

Louis A. Bohn Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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/ .

2025-26 School Contact Information

School Name	Louis A. Bohn Elementary School
Street	350 E. Mount Diablo Avenue
City, State, Zip	Tracy, CA 95376
Phone Number	(209) 830-3300
Principal	Jacqui Nott
Email Address	jnott@tusd.net
School Website	https://bohn.tracy.k12.ca.us/
Grade Span	K-5
County-District-School (CDS) Code	39-75499-6110530

2025-26 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

2025-26 School Description and Mission Statement

Principal's Message

Dear Bohn Families and Community,

Welcome to Louis A. Bohn Elementary School. Our school was dedicated to Dr. Louis Bohn, a Tracy Unified administrator and World War II Naval veteran, on October 18, 1992.

When the driving force behind decision-making is what is best for students, then anything is possible. At Bohn Elementary, we

2025-26 School Description and Mission Statement

foster a community of trust along with the desire to make learning impactful and fun. If students feel safe to learn at school and engage through quality instruction, then the learning will never stop. The staff at Bohn Elementary works hard to continue the legacy of success established by building strong relationships with students, parents, colleagues, and community partners. We focus on STEM, character education initiatives, social emotional learning, California State Standards, the use of data to drive instruction, and providing consistent implementation of the curriculum in a rigorous manner so that we can continue to increase student achievement for all.

Teachers and support staff provide these essential elements for learning:

- High academic expectations
- A safe learning environment
- Strong literacy programs
- Opportunities for participatory projects and discussion
- Timely, ongoing interventions for all learners
- Instruction in the use of current technological tools
- Engineering design challenges through our Pre-K-12 STEM Grant
- A strong partnership between home and school
- Role models for good citizenship and guidance

In such a nurturing and dynamic setting, each student will be prepared for the future.

We invite you to learn more about our school by visiting our website, <http://bohn.tracy.k12.ca.us/or> by visiting our Facebook page at www.facebook.com/LouisABohnElementarySchool. My door is always open, so please feel free to stop by.

Sincerely,
Jacqui Nott, Principal

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	59
Grade 2	58
Grade 3	61
Grade 4	65
Grade 5	72
Total Enrollment	397

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	0.5
Asian	11.1
Black or African American	8.8
Filipino	5.3
Hispanic or Latino	57.2
Native Hawaiian or Pacific Islander	1.5
Two or More Races	5.3
White	10.3
English Learners	23.7
Foster Youth	0.8
Homeless	4.8
Socioeconomically Disadvantaged	82.9
Students with Disabilities	18.9

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.

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)	11.5	69.7	548.8	80.1	234405.2	84
Intern Credential Holders Properly Assigned	1	6.06	44.2	6.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	6.06	33.6	4.91	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	27.1	3.96	11953.1	4.28
Unknown/Incomplete/NA	3	18.18	31.3	4.58	15831.9	5.67
Total Teaching Positions	16.5	100	685.1	100	279044.8	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.

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)	9.8	62.1	563.3	81.85	231142.4	83.24
Intern Credential Holders Properly Assigned	2	12.63	44.9	6.53	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	12.63	36.5	5.31	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	19.2	2.79	11746.9	4.23
Unknown/Incomplete/NA	2	12.63	24.2	3.52	14303.8	5.15
Total Teaching Positions	15.8	100	688.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	10.1	59.21	561.4	78.45	230039.4	100
Intern Credential Holders Properly Assigned	3	17.48	45.4	6.35	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	11.66	54	7.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	24.3	3.4	12112.8	4.34
Unknown/Incomplete/NA	2	11.66	30.3	4.24	13705.8	4.91
Total Teaching Positions	17.1	100	715.6	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	2
Misassignments	1.00	2	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	2	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.8	11.7	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders (TK-5) Bilingual: Maravillas, McGraw-Hill (K-5)	0%
Mathematics	My Math, McGraw-Hill (K-5) Bilingual: Mis Matemáticas, McGraw-Hill (K-5)	0%
Science	Science Dimensions, Houghton Mifflin (K-5)	0%
History-Social Science	myWorld Interactive (K-5) Bilingual: miMundo Interactivo, Pearson (K-5)	0%

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

School Facility Conditions and Planned Improvements

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 Louis A. Bohn Elementary School for the 2025-2026 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

School Facility Conditions and Planned Improvements

Age of School/Buildings

This school has 27 classrooms, a multipurpose room, library, administration building, and kitchen. The main campus was built in 1991 and opened to students in 1992. Additions were constructed in the 1998-99 school year (two classrooms added for Class Size Reduction), the 2005-06 school year (two portable classrooms) and two replacement portables built 2018-19 (due to fire). Upgrades were made in 2016 (fire/intrusion alarms system, exterior paint). Two more portable classrooms along with attached student and staff bathrooms were added to the Bohn campus in 2023 and 2024. Two more portables are being installed in 2025.

