North 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	North School
Street	2875 Holly Drive
City, State, Zip	Tracy, CA 95376
Phone Number	(209) 830-3350
Principal	Susan Hawkins
Email Address	shawkins@tusd.net
School Website	https://www.tracy.k12.ca.us/sites/nes
County-District-School (CDS) Code	39-75499-6042865

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

Welcome to North Elementary School, Home of the Lions!

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

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

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

Our community is amazing! We are a community that works together and accepts each other for who we are.

Because of that, there is nothing we cannot achieve!

I look forward to an amazing 2022-23 year!

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

Mrs. Susan Hawkins, Principal

2023-24 School Description and Mission Statement

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

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	73
Grade 2	59
Grade 3	61
Grade 4	69
Grade 5	76
Grade 6	121
Grade 7	119
Grade 8	118
Total Enrollment	789

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.3%
American Indian or Alaska Native	0.8%
Asian	9.3%
Black or African American	5.1%
Filipino	2.5%
Hispanic or Latino	72.1%
Native Hawaiian or Pacific Islander	1.6%
Two or More Races	3.8%
White	4.8%
English Learners	51%
Foster Youth	1.5%
Homeless	4.1%
Socioeconomically Disadvantaged	80.1%
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)	28.90	88.82	549.40	79.15	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	9.21	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)	0.60	1.93	29.40	4.25	12115.80	4.41
Unknown	0.00	0.00	57.10	8.22	18854.30	6.86
Total Teaching Positions	32.50	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)	25.20	76.45	548.80	80.10	234405.20	84.00
Intern Credential Holders Properly Assigned	3.80	11.64	44.20	6.46	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.03	33.60	4.91	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.33	27.10	3.96	11953.10	4.28
Unknown	2.80	8.55	31.30	4.58	15831.90	5.67
Total Teaching Positions	32.90	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	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	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	0.60	0.10
Total Out-of-Field Teachers	0.60	0.10

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	0.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.3	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
Reading/Language Arts	Wonders (TK-5) 2017 Bilingual: Maravillas, McGraw-Hill (K-5) 2017 StudySync (6-8) 2017 StudySync, McGraw Hill (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 The Tracy Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public-School Construction. The results of this survey are available at the district office located at 1875 West Lowell Avenue in Tracy, California.

Below is more specific information on the condition of North School for the 2021-22 school year and the efforts made to ensure students are provided with a clean, safe and functional learning environment.

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

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

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

This year, North School is completing the adding of solar panels and will continue to review any other needed updates.

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

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

Modernization Projects
North School completed its modernization project in 2020-21.

Year and month of the most recent FIT report	7/13/2023

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			Stained ceiling tiles. Work order submitted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Lights out, multiple ballasts, wall outlet plate. Work order submitted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Faucets not working, leaky toilets, water leak at garbage disposal, urinal not flushing. Work order submitted.
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

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)	22	23	39	41	47	46
Mathematics (grades 3-8 and 11)	11	12	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	579	570	98.45	1.55	23.16
Female	286	282	98.60	1.40	24.47
Male	292	287	98.29	1.71	21.60
American Indian or Alaska Native	--	--	--	--	--
Asian	52	50	96.15	3.85	22.00
Black or African American	25	24	96.00	4.00	16.67
Filipino	15	15	100.00	0.00	40.00
Hispanic or Latino	435	430	98.85	1.15	20.93
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	27.27
Two or More Races	11	11	100.00	0.00	36.36
White	28	27	96.43	3.57	48.15
English Learners	263	260	98.86	1.14	6.15
Foster Youth	--	--	--	--	--
Homeless	32	31	96.88	3.12	12.90
Military	21	21	100.00	0.00	14.29
Socioeconomically Disadvantaged	447	442	98.88	1.12	20.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	101	99	98.02	1.98	8.08

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	579	573	98.96	1.04	12.04
Female	286	284	99.30	0.70	6.69
Male	292	288	98.63	1.37	17.36
American Indian or Alaska Native	--	--	--	--	--
Asian	52	52	100.00	0.00	19.23
Black or African American	25	24	96.00	4.00	12.50
Filipino	15	15	100.00	0.00	20.00
Hispanic or Latino	435	431	99.08	0.92	9.51
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	18.18
Two or More Races	11	11	100.00	0.00	18.18
White	28	27	96.43	3.57	29.63
English Learners	263	262	99.62	0.38	5.73
Foster Youth	--	--	--	--	--
Homeless	32	31	96.88	3.12	16.13
Military	21	21	100.00	0.00	9.52
Socioeconomically Disadvantaged	447	443	99.11	0.89	11.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	101	99	98.02	1.98	5.05

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)	9.78	12.63	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	202	199	98.51	1.49	13.07
Female	87	86	98.85	1.15	11.63
Male	115	113	98.26	1.74	14.16
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	17.65
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	155	154	99.35	0.65	9.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	92	92	100.00	0.00	3.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	157	156	99.36	0.64	10.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	30	96.77	3.23	6.67

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	97.5%	99.2%	91.0%	95.9%	97.5%
Grade 7	99.2%	100%	100%	100%	100%
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

We welcome parents to contribute to North School's success by attending Cafecito, Parent Café, North School Parent Club, ELAC and School Site Council meetings. We invite families to attend Parent Workshops where parents are invited to learn about AERIES, Student Agendas, Homework Help, Mental Health Needs, 8th Grade Promotion Activities, Social Media, and much more.

Parent volunteers and active community members are an important part of North School. They volunteer for activities and act as mentors and role models to many of our students. They also help teachers in the classroom.

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	882	855	272	31.8
Female	431	417	130	31.2
Male	450	437	142	32.5
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	6	6	5	83.3
Asian	100	95	28	29.5
Black or African American	46	44	25	56.8
Filipino	22	22	6	27.3
Hispanic or Latino	618	600	171	28.5
Native Hawaiian or Pacific Islander	13	13	8	61.5
Two or More Races	31	30	15	50.0
White	46	45	14	31.1
English Learners	449	441	123	27.9
Foster Youth	12	12	6	50.0
Homeless	65	61	23	37.7
Socioeconomically Disadvantaged	715	697	229	32.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	159	155	70	45.2

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	0.13	10.92	12.36	0.07	6.60	8.10	0.20	3.17	3.60
Expulsions	0.00	0.60	0.11	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	12.36	0.11
Female	10.21	0
Male	14.44	0.22
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1	0
Black or African American	30.43	0
Filipino	0	0
Hispanic or Latino	13.27	0.16
Native Hawaiian or Pacific Islander	7.69	0
Two or More Races	12.9	0
White	13.04	0
English Learners	11.36	0
Foster Youth	25	0
Homeless	15.38	0
Socioeconomically Disadvantaged	13.15	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	20.75	0

2023-24 School Safety Plan

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

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

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

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	14	4		
1	10	5	1	
2	17	1	3	
3	25		3	
4	19	3	5	
5	28		4	2
6	25	6	18	2

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	20	1	2	
1	31		2	
2	19	3		
3	22		3	
4	30		4	2
5	28	1	4	
6	16	28	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	19	5	0	0
1	25	0	3	0
2	19	3	0	0
3	31	0	2	0
4	28	0	4	2
5	31	0	4	2
6	24	9	19	2
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	789

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)	1
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

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	$7,251	$1,107	$6,144	$80,876
District	N/A	N/A	$2,368	$85,416
Percent Difference - School Site and District	N/A	N/A	88.7	-1.9
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	-7.1	-8.8

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
The 2023-24 school year will provide professional development (PD) for STEM, AVID, Professional Learning Communities (PLCs), intervention, reading recovery and English language development (ELD).

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