

North 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 | North School |
| Street | 2875 Holly Drive |
| City, State, Zip | Tracy, CA 95376 |
| Phone Number | (209) 830-3350 |
| Principal | Susan Hawkins |
| Email Address | shawkins@tusd.net |
| School Website | https://www.tracy.k12.ca.us/sites/nes |
| Grade Span | K-8 |
| County-District-School (CDS) Code | 39-75499-6042865 |

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 NORTH SCHOOL, Home of the Lions!!! Like the Lion, at North School, we embody strength, resilience, courage and pride. We are leaders committed to our community, fostering a culture of collaboration where students share knowledge, experiences, and responsibility. Together we strive to build connected and positive experiences for everyone.

North is a place where students are listened to, families are welcomed, and diverse cultures are celebrated. At North we stand

2024-25 School Description and Mission Statement

by our motto of, "BE YOU." Our dedicated staff members are focused on creating a positive and motivating environment where students are encouraged to be: eager to learn, grow, thrive and prepare for college, career and beyond.

As North's Principal, along with Mrs. Munoz, North's Assistant Principal, and the dedicated North School staff, we are honored to serve our phenomenal and dedicated community. We deeply value the relationships we have built and recognize the importance of continuing and strengthening these connections.

Throughout the 2024-2025 school year, we will invite families to participate in workshops, celebrations and other exciting activities. We look forward to providing everyone with the support and commitment they deserve.

WELCOME TO THE 24/25 SCHOOL YEAR AT NORTH SCHOOL

HOME OF THE LIONS....HEAR US ROARRRRR!!!!

Mrs. Susan Hawkins, Principal

School Mission Statement

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

School Vision Statement

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

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 71 |
| Grade 1 | 58 |
| Grade 2 | 69 |
| Grade 3 | 60 |
| Grade 4 | 60 |
| Grade 5 | 78 |
| Grade 6 | 116 |
| Grade 7 | 104 |
| Grade 8 | 115 |
| Total Enrollment | 731 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.6 |
| Male | 48.3 |
| Non-Binary | 0.1 |
| American Indian or Alaska Native | 0.1 |
| Asian | 10.4 |
| Black or African American | 4.4 |
| Filipino | 2.5 |
| Hispanic or Latino | 73.2 |
| Native Hawaiian or Pacific Islander | 1.4 |
| Two or More Races | 3.1 |
| White | 4.9 |
| English Learners | 50.6 |
| Foster Youth | 0.8 |
| Homeless | 6.8 |
| Migrant | 0.4 |
| Socioeconomically Disadvantaged | 89.9 |
| Students with Disabilities | 17.5 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 28.90 | 88.82 | 549.40 | 79.15 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 3.00 | 9.21 | 31.00 | 4.48 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 27.00 | 3.90 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.60 | 1.93 | 29.40 | 4.25 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 57.10 | 8.22 | 18854.30 | 6.86 |
| Total Teaching Positions | 32.50 | 100.00 | 694.20 | 100.00 | 274759.10 | 100.00 |

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 25.20 | 76.45 | 548.80 | 80.10 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 3.80 | 11.64 | 44.20 | 6.46 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 3.03 | 33.60 | 4.91 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.10 | 0.33 | 27.10 | 3.96 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 2.80 | 8.55 | 31.30 | 4.58 | 15831.90 | 5.67 |
| Total Teaching Positions | 32.90 | 100.00 | 685.10 | 100.00 | 279044.80 | 100.00 |

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) | 23.80 | 66.50 | 563.30 | 81.85 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 5.50 | 15.40 | 44.90 | 6.53 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3.90 | 11.15 | 36.50 | 5.31 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.00 | 2.79 | 19.20 | 2.79 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 1.40 | 4.14 | 24.20 | 3.52 | 14303.80 | 5.15 |
| Total Teaching Positions | 35.70 | 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 | 0.00 | 3 |
| Misassignments | 0.00 | 1.00 | 0.9 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 1.00 | 3.9 |

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 | 0.60 | 0.10 | 1 |
| Total Out-of-Field Teachers | 0.60 | 0.10 | 1 |

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 | 0.8 | 6.6 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 6.30 | 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 (K-2, 3-5, 6-8 and 9-12). They receive ongoing training in standards related to that content area before an adoption cycle begins. After extensive review and piloting, the textbook-selection committee members vote to recommend one text to the district's Curriculum Council. The council, which consists of members from each school site and includes some site administrators, reviews the recommendation and then recommends instructional materials (IM) to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2022. The district chose its most recently adopted textbooks (K-5 history/social sciences) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). Tracy Unified School District (TUSD) is in the process of evaluating and selecting instructional materials for science in grades K-12.

