

Central Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Central Elementary School
Street	200 W. Eaton Avenue
City, State, Zip	Tracy, CA 95376
Phone Number	(209) 830-3303
Principal	April Jacobs
Email Address	ajacobs@tusd.net
School Website	https://central.tracy.k12.ca.us/
Grade Span	K-5
County-District-School (CDS) Code	39-75499-6042832

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Principal's Message

Welcome to Central School, Home of the Wildcats!

I am honored to serve as principal of Central School and to continue working alongside our amazing students, staff, parents, and community.

2024-25 School Description and Mission Statement

At Central School, we prioritize education and relationships, fostering a supportive environment where every student can thrive. Students benefit from specialized instruction that includes social-emotional learning through the Second Step curriculum and Character Counts. We encourage positive behavior through our “Worthy of a Roar” tickets, recognizing students who demonstrate good character.

Our focus on rigorous instruction includes STEM, ELA, Math, and Foundational Reading Skills. We celebrate student achievements in reading, math, and attendance during our Trimester Assemblies, highlighting the hard work of our students.

Universal instructional strategies, Universal Design for Learning, Kagan Cooperative Learning Strategies and data-driven instruction remain a priority for professional development at Central. Our schoolwide culture of reading continues with our Priority Individualized Reading (PIR) time, dedicating one hour each day to differentiated reading instruction tailored to meet each student’s needs.

We invite families to get involved and stay connected through Parent Café, Coffee & Conversation with the Principal, English Learner Advisory Committee (ELAC), and School Site Council. Your partnership is vital to our success!

We look forward to a productive and exciting 2024-2025 school year!

Sincerely,
Mrs. April Jacobs, Principal

School Mission Statement

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

School Vision Statement

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

District Mission Statement

Tracy Unified School District prepares our diverse student population to be college and career ready for the 21st century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our cultur-ally proficient world-class staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.

District Vision Statement

All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21st century.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	69
Grade 2	69
Grade 3	70
Grade 4	79
Grade 5	64
Total Enrollment	426

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
Asian	6.3
Black or African American	2.3
Filipino	1.4
Hispanic or Latino	75.1
Native Hawaiian or Pacific Islander	1.2
Two or More Races	4.5
White	9.2
English Learners	47.9
Foster Youth	1.2
Homeless	14.1
Socioeconomically Disadvantaged	91.3
Students with Disabilities	23

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)	15.50	79.57	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	5.11	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/Incomplete/NA	3.00	15.32	57.10	8.22	18854.30	6.86
Total Teaching Positions	19.50	100.00	694.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.10	68.45	548.80	80.10	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	9.01	44.20	6.46	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.51	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/Incomplete/NA	4.00	18.03	31.30	4.58	15831.90	5.67
Total Teaching Positions	22.10	100.00	685.10	100.00	279044.80	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.

2022-23 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)	12.90	70.16	563.30	81.85	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	10.85	44.90	6.53	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.43	36.50	5.31	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	19.20	2.79	11746.90	4.23
Unknown/Incomplete/NA	2.50	13.56	24.20	3.52	14303.80	5.15
Total Teaching Positions	18.40	100.00	688.20	100.00	277698	100

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	2022-23
Permits and Waivers	1.00	1.00	1
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	1.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	4.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.30	0	4.1

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

2024-25 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	Yes	0%
	Bilingual: Maravillas, McGraw-Hill (K-5) 2017		
Mathematics	My Math, McGraw-Hill (K-5) 2014	Yes	0%
	Bilingual: Mis Matemáticas, McGraw-Hill (K-5) 2014		
Science	Science Dimensions, Houghton Mifflin (K-5) 2020	Yes	0%
History-Social Science	myWorld Interactive (K-5) 2019	Yes	0%
	Bilingual: miMundo Interactivo, Pearson (K-5) 2019		
Foreign Language			0%
Health			0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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

Facility Summary for Central Elementary School

General

The Tracy Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility-survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office located at 1875 West Lowell Avenue in Tracy, California.

Below is more specific information on the condition of Central Elementary School for the 2024-25 school year, and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School/Buildings

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

In April 2019, Central students moved into their stunning new \$30 million campus. The new Central School features 23 classrooms, numerous small offices and specialized rooms, a state-of-the-art computer lab, a modern library, a spacious multi-purpose room, a fully equipped kitchen, and an administration building.

The beautifully landscaped quad area provides a welcoming space for students and staff. The play areas include a dedicated kindergarten yard and a larger playground for all other students, both fresh and inviting. The expansive grass field preserves some of the beloved old Central trees, which have become a favorite spot for students to gather and enjoy.

This campus is a true reflection of our commitment to providing a safe, inspiring, and well-equipped learning environment for all.

