

Melville S. Jacobson 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

School Name	Melville S. Jacobson Elementary School
Street	1750 West Kavanagh Avenue
City, State, Zip	Tracy, CA 95376
Phone Number	(209) 830-3315
Principal	Derek Sprecksel
Email Address	dsprecksel@tusd.net
School Website	https://jacobson.tracy.k12.ca.us/
County-District-School (CDS) Code	39-75499-6107973

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 Jacobson School Community,

Welcome to the 2023-24 school year at Melville S. Jacobson Elementary School! Jacobson is a TK-5 neighborhood school that was built in 1990. The school has been serving families for 33 years.

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

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

At Jacobson, one of our goals is to prepare all pupils for college and careers and ensure all students meet grade-level standards with a focus on closing the achievement gap between all student groups. Another goal is to provide a safe and equitable learning environment for all students and staff. Lastly, we are focusing on all students improving their ability to read and respond in writing. Literacy is a key foundation to academic confidence and success. We want to ensure that each student is a competent reader, writer and mathematician, meeting or exceeding grade-level standards. Jacobson Elementary School will continue to emphasize STEM/science instruction this year and in the future at all grade levels. Additionally, our Book Flood that we've implemented for the past two years will continue for the 2023-2024 school year. Each student will receive one free book at the end of each month of the school year to add to their home libraries.

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

2023-24 School Description and Mission Statement

Sincerely,
Derek Sprecksel, Principal

School Mission Statement

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	94
Grade 2	90
Grade 3	96
Grade 4	101
Grade 5	93
Total Enrollment	583

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1%
Male	49.6%
American Indian or Alaska Native	0.7%
Asian	15.3%
Black or African American	4.8%
Filipino	3.6%
Hispanic or Latino	54.4%
Native Hawaiian or Pacific Islander	2.7%
Two or More Races	5.3%
White	13.2%
English Learners	34.6%
Foster Youth	0.3%
Homeless	8.2%
Socioeconomically Disadvantaged	71.4%
Students with Disabilities	16.5%

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)	21.50	87.77	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)	1.00	4.08	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	2.00	8.16	57.10	8.22	18854.30	6.86
Total Teaching Positions	24.50	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	87.50	548.80	80.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	44.20	6.46	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.17	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	2.00	8.33	31.30	4.58	15831.90	5.67
Total Teaching Positions	24.00	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	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	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
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)	3.7	4.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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
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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 StudySync (6-8) 2017	Yes	0%
Mathematics	My Math, McGraw-Hill (K-5) 2014 Bilingual: Mis Matemáticas, McGraw-Hill (K-5) 2014 Digits, Pearson 2015 Bridge to Algebra, Carnegie Learning 2014 Algebra 1, Houghton Mifflin 2015 Geometry, Houghton Mifflin 2015 Algebra 2, Houghton Mifflin 2015	Yes	0%
Science	Science Dimensions, Houghton Mifflin (K-5) 2020 Science; Amplify (6-8) 2018	Yes	0%
History-Social Science	myWorld Interactive (K-5) 2019 Bilingual: miMundo Interactivo, Pearson (K-5) 2019 World History: Ancient Civilizations 2019 World History: Medieval and Modern Times 2019 World History: American Stories 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 Melville S. Jacobson Elementary School for the 2023-24 school year.

Age of School/Buildings

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

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

Maintenance and Repair

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

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

Year and month of the most recent FIT report

7/27/2023

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			Bad carpet in room 35, flooring big crack down the middle in MPR room. Work order submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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)	21	25	39	41	47	46
Mathematics (grades 3-8 and 11)	23	22	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	285	282	98.95	1.05	24.82
Female	138	138	100.00	0.00	29.71
Male	146	143	97.95	2.05	20.28
American Indian or Alaska Native	--	--	--	--	--
Asian	41	40	97.56	2.44	32.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	159	158	99.37	0.63	18.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	20.00
White	35	34	97.14	2.86	41.18
English Learners	83	81	97.59	2.41	13.58
Foster Youth	0	0	0	0	0
Homeless	19	18	94.74	5.26	11.11
Military	29	29	100.00	0.00	24.14
Socioeconomically Disadvantaged	202	199	98.51	1.49	17.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	56	100.00	0.00	5.36

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	286	285	99.65	0.35	22.46
Female	139	139	100.00	0.00	25.18
Male	146	145	99.32	0.68	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00	0.00	24.39
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	160	100.00	0.00	16.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	30.00
White	35	34	97.14	2.86	38.24
English Learners	84	84	100.00	0.00	13.10
Foster Youth	0	0	0	0	0
Homeless	19	19	100.00	0.00	15.79
Military	29	29	100.00	0.00	17.24
Socioeconomically Disadvantaged	203	202	99.51	0.49	15.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	56	100.00	0.00	7.14

