

# Central Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### 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.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Central Elementary School
<b>Street</b>	200 W. Eaton Avenue
<b>City, State, Zip</b>	Tracy, CA 95376
<b>Phone Number</b>	(209) 830-3303
<b>Principal</b>	April Jacobs
<b>Email Address</b>	ajacobs@tusd.net
<b>School Website</b>	<a href="https://central.tracy.k12.ca.us/">https://central.tracy.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	39-75499-6042832

## 2023-24 District Contact Information

<b>District Name</b>	Tracy Unified School District
<b>Phone Number</b>	(209) 830-3200
<b>Superintendent</b>	Rob Pecot
<b>Email Address</b>	rpecot@tusd.net
<b>District Website</b>	<a href="http://www.tracy.k12.ca.us">www.tracy.k12.ca.us</a>

## 2023-24 School Description and Mission Statement

### Principal's Message

Welcome to Central School, Home of the Wildcats!

I am honored to have this opportunity to be the new principal of Central School and to serve the students, staff, parents and our community.

We at Central School value education and relationships. Students receive specialized instruction focusing on social-emotional learning through our Second Step curriculum and Character Counts. Students are encouraged to exhibit positive behaviors and earn "Worthy of a Roar" tickets for good character behavior. We also focus on our rigorous instruction, which includes STEM, ELA, Math, and Foundational Reading skills. We reward reading, math and perfect attendance at our Trimester assemblies.

Universal instructional strategies, and using data to drive our instruction are a priority for professional development here at Central. A schoolwide culture of reading will continue with an hour dedicated each day to Priority Individualized Reading (PIR) time. Students receive differentiated reading instruction during PIR.

We invite our families to come to Central's Parent Café, Coffee with the Principal, English Learner Advisory Committee (ELAC), and School Site Council.

We look forward to a productive 2023-24 school year.

Sincerely,

Mrs. April Jacobs, Principal

### School Mission Statement

We will give students the education and values to become lifelong learners and productive citizens.

## 2023-24 School Description and Mission Statement

### School Vision Statement

All Central students will read at or above grade level and will develop a deep love of reading.

### 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 cultur-ally 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.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	67
Grade 2	68
Grade 3	75
Grade 4	67
Grade 5	51
<b>Total Enrollment</b>	<b>393</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4%
Male	48.6%
American Indian or Alaska Native	0.3%
Asian	5.9%
Black or African American	2%
Filipino	1.8%
Hispanic or Latino	76.6%
Native Hawaiian or Pacific Islander	1.3%
Two or More Races	4.1%
White	8.1%
English Learners	45.3%
Foster Youth	1%
Homeless	15.3%
Socioeconomically Disadvantaged	86.5%
Students with Disabilities	19.3%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.50	79.57	549.40	79.15	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	31.00	4.48	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	5.11	27.00	3.90	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	29.40	4.25	12115.80	4.41
<b>Unknown</b>	3.00	15.32	57.10	8.22	18854.30	6.86
<b>Total Teaching Positions</b>	19.50	100.00	694.20	100.00	274759.10	100.00

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.10	68.45	548.80	80.10	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	2.00	9.01	44.20	6.46	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.51	33.60	4.91	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	27.10	3.96	11953.10	4.28
<b>Unknown</b>	4.00	18.03	31.30	4.58	15831.90	5.67
<b>Total Teaching Positions</b>	22.10	100.00	685.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other 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.

Year and month in which the data were collected

11/14/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders (TK-5) 2017	Yes	0%
	Bilingual: Maravillas, McGraw-Hill (K-5) 2017		
<b>Mathematics</b>	My Math, McGraw-Hill (K-5) 2014	Yes	0%
	Bilingual: Mis Matemáticas, McGraw-Hill (K-5) 2014		
<b>Science</b>	Science Dimensions, Houghton Mifflin (K-5) 2020	Yes	0%
<b>History-Social Science</b>	myWorld Interactive (K-5) 2019	Yes	0%
	Bilingual: miMundo Interactivo, Pearson (K-5) 2019		
<b>Foreign Language</b>			0%
<b>Health</b>			0%

## School Facility Conditions and Planned Improvements

The new Central School buildings were opened at the end of the 2018-19 school year. We love our modern, high tech, new buildings. They are clean, fresh and everyone who enters the school is impressed with the gorgeous buildings and grounds.