Maintenance and Repair

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

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

Year and month of the most recent FIT report

7/02/2024

System Inspected

Rate

Rate

Rate

Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	26	29	41	40	46	47
Mathematics (grades 3-8 and 11)	21	17	26	26	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	225	210	93.33	6.67	29.05
Female	105	99	94.29	5.71	33.33
Male	120	111	92.50	7.50	25.23
American Indian or Alaska Native	0	0	0	0	0
Asian	14	12	85.71	14.29	41.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	169	164	97.04	2.96	26.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	20	14	70.00	30.00	35.71
English Learners	100	90	90.00	10.00	23.33
Foster Youth	--	--	--	--	--
Homeless	35	32	91.43	8.57	21.88
Military	--	--	--	--	--
Socioeconomically Disadvantaged	203	190	93.60	6.40	28.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	59	93.65	6.35	8.47

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	225	218	96.89	3.11	17.43
Female	105	102	97.14	2.86	16.67
Male	120	116	96.67	3.33	18.10
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	21.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	169	164	97.04	2.96	17.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	10.00
English Learners	100	97	97.00	3.00	11.34
Foster Youth	--	--	--	--	--
Homeless	35	32	91.43	8.57	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	203	197	97.04	2.96	14.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	61	96.83	3.17	4.92

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	11.54	13.43	24.54	25.82	30.29	30.73

2023-24 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	69	67	97.10	2.90	13.43
Female	33	33	100.00	0.00	9.09
Male	36	34	94.44	5.56	17.65
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	51	49	96.08	3.92	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	26	96.30	3.70	7.69
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	59	96.72	3.28	13.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	21.05

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.

2023-24 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 requires only participation results 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	96%	97.3%	98.7%	95.7%	98.7%
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.

2024-25 Opportunities for Parental Involvement

At Central School, we firmly believe that parents play an integral role in the education and success of our students. We strive to keep families informed and engaged through multiple communication channels, including our regularly updated website, Facebook, Instagram, and the ParentSquare app. Parents also receive texts, notices, and phone calls for important updates. At the start of the year, all parents were provided a postcard outlining the many ways to stay connected with the school.

We encourage parents to get involved by joining the School Site Council and the English Learner Advisory Committee (ELAC), attending school events, and volunteering in classrooms (when allowed).

This year, we provided Parent Café sessions with nutritional classes led by our Parent Liaison and hosted PIQE Family Engagement Workshops during the fall. Our Family Latino Literacy Project supported literacy development for families, and we will continue to host Family Engagement Nights focusing on Math, STEM, Reading, and cultural celebrations. We've also introduced a Family Literacy Program for PreK-3rd grade to promote early literacy skills and foster a love of reading.

Family involvement is welcomed and encouraged at events like Back to School Night, Open House, the Talent Show, and our annual Family Picnic in the spring.

Thank you for your partnership in making Central a thriving school community!

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	484	466	133	28.5
Female	225	221	57	25.8
Male	259	245	76	31.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	33	6	18.2
Black or African American	11	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	355	346	97	28.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	19	4	21.1
White	45	43	16	37.2
English Learners	236	227	54	23.8
Foster Youth	--	--	--	--
Homeless	67	64	19	29.7
Socioeconomically Disadvantaged	442	427	124	29.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	118	114	39	34.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.43	4.32	4.96	6.6	8.1	7.88	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.19	0	0	0.55	0.36	0.42	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.96	0.00
Female	1.78	0.00
Male	7.72	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.92	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.44	0.00
English Learners	4.66	0.00
Foster Youth	0.00	0.00
Homeless	11.94	0.00
Socioeconomically Disadvantaged	5.20	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.78	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Central School encourages parents to report concerns, and they are dealt with immediately. Parents are contacted for most disciplinary issues. Parents say they feel their students are safe at Central School in part because every incident is investigated and acted upon. Supervision staff members meet monthly with the principal to discuss issues and the best ways to monitor

2024-25 School Safety Plan

student safety. Teachers are updated on the school safety plan and district safety plan annually, and it is revisited throughout the school year. Staff meetings can include training and work on safety procedures in case of emergencies. The staff and students also have regularly scheduled fire, earthquake and lockdown drills.

The school safety plan was last reviewed, updated and discussed with the school faculty, School Site Council and parent group in January 2024.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	13	5		
1	14	2	3	
2	23		3	
3	18	2	2	
4	39	3	1	2
5	32	3	1	2
Other	2	1		

2023-24 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

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$8,511	\$2,307	\$6,204	\$76,064
District	N/A	N/A	\$2,368	\$90,817
Percent Difference - School Site and District	N/A	N/A	89.5	-17.7
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-53.8	-25.0

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$58,538	\$59,551
Mid-Range Teacher Salary	\$86,280	\$93,855
Highest Teacher Salary	\$113,439	\$120,219
Average Principal Salary (Elementary)	\$146,803	\$151,525
Average Principal Salary (Middle)	\$158,398	\$158,215
Average Principal Salary (High)	\$171,097	\$171,087
Superintendent Salary	\$234,038	\$300,043
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

School

At Central School, we believe that professional development is essential for empowering our teachers and paraprofessionals to provide the best education for our students.

Our staff receives training in a variety of ways, including small group instruction, Universal Design for Learning, and Universal Instructional Strategies. Additionally, the district provides ongoing professional development for the Wonders curriculum, ensuring teachers are equipped to maximize its impact on student learning. Teachers also participate in grade-level lesson studies to refine instructional practices.

Central's Rigor and Relevance Coach collaborates with staff to enhance rigor, engagement, and the development of strong student relationships.

Our EdTSA team holds workshops to help staff learn and implement new digital platforms effectively in the classroom.

Beyond Central's initiatives, the district provides a range of professional development opportunities throughout the year, ensuring all staff members have access to additional resources and training to grow professionally.

Through these efforts, we are committed to fostering a culture of continuous improvement and excellence at Central School.

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 is supporting professional development for our teachers and administrators in partnership with the International Center for Leadership in Education (ICLE). This collaboration focuses on enhancing relationships, rigor, relevance, and engagement in the classroom.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	4