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

South/West Park Elementary School

Grades K-5
CDS Code 39-75499-6042881

Ramona Soto, Principal
rasoto@tusd.net

500 West Mount Diablo Road
Tracy, CA 95376
(209) 830-3335

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

Principal's Message

Dear students and parents,

Welcome to South/West Park Elementary School—the magnet school for bilingual education and the Gifted and Talented Education (GATE) program. We are also a schoolwide Title I project. Students receive specialized instructional programs within their homeroom classroom, as well as daily opportunities to interact and learn with students from other programs.

The School Accountability Report Card (SARC) is our opportunity to share important information about our school with you. It is issued annually and provides a variety of information about South/West Park School. We hope you enjoy learning about our school and encourage you to call either campus if you would like more information.

Visit South/West Park Elementary School's website at https://southwestpark.tracy.k12.ca.us/ or on Facebook at www.facebook.com/SouthWestParkElementarySchool for school updates, events around campus and special announcements.

Sincerely,

Ramona Soto, Principal

School Mission Statement

The mission of South/West Park School is to educate, motivate and support all students to be successful lifelong learners and productive citizens.

School Description

South/West Park Elementary School serves as the magnet school for bilingual education and the GATE program. We are also a schoolwide Title I project.

We provide students specialized instructional programs within their homeroom classroom, as well as daily opportunities to interact and learn with students from other programs.

Parental Involvement

Our school has a very active School Site Council that serves as an advisory committee to categorical programs. Elected parents represent the various programs at our school (GATE, bilingual education, Title I). We also have an active parent-teacher organization, the South/West Park Parent Club, which supports schoolwide activities. In addition to these two schoolwide parent committees, we have program-specific parent-advisory committees for the state preschool, and the bilingual and GATE programs.

For more information on how to become involved at the school, please contact Principal Ramona Soto at (209) 830-3335.

School Safety

The school safety plan is incorporated into the school plan and includes activities that support student and staff safety as well as activities that promote a respectful, caring environment. The plan includes information related to emergency procedures as well as curriculum and discipline information related to school safety.

On a school wide survey of school safety conducted in the spring, we exceed the goal of 75% for school safety. We have an average of 85% in agreement with safety. This is an increase in the percentage satisfaction from last school year.

The school safety plan was last reviewed, updated and discussed with the school faculty 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.

Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	48.30%
Male	51.70%
Non-Binary	0.00%
English learners	63.20%
Foster youth	0.80%
Homeless	9.00%
Migrant	0.80%
Socioeconomically Disadvantaged	75.70%
Students with Disabilities	7.20%

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	111
1	122
2	108
3	133
4	138
5	133

Enrollment by Student Group

The total enrollment at the school was 745 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2021-22 School Year

- Native Hawaiian or Pacific Islander 0.7%
- White 4.2%
- Two or More Races 2.3%
- Black or African-American 4.4%
- American Indian or Alaska Native 0.4%
- Asian 8.6%
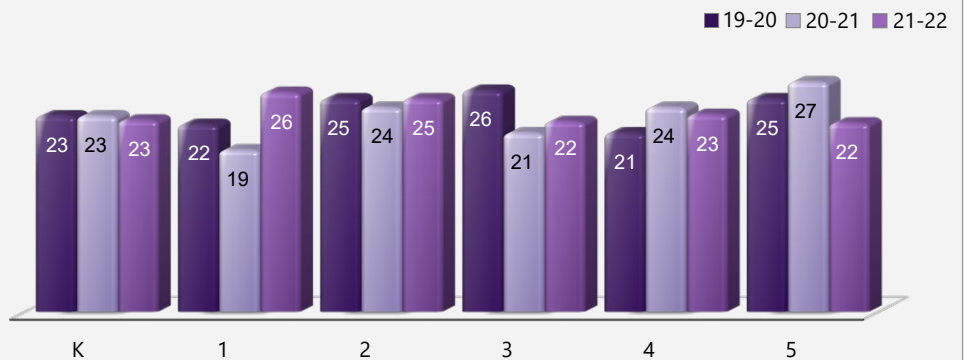- Filipino 2.0%
- Hispanic or Latino 77.4%

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.
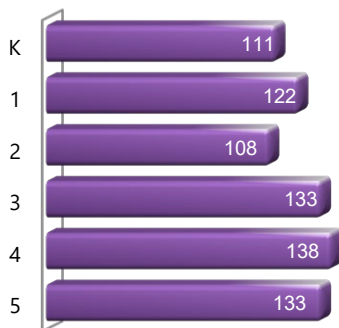
Average Class Size — Three-Year Data

