

Art Freiler 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	Art Freiler School
Street	2421 West Lowell Avenue
City, State, Zip	Tracy, CA 95377
Phone Number	(209) 830-3309
Principal	Maureen Riley
Email Address	mriley@tusd.net
School Website	https://freiler.tracy.k12.ca.us
Grade Span	K-8
County-District-School (CDS) Code	39-75499-6118699

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

My name is Maureen Riley, and I am proud to be the new Principal of Art Freiler School. I have always had a passion for teaching and educating students at all levels. I have served in the Tracy Unified School District as a teacher for 8 years and Assistant Principal for 4 years. I am excited to be a part of the Freiler Family and I look forward to serving Freiler students, families, and staff.

At Art Freiler Elementary, our mission is simple but profound: to educate and inspire students to build successful futures. Every

2024-25 School Description and Mission Statement

day, we strive to provide an environment where learning is exciting, character is developed, and dreams are nurtured. Our school's vision is centered around the idea of "Chasing Dreams and Building Futures." Just as stars light up the night sky, we aim to illuminate the path for each student, helping them reach their fullest potential. By focusing on academic excellence, personal growth, and the joy of discovery, we create a space where dreams are not only encouraged but realized. We are committed to fostering a positive and supportive atmosphere where every child feels valued and empowered. Together, with our dedicated staff, supportive families, and enthusiastic students, we are building a foundation for success and ensuring that every student has the tools they need to shine brightly. Thank you for being a part of the Art Freiler community. Let's continue to reach for the stars and make this a fantastic year full of growth and achievement!

Maureen Riley
Principal, Art Freiler Elementary

School Mission Statement
Educating Students. Developing Character. Building Futures.

School Vision Statement
The Freiler Family Achieves Goals and Chases Dreams!

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 culturally 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	89
Grade 1	68
Grade 2	74
Grade 3	64
Grade 4	66
Grade 5	68
Grade 6	111
Grade 7	107
Grade 8	119
Total Enrollment	766

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	49.9
Non-Binary	0.1
American Indian or Alaska Native	0.4
Asian	23.4
Black or African American	6
Filipino	4.8
Hispanic or Latino	41.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	6.4
White	16.4
English Learners	28.5
Foster Youth	0.4
Homeless	4.7
Socioeconomically Disadvantaged	74.2
Students with Disabilities	15

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)	34.20	95.96	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)	0.50	1.43	27.00	3.90	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	2.55	29.40	4.25	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	57.10	8.22	18854.30	6.86
Total Teaching Positions	35.60	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)	32.60	92.61	548.80	80.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	1.96	44.20	6.46	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.84	33.60	4.91	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	1.70	27.10	3.96	11953.10	4.28
Unknown/Incomplete/NA	0.30	0.85	31.30	4.58	15831.90	5.67
Total Teaching Positions	35.20	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)	29.80	87.65	563.30	81.85	231142.40	100.00
Intern Credential Holders Properly Assigned	1.10	3.32	44.90	6.53	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.20	6.47	36.50	5.31	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.59	19.20	2.79	11746.90	4.23
Unknown/Incomplete/NA	0.60	1.94	24.20	3.52	14303.80	5.15
Total Teaching Positions	34.00	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	0.00	1.00	1
Misassignments	0.50	0.00	1.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.50	1.00	2.2

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	0.90	0.60	0.2
Total Out-of-Field Teachers	0.90	0.60	0.2

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)	2.10	0	4.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.70	0	0

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 (TK-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 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).

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		
	StudySync (6-8) 2017		
	StudySync, McGraw Hill (6-8) 2017		
Mathematics	My Math, McGraw-Hill (K-5) 2014	Yes	0%
	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		

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%
Foreign Language		Yes	0%
Health		Yes	0%

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

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 Art Freiler 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 40 classrooms, a multipurpose room, library, administration building, science lab, and kitchen. The main campus was built in 2001. Additions were constructed in 2005 (two relocatable classrooms), 2006 (two relocatable classrooms) and in the 2008-09 school year (three relocatable classrooms). In 2023 additional portable classroom was added and in 2024 another portable classroom is in the process of being added.

