Wanda Hirsch 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	Wanda Hirsch Elementary School
Street	1280 Dove Drive
City, State, Zip	Tracy, CA 95376
Phone Number	(209) 830-3312
Principal	Catey Nasello
Email Address	cnasello@tusd.net
School Website	https://hirsch.tracy.k12.ca.us/
Grade Span	P-5
County-District-School (CDS) Code	39-75499-6114490

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

Dear Hirsch Elementary Families,

It is with great excitement and heartfelt pride that I reintroduce myself as the principal of Wanda Hirsch Elementary School. Returning to this vibrant and resilient community feels like coming home.

This school year marks my 23rd year in education, and I am honored to once again lead the incredible students, staff, and families of Hirsch. Some of you may remember me from my time as principal here from 2019 to 2021. Those were years that brought unique challenges as we navigated the pandemic together. Since then, I pursued a dream and spent time in the

beautiful state of Montana, an experience I will always cherish. However, the strong pull of this exceptional school community has brought me back to this incredible school.

I am passionate about the Tracy Unified vision for our schools and look forward to the exciting years to come. I firmly believe that every child can develop skills for success. Throughout my career as a classroom teacher, instructional coach, and administrator, I have remained passionate about helping all students succeed and ensuring schools are places where children feel safe and have a strong sense of belonging. I believe deeply in the partnership between home and school.

At Hirsch, we will continue to build on our tradition of excellence, where students thrive academically, socially, and emotionally. Together, we help students develop the skills and confidence to shape their futures, the future of our community, and the future of our nation. I am committed to always exploring ways to meet the needs of all students and to effectively communicate with parents and community members. This is your child's school, but it is also your school. I invite you to stop by, send a message, or make an appointment to share your ideas, concerns, or hopes for the years ahead. I look forward to working together to make Hirsch Elementary a place where Patriot pride shines in everything we do.

With gratitude and excitement,

Ms. Catey Nasello, Principal
Wanda Hirsch Elementary School

Mission

Wanda Hirsch Elementary School's mission is to engage all students in research-based learning opportunities and provide them with the skills they need to succeed.

Vision

We are a school where education is high quality and students work together, show good character, and use problem-solving life skills for their success.

Values

Our team agrees to…

* Provide a safe and inclusive learning environment where all students thrive
* Cultivate a collaborative culture through the development of high performing teams involving colleagues, parents, and students
* Strive for all students to make measurable progress in literacy
* Support students in developing social skills and self-regulation
* Analyze relevant data and information to promote continuous improvement
* Help students realize their potential and achieve their goals

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	44
Grade 2	56
Grade 3	62
Grade 4	64
Grade 5	67
Total Enrollment	359

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
Asian	18.1
Black or African American	5.8
Filipino	4.2
Hispanic or Latino	44.6
Native Hawaiian or Pacific Islander	1.9
Two or More Races	7.2
White	18.1
English Learners	20.3
Foster Youth	0.3
Homeless	6.1
Socioeconomically Disadvantaged	64.9
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.

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)	17.8	94.68	548.8	80.1	234405.2	84
Intern Credential Holders Properly Assigned	1	5.32	44.2	6.46	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	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	0	0	31.3	4.58	15831.9	5.67
Total Teaching Positions	18.8	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)	19.1	100	563.3	81.85	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	44.9	6.53	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	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	0	0	24.2	3.52	14303.8	5.15
Total Teaching Positions	19.1	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)	18.6	81.73	561.4	78.45	230039.4	100
Intern Credential Holders Properly Assigned	1	4.38	45.4	6.35	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	8.76	54	7.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	0.7	24.3	3.4	12112.8	4.34
Unknown/Incomplete/NA	1	4.38	30.3	4.24	13705.8	4.91
Total Teaching Positions	22.8	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	0
Misassignments	0.00	0	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	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	0.1
Total Out-of-Field Teachers	0.00	0	0.1

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)	0	0	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	2.6

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

School Facility Conditions and Planned Improvements

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

Age of School/Buildings
This school has 32 classrooms, a multipurpose room, library, administration building, stage and kitchen. The main campus was built in 1997. Additions were constructed in the 1997-98 school year (two classrooms added for Class Size Reduction), 1998-99 (four classrooms added for Class Size Reduction), 2005-06 (two state relocatable classrooms) and 2016 (window systems, intrusion alarm system). Even though this campus has not seen a complete modernization, slight improvements have been made with classrooms receiving new finishes (i.e. paint and carpet). In addition, the campus has undergone the installation of solar arrays, which cover a large area of its existing onsite parking, and has added 4 parking spots for charging electric cars. In the 2024-2025 school year, 5 more classrooms have been added to house our growing preschool program.

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 have been erected in the parking lot. The school also received new carpet in the office, classrooms off the library, and portables 27, 27A and 29, as well as new laminate in the staffroom, office restrooms and adult restrooms off the library. Hirsch also received new flooring throughout the multipurpose room (MPR) and on the stage, including carpeting on the stage steps, and new flooring and wall painting in the student restrooms next to the MPR.