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

Grade	19-20	20-21	21-22
K	23	23	23
1	22	19	26
2	25	24	25
3	26	21	22
4	21	24	23
5	25	27	22

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	3		2	3		3	1	0
1	1	5		6			0	4	0
2	2	4		3	3		0	6	0
3		6		3	3		0	6	0
4	2.5	4		2	3.5		1	5	0
5	1.5	5			4.5		2	4	0

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	
	South/West Park ES		Tracy USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.1%	7.2%	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
	South/West Park ES	Tracy USD	California
	19-20	19-20	19-20
Suspension rates	7.4%	5.5%	2.5%
Expulsion rates	0.0%	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	7.2%	0.0%
Female	3.0%	0.0%
Male	11.1%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	1.3%	0.0%
Black or African American	23.9%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	6.5%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	5.3%	0.0%
White	17.1%	0.0%
English Learners	5.6%	0.0%
Foster Youth	0.0%	0.0%
Homeless	5.8%	0.0%
Socioeconomically Disadvantaged	8.4%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	17.5%	0.0%

Professional Development

Tracy Unified School District requires new teachers to participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow-up during the year. At this time, teachers are introduced to the district and their site and receive training on classroom management, content organization and lesson design. All activities are based on the California Standards for the Teaching Profession (CSTP). Throughout the year in TTIP, teachers are additionally supported in the classroom on a regular basis by a staff-development specialist. New teachers who qualify for the Beginning Teacher Support and Assessment (BTSA) program to clear their preliminary credentials will be assigned a BTSA support provider and will work through the modules of the Formative Assessment for California Teachers (FACT).

The district offers professional-development opportunities for all staff members throughout the school year. Two full days are provided before the school year starts.

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

South/West Park has five Next Generation Science Standards (NGSS) instructional coaches who facilitate lesson study groups with our teachers.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2020-21	5
2021-22	5
2022-23	6

Types of Services Funded

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

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

California 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	100%	99%	100%	100%	100%

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	836	804	349	43.40%
Female	403	387	161	41.60%
Male	433	417	188	45.10%
American Indian or Alaska Native	4	3	0	0.00%
Asian	76	71	11	15.50%
Black or African American	46	44	33	75.00%
Filipino	16	16	2	12.50%
Hispanic or Latino	631	612	273	44.60%
Native Hawaiian or Pacific Islander	9	6	2	33.30%
Two or More Races	19	18	12	66.70%
White	35	34	16	47.10%
English Learners	504	492	199	40.40%
Foster Youth	7	7	3	42.90%
Homeless	87	83	40	48.20%
Socioeconomically Disadvantaged	642	621	287	46.20%
Students Receiving Migrant Education Services	6	6	5	83.30%
Students with Disabilities	80	78	41	52.60%

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	
	South/West Park ES		Tracy USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	24.17%	16.67%	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	
	South/West Park ES		Tracy USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	27%	*	39%	*	47%
Mathematics	*	28%	*	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).
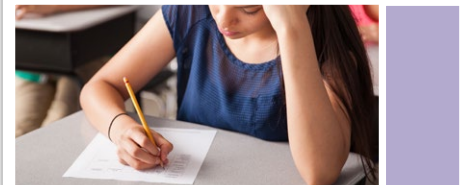
CAASPP by Student Group: Science, English Language Arts and Mathematics

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.

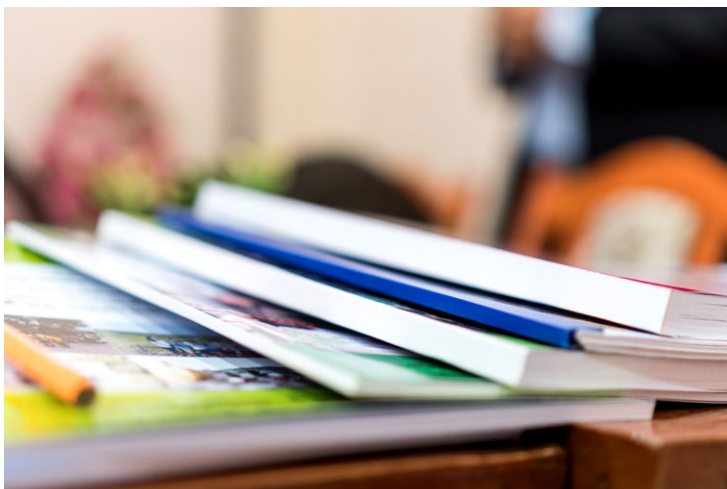## CAASPP Test Results by Student Group: Science (grade 5)

