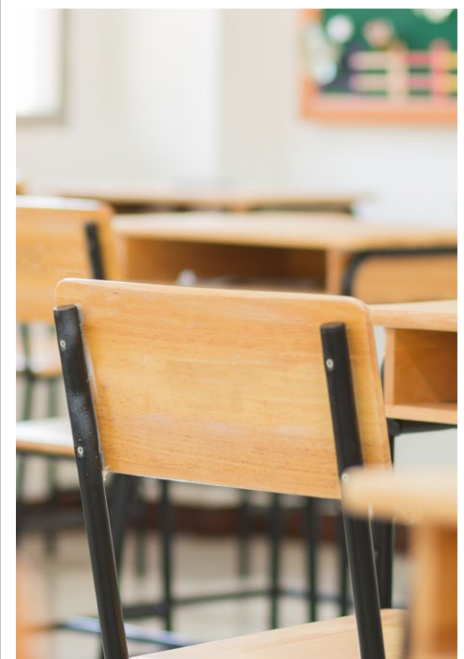
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority. Our Entire campus received exterior painting with repairs to dry rot areas. The work was funded under Deferred Maintenance (Fund 14) and completed June 2020.

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	<i>Wonders</i> (TK-5)	2017
Reading/language arts	<i>Bilingual: Maravillas</i> , McGraw-Hill (K-5)	2017
Reading language arts	<i>StudySync</i> (6-8)	2017
Mathematics	<i>My Math</i> , McGraw-Hill (K-5)	2014
Mathematics	<i>Bilingual: Mis Matemáticas</i> , McGraw-Hill (K-5)	2014
Mathematics	<i>Digits</i> , Pearson	2015
Mathematics	<i>Bridge to Algebra</i> , Carnegie Learning	2014
Mathematics	<i>Algebra 1</i> , Houghton Mifflin	2015
Mathematics	<i>Geometry</i> , Houghton Mifflin	2015
Mathematics	<i>Algebra 2</i> , Houghton Mifflin	2015
Science	<i>Science Dimensions</i> , Houghton Mifflin (K-5)	2020
Science	<i>Science; Amplify</i> (6-8)	2018
History/social science	<i>myWorld Interactive</i> (K-5)	2019
History/social science	<i>Bilingual: miMundo Interactivo</i> , Pearson (K-5)	2019
History/social science	<i>World History: Ancient Civilizations</i>	2019
History/social science	<i>World History: Medieval and Modern Times</i>	2019
History/social science	<i>World History: American Stories</i>	2019
English Language Development Materials	<i>StudySync</i> , 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)	21.5	87.8%	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)	1.0	4.1%	27.0	3.9%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	29.4	4.2%	12,115.8	4.4%
Unknown	2.0	8.2%	57.1	8.2%	18,854.3	6.9%
Total Teaching Positions	24.5	100.0%	694.2	100.0%	274,759.1	100.0%

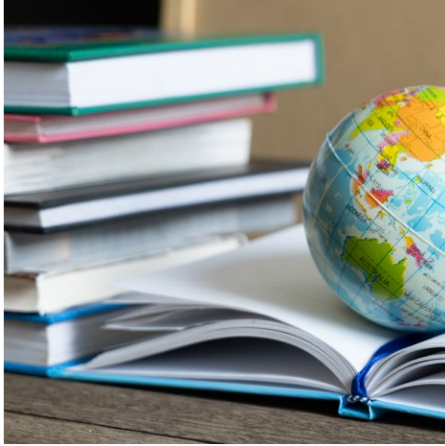
Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.0	87.5%	548.8	80.1%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	44.2	6.5%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	4.2%	33.6	4.9%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	27.1	4.0%	11,953.1	4.3%
Unknown	2.0	8.3%	31.3	4.6%	15,831.9	5.7%
Total Teaching Positions	24.0	100.0%	685.1	100.0%	279,044.8	100.0%

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
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
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)	0.0
✧ 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	0.0
Misassignments		1.0	1.0
Vacant Positions		0.0	0.0
Total Teachers Without Credentials and Misassignments		1.0	1.0

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
Credentialed Teachers Authorized on a Permit or Waiver		0.0	0.0
Local Assignment Options		0.0	0.0
Total Out-of-Field Teachers		0.0	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		3.7%	4.1%
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%	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. 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

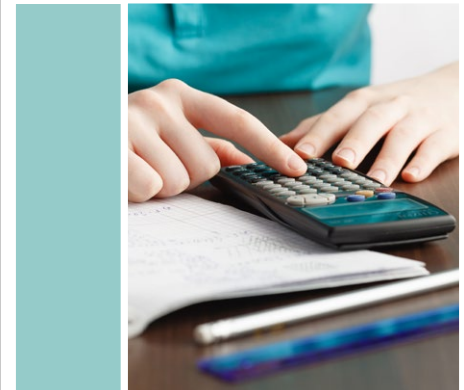
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Jacobson ES	\$6,231	\$83,389
Tracy USD	\$5,041	\$76,755
California	\$6,594	\$88,358
School and district: percentage difference	+23.6%	+8.6%
School and California: percentage difference	-5.5%	-5.6%

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	\$8,042
Expenditures per pupil from restricted sources	\$1,811
Expenditures per pupil from unrestricted sources	\$6,231
Annual average teacher salary	\$83,389



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.

Melville S. Jacobson 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 January 2023.

School Accountability Report Card

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