### Facility Summary for Central Elementary School

#### 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 Central Elementary School for the 2023-24 school year, and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

#### Age of School/Buildings

The original Central School was built in 1938 with a \$30,000 bond issue to replace Tracy Grammar School. Additions were constructed in 1947 (11 classrooms, restrooms and a storage room), and through the years there were modernizations and additions including in 1976 (new MPR and kitchen).

In April 2019, Central students moved into their new \$30 million building. This new Central School has 23 classrooms, many small offices and rooms, a state-of-the-art computer lab, library, multi-purpose room, kitchen and administration building. The quad area is landscaped beautifully, and the small play yard for kindergarteners and the big one for all other students are fresh and gorgeous. The huge grass field even incorporates some old Central trees, which the students love to gather under.

#### 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.

#### Year and month of the most recent FIT report

9/12/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			



## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### 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).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	22	26	39	41	47	46
<b>Mathematics</b> (grades 3-8 and 11)	22	21	25	26	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	201	195	97.01	2.99	25.64
<b>Female</b>	99	97	97.98	2.02	29.90
<b>Male</b>	102	98	96.08	3.92	21.43
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	36.36
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	155	150	96.77	3.23	26.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	16	16	100.00	0.00	18.75
<b>English Learners</b>	89	84	94.38	5.62	20.24
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	30	29	96.67	3.33	17.24
<b>Military</b>	15	15	100.00	0.00	6.67
<b>Socioeconomically Disadvantaged</b>	168	163	97.02	2.98	24.54
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	64	63	98.44	1.56	4.76

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	201	200	99.50	0.50	20.50
<b>Female</b>	99	99	100.00	0.00	17.17
<b>Male</b>	102	101	99.02	0.98	23.76
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	36.36
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	155	155	100.00	0.00	20.65
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	16	16	100.00	0.00	6.25
<b>English Learners</b>	89	89	100.00	0.00	15.73
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	30	30	100.00	0.00	10.00
<b>Military</b>	15	15	100.00	0.00	20.00
<b>Socioeconomically Disadvantaged</b>	168	167	99.40	0.60	17.37
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	64	63	98.44	1.56	1.59

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	15.22	11.54	23.05	24.54	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	52	52	100.00	0.00	11.54
<b>Female</b>	29	29	100.00	0.00	6.90
<b>Male</b>	23	23	100.00	0.00	17.39
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	41	41	100.00	0.00	4.88
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	24	24	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	44	44	100.00	0.00	6.82
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	21	100.00	0.00	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	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
Grade 5	100%	100%	98.2%	100%	96.4%
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Here at Central School, we firmly believe parents are an integral part of the education of our students. We encourage parents to become involved. We update our website, Facebook and Instagram page regularly. We send texts and notices home and make phone calls for important information. All parents were given a postcard with the many ways to receive information from the school. Parents are encouraged to join the School Site Council and English Learner Advisory Committee (ELAC), attend events and volunteer in the classrooms (when allowed).

We provide Parent Cafe through CAPC in the fall and will start the Family Latino Literacy Project in January. We also plan to continue our Read Across America Family Night.

Family involvement is encouraged with Back to School, Open House, talent show and the family picnic in the spring.

For more information on how to become involved at the school, please contact Principal April Jacobs at (209) 830-3303.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	463	439	123	28.0
Female	236	228	61	26.8
Male	227	211	62	29.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	1	1	100.0
Asian	29	27	6	22.2
Black or African American	13	10	7	70.0
Filipino	7	7	0	0.0
Hispanic or Latino	344	332	89	26.8
Native Hawaiian or Pacific Islander	8	8	3	37.5
Two or More Races	18	16	5	31.3
White	42	38	12	31.6
English Learners	208	202	47	23.3
Foster Youth	9	9	2	22.2
Homeless	79	72	24	33.3
Socioeconomically Disadvantaged	394	378	107	28.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	116	104	44	42.3

