# South/West Park Elementary
## 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** | South/West Park Elementary |
| **Street** | 500 West Mount Diablo Road |
| **City, State, Zip** | Tracy, CA 95376 |
| **Phone Number** | (209) 830-3335 |
| **Principal** | Juan Lopez |
| **Email Address** | jlopez@tusd.net |
| **School Website** | https://southwestpark.tracy.k12.ca.us/ |
| **Grade Span** | P-5 |
| **County-District-School (CDS) Code** | 39-75499-6042881 |

## 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 South/West Park students and families,

Welcome to South/West Park Elementary School. We are the magnet school for Bilingual education, as well as the magnet school for the Gifted and Talented Education (GATE) program. We are also a schoolwide Title I school. Students receive specialized instructional programs within their homeroom classroom, as well as daily opportunities to interact and learn with students from other programs.

## 2025-26 School Description and Mission Statement

The School Accountability Report Card (SARC) is our opportunity to share important information about our school. It is issued annually and provides a variety of information about South/West Park Elementary School.

We hope you find the information useful in learning more about our school and encourage you to call our office if you have any questions.

School Mission Statement
The mission of South/West Park School is to educate, motivate and support all students to be successful lifelong learners and productive citizens.

Visit South/West Park Elementary School's website at https://southwestpark.tracy.k12.ca.us/, on Facebook at www.facebook.com/SouthWestParkElementarySchool for school updates, events and special announcements, or contact me directly at jlopez@tusd.net.

Sincerely,
Juan Lopez, Principal

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 130 |
| Grade 1 | 97 |
| Grade 2 | 138 |
| Grade 3 | 137 |
| Grade 4 | 151 |
| Grade 5 | 153 |
| Total Enrollment | 806 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 47 |
| Male | 53 |
| American Indian or Alaska Native | 0.6 |
| Asian | 15.9 |
| Black or African American | 5 |
| Filipino | 1.6 |
| Hispanic or Latino | 68.7 |
| Native Hawaiian or Pacific Islander | 0.5 |
| Two or More Races | 3.2 |
| White | 4.5 |
| English Learners | 48.8 |
| Foster Youth | 0.2 |
| Homeless | 9.7 |
| Socioeconomically Disadvantaged | 81.6 |
| Students with Disabilities | 9.8 |

## 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) | 31.5 | 94.03 | 548.8 | 80.1 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 1 | 2.99 | 44.2 | 6.46 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1 | 2.99 | 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 | 33.5 | 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) | 31.3 | 94 | 563.3 | 81.85 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 1 | 3 | 44.9 | 6.53 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1 | 3 | 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 | 33.3 | 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) | 31.4 | 80.12 | 561.4 | 78.45 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 1.8 | 4.59 | 45.4 | 6.35 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 3 | 7.65 | 54 | 7.56 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1 | 2.55 | 24.3 | 3.4 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 2 | 5.1 | 30.3 | 4.24 | 13705.8 | 4.91 |
| Total Teaching Positions | 39.2 | 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 | 1.00 | 1 | 3 |
| Misassignments | 0.00 | 0 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 1.00 | 1 | 3 |

## 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 | 1 |
| Local Assignment Options | 0.00 | 0 | 0 |
| Total Out-of-Field Teachers | 0.00 | 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 | 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) 2017<br>Bilingual: Maravillas, McGraw-Hill (K-5) 2017 | 0% |
| **Mathematics** | My Math, McGraw-Hill (K-5) 2014<br>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<br>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 South/West Park Elementary School for the 2025-26 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School/Buildings
Half of the campus (old south campus) was replaced with a two-story building in 2016. The remaining campus, serving students in Pre-K-2, has 27 classrooms, a multipurpose room, library, kitchen and storage building. The campus was built in stages between 1997-98 (10 relocatable classrooms), 2000-01 (12 classrooms, the library, administration offices and kitchen), 2002-03 (relocatable restroom facilities and storage facilities) and in 2016 a new two story building was built, which includes the admin offices, classrooms, a teachers' work room, staff meeting room, and a computer lab. Additional amenities were also added, such as classrooms with learning walls, new projectors/technology and both intercom and fire alarm systems have been updated for the whole school.

