

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

North School

Grades K-8
CDS Code 39-75499-6042865

Jose Jimenez, Principal
jjimenez@tusd.net

2875 Holly Drive
Tracy, CA 95376
(209) 830-3350

<https://www.tracy.k12.ca.us/sites/nesc>





Principal's Message

Welcome to North Elementary School, Home of the Lions!

It is an honor and privilege to serve our North School families and our Tracy community. I feel fortunate to work with dedicated staff who are committed to providing excellent educational experiences for ALL students.

North is a place where all students are celebrated for who they are; our motto is "Be You." As your child's principal, I will carry on the tradition of connecting with students, families and our community. Our North School team will focus on college and career readiness through the offerings of Advancement Via Individual Determination (AVID) strategies and elective classes. Students will collaborate as they grow knowledge through numerous STEM lessons. North's Leadership Club and Lion's Project will continue to serve all students and their families with many offerings and activities.

At North School, we keep students at the forefront of every decision we make. We provide students with an educational experience that inspires them to give back to their community and motivates them to be lifelong learners. We are proud of the connections to the community where parents and guardians know they are always welcome. We invite families to come together at North's Parent Café, Second Cup of Coffee, English Learner Advisory Committee (ELAC), School Site Council and Parent Club meetings.

Our community is amazing! We are a community that works together and accepts each other for who we are. Because of that, there is nothing we cannot achieve!

I look forward to an amazing 2022-23 year!

We are PROUD North School Lions, "Hear us Roar"!

Mrs. Susan Hawkins, Principal

School Mission Statement

It is our mission to provide a safe and creative learning environment where staff and students from diverse backgrounds come together to learn from each other, be self-reliant and prepare to be accountable members of a global society.

School Vision Statement

North School will work with students, staff and community to empower students to become self-reliant, responsible, kind, creative, accountable members of a global society.



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

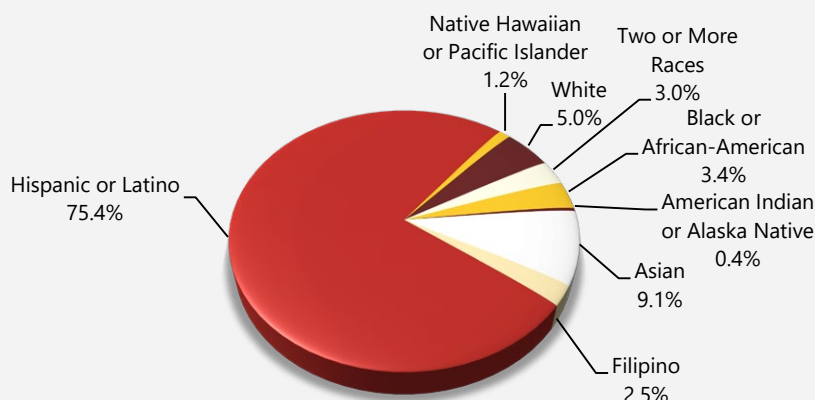
All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21st century.

Enrollment by Student Group

The total enrollment at the school was 760 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2021-22 School Year



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

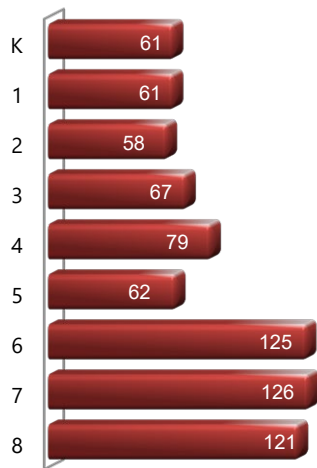
2021-22 School Year

Female	47.50%
Male	52.50%
Non-Binary	0.00%
English learners	50.30%
Foster youth	0.90%
Homeless	8.00%
Migrant	0.00%
Socioeconomically Disadvantaged	77.90%
Students with Disabilities	16.40%

