

Wanda Hirsch 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/fq/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

School Name	Wanda Hirsch Elementary School
Street	1280 Dove Drive
City, State, Zip	Tracy, CA 95376
Phone Number	(209) 830-3312
Principal	Elisavet Barajas
Email Address	ebarajas@tusd.net
School Website	https://hirsch.tracy.k12.ca.us/
County-District-School (CDS) Code	39-75499-6114490

2023-24 District Contact Information

District Name	Tracy Unified School District
Phone Number	(209) 830-3200
Superintendent	Rob Pecot
Email Address	rpecot@tusd.net
District Website	www.tracy.k12.ca.us

2023-24 School Description and Mission Statement

Principal's Message

Dear Families of Hirsch Elementary School,

Welcome to the 2023-2024 school year! I am thrilled and honored to join the amazing Patriots family, which is part of the beloved Tracy Unified School District where my journey as an educator began in 2009. After earning a B.A. in Mathematics, B.A. in Spanish, Masters in Educational Leadership from University of the Pacific, I started my tenure in TUSD as a high school math teacher at Tracy High School and then Kimball High School. I taught classes at every grade level including Algebra, Geometry, and Statistics. My love of math and teaching gave me the opportunity to become a math specialist supporting math teachers across the district. In parallel, I dedicated my summers to supporting students and teachers in the migrant education program across the country at University of the Pacific's Academica de Matematicas STEM Summer Academy. From there, I decided to join the brilliant team of administrators at West High School in 2018 as a vice principal before leaving to expand my knowledge of alternative education at Visions in Education. Returning to TUSD after four years feels like returning home and I'm grateful that is with all of you.

In addition to meeting all of you, I am looking forward to learning from each of you. As a lifelong learner, I seek opportunities to learn from others, in both formal and informal settings. I value learning from experts in the field and life lessons I've learned from my students, colleagues and my own children. I believe in taking a strength-based approach to leading, and I'm confident that our unique and collective knowledge and experiences will help make Hirsch Elementary School even better.

My goal for this year is to learn about the amazing work students, teachers, and parents are already doing so I can best support its growth and trajectory. Additionally, we will work together to develop a plan to identify areas of growth, with the input from all educational partners. This includes building strong relationships with families and the community and maintaining a learning environment for our students to thrive and become lifelong learners prepared for high school and life after TUSD. As Plato once said "The beginning is the most important part of the work."

Sincerely,
Elisavet Barajas
Principal

2023-24 School Description and Mission Statement

School Mission Statement

Wanda Hirsch Elementary School's mission is to engage all students in 21st century learning and provide them with the skills they need to succeed in a modern world.

School Vision Statement

We are a school where education is high quality and students work together, show good character and use problem-solving skills for their academic success.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	74
Grade 2	76
Grade 3	63
Grade 4	74
Grade 5	82
Grade 6	1
Total Enrollment	457

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51%
Male	49%
American Indian or Alaska Native	0.2%
Asian	15.3%
Black or African American	4.8%
Filipino	4.4%
Hispanic or Latino	45.7%
Native Hawaiian or Pacific Islander	2.8%
Two or More Races	9.8%
White	16.8%
English Learners	18.4%
Foster Youth	0.4%
Homeless	9.2%
Socioeconomically Disadvantaged	46.4%
Students with Disabilities	10.5%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.30	100.00	549.40	79.15	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	31.00	4.48	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	27.00	3.90	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.40	4.25	12115.80	4.41
Unknown	0.00	0.00	57.10	8.22	18854.30	6.86
Total Teaching Positions	20.30	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.80	94.68	548.80	80.10	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	5.32	44.20	6.46	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	33.60	4.91	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	27.10	3.96	11953.10	4.28
Unknown	0.00	0.00	31.30	4.58	15831.90	5.67
Total Teaching Positions	18.80	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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	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.