Maintenance and Repair
District maintenance staff ensures that all necessary repairs are completed in a timely manner, to ensure all students come to a school building that promotes learning. The work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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

| Year and month of the most recent FIT report | 7/29/2025 |
|---|---|

| 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 | | | |
| **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) | 38 | 41 | 40 | 42 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 36 | 42 | 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 | 439 | 425 | 96.81 | 3.19 | 41.41 |
| Female | 206 | 198 | 96.12 | 3.88 | 44.95 |
| Male | 233 | 227 | 97.42 | 2.58 | 38.33 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 92 | 90 | 97.83 | 2.17 | 77.78 |
| Black or African American | 22 | 20 | 90.91 | 9.09 | 15.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 278 | 268 | 96.40 | 3.60 | 26.49 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 16 | 16 | 100.00 | 0.00 | 62.50 |
| White | 17 | 17 | 100.00 | 0.00 | 70.59 |
| English Learners | 174 | 163 | 93.68 | 6.32 | 9.82 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 51 | 44 | 86.27 | 13.73 | 29.55 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 345 | 331 | 95.94 | 4.06 | 28.10 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 45 | 45 | 100.00 | 0.00 | 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 | 439 | 432 | 98.41 | 1.59 | 41.90 |
| Female | 206 | 202 | 98.06 | 1.94 | 37.13 |
| Male | 233 | 230 | 98.71 | 1.29 | 46.09 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 92 | 92 | 100.00 | 0.00 | 81.52 |
| Black or African American | 22 | 20 | 90.91 | 9.09 | 30.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 278 | 273 | 98.20 | 1.80 | 25.64 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 16 | 16 | 100.00 | 0.00 | 56.25 |
| White | 17 | 17 | 100.00 | 0.00 | 64.71 |
| English Learners | 174 | 172 | 98.85 | 1.15 | 14.53 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 51 | 49 | 96.08 | 3.92 | 22.45 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 345 | 338 | 97.97 | 2.03 | 28.99 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 45 | 45 | 100.00 | 0.00 | 20.00 |

## 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) | 27.63 | 39.04 | 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 | 150 | 146 | 97.33 | 2.67 | 39.04 |
| Female | 68 | 66 | 97.06 | 2.94 | 36.36 |
| Male | 82 | 80 | 97.56 | 2.44 | 41.25 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 37 | 37 | 100.00 | 0.00 | 75.68 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 87 | 83 | 95.40 | 4.60 | 22.89 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 47 | 45 | 95.74 | 4.26 | 6.67 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 21 | 20 | 95.24 | 4.76 | 15.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 112 | 108 | 96.43 | 3.57 | 25.93 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 15 | 15 | 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 | 89.7% | 98.7% | 98.7% | 97.4% | 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

We believe that a partnership must exist between our parents and our school. We promote positive communication between the school and our students' homes. The school provides a variety of opportunities for parents to be involved in activities supporting our school. We believe teachers have a responsibility to provide the needed framework for parents to nurture their child's formal instruction at home. We will provide materials that can successfully be used at home to reinforce the academic success for children. We have an active parent-teacher organization, the South/West Park Parent Club, which supports schoolwide activities. There are numerous opportunities where families can participate such as parent workshops,  multicultural fair, talent show, Science night, movie night, and other family events where families can be involved in supporting their children at our school. We also have many parent volunteers that help in the classroom on a regular basis.

It is our goal to provide an atmosphere where parents are able to express their views and participate in problem solving. We want parents to understand that we view them as joint policy and decision makers and plan to emphasize their roles as advocates. The following is a list of services and activities to promote parental involvement and provide additional support for student learning.  Our school has a very active School Site Council that serves as an advisory committee to categorical programs. Elected parents represent the various programs at our school (GATE, bilingual education, Title I).  In addition to these two schoolwide parent committees, we have program-specific parent-advisory committees for the state preschool, ELAC for the parents of our El students, the bilingual, and GATE programs.

For more information on how to become involved at the school, please contact our office at (209) 830-3335.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 893 | 854 | 197 | 23.1 |
| Female | 419 | 398 | 95 | 23.9 |
| Male | 474 | 456 | 102 | 22.4 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 147 | 140 | 14 | 10.0 |
| Black or African American | 46 | 42 | 26 | 61.9 |
| Filipino | 14 | 12 | 3 | 25.0 |
| Hispanic or Latino | 613 | 591 | 139 | 23.5 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 26 | 25 | 4 | 16.0 |
| White | 38 | 35 | 9 | 25.7 |
| English Learners | 419 | 412 | 72 | 17.5 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 105 | 99 | 32 | 32.3 |
| Socioeconomically Disadvantaged | 739 | 705 | 184 | 26.1 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 116 | 114 | 43 | 37.7 |