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)	6.86	14.29	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	93	92	98.92	1.08	14.13
Female	36	36	100.00	0.00	13.89
Male	56	55	98.21	1.79	12.73
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	14.29
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	55	100.00	0.00	12.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00	0.00	3.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	67	98.53	1.47	10.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	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	89.7%	97.9%	97.9%	96.9%	99%
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

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

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

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

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	641	622	215	34.6
Female	318	312	90	28.8
Male	322	309	125	40.5
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	5	5	1	20.0
Asian	95	95	20	21.1
Black or African American	38	35	15	42.9
Filipino	22	22	5	22.7
Hispanic or Latino	351	337	120	35.6
Native Hawaiian or Pacific Islander	16	16	8	50.0
Two or More Races	34	33	19	57.6
White	80	79	27	34.2
English Learners	228	223	77	34.5
Foster Youth	2	2	0	0.0
Homeless	58	55	21	38.2
Socioeconomically Disadvantaged	471	457	173	37.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	116	115	50	43.5

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	2.70	4.06	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	4.06	0
Female	2.2	0
Male	5.9	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	6.32	0
Black or African American	5.26	0
Filipino	4.55	0
Hispanic or Latino	3.7	0
Native Hawaiian or Pacific Islander	6.25	0
Two or More Races	2.94	0
White	1.25	0
English Learners	2.63	0
Foster Youth	0	0
Homeless	3.45	0
Socioeconomically Disadvantaged	4.67	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.48	0

2023-24 School Safety Plan

Student safety is a major priority at Jacobson Elementary. Each year the school's safety plan is reviewed and updated. Staff and students participate in monthly fire drills. Earthquake drills are conducted each quarter. Lockdown drills are conducted at least twice per school year.

Each classroom is equipped with an emergency-response backpack and bucket containing items deemed necessary in the event of an emergency. All visitors to the school must sign in at the office, and all staff members wear badges.

Staff members on duty wear an orange vest for easy identification. Fencing and gates surround the school site for additional safety and security. There are 24 security cameras located throughout the school. A positive school climate and safety are of upmost importance. The district School Safety and Violence Prevention Handbook and education code are followed.

Inappropriate student conduct is not tolerated. Results from the school surveys indicate that staff, students and parents agree that Jacobson has a positive climate. Students demonstrating good character are acknowledged on a regular basis. The TUSD school safety plan was reviewed and approved by Jacobson Elementary School's School Site Council on 12-15-2022 and approved by the TUSD School Board on 3-14-2023. The plan is reviewed annually with school staff. JES also scheduled an active shooter training with a TUSD School Resource Officer for the 2023-2024 school year and will revisit the training annually.

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	18	2	3	
1	26		3	
2	17	2	4	
3	16	5		
4	31		3	
5	22	1	3	
Other	15	3		

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	25	1	3	
1	29		3	
2	18	4		
3	23		4	
4	25		3	
5	30		3	
Other	16	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	18	5	1	0
1	19	1	4	0
2	23	1	3	0
3	24	1	3	0
4	23	1	2	0
5	37	1	3	1
6	0	0	0	0
Other	31	0	1	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	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
School Site	\$8,495	\$2,008	\$6,487	\$85,654
District	N/A	N/A	\$2,368	\$85,416
Percent Difference - School Site and District	N/A	N/A	93.0	3.8
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-1.6	-3.1

Fiscal Year 2022-23 Types of Services Funded

About 55% of the Tracy Unified School 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
Lifelong learning is a goal for all stakeholders at Jacobson Elementary. We provide a variety of opportunities for staff development. We have fully implemented the California State Standards and provide forums for teachers to discuss instruction and student learning. This occurs when teachers meet in their PLC and during other opportunities for grade-level and school wide collaboration. Teachers meet regularly by grade level to plan, evaluate and collaborate on English language arts, math, and science/STEM units, in addition to other subject matters.

We are working with TUSD's Professional Learning and Curriculum department to provide professional development opportunities for our teachers. During the 2023-24 school year, we are focusing on STEM implementation and support and HMH Dimensions science curriculum and the DnA Illuminate Assessment platform. These professional development sessions will take place during some early release Monday professional development sessions.

Jacobson Elementary School also has an Instructional Leadership Team (ILT) consisting of four teachers and the site-administration team to provide direct support to teachers in implementing STEM instruction. Students in grades K-5 use the MyPath intervention program. Imagine Learning LLC MyPath is a supplemental program designed to meet students where they are in reading and math. Imagine Learning LLC, MyPath provides students with age-appropriate, online instruction and gives educators the ability to monitor academic progress easily. Once students take a pre-assessment in both reading and math, an individual learning path (ILP), a sequence of lessons that provide intervention, reinforcement, or enrichment, will be provided. Teachers and administrators will be able to provide differentiated curriculum to students and monitor their progress throughout the school year. Teachers work with Dr. Kena Culver, an ICLE consultant/coach, as needed for continued coaching and monitoring student progress.

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