Year and month in which the data were collected

11/14/2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| Reading/Language Arts | Wonders (TK-5) 2017 Bilingual: Maravillas, McGraw-Hill (K-5) 2017 StudySync (6-8) 2017 StudySync, McGraw Hill (6-8) 2017 | Yes | 0% |
| Mathematics | My Math, McGraw-Hill (K-5) 2014 Bilingual: Mis Matemáticas, McGraw-Hill (K-5) 2014 Digits, Pearson 2015 Bridge to Algebra, Carnegie Learning 2014 Algebra 1, Houghton Mifflin 2015 Geometry, Houghton Mifflin 2015 Algebra 2, Houghton Mifflin 2015 | Yes | 0% |
| Science | Science Dimensions, Houghton Mifflin (K-5) 2020 Science; Amplify (6-8) 2018 | Yes | 0% |
| History-Social Science | myWorld Interactive (K-5) 2019 Bilingual: miMundo Interactivo, Pearson (K-5) 2019 World History: Ancient Civilizations 2019 World History: Medieval and Modern Times 2019 World History: American Stories 2019 | Yes | 0% |

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

Below is more specific information on the condition of North School for the 2023-24 school year and the efforts made to ensure students are provided with a clean, safe and functional learning environment.

Age of School/Buildings

This school has 35 classrooms hosted in multiple buildings, a multipurpose room, library, administration building, kitchen, teacher work rooms, storage buildings, a North Preschool building (separate from the main campus) and a First Five Preschool building. Additionally, the main campus was recently modernized with construction completed in the fall of 2021.

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

Maintenance and Repair

District maintenance staff ensures all repairs necessary to keep the school in good condition. When a workorder is placed, facilities are quick to respond, repairs are completed in a timely manner. An online work-order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Last year, North School completed the adding of solar panels and the smoothing of the blacktop. This year, we plan to pour concrete or blacktop materials under newly built solar panels that are currently over a grassy area.

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

Modernization Projects

North School completed its modernization project in 2020-21. A Grand Opening was held for the public to visit and see the site. It was a great celebration. At this time, there are no additional modernization projects, however, buildings continue to be kept in good condition.

Year and month of the most recent FIT report

7/10/2024

| 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 | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | X | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| 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) | 23 | 21 | 41 | 40 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 12 | 11 | 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 | 546 | 522 | 95.60 | 4.40 | 21.31 |
| Female | 273 | 262 | 95.97 | 4.03 | 22.22 |
| Male | 272 | 259 | 95.22 | 4.78 | 20.08 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 41 | 40 | 97.56 | 2.44 | 10.00 |
| Black or African American | 25 | 25 | 100.00 | 0.00 | 28.00 |
| Filipino | 13 | 13 | 100.00 | 0.00 | 23.08 |
| Hispanic or Latino | 412 | 396 | 96.12 | 3.88 | 21.21 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 13 | 13 | 100.00 | 0.00 | 15.38 |

| | | | | | |
|--|-----|-----|--------|-------|-------|
| White | 33 | 28 | 84.85 | 15.15 | 33.33 |
| English Learners | 237 | 223 | 94.09 | 5.91 | 3.60 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 43 | 41 | 95.35 | 4.65 | 9.76 |
| Military | 17 | 17 | 100.00 | 0.00 | 35.29 |
| Socioeconomically Disadvantaged | 498 | 481 | 96.59 | 3.41 | 20.42 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 102 | 100 | 98.04 | 1.96 | 6.00 |

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 | 537 | 97.99 | 2.01 | 11.17 |
| Female | 274 | 267 | 97.45 | 2.55 | 7.87 |
| Male | 273 | 269 | 98.53 | 1.47 | 14.50 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 42 | 42 | 100.00 | 0.00 | 11.90 |
| Black or African American | 25 | 25 | 100.00 | 0.00 | 16.00 |
| Filipino | 13 | 13 | 100.00 | 0.00 | 30.77 |
| Hispanic or Latino | 413 | 406 | 98.31 | 1.69 | 9.11 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 13 | 13 | 100.00 | 0.00 | 15.38 |
| White | 33 | 31 | 93.94 | 6.06 | 19.35 |
| English Learners | 238 | 237 | 99.58 | 0.42 | 2.95 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 43 | 42 | 97.67 | 2.33 | 2.38 |
| Military | 17 | 17 | 100.00 | 0.00 | 0.00 |

| | | | | | |
|--|-----|-----|-------|------|-------|
| Socioeconomically Disadvantaged | 500 | 492 | 98.40 | 1.60 | 10.16 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 103 | 101 | 98.06 | 1.94 | 0.99 |

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) | 12.63 | 12.50 | 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 | 199 | 193 | 96.98 | 3.02 | 12.44 |
| Female | 106 | 103 | 97.17 | 2.83 | 8.74 |
| Male | 92 | 89 | 96.74 | 3.26 | 16.85 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 18 | 18 | 100.00 | 0.00 | 16.67 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 151 | 148 | 98.01 | 1.99 | 8.78 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 78 | 77 | 98.72 | 1.28 | 1.30 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 17 | 16 | 94.12 | 5.88 | 6.25 |
| Military | 12 | 12 | 100.00 | 0.00 | 8.33 |
| Socioeconomically Disadvantaged | 184 | 179 | 97.28 | 2.72 | 12.29 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 29 | 28 | 96.55 | 3.45 | 3.57 |

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 | 95.6% | 97.8% | 98.5% | 96.4% | 99.3% |
| Grade 7 | 94.8% | 97.9% | 95.9% | 95.9% | 95.9% |
| 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

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

Parent volunteers and active community members are an important and celebrated part of North School. We appreciate families who volunteer for activities, mentor students and act as role models to those they work with. Volunteers are encouraged to donate time to classrooms and small student groups.