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. The 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

7/30/2024

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		New flooring needed. Adjust door closure/lock. Change rusted access plate. Work order submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Nurse & staff restroom floor needs replacing. Chipped floor. Work order submitted.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

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)	42	41	41	40	46	47
Mathematics (grades 3-8 and 11)	35	35	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	548	536	97.81	2.19	41.42
Female	270	265	98.15	1.85	42.64
Male	277	270	97.47	2.53	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	123	122	99.19	0.81	46.72
Black or African American	22	21	95.45	4.55	23.81
Filipino	31	31	100.00	0.00	67.74
Hispanic or Latino	237	229	96.62	3.38	35.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	31	100.00	0.00	32.26

White	98	96	97.96	2.04	46.88
English Learners	138	132	95.65	4.35	17.42
Foster Youth	--	--	--	--	--
Homeless	21	18	85.71	14.29	16.67
Military	33	33	100.00	0.00	51.52
Socioeconomically Disadvantaged	410	400	97.56	2.44	38.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	87	98.86	1.14	4.60

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	548	541	98.72	1.28	34.75
Female	270	267	98.89	1.11	30.34
Male	277	273	98.56	1.44	39.19
American Indian or Alaska Native	--	--	--	--	--
Asian	123	122	99.19	0.81	40.98
Black or African American	22	21	95.45	4.55	14.29
Filipino	31	31	100.00	0.00	67.74
Hispanic or Latino	237	233	98.31	1.69	27.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	31	100.00	0.00	38.71
White	98	97	98.98	1.02	39.18
English Learners	138	137	99.28	0.72	16.79
Foster Youth	--	--	--	--	--
Homeless	21	19	90.48	9.52	21.05
Military	33	33	100.00	0.00	33.33

Socioeconomically Disadvantaged	410	403	98.29	1.71	31.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	87	98.86	1.14	10.34

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)	20.20	32.24	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	186	185	99.46	0.54	31.89
Female	89	89	100.00	0.00	31.46
Male	97	96	98.97	1.03	32.29
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	35.90
Black or African American	11	11	100.00	0.00	9.09
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	79	79	100.00	0.00	26.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	30.77
White	29	28	96.55	3.45	46.43
English Learners	34	34	100.00	0.00	5.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	47.06
Socioeconomically Disadvantaged	140	139	99.29	0.71	27.34
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.

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	98.9%	98.9%	96.7%	98.9%	98.9%
Grade 7	99%	94.8%	95.8%	94.8%	97.9%
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

The Freiler Staff and Parent Association (FSPA) organizes events for our community to be involved with as well as school wide fundraisers. The highlight of these fundraising campaigns are the annual Fun Run where students solicit sponsors and run to raise funds for classroom supplies and materials, and our Halloween Trunk or Treat. In addition to these fundraisers, FSPA also holds several fundraisers at local restaurants in town throughout the school year and a Winter Paint Night.

In addition, the FSPA has assisted our campus in several events. These events include Back-to-School Night, sixth grade Science Camp, supporting and organizing funding for additional teacher materials, Halloween Parade, a Gingerbread Shoppe in winter, chess tournaments throughout the year, school dance supervision, and supervision for special events such as the eighth-grade award trip and academic swim party trip.

Classroom teachers reap the benefits of parent involvement in the classrooms on a daily basis with the large number of parents who are cleared to assist them. Our volunteers assist teachers with many tasks that all support student learning and educational programs. Parents are also represented on our School Site Council Committee, which meets on a monthly basis, and other committees, such as the District-level English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), and our Parent Café. We also host Coffee with the Counselor once per trimester as additional opportunity for parents to meet and interact with our staff that support social and emotional needs at our site. If you are interested in engaging more with the Freiler community, please contact the office at (209) 830-3309.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	835	816	160	19.6
Female	418	406	77	19.0
Male	416	409	83	20.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	187	186	10	5.4
Black or African American	50	50	21	42.0
Filipino	37	37	4	10.8
Hispanic or Latino	365	350	94	26.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	54	53	9	17.0
White	133	132	20	15.2
English Learners	244	238	40	16.8
Foster Youth	--	--	--	--
Homeless	46	44	13	29.5
Socioeconomically Disadvantaged	620	612	133	21.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	141	140	48	34.3