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.

Solar Panels

During the summer of 2021, solar panels were installed in the parking lot of Bohn Elementary School. The solar panels will give shade during the hot days and protection from the rain. The solar panels will also mean lower utility bills for the school site.

Year and month of the most recent FIT report

7/22/2024

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		Stained ceiling tiles. Work order submitted.
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	32	32	40	42	47	48
Mathematics (grades 3-8 and 11)	31	29	26	29	35	37

2024-25 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	198	195	98.48	1.52	32.31
Female	93	92	98.92	1.08	38.04
Male	105	103	98.10	1.90	27.18
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100.00	0.00	42.11
Black or African American	17	17	100.00	0.00	23.53
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	114	111	97.37	2.63	27.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	41.67
English Learners	44	42	95.45	4.55	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	27	27	100.00	0.00	29.63
Socioeconomically Disadvantaged	172	169	98.26	1.74	28.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	11.11

2024-25 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	198	195	98.48	1.52	28.72
Female	93	92	98.92	1.08	30.43
Male	105	103	98.10	1.90	27.18
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100.00	0.00	42.11
Black or African American	17	17	100.00	0.00	23.53
Filipino	13	13	100.00	0.00	38.46
Hispanic or Latino	114	112	98.25	1.75	24.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	41.67
English Learners	44	43	97.73	2.27	11.63
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	27	27	100.00	0.00	25.93
Socioeconomically Disadvantaged	172	169	98.26	1.74	27.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	28.89

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	26.92	18.06	25.82	26.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	72	100.00	0.00	18.06
Female	37	37	100.00	0.00	18.92
Male	35	35	100.00	0.00	17.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	7.69
Socioeconomically Disadvantaged	60	60	100.00	0.00	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

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	96.1%	100%	98.7%	100%	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.

2025-26 Opportunities for Parental Involvement

At Louis A. Bohn Elementary School, all our parents and families are invited to become actively involved on our campus. Throughout the year, there are numerous opportunities for parents to get involved. We have a very active Parent Teacher Organization (PTO) that sponsors multiple events to allow parents to be part of the Bohn Shark community. Parental involvement is essential in ensuring our students are successful.

Our School Site Council (SSC) and English Learner Advisory Committee (ELAC) meet regularly throughout the year to work together to develop and monitor our school's Single Plan for Student Achievement (SPSA) to drive academic instructional programs and all related categorical resource expenditures for our school to meet the needs of EACH of our students. During these meetings, we continuously discuss and monitor our school plan, safety, and needs of our English language learners. We host Parent Café events throughout the school year with our parent liaison and teacher librarian bringing various workshops and community resources to our families.

Parents who are interested in volunteering in the classroom are encouraged to do so (they must complete an application, be fingerprinted and approved by human resources in accordance with district regulations). Applications are available in the Louis Bohn office.

Both the school and the PTO provide information in Shark Tales, our bi-monthly newsletters, informing parents of all upcoming events and activities. Other forms of communication include the use of Parent Square (a messaging system connected to Aeries), postings on the Louis Bohn website, postings on the school Facebook page, weekly reminders on our school marquee, and individual teacher newsletters and email communications.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	434	420	103	24.5
Female	215	205	47	22.9
Male	219	215	56	26.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	48	4	8.3
Black or African American	36	35	8	22.9
Filipino	23	22	2	9.1
Hispanic or Latino	245	237	67	28.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	22	8	36.4
White	48	47	12	25.5
English Learners	105	98	13	13.3
Foster Youth	--	--	--	--
Homeless	27	25	12	48.0
Socioeconomically Disadvantaged	367	355	94	26.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	95	93	31	33.3

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.28	6.48	5.99	8.1	7.88	7.3	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.36	0.42	0.33	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.99	0.00
Female	2.79	0.00
Male	9.13	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.00	0.00
Black or African American	11.11	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.12	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.35	0.00
White	6.25	0.00
English Learners	6.67	0.00
Foster Youth	0.00	0.00
Homeless	7.41	0.00
Socioeconomically Disadvantaged	6.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.42	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.