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

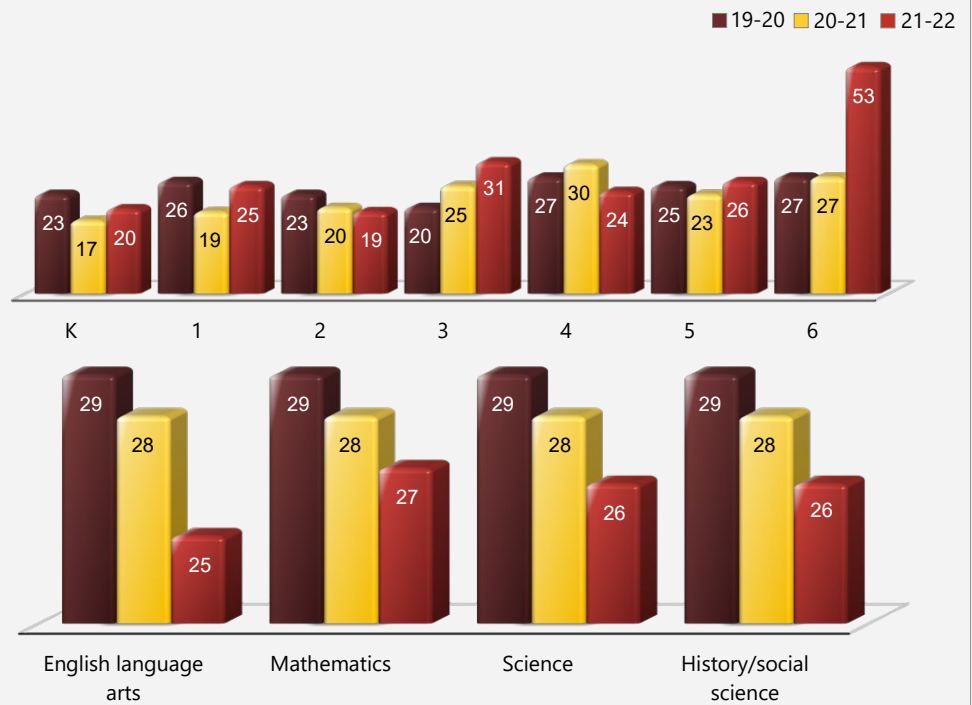


Class Size Distribution

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



Number of Classrooms by Size

Three-Year Data

	2019-20			2020-21			2021-22		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3		3			3		
1		3		3				3	
2		3		2	1		3		
3	3				3			2	
4		3			2			3	
5		3			3			3	
6		4			4			2	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		8			8		1	8	
Mathematics		8			8			8	
Science		8			8			8	
History/social science		8			8			8	





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	
	North School		Tracy USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.1%	10.9%	0.1%	6.6%	0.2%	3.4%
Expulsion rates	0.0%	0.6%	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
	North School	Tracy USD	California
	19-20	19-20	19-20
Suspension rates	7.4%	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	10.9%	0.6%	
Female	5.5%	0.3%	
Male	15.6%	0.9%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	10.8%	0.0%	
Black or African American	22.9%	2.9%	
Filipino	5.3%	0.0%	
Hispanic or Latino	9.6%	0.3%	
Native Hawaiian or Pacific Islander	16.7%	0.0%	
Two or More Races	24.0%	4.0%	
White	12.2%	2.4%	
English Learners	9.4%	0.0%	
Foster Youth	18.8%	0.0%	
Homeless	4.1%	0.0%	
Socioeconomically Disadvantaged	11.1%	0.6%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	11.4%	0.7%	

Parental Involvement

We welcome parents to contribute to North School's success by attending Second Cup of Coffee, Parent Café, North School Parent Club, ELAC and School Site Council meetings. This year, we will hold parent workshops where parents are invited to learn about AERIES, agendas, homework help, mental health needs and much more.

Parent classroom volunteers and supervisors are also an important part of North School. They act as mentors and role models to many of our students. They also help teachers in the classroom.

Parents provide a wealth of experiences they can share with students. Presentations on culture, traditions, occupations and life experiences open students to new perspectives in a diverse population. If you wish to participate, contact our office at (209) 830-3350. We welcome you and would be honored to have you on campus.



Professional Development

The 2022-23 school year will provide professional development (PD) for STEM, AVID, Professional Learning Communities (PLCs), intervention, reading recovery and English language development (ELD).

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

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

About Our School

North School serves Preschool through grade eight students with a population of about 740 students.

North School has identified 3 main pillars for success:

- Positive relationships among students, staff and the community
- A rigorous learning environment that prepares students for the future through the implementation of AVID and STEM strategies
- Provide a safe learning environment for all students

As a staff, we are committed to implementing schoolwide AVID strategies with a focus on developing a college and career culture.

We have several key community partnerships, including Costco, Valley Community Counseling Services, Sow-a-Seed, Faith In Action Community Education Services (FACES) and Boys & Girls Club, all of whom provide services for students beyond academics by supporting the social and emotional needs of children.