Year and month of the most recent FIT report	7/16/2025

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		Lights out. Work order submitted.
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)	40	29	40	42	47	48
Mathematics (grades 3-8 and 11)	35	28	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	205	204	99.51	0.49	29.41
Female	107	106	99.07	0.93	31.13
Male	98	98	100.00	0.00	27.55
American Indian or Alaska Native	0	0	0	0	0
Asian	36	36	100.00	0.00	25.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	98	97	98.98	1.02	26.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	50.00
White	39	39	100.00	0.00	35.90
English Learners	43	43	100.00	0.00	4.65
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	149	149	100.00	0.00	24.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	12.12

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	205	204	99.51	0.49	27.94
Female	107	106	99.07	0.93	19.81
Male	98	98	100.00	0.00	36.73
American Indian or Alaska Native	0	0	0	0	0
Asian	36	36	100.00	0.00	44.44
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	98	97	98.98	1.02	18.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	64.29
White	39	39	100.00	0.00	33.33
English Learners	43	43	100.00	0.00	13.95
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	149	149	100.00	0.00	22.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	21.21

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)	25	21.43	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	70	70	100.00	0.00	21.43
Female	39	39	100.00	0.00	25.64
Male	31	31	100.00	0.00	16.13
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	25.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00	0.00	25.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	13.33
English Learners	14	14	100.00	0.00	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	52	100.00	0.00	17.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	95.9%	98.6%	98.6%	98.6%	98.6%
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

Hirsch Elementary promotes a sense of community within the school by encouraging parent involvement in all areas of the school: classroom volunteering, the English Learner Advisory Committee (ELAC), School Site Council, District English Language Acquisition Committee (DELAC) and Hirsch Parent Teacher Organization (HPTO).

Parents have taken an active role in determining the school goals and identifying supportive programs and activities. The School Site Council at least four times a year to review school goals, programs and activities. The Hirsch Parent Teacher Organization volunteers and coordinates fundraising efforts to help support programs such as field trips, Accelerated Reader and assemblies.

The HPTO encourages families to attend family movie nights and family dances, which are fun and well attended. Formal parent conferences are held at the end of the first report period. A series of minimum days are scheduled in order to allow sufficient time for parents to meet with teachers.

Proud Patriot Assemblies, Fun Run, and Family STEM Night, are all examples of opportunities for parents to participate in school events.

Information is posted on our school website, on Facebook and on the marquee. Hirsch also uses ParentSquare for communication to families for important upcoming events.

Please call our school office at (209) 830-3312 or come in and speak with Mrs. Fulkerson, our school secretary, if you are interested in getting more information on how you can be an active participant in your child's education.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	411	396	78	19.7
Female	208	199	41	20.6
Male	203	197	37	18.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	74	71	13	18.3
Black or African American	27	24	6	25.0
Filipino	18	18	2	11.1
Hispanic or Latino	189	181	35	19.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	29	4	13.8
White	66	66	17	25.8
English Learners	89	85	9	10.6
Foster Youth	--	--	--	--
Homeless	33	31	7	22.6
Socioeconomically Disadvantaged	280	271	66	24.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	87	16	18.4

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
3.42	4.02	4.87	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	4.87	0.00
Female	0.96	0.00
Male	8.87	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.05	0.00
Black or African American	11.11	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.06	0.00
English Learners	2.25	0.00
Foster Youth	0.00	0.00
Homeless	6.06	0.00
Socioeconomically Disadvantaged	5.71	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.69	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

Student safety is a priority at Hirsch Elementary. Each year the school's safety plan is reviewed and updated. Staff and students participate in monthly fire drills. The school conducts earthquake drills each quarter. Each classroom is equipped with an emergency-response backpack and bucket containing items deemed necessary in the event of an emergency.

All visitors to the school must sign in at the office, and all staff members wear badges. Fencing and gates surround the school site for additional safety and security. There are many security cameras located throughout the school. A positive school climate and safety are of upmost importance. The district Elementary School Handbook and education code are followed. Inappropriate student conduct is not tolerated. Results from the school surveys indicate that staff, students and parents agree that Hirsch is safe and has a positive climate. Students demonstrating good character are acknowledged on a regular basis.

The school safety plan is reviewed, updated and discussed with the school faculty each year; it was last done in January 2025.

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	22	0	4	0
1	25	0	3	0
2	25	0	3	0
3	21	0	3	0
4	25	0	3	0
5	41	0	3	1
6	0	0	0	0
Other	0	0	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	22	0	2	0
1	22	0	3	0
2	23	0	3	0
3	23	0	3	0
4	22	3	6	0
5	23	3	6	0
6	0	0	0	0
Other	0	0	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	22		2	
1	22		2	
2	19	3		
3	21	1	2	
4	21	3	6	
5	22	3	6	

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)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	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	$9,003	$1,801	$7,202	$88,554
District	N/A	N/A	$2,368	$95,360
Percent Difference - School Site and District	N/A	N/A	101.0	-2.5
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-39.7	-9.9

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 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 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/cs/.

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
Tracy Unified School District (TUSD) requires new teachers to participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow-up during the year. At this time, teachers are introduced to the district and their site and receive training on classroom management, content organization and lesson design.

All activities are based on the California Standards for the Teaching Profession (CSTP). Throughout the year in TTIP, teachers are additionally supported in the classroom on a regular basis by a staff development specialist. New teachers who qualify for the district's induction program to clear their preliminary credentials are assigned an Induction mentor and work through two cycles of inquiry.

The district offers professional-development opportunities for all staff members throughout the school year. Two full days are provided before the school year starts. Hirsch continues to implement the Common Core State Standards (CCSS). The staff receives STEM training and lesson development focusing on problem-based learning that embeds science, technology, engineering and mathematics integrated into language arts, Rigor and Relevance focused on academic discourse.

Every Monday, students are released early from school at 1:30 p.m. to allow teachers to participate in professional-development opportunities. This time is set aside to allow teachers to participate in site staff development and provide collaboration time in professional learning communities to build collective teacher efficacy.

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

Professional Development

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 and conferences.

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