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
Total Out-of-Field Teachers	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

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
Reading/Language Arts	Wonders (TK-5) 2017 Bilingual: Maravillas, McGraw-Hill (K-5) 2017	Yes	0%
Mathematics	My Math, McGraw-Hill (K-5) 2014 Bilingual: Mis Matemáticas, McGraw-Hill (K-5) 2014	Yes	0%
Science	Science Dimensions, Houghton Mifflin (K-5) 2020	Yes	0%
History-Social Science	myWorld Interactive (K-5) 2019 Bilingual: miMundo Interactivo, Pearson (K-5) 2019	Yes	0%

School Facility Conditions and Planned Improvements

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 Wanda Hirsch 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

This school has 32 classrooms, a multipurpose room, library, administration building, stage and kitchen. The main campus was built in 1997. Additions were constructed in the 1997-98 school year (two classrooms added for Class Size Reduction), 1998-99 (four classrooms added for Class Size Reduction), 2005-06 (two state relocatable classrooms) and 2016 (window systems, intrusion alarm system). Even though this campus has not seen a complete modernization, slight improvements have been made with classrooms receiving new finishes (i.e. paint and carpet). In addition, the campus has undergone the installation of solar arrays, which cover a large area of its existing onsite parking, and has added 4 parking spots for charging electric cars.

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. This school year, solar panels have been erected in the parking lot. The school also received new carpet in the office, classrooms off the library, and portables 27, 27A and 29, as well as new laminate in the staffroom, office restrooms and adult restrooms off the library. Hirsch also received new flooring throughout the multipurpose room (MPR) and on the stage, including carpeting on the stage steps, and new flooring and wall painting in the student restrooms next to the MPR.

Year and month of the most recent FIT report

7/26/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Cracked/stained ceiling tiles, splatter on ceiling, paint trim dividers. Work order submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Paint peeling in nurse office. Work order submitted.
Electrical		X		Multiple lights out, missing light cover, ballasts, diffuser. Work order submitted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Taped off drinking fountains, leaking faucet head, broken toilet seat, broken faucet handle, no water on faucet & fountain, urinal not working. Work order submitted.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External:

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
English Language Arts/Literacy (grades 3-8 and 11)	42	47	39	41	47	46
Mathematics (grades 3-8 and 11)	37	40	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
All Students	218	217	99.54	0.46	47.47
Female	116	116	100.00	0.00	50.00
Male	102	101	99.02	0.98	44.55
American Indian or Alaska Native	0	0	0	0	0
Asian	29	28	96.55	3.45	39.29
Black or African American	11	11	100.00	0.00	54.55
Filipino	--	--	--	--	--
Hispanic or Latino	110	110	100.00	0.00	47.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	50.00
White	37	37	100.00	0.00	48.65
English Learners	35	35	100.00	0.00	20.00
Foster Youth	0	0	0	0	0
Homeless	22	22	100.00	0.00	45.45
Military	17	17	100.00	0.00	52.94
Socioeconomically Disadvantaged	99	99	100.00	0.00	43.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	40.63

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
All Students	218	217	99.54	0.46	40.09
Female	116	116	100.00	0.00	35.34
Male	102	101	99.02	0.98	45.54
American Indian or Alaska Native	0	0	0	0	0
Asian	29	28	96.55	3.45	53.57
Black or African American	11	11	100.00	0.00	27.27
Filipino	--	--	--	--	--
Hispanic or Latino	110	110	100.00	0.00	34.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	40.00
White	37	37	100.00	0.00	48.65
English Learners	35	35	100.00	0.00	14.29
Foster Youth	0	0	0	0	0
Homeless	22	22	100.00	0.00	27.27
Military	17	17	100.00	0.00	35.29
Socioeconomically Disadvantaged	99	99	100.00	0.00	26.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	31.25

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
Science (grades 5, 8 and high school)	23.38	30.77	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
All Students	79	78	98.73	1.27	30.77
Female	37	37	100.00	0.00	16.22
Male	42	41	97.62	2.38	43.90
American Indian or Alaska Native	0	0	0	0	0
Asian	12	11	91.67	8.33	18.18
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100.00	0.00	22.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	54.55
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	33	100.00	0.00	21.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	89.7%	100%	100%	98.7%	100%
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

Hirsch Elementary promotes a sense of community within the school by encouraging parent involvement in all areas of the school: classroom volunteering, the English Learner Advisory Committee (ELAC), School Site Council, District Language Acquisition Committee and Hirsch Parent Teacher Organization (HPTO).