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%	100%	100%	100%	100%
7	96%	95%	95%	95%	95%

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	833	814	290	35.60%
Female	384	381	127	33.30%
Male	448	432	163	37.70%
American Indian or Alaska Native	4	3	2	66.70%
Asian	74	72	25	34.70%
Black or African American	35	35	19	54.30%
Filipino	19	19	6	31.60%
Hispanic or Latino	623	610	201	33.00%
Native Hawaiian or Pacific Islander	12	12	7	58.30%
Two or More Races	25	24	12	50.00%
White	41	39	18	46.20%
English Learners	416	409	134	32.80%
Foster Youth	16	15	5	33.30%
Homeless	73	71	21	29.60%
Socioeconomically Disadvantaged	668	655	243	37.10%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	149	145	68	46.90%

California School Dashboard

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





SARC Reporting in the 2020–21 School Year Only

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

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

Options

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

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

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

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

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	North School		Tracy USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	7.03%	9.78%	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	
	North School		Tracy USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	22%	*	39%	*	47%
Mathematics	*	11%	*	25%	*	33%

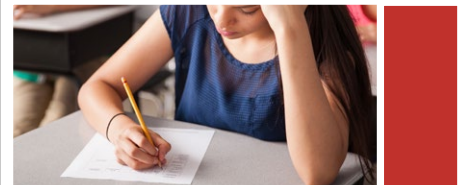
* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school 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 and 8)

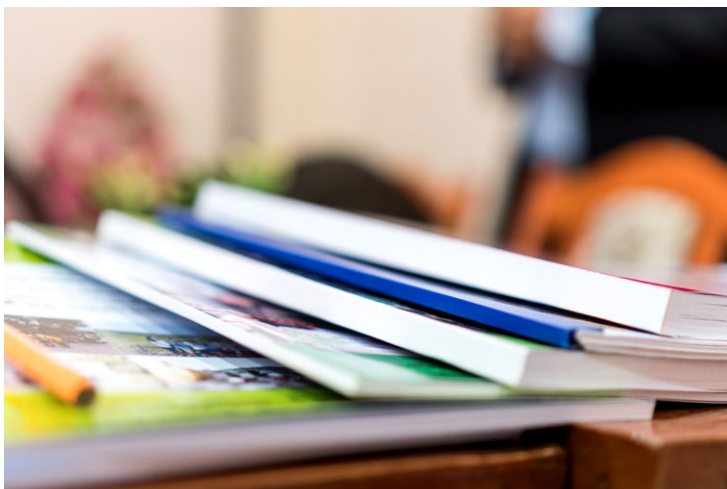
Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	186	184	98.92%	1.08%	9.78%
Female	85	84	98.82%	1.18%	10.71%
Male	101	100	99.01%	0.99%	9.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	151	151	100.00%	0.00%	9.27%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	75	75	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	21	21	100.00%	0.00%	9.52%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	151	149	98.68%	1.32%	10.74%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	37	36	97.30%	2.70%	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.

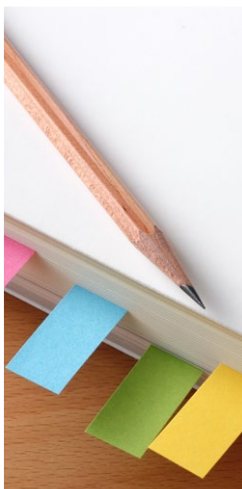




CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

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	592	587	99.16%	0.84%	21.81%
Female	280	278	99.29%	0.71%	24.10%
Male	311	308	99.04%	0.96%	19.81%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	41	40	97.56%	2.44%	27.50%
Black or African American	20	19	95.00%	5.00%	15.79%
Filipino	14	14	100.00%	0.00%	21.43%
Hispanic or Latino	466	465	99.79%	0.21%	20.65%
Native Hawaiian or Pacific Islander	11	11	100.00%	0.00%	27.27%
Two or more races	17	15	88.24%	11.76%	26.67%
White	21	21	100.00%	0.00%	38.10%
English Learners	277	276	99.64%	0.36%	6.52%
Foster Youth	❖	❖	❖	❖	❖
Homeless	57	57	100.00%	0.00%	22.81%
Military	25	25	100.00%	0.00%	20.00%
Socioeconomically disadvantaged	468	466	99.57%	0.43%	20.82%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	107	105	98.13%	1.87%	4.76%

❖ 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	592	588	99.32%	0.68%	10.71%
Female	280	279	99.64%	0.36%	7.53%
Male	311	308	99.04%	0.96%	13.64%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	41	40	97.56%	2.44%	12.50%
Black or African American	20	19	95.00%	5.00%	10.53%
Filipino	14	14	100.00%	0.00%	28.57%
Hispanic or Latino	466	465	99.79%	0.21%	9.25%
Native Hawaiian or Pacific Islander	11	11	100.00%	0.00%	9.09%
Two or more races	17	16	94.12%	5.88%	18.75%
White	21	21	100.00%	0.00%	23.81%
English Learners	277	276	99.64%	0.36%	3.26%
Foster Youth	❖	❖	❖	❖	❖
Homeless	57	57	100.00%	0.00%	8.77%
Military	25	25	100.00%	0.00%	16.00%
Socioeconomically disadvantaged	468	466	99.57%	0.43%	9.66%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	107	104	97.20%	2.80%	1.92%