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 |
|---|---|

## 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 |
| 6.4 | 6.96 | 9.52 | 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** | 9.52 | 0.00 |
| **Female** | 3.82 | 0.00 |
| **Male** | 14.56 | 0.00 |
| **Non-Binary** | 0.00 | 0.00 |
| **American Indian or Alaska Native** | 0.00 | 0.00 |
| **Asian** | 4.08 | 0.00 |
| **Black or African American** | 17.39 | 0.00 |
| **Filipino** | 0.00 | 0.00 |
| **Hispanic or Latino** | 9.46 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 19.23 | 0.00 |
| **White** | 18.42 | 0.00 |
| **English Learners** | 6.44 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 9.52 | 0.00 |
| **Socioeconomically Disadvantaged** | 10.55 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 15.52 | 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 school safety plan is incorporated into the school plan and includes activities that support student and staff safety as well as activities that promote a respectful, caring environment. The plan includes information related to emergency procedures as well as curriculum and discipline information related to school safety. The school safety plan is presented and approved by our School Site Council Committee.

On a school wide survey of school safety conducted in the spring, we exceed the goal of 75% for school safety. We had an average of 92% of our parents reporting that they feel their children are safe while on campus. This is an increase in the percentage of satisfaction from the previous school year.

The school safety plan was last reviewed, and discussed with the School Site council in November 2025 and with faculty in July 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 | 21 | 5 | 1 | 0 |
| 1 | 25 | 0 | 4 | 0 |
| 2 | 25 | 0 | 6 | 0 |
| 3 | 22 | 1 | 5 | 0 |
| 4 | 23 | 1 | 5 | 0 |
| 5 | 22 | 4 | 8 | 0 |
| 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 | 28 | 0 | 3 | 0 |
| 1 | 19 | 2 | 3 | 0 |
| 2 | 22 | 2 | 4 | 0 |
| 3 | 21 | 3 | 4 | 0 |
| 4 | 21 | 9 | 8 | 0 |
| 5 | 22 | 2 | 13 | 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 | 1 | 3 | |
| 1 | 19 | 4 | 1 | |
| 2 | 20 | 3 | 4 | |
| 3 | 23 | 1 | 5 | |
| 4 | 22 | 3 | 18 | |
| 5 | 25 | 3 | 15 | |

## 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 | 7.5 |

## 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 | $7,947 | $762 | $7,185 | $84,941 |
| District | N/A | N/A | $2,368 | $95,360 |
| Percent Difference - School Site and District | N/A | N/A | 100.8 | -6.7 |
| State | N/A | N/A | $11,146 | $103,743 |
| Percent Difference - School Site and State | N/A | N/A | -39.9 | -14.0 |

## Fiscal Year 2024-25 Types of Services Funded

All our K-3 classes comply with the California Class Size Reduction program limits. We offer a Bilingual Education program 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.
Our school budget is used to fund programs and services that support student learning. At SWP, teachers are compensated for time spent collaborating on the development of lessons that incorporate highly effective teaching strategies. Teachers are also compensated for the time they spend in the PLC process. Through this process, teachers review assessment data, which guides instructional planning and Tier 2 student interventions. Students who need extra support are provided with before-school and after-school intervention. In-class intervention is provided by paraprofessionals, who are funded through our school budget, and by the classroom teacher.
The school budget is also used to acquire supplies that support classroom instruction. Books are fundamental to supporting student learning; therefore, teachers are allocated annual funding to purchase books for their classroom libraries.

## 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 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 school year new teachers participating in TTIP receive additional supported in the classroom by a staff-development specialist. New teachers who qualify for the Beginning Teacher Support and Assessment (BTSA) program to clear their preliminary credentials will be assigned a BTSA support provider and will work through the modules of the Formative Assessment for California Teachers (FACT).


South/West Park provides workshops on topics specific to feedback provided by teachers to provide immediate support as needed. The ILT teacher leaders team provide workshops and professional development opportunities on topics of interest based on a survey given to teachers at the beginning of the year.  Teachers are compensated for attending workshops presented by our school EdTSA's. The work shops are available before school and after contracted time. South/West Park has five (4) ERM's scheduled throughout the year for Kaleigh Felisberto, , a district TOSA, to work with our teachers on Universe Design for Learning (UDL) In addition, our District TOSA's also work with individual teacher, by providing support in the classroom.

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.

## Professional Development

The district office is helping to fund professional development for our teachers and administration, both through sending some teachers to CABE conference, STEM conferences, the National GATE conference, and through work done with the support of the districts Staff Development department, as well as our STEM department.

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 |