Parents have taken an active role in determining the school goals and identifying supportive programs and activities. The School Site Council at least four times a year to review school goals, programs and activities. The Hirsch Parent Teacher Organization volunteers and coordinates fundraising efforts to help support programs such as field trips, Accelerated Reader and assemblies.

The HPTO encourages families to attend family movie nights and family dances, which are fun and well attended. The staff invited our parent volunteers to an end-of-the-year appreciation tea to recognize them for their outstanding efforts and contributions. Formal parent conferences are held at the end of the first report period. A series of minimum days are scheduled in order to allow sufficient time for parents to meet with teachers.

Proud Patriot Assemblies, the talent show, Family Science Night, Multicultural Fair, ice cream social and our Annual Night of Character are all examples of opportunities for parents to participate in school events.

Information is posted on our school website, on Facebook and on the marquee. Hirsch also uses School Messenger communications system to phone, e-mail and text families to make them aware of important upcoming events.

Please call our school office at (209) 830-3312 or come in and speak with Mrs. Phenix, our school secretary, if you are interested in getting more information on how you can be an active participant in your child's education.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	497	483	119	24.6
Female	248	245	52	21.2
Male	249	238	67	28.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	78	75	18	24.0
Black or African American	25	25	11	44.0
Filipino	20	20	5	25.0
Hispanic or Latino	231	221	52	23.5
Native Hawaiian or Pacific Islander	14	14	2	14.3
Two or More Races	48	48	10	20.8
White	80	79	21	26.6
English Learners	99	96	23	24.0
Foster Youth	3	3	0	0.0
Homeless	45	45	20	44.4
Socioeconomically Disadvantaged	242	235	71	30.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	75	21	28.0

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	0.00	4.32	3.42	0.07	6.60	8.10	0.20	3.17	3.60
Expulsions	0.00	0.00	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	3.42	0
Female	1.21	0
Male	5.62	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.28	0
Black or African American	12	0
Filipino	5	0
Hispanic or Latino	3.03	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.25	0
White	2.5	0
English Learners	1.01	0
Foster Youth	0	0
Homeless	6.67	0
Socioeconomically Disadvantaged	3.31	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.19	0

2023-24 School Safety Plan

Student safety is a priority at Hirsch Elementary. Each year the school's safety plan is reviewed and updated. Staff and students participate in monthly fire drills. The school conducts earthquake drills each quarter. Each classroom is equipped with an emergency-response backpack and bucket containing items deemed necessary in the event of an emergency.

All visitors to the school must sign in at the office, and all staff members wear badges. New fencing and gates surround the school site for additional safety and security. There are 20 security cameras located throughout the school. A positive school climate and safety are of upmost importance. The district Elementary School Handbook and education code are followed. Inappropriate student conduct is not tolerated. Results from the school surveys indicate that staff, students and parents agree that Hirsch is safe and has a positive climate. Students demonstrating good character are acknowledged on a regular basis.

The school safety plan is reviewed, updated and discussed with the school faculty each year; it was last done in September 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	17	2	3	
1	19	4		
2	25		3	
3	21	2	2	
4	31		2	
5	20	1	2	
Other	10	3	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	21	2	2	
1	25		3	
2	23		3	
3	23		3	
4	27		3	
5	25		3	

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	22	0	4	0
1	25	0	3	0
2	25	0	3	0
3	21	0	3	0
4	25	0	3	0
5	41	0	3	1
6	0	0	0	0
Other	0	0	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
Pupils to Academic Counselor	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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

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
School Site	\$9,003	\$1,801	\$7,202	\$88,554
District	N/A	N/A	\$2,368	\$85,416
Percent Difference - School Site and District	N/A	N/A	101.0	7.1
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	8.8	0.2

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

Professional Development

School
Tracy Unified School District (TUSD) 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 district's induction program to clear their preliminary credentials are assigned an Induction mentor and work through two cycles of inquiry.

The district offers professional-development opportunities for all staff members throughout the school year. Two full days are provided before the school year starts. Hirsch continues to implement the Common Core State Standards (CCSS). The staff receives STEM training and lesson development focusing on problem-based learning that embeds science, technology, engineering and mathematics integrated into language arts, Rigor and Relevance focused on academic discourse.

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 in professional learning communities working on data driving instruction.

Professional Development

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
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	4