

Gladys Poet-Christian 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	Gladys Poet-Christian School
Street	1701 South Central Avenue
City, State, Zip	Tracy, CA 95376
Phone Number	(209) 830-3325
Principal	Albert Strong
Email Address	astrong@tusd.net
School Website	https://poetchristian.tracy.k12.ca.us/
County-District-School (CDS) Code	39-75499-6108997

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 Gladys Poet-Christian School!

My name is Albert Strong and it is with great pleasure and humility that I write to you as the newly appointed Principal of Poet-Christian. Prior to my appointment as Principal of Poet-Christian School, I served 20 years in public education as a high school teacher, high school administrator and the last 8 years as a middle school vice principal. I am excited to be a part of our Poet-Christian learning community and look forward to supporting and serving the Poet-Christian students, families, and staff.

First and foremost, I want to extend a warm welcome to all our new students and families who are joining our school community for the first time. We are thrilled to have you with us and look forward to getting to know each and every one of you. To our returning students and families, welcome back! Your presence and continued support mean the world to us, and we cannot wait to embark on another year of growth and success together.

I believe that every child is a unique individual, capable of achieving incredible growth. Our dedicated team of educators is committed to providing a safe, nurturing, and inclusive learning environment that fosters academic excellence, character development, and social-emotional growth. We understand that each student has different strengths, interests, and learning styles, and we strive to tailor our instruction to meet the diverse needs of our students.

Strong parent and community involvement is crucial to the success of our school, and I encourage each and every one of you to actively participate in your child's education. We value your partnership and believe that open lines of communication between home and school are vital. Together, we can create a supportive and collaborative learning environment that empowers our students to reach their full potential.

As we navigate the challenges and uncertainties that may arise during the school year, I want to assure you that the health, safety, and well-being of our students, staff, and families will always be our top priority.

2023-24 School Description and Mission Statement

I am truly honored to serve as your principal and look forward to working closely with each and every one of you to create a school year filled with growth, discovery, and success. Please do not hesitate to reach out to me or any member of our dedicated staff if you have any questions, concerns, or ideas to share.

Together, let us make the upcoming school year at Poet-Christian School an unforgettable journey of learning, friendship, and achievement.

Albert Strong
Principal, Gladys Poet-Christian School

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	40
Grade 1	49
Grade 2	47
Grade 3	44
Grade 4	55
Grade 5	59
Grade 6	74
Grade 7	82
Grade 8	84
Total Enrollment	534

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8%
Male	50%
Asian	11.4%
Black or African American	7.9%
Filipino	3.9%
Hispanic or Latino	51.7%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.6%
White	19.3%
English Learners	20.4%
Foster Youth	0.2%
Homeless	1.7%
Migrant	0.2%
Socioeconomically Disadvantaged	43.4%
Students with Disabilities	16.1%

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)	22.20	93.72	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)	0.90	4.17	27.00	3.90	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	2.02	29.40	4.25	12115.80	4.41
Unknown	0.00	0.00	57.10	8.22	18854.30	6.86
Total Teaching Positions	23.70	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)	22.10	91.65	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)	0.50	2.07	33.60	4.91	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	3.51	27.10	3.96	11953.10	4.28
Unknown	0.60	2.73	31.30	4.58	15831.90	5.67
Total Teaching Positions	24.10	100.00	685.10	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.20
Misassignments	0.90	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.90	0.50

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	0.40	0.80
Total Out-of-Field Teachers	0.40	0.80

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)	12.1	2.5
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) Bilingual: Maravillas, McGraw-Hill (K-5) StudySync (6-8)	Yes	0%
Mathematics	My Math, McGraw-Hill (K-5) Bilingual: Mis Matemáticas, McGraw-Hill (K-5) Digits, Pearson Bridge to Algebra, Carnegie Learning Algebra 1, Houghton Mifflin	Yes	0%
Science	Science Dimensions, Houghton Mifflin (K-5) Science; Amplify (6-8)	Yes	0%
History-Social Science	myWorld Interactive (K-5) Bilingual: miMundo Interactivo, Pearson (K-5) World History: Ancient Civilizations World History: Medieval and Modern Times World History: American Stories	Yes	0%
Foreign Language	StudySync, McGraw Hill (6-8)	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 Gladys Poet-Christian 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 31 classrooms, a multipurpose room, library, administration building, storage building, kitchen and a stage. The main campus was built in the 1989-90 school year. Additions were constructed in the 1997-98 school year (two relocatable classrooms), the 1998-99 school year (four classrooms added for Class Size Reduction) and the 1999-2000 school year (four classrooms and restroom facilities), 2015 (window systems, painted exterior of campus, replaced floor coverings), 2016 (enclosed campus with security fencing).

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. We use a work-order process 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. The Security Camera System is continually being upgraded and we have received several new security cameras this year.