2025-26 School Safety Plan

The Louis Bohn Elementary School Safety Plan is reviewed each year during one or more staff meetings. Based on the Tracy Unified School District's Emergency Response plan, the staff has been provided a multicolored flip-chart format with tabs, which easily identify the appropriate area for a variety of emergency situations.

Training for staff and students regarding emergency procedures occurs throughout the year in the form of emergency drills for fire, earthquake, lockdown, and shelter-in-place situations. In addition, classified and certificated staff members receive training on emergency and general safety procedures through Keenan Safe Schools online training. These trainings cover a variety of topics and hazards, which employees may encounter on the job site. The training plan and the TUSD emergency response plans were developed in collaboration with community agencies, including local police and law-enforcement officials.

We also offer yearly training to all staff on the use of Epi-Pens, diabetes/glucose monitoring, seizures, asthma, fractures and first aid.

The new school safety plan was last reviewed, updated and discussed with the school faculty in August & September 2025 and will be continued to be reviewed throughout the year to ensure our students' safety as our top priority.

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.

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	25	0	2	0
1	28	0	2	0
2	25	0	2	0
3	19	3	0	0
4	24	0	2	0
5	32	0	2	1
6	0	0	0	0
Other	15	3	0	0

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	25	0	2	0
1	25	0	2	0
2	15	4	0	0
3	19	1	2	0
4	52	0	2	2
5	39	0	2	2
6	0	0	0	0
Other	12	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	1	2	
1	20	1	2	
2	15	4		
3	20	1	2	
4	46		2	2
5	53			2

2024-25 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

2024-25 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	1.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$9,845	\$2,721	\$7,123	\$93,191
District	N/A	N/A	\$2,368	\$95,360
Percent Difference - School Site and District	N/A	N/A	100.2	2.6
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-40.8	-4.8

Fiscal Year 2024-25 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 TK-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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,197	\$62,783
Mid-Range Teacher Salary	\$91,673	\$97,783
Highest Teacher Salary	\$120,529	\$128,020
Average Principal Salary (Elementary)	\$153,120	\$160,224
Average Principal Salary (Middle)	\$172,445	\$166,992
Average Principal Salary (High)	\$186,999	\$180,971
Superintendent Salary	\$277,056	\$313,465
Percent of Budget for Teacher Salaries	30.85%	30.05%
Percent of Budget for Administrative Salaries	5.1%	5%

Professional Development

School

Pre-service days as well as our early release Mondays have allowed for ongoing staff development to assist with student success in the classroom. Training takes place in staff meetings where teachers share best practices and strategies and collectively engage in their Professional Learning Communities. Our weekly early release Mondays (ERMs) support our teachers' professional development as we systematically design coherent, standards aligned, and meaningful learning experiences for all our students. The Bohn staff is committed to using the Universal Design for Learning (UDL) guidelines and Professional Learning Communities to focus on meeting our students' needs while supporting instructional effectiveness. Together, we are building effective rigorous and relevant expectations to create and implement an effective learning environment that is engaging and aligned to learner needs. The teaching practices and strategies we use are designed purposefully to facilitate student-centered learning while focusing on integrating curriculum for active learning opportunities to occur.

Highlights we are focusing on this year include:

- Working regularly in our Professional Learning Communities to answer four critical questions to identify students for targeted interventions, assess their progress, and share key information with staff and stakeholders. Our four driving questions behind everything we do for our students include: What is it we expect our students to learn? How will we know when they have learned it? How will we respond when some students do not learn? And, how can we extend and enrich learning for students who have demonstrated proficiency?
- Meaning making and learning as the heart of our English language arts (ELA)/literacy and English language development (ELD) instruction. Researching, practicing and using high-leverage English language development strategies to meet the needs of our English learner (EL) students and extending all students literacy development.
- Engaging in STEM focused lesson studies to share ownership as we build coherent STEM instruction, bringing to life its vision of student learning across grade levels.
- Social-emotional support training and tool exploration for our site staff to support our students as they progress socially and emotionally, inside and outside of the classroom. Second Step Curriculum is used to help monitor student Social-Emotional Learning (SEL) and development.

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.

Professional Development

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, through sending teachers to UDL summits at San Joaquin County Office of Education.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4