❖ 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	Scuffed walls; broken tile; stained ceiling tiles. Work order submitted.	August 2022
Electrical	Reattach data outlet & thermostat; open junction box; broken outlet cover. Work order submitted.	August 2022
Restrooms/fountains	Broken sink handle; missing soap dispenser; drinking fountain not working; loose faucet. Work order submitted.	August 2022
Structural	Door sticks. 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 North School for the 2021-22 school year and the efforts made to ensure students are provided with a clean, safe and functional learning environment.

Age of School/Buildings

This school has 35 classrooms hosted in multiple buildings, a multipurpose room, library, administration building, kitchen, teacher work rooms, storage buildings and a First Five preschool building. Additionally, the main campus was recently modernized with construction completed in the fall of 2021.

Continued on sidebar

School Facilities

Continued from left

The modernization project consisted of removing all classrooms dated pre-1990 and constructing a two-story building and upgrading all safety, fire and accessibility features. Other site amenities include state approved shade structures, play structures and solar arrays.

Maintenance and Repair

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

This year, North School will have solar panels added to areas of the school.

Cleaning Process and Schedule

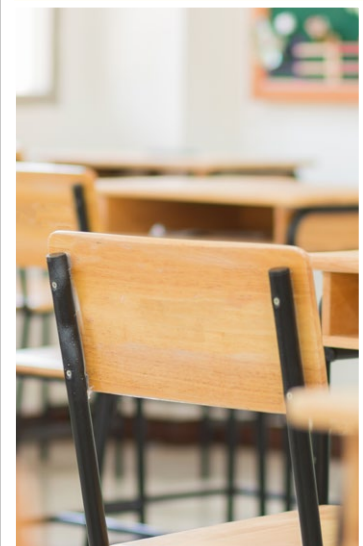
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works daily with custodial staff to develop cleaning schedules to ensure a clean and safe school.

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.

Modernization Projects

North School completed its modernization project in 2020-21.



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

School Safety

Safety is always at the forefront of the school's effort to provide a positive learning environment. Safety drills in the form of lockdowns, earthquake and fire drills are practiced regularly. North School encourages parents to report concerns, which are dealt with immediately. Parents are contacted by teachers and administrators for all disciplinary issues.

Each school year, parents and staff review and revise our School Safety Plan during School Site Council meetings. North School safety plans are designed to meet the challenges of today's complex society. The district has completed an updated districtwide emergency plan for each school site.

The school safety plan was last reviewed, updated and discussed with the school faculty in January 2023.

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	Bilingual: <i>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	Science; Amplify (6-8)	2018
History/social science	<i>myWorld Interactive</i> (K-5)	2019
History/social science	Bilingual: <i>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)	28.9	88.8%	549.4	79.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	3.0	9.2%	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)	0.6	1.9%	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	32.5	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)	25.2	76.5%	548.8	80.1%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	3.8	11.6%	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)	0.1	0.3%	27.1	4.0%	11,953.1	4.3%
Unknown	2.8	8.6%	31.3	4.6%	15,831.9	5.7%
Total Teaching Positions	32.9	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	740:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.5
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	1.5
Resource specialist (nonteaching)	2.0

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		0.0	1.0
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		0.6	0.1
Total Out-of-Field Teachers		0.6	0.1

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%	0.8%
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%

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

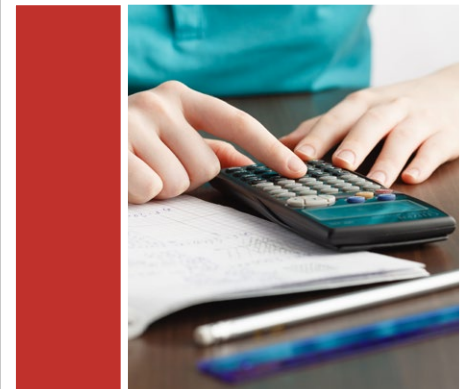
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
North School	\$6,065	\$78,797
Tracy USD	\$5,041	\$76,755
California	\$6,594	\$88,358
School and district: percentage difference	+20.3%	+2.7%
School and California: percentage difference	-8.0%	-10.8%

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



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.