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		Stained/sagging/cracked/missing ceiling tiles, missing floor base, flooring. Work order submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Missing/cracked light cover, multiple lights out, outlet cover, diffuser, ballast. Work order submitted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Faucets not working, no water pressure, broken toilet seats. Work order submitted.
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)	36	34	39	41	47	46
Mathematics (grades 3-8 and 11)	22	24	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	397	390	98.24	1.76	33.93
Female	198	194	97.98	2.02	38.34
Male	199	196	98.49	1.51	29.59
American Indian or Alaska Native	0	0	0	0	0
Asian	49	47	95.92	4.08	46.81
Black or African American	26	25	96.15	3.85	24.00
Filipino	14	14	100.00	0.00	35.71
Hispanic or Latino	207	204	98.55	1.45	30.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	63.16
White	81	80	98.77	1.23	30.38
English Learners	76	74	97.37	2.63	9.46
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	20.00
Socioeconomically Disadvantaged	163	159	97.55	2.45	25.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	75	70	93.33	6.67	15.71

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	397	387	97.48	2.52	24.35
Female	198	192	96.97	3.03	23.04
Male	199	195	97.99	2.01	25.64
American Indian or Alaska Native	0	0	0	0	0
Asian	49	48	97.96	2.04	33.33
Black or African American	26	25	96.15	3.85	4.00
Filipino	14	14	100.00	0.00	35.71
Hispanic or Latino	207	202	97.58	2.42	20.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	42.11
White	81	78	96.30	3.70	29.87
English Learners	76	74	97.37	2.63	2.70
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	15.00
Socioeconomically Disadvantaged	163	157	96.32	3.68	14.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	75	67	89.33	10.67	13.43

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)	22.31	23.36	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	142	137	96.48	3.52	23.36
Female	72	68	94.44	5.56	20.59
Male	70	69	98.57	1.43	26.09
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100.00	0.00	33.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	71	68	95.77	4.23	11.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	28	96.55	3.45	35.71
English Learners	29	28	96.55	3.45	3.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	55	51	92.73	7.27	15.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	17	80.95	19.05	5.88

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	96.8%	100%	100%
Grade 7	98.6%	100%	100%	98.6%	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

Poet-Christian is a school community that enjoys a great deal of parent support and involvement. The school's Parent Teacher Student Association (PTSA) provides a multitude of activities and events to bring families together to celebrate success and to build on the school's positive culture. The PTSA meets every month to plan events, to purchase materials and programs for the school, and to promote parental involvement in the classroom and school activities.

Parents are always encouraged to spend as much time in the classroom volunteering to assist the teachers in a variety of ways. Parents regularly volunteer and participate at the schoolwide events listed above as well as individual classroom events and activities. Parents play a tremendous role in helping Poet remain a successful school.

Parents are also encouraged to participate in our School Site Council. The School Site Council is instrumental in monitoring the school's goals, plans, activities and budget. School Site Council Meetings are held multiple times per year and School Site Council requires a commitment to attend all meetings.

For more information on how to become involved at the school, please contact Jessica Mayo, PTSA president, or Kris Golden, PTSA member and teacher liaison, at (209) 830-3325.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	574	565	108	19.1
Female	289	286	51	17.8
Male	284	278	57	20.5
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	72	70	10	14.3
Black or African American	46	46	12	26.1
Filipino	21	21	4	19.0
Hispanic or Latino	290	286	52	18.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	31	31	5	16.1
White	113	110	25	22.7
English Learners	127	125	13	10.4
Foster Youth	2	2	2	100.0
Homeless	16	16	4	25.0
Socioeconomically Disadvantaged	261	255	66	25.9
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	107	106	30	28.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.37	8.02	10.63	0.07	6.60	8.10	0.20	3.17	3.60
Expulsions	0.00	0.36	0.17	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	10.63	0.17
Female	7.96	0.35
Male	13.38	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	6.94	0
Black or African American	21.74	2.17
Filipino	0	0
Hispanic or Latino	10.69	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	9.68	0
White	10.62	0
English Learners	10.24	0
Foster Youth	0	0
Homeless	12.5	0
Socioeconomically Disadvantaged	15.33	0.38
Students Receiving Migrant Education Services	0	0
Students with Disabilities	25.23	0.93

2023-24 School Safety Plan

Safety is always at the forefront of the school's effort to provide a positive and productive learning environment. Safety drills and procedures are discussed and practiced regularly during the school year. The safety plan outlines daily procedures for dropping off and picking up students, visitors on campus and participation in school activities and events. All parent volunteers must go through a reference and background check before volunteering at school.

The school's safety plan is reviewed and revised annually with staff at the beginning of each school year. Procedures and guidelines are reviewed throughout the school year with drills practiced each month. The safety plan was reviewed and adopted by the School Site Council. The district has completed an updated districtwide emergency preparedness plan for each school site.

A TUSD Student Handbook is also reviewed and revised at the beginning of each school year. It addresses student issues and concerns with an emphasis on prevention. Discipline is handled quickly and fairly, and parents are contacted for nearly all discipline issues aside from minor rule infractions. The Discipline Plan revolves around the Six Pillars of Character and creating productive school and community citizens.

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	31	1		1
1	23		2	
2	13	2	2	
3	38	2	2	1
4	48	2	2	1
5	51	2	2	1
6	19	12	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	35		1	1
1	23		2	
2	21		2	
3	25		2	
4	25	1	3	
5	32	1	2	1
6	22	4	16	1

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	30	0	1	1
1	25	0	2	0
2	24	0	2	0
3	22	0	2	0
4	27	1	2	1
5	30	1	2	1
6	27	4	11	1
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	534

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	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	\$7,621	\$720	\$6,902	\$82,618
District	N/A	N/A	\$2,368	\$85,416
Percent Difference - School Site and District	N/A	N/A	97.8	0.2
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	4.6	-6.7

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 main focus for staff development during the 2023-24 school year is developing Professional Learning Communities (PLC) throughout the school at each grade level. Additionally, staff development is focused on STEM (Science, Technology, Engineering and Mathematics). Staff development activities take place during regular Early Release Mondays (typically from 2:15 to 4:30), voluntary staff-development days and district/site pre-service days.

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