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

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 814 | 791 | 215 | 27.2 |
| Female | 410 | 397 | 100 | 25.2 |
| Male | 403 | 393 | 115 | 29.3 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 84 | 82 | 26 | 31.7 |
| Black or African American | 46 | 38 | 19 | 50.0 |
| Filipino | 22 | 20 | 3 | 15.0 |
| Hispanic or Latino | 579 | 572 | 145 | 25.3 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 25 | 25 | 9 | 36.0 |
| White | 46 | 42 | 6 | 14.3 |
| English Learners | 414 | 412 | 101 | 24.5 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 63 | 62 | 22 | 35.5 |
| Socioeconomically Disadvantaged | 734 | 720 | 191 | 26.5 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 156 | 152 | 52 | 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 |
| 10.92 | 12.36 | 10.81 | 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 |
| 0.6 | 0.11 | 0.12 | 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 | 10.81 | 0.12 |
| Female | 5.12 | 0.24 |
| Male | 16.63 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 9.52 | 0.00 |
| Black or African American | 21.74 | 0.00 |
| Filipino | 4.55 | 0.00 |
| Hispanic or Latino | 10.02 | 0.17 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 20.00 | 0.00 |
| White | 10.87 | 0.00 |
| English Learners | 10.39 | 0.24 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 9.52 | 0.00 |
| Socioeconomically Disadvantaged | 11.17 | 0.14 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 15.38 | 0.64 |

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

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

2024-25 School Safety Plan

celebrate student successes.

Each school year, parents and staff review and revise North's School Safety Plan during School Site Council meetings. North School safety plans are designed to meet the challenges of today's complex society. The district works with our site, to walk the campus, review safety needs and ensure the safety plan for North and all district schools are updated districtwide.

The school safety plan was last reviewed, updated and discussed with the school faculty in August 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 | 20 | 1 | 2 | |
| 1 | 31 | | 2 | |
| 2 | 19 | 3 | | |
| 3 | 22 | | 3 | |
| 4 | 30 | | 4 | 2 |
| 5 | 28 | 1 | 4 | |
| 6 | 16 | 28 | 16 | 2 |

2022-23 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 19 | 5 | | |
| 1 | 25 | | 3 | |
| 2 | 19 | 3 | | |
| 3 | 31 | | 2 | |
| 4 | 28 | | 4 | 2 |
| 5 | 31 | | 4 | 2 |
| 6 | 24 | 9 | 19 | 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 | 19 | 2 | | |
| 1 | 19 | 3 | | |
| 2 | 23 | | 3 | |
| 3 | 20 | 3 | | |
| 4 | 30 | | 4 | |
| 5 | 32 | | 3 | 3 |
| 6 | 25 | 8 | 18 | 2 |

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 | 365.5 |

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) | 2 |
| Library Media Teacher (Librarian) | 0.5 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1.3 |

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 | \$7,251 | \$1,107 | \$6,144 | \$80,876 |
| District | N/A | N/A | \$2,368 | \$90,817 |
| Percent Difference - School Site and District | N/A | N/A | 88.7 | -11.6 |
| State | N/A | N/A | \$10,771 | \$97,756 |
| Percent Difference - School Site and State | N/A | N/A | -54.7 | -18.9 |

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. At North School we offer a TK program, a SPED TK program, Preschool AUT and Middle School SDC. 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 2024-2025 school year will provide professional development (PD) for STEM, AVID, Professional Learning Communities (PLCs), intervention, reading recovery, reading intervention and English language development (ELD).

LEA

Tracy Unified School District requires new teachers to Tracy Unified to participate in the Tracy Teacher Induction Program (TTIP). This professional learning involves six full days of pre-service and three follow-up days during the year. At this time, teachers are introduced to the district departments, their site administrators, and receive professional learning that highlights the California Standards for the Teaching Profession. Teachers experience strategies that support classroom management, curriculum supports, and universal lesson design components. Throughout the year in TTIP, teachers are also able to contact Curriculum Specialists for just-in-time support.

New teachers who come to Tracy Unified with their Preliminary credentials qualify for the California Commission on Teaching Credentialing accredited Teacher Induction Program with Tracy Unified. This program supports new teachers in growing through the California Standards for the Teaching Profession (CSTPs) and clearing their preliminary credentials. During this process an Induction mentor will be assigned to the new teacher to facilitate their learning through the Individualized Learning Plan and growth in the CSTPs.

The district offers professional-development opportunities for all staff members throughout the school year. Four full days are provided before the school year starts. Every Monday, students are released early from school to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time.

The district office is helping to fund professional development for our teachers and administration, both through sending teachers to Professional Learning Community (PLC) conferences, STEM conferences, and through work with the The Center for Model Schools. The work with The Center for Model Schools focuses on building Powerful PLCs, Relationships, understanding rubrics, reviewing data, and enhancing learning.

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 |