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
6.39	9	9.58	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
0.24	0.49	0.36	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	9.58	0.36
Female	6.70	0.72
Male	12.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.35	0.00
Black or African American	26.00	2.00
Filipino	2.70	0.00
Hispanic or Latino	10.14	0.27
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.26	1.85
White	9.77	0.00
English Learners	7.38	0.00
Foster Youth	0.00	0.00
Homeless	8.70	0.00
Socioeconomically Disadvantaged	10.81	0.48
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.77	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

All Freiler School staff members work collaboratively to provide a safe and motivating environment where all students succeed academically and socially. Safety is our priority. Our district has worked collaboratively with California Safe Schools to create an overall safety plan that is updated and reviewed with both staff and School Site Council members. Staff members supervise

2024-25 School Safety Plan

students at all times. School supervision employees carry walkie-talkies and wear safety vests, and our school safety plan is aligned with district requirements and reviewed regularly at staff meetings and by holding monthly drills.

Our school safety plan is updated annually in February. It lists the methods of how we intend to meet our school safety goals. Our goals are: 1. Provide and maintain a safe school environment. 2. Maintain teacher awareness of safety issues they need to be alerted to and maintained. 3. Provide curriculum activities to promote safe behavior; 4. Involve our parent and school community by keeping them informed as participants in forming safe school policies; and 5. Giving our students the tools to personally maintain and promote safe behavior. For each of the methods, we have implemented strategies to meet these goals, and we also have listed several outcomes and activities to bring these goals to fruition.

There is a list of all emergency phone numbers located in each classroom, in the main office emergency/safety binder and in our emergency classroom buckets. All fire-evacuation routes are posted in each classroom, and staff and students participate in monthly safety drills.

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2023. All staff members also complete ongoing Safe School training throughout the year.

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	20	4		
1	21	1	2	
2	33		2	1
3	22		3	
4	34		4	1
5	37		4	1
6	24	7	20	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	20	4		
2	27	1	1	1
3	24		3	
4	28	2	2	1
5	29		6	
6	23	8	17	2

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	22	1	2	
1	23		3	
2	33		2	1
3	21		3	
4	30	1	2	1
5	25	1	4	
6	22	9	18	2
Other	24		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	766

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

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	\$7,302	\$737	\$6,564	\$86,103
District	N/A	N/A	\$2,368	\$90,817
Percent Difference - School Site and District	N/A	N/A	94.0	-5.3
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-48.5	-12.7

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

The district strategic goals and Local Educational Agency (LEA) plan include goals that focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap. Common Core State Standards (CCSS) are driving the need for staff development. The CCSS include adoption of curriculum and staff training. In previous years, Freiler has focused professional development on Rigorous Curriculum Design (RCD) for both English Language Arts (ELA) and math school wide. Teachers at Freiler have evaluated student progress on the California Assessment of Student Progress and Performance (CAASPP) and sought to connect measurable learning outcomes in the CAASPP to current units of study. Teachers in grades TK-5 have also engaged in professional learning to integrate science and STEM concepts into English Language Arts. Students complete engineering design challenges throughout the year, writing about their thoughts, ideas, and observations as they learn about how the laws of nature and the world around them works.

Student engagement has also been a focus of Freiler's professional development. A total of 26 teachers have attended the Kagan Cooperative Learning Structures workshop. These learning structures are designed to provide students opportunities to discuss content in productive and meaningful ways.

Our middle school teachers have focused on student organization of time, thoughts, and materials through the use of AVID instructional and organization strategies. During the summer 2023 eight teachers and administrators participated in the AVID DigitalXP conference.

In the fall of 2023 eight teachers and one administrator attended the Professional Learning Communities at Work conference. The teaching staff at Art Freiler School has a renewed focus on Professional Learning Communities for this school year.

The final professional development focus for Freiler has been English Language Development (ELD) strategies. Middle school teachers attended a summer workshop on ELD strategies and have worked diligently to incorporate these strategies into their practice. Throughout the course of the year, teachers from all grade levels have developed lessons and shared successes while working with Tracy Unified's English Language Learner Coordinator.

A collective focus on curriculum de-sign, learner engagement, and English Language Development is expected to improve learning outcomes for all students. By continuing to use measurable results of student learning, Freiler staff can evaluate the effectiveness of these professional development trainings.

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,

Professional Development

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