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	134	126	94.03%	5.97%	16.67%
Female	78	73	93.59%	6.41%	16.44%
Male	56	53	94.64%	5.36%	16.98%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	13	13	100.00%	0.00%	69.23%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	96	90	93.75%	6.25%	4.44%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	68	64	94.12%	5.88%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	15	14	93.33%	6.67%	0.00%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	108	102	94.44%	5.56%	6.86%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
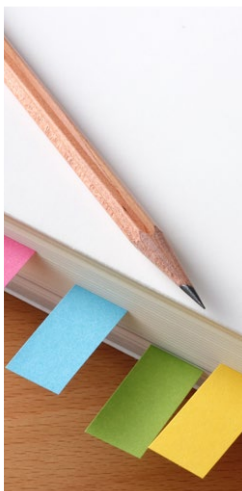
CAASPP Test Results by Student Group: English Language Arts (grades 3-5)

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	410	392	95.61%	4.39%	27.30%
Female	201	192	95.52%	4.48%	27.60%
Male	209	200	95.69%	4.31%	27.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	43	43	100.00%	0.00%	74.42%
Black or African American	23	22	95.65%	4.35%	18.18%
Filipino	14	14	100.00%	0.00%	92.86%
Hispanic or Latino	295	280	94.92%	5.08%	16.43%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	19	18	94.74%	5.26%	44.44%
English Learners	230	217	94.35%	5.65%	8.76%
Foster Youth	❖	❖	❖	❖	❖
Homeless	35	31	88.57%	11.43%	6.45%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	304	291	95.72%	4.28%	16.49%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	30	29	96.67%	3.33%	17.24%

❖ 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	410	401	97.80%	2.20%	27.50%
Female	201	195	97.01%	2.99%	24.62%
Male	209	206	98.56%	1.44%	30.24%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	43	43	100.00%	0.00%	72.09%
Black or African American	23	21	91.30%	8.70%	25.00%
Filipino	14	14	100.00%	0.00%	92.86%
Hispanic or Latino	295	289	97.97%	2.03%	17.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	19	18	94.74%	5.26%	44.44%
English Learners	230	226	98.26%	1.74%	12.39%
Foster Youth	❖	❖	❖	❖	❖
Homeless	35	34	97.14%	2.86%	11.76%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	304	297	97.70%	2.30%	16.16%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	30	29	96.67%	3.33%	17.86%

❖ 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. At the time of this school facility inspection, no deficiencies were found.

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	8/1/2022

The mission of South/West Park School is to educate, motivate and support all students to be successful lifelong learners and productive citizens.

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 South/West Park 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

Half of the campus (old south campus) was replaced with a two-story building. The remaining campus, serving students in Pre-K-2, has 27 classrooms, a multipurpose room, library, administration building, kitchen and storage building. The campus was built in stages between 1997-98 (10 relocatable classrooms), 2000-01 (12 classrooms, the library, administration offices and kitchen), 2002-03 (relocatable restroom facilities and storage facilities) and in 2016 a new classroom building was built, which included admin offices, classrooms, a library and a computer lab. Additional amenities were also added, such as classrooms with learning walls, new projectors/technology and both intrusion and fire alarm systems have been updated.

Maintenance and Repair

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

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

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

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)	34.1	100.0%	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)	0.0	0.0%	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	0.0	0.0%	57.1	8.2%	18,854.3	6.9%
Total Teaching Positions	34.1	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)	31.5	94.0%	548.8	80.1%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.0	3.0%	44.2	6.5%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	3.0%	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	0.0	0.0%	31.3	4.6%	15,831.9	5.7%
Total Teaching Positions	33.5	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/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.

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	1.0
Misassignments	0.0	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	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)	0.0%	0.0%
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%

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)	0.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.50
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00
✧ 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.

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**
South/West Park ES	$6,415	$84,110
Tracy USD	$5,041	$76,755
California	$6,594	$88,358
School and district: percentage difference	+27.3%	+9.6%
School and California: percentage difference	-2.7%	-4.8%

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	$7,045
Expenditures per pupil from restricted sources	$980
Expenditures per pupil from unrestricted sources	$6,065
Annual average teacher salary	$78,797
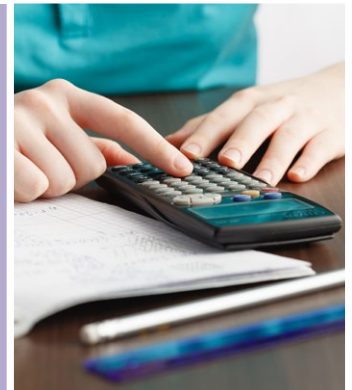
Expenditures Per Pupil

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.

South/West Park Elementary School