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.20	6.43	4.32	0.07	6.60	8.10	0.20	3.17	3.60
Expulsions	0.00	0.19	0.00	0.01	0.55	0.36	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.32	0
Female	1.69	0
Male	7.05	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	6.9	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.36	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.76	0
English Learners	4.81	0
Foster Youth	0	0
Homeless	6.33	0
Socioeconomically Disadvantaged	4.82	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.9	0

## 2023-24 School Safety Plan

Central School encourages parents to report concerns, and they are dealt with immediately. Parents are contacted for most disciplinary issues. Parents say they feel their students are safe at Central School in part because every incident is investigated and acted upon. Supervision staff members meet monthly with the principal to discuss issues and the best ways to monitor student safety. Teachers are updated on the school safety plan and district safety plan annually, and it is revisited throughout the school year. Staff meetings can include training and work on safety procedures in case of emergencies. The staff and students also have regularly scheduled fire, earthquake and lockdown drills.

The school safety plan was last reviewed, updated and discussed with the school faculty, School Site Council and parent group in January 2023.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.



## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	17	1	3	
2	17	1	3	
3	25		2	
4	20	1	2	
5	32		1	
Other	13	6	1	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4		
1	24		3	
2	18	1	3	
3	22		3	
4	18	2	1	
5	23	1	3	
Other	16	2		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	0	3	0
1	22	0	3	0
2	17	2	2	0
3	15	3	2	0
4	17	2	2	0
5	25	2	1	1
6	0	0	0	0
Other	2	1	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	0.5
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$8,511	\$2,307	\$6,204	\$76,064
<b>District</b>	N/A	N/A	\$2,368	\$85,416
<b>Percent Difference - School Site and District</b>	N/A	N/A	89.5	-8.1
<b>State</b>	N/A	N/A	\$7,607	\$90,632
<b>Percent Difference - School Site and State</b>	N/A	N/A	-6.1	-15.0

## Fiscal Year 2022-23 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$54,867	\$55,550
<b>Mid-Range Teacher Salary</b>	\$80,870	\$84,645
<b>Highest Teacher Salary</b>	\$106,326	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$141,836	\$139,860
<b>Average Principal Salary (Middle)</b>	\$150,296	\$146,440
<b>Average Principal Salary (High)</b>	\$157,475	\$158,447
<b>Superintendent Salary</b>	\$230,376	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	33.71%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	4.92%	4.89%

## Professional Development

### School

Here at Central School, we feel professional development for our staff is vital. Teachers and Paraprofessionals are trained on interventions for reading including Corrective Reading, Wonders Adaptive Learning, and MyPath Intervention. Our STEM implementation team provides professional development and lesson studies with the staff. They also plan to do demonstration lessons in classrooms for teachers. Central's Rigor and Relevance coach works with staff on increasing rigor and engagement in lessons and also on relationships. Our EdTSA team holds weekly workshops for staff to attend learning how to use different digital platforms with students.

The district offers professional development opportunities for all staff members throughout the school year.

### LEA

Tracy Unified School District requires new teachers to Tracy Unified to participate in the Tracy Teacher Induction Program (TTIP). This professional learning involves six full days of pre-service and three follow-up days during the year. At this time, teachers are introduced to the district departments, their site administrators, and receive professional learning that highlights the California Standards for the Teaching Profession. Teachers experience strategies that support classroom management, curriculum supports, and universal lesson design components. Throughout the year in TTIP, teachers are also able to contact Curriculum Specialists for just-in-time support.

New teachers who come to Tracy Unified with their Preliminary credentials qualify for the California Commission on Teaching Credentialing accredited Teacher Induction Program with Tracy Unified. This program supports new teachers in growing through the California Standards for the Teaching Profession (CSTPs) and clearing their preliminary credentials. During this process an Induction mentor will be assigned to the new teacher to facilitate their learning through the Individualized Learning Plan and growth in the CSTPs.

The district offers professional-development opportunities for all staff members throughout the school year. Four full days are provided before the school year starts. Every Monday, students are released early from school 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.

The district office is helping to fund professional development for our teachers and administration, both through sending teachers to Professional Learning Community (PLC) conferences, STEM conferences, and through work with the International Center for Leadership in Education (ICLE). The work with ICLE focuses on building Relationships, Rigor, Relevance, and Engagement in the classroom.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	6	4