

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

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 Students, Families, and Community Members,

As we begin the 2025–2026 school year, I'm delighted to welcome each of you to a new year filled with opportunity, connection, and discovery. Inspired by the timeless message of "It's a Small World," our school embraces the beauty of diversity and the strength we find in unity.

2025-26 School Description and Mission Statement

At North School, we celebrate every culture, every background, and every voice. Just like the joyful song reminds us—“there’s so much that we share, that it’s time we’re aware, it’s a small world after all.” This year, we are committed to continuing to create a culture of togetherness where every student feels seen, valued, and supported.

As we continue to build this connected and caring community, we will stay focused on our shared goal: preparing every student for success in college, career, and life. Through collaboration, high expectations, and meaningful learning experiences, we aim to empower our students to reach their fullest potential and dream big—because the world is waiting.

Whether you’re joining us for the first time or returning to continue your journey, know that you are part of a team that believes in your future.

Here’s to a year of unity, growth, and new possibilities! We are Lions, hear us Roarrrr!!

With warmth and purpose,

Mrs. Susan Hawkins,
Principal

School Mission Statement

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

School Vision Statement

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	43
Grade 2	57
Grade 3	67
Grade 4	64
Grade 5	64
Grade 6	126
Grade 7	114
Grade 8	103
Total Enrollment	722

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	0.3
Asian	8.9
Black or African American	4
Filipino	2.9
Hispanic or Latino	73
Native Hawaiian or Pacific Islander	1
Two or More Races	3.2
White	6.8
English Learners	49.7
Foster Youth	0.6
Homeless	9.1
Migrant	0.4
Socioeconomically Disadvantaged	92.9
Students with Disabilities	17.9

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)	25.2	76.45	548.8	80.1	234405.2	84
Intern Credential Holders Properly Assigned	3.8	11.64	44.2	6.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.03	33.6	4.91	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.33	27.1	3.96	11953.1	4.28
Unknown/Incomplete/NA	2.8	8.55	31.3	4.58	15831.9	5.67
Total Teaching Positions	32.9	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)	23.8	66.5	563.3	81.85	231142.4	83.24
Intern Credential Holders Properly Assigned	5.5	15.4	44.9	6.53	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.9	11.15	36.5	5.31	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.79	19.2	2.79	11746.9	4.23
Unknown/Incomplete/NA	1.4	4.14	24.2	3.52	14303.8	5.15
Total Teaching Positions	35.7	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)	23	58.99	561.4	78.45	230039.4	100
Intern Credential Holders Properly Assigned	6.5	16.7	45.4	6.35	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.1	13.31	54	7.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.56	24.3	3.4	12112.8	4.34
Unknown/Incomplete/NA	3.2	8.41	30.3	4.24	13705.8	4.91
Total Teaching Positions	38.9	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	3	3.7
Misassignments	1.00	0.9	1.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	3.9	5.1

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	0.10	1	1
Total Out-of-Field Teachers	0.10	1	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)	0.8	6.6	8.7
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 Bilingual: Maravillas, McGraw-Hill (K-5) 2017 StudySync (6-8) 2017 StudySync, McGraw Hill (6-8) 2017	0%
Mathematics	My Math, McGraw-Hill (K-5) 2014 Bilingual: Mis Matemáticas, McGraw-Hill (K-5) 2014 Digits, Pearson 2015 Bridge to Algebra, Carnegie Learning 2014 Algebra 1, Houghton Mifflin 2015 Geometry, Houghton Mifflin 2015 Algebra 2, Houghton Mifflin 2015	0%
Science	Science Dimensions, Houghton Mifflin (K-5) 2020 Science; Amplify (6-8) 2018	0%
History-Social Science	myWorld Interactive (K-5) 2019 Bilingual: miMundo Interactivo, Pearson (K-5) 2019 World History: Ancient Civilizations 2019 World History: Medieval and Modern Times 2019 World History: American Stories 2019	0%

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

School Facility Conditions and Planned Improvements

General

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

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

Age of School/Buildings

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

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

Maintenance and Repair

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

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

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

Modernization Projects

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

Year and month of the most recent FIT report

7/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

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)	21	22	40	42	47	48
Mathematics (grades 3-8 and 11)	11	13	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	528	518	98.11	1.89	22.39
Female	256	253	98.83	1.17	24.51
Male	272	265	97.43	2.57	20.38
American Indian or Alaska Native	0	0	0	0	0
Asian	42	38	90.48	9.52	23.68
Black or African American	21	20	95.24	4.76	35.00
Filipino	18	18	100.00	0.00	50.00
Hispanic or Latino	395	391	98.99	1.01	19.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	34	34	100.00	0.00	23.53
English Learners	232	223	96.12	3.88	4.04
Foster Youth	--	--	--	--	--
Homeless	51	48	94.12	5.88	16.67
Military	13	13	100.00	0.00	23.08
Socioeconomically Disadvantaged	504	494	98.02	1.98	21.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	87	100.00	0.00	4.60

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	529	526	99.43	0.57	12.74
Female	256	256	100.00	0.00	10.55
Male	273	270	98.90	1.10	14.81
American Indian or Alaska Native	0	0	0	0	0
Asian	42	42	100.00	0.00	14.29
Black or African American	21	20	95.24	4.76	10.00
Filipino	18	18	100.00	0.00	11.11
Hispanic or Latino	396	394	99.49	0.51	11.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	26.47
English Learners	233	231	99.14	0.86	2.60
Foster Youth	--	--	--	--	--
Homeless	51	51	100.00	0.00	3.92
Military	13	13	100.00	0.00	0.00

Socioeconomically Disadvantaged	505	502	99.41	0.59	12.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	87	100.00	0.00	4.60

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)	12.5	10.84	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	168	166	98.81	1.19	10.84
Female	82	82	100.00	0.00	8.54
Male	86	84	97.67	2.33	13.10
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	6.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	128	126	98.44	1.56	9.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	67	65	97.01	2.99	0.00
Foster Youth	--	--	--	--	--
Homeless	20	20	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	160	158	98.75	1.25	10.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	28	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	95.6%	97.8%	98.5%	96.4%	99.3%
Grade 7	98.1%	97.2%	98.1%	96.3%	98.1%
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 welcome parents to contribute to North School's success by attending Cafecito, Parent Café, North School Parent Club, ELAC and School Site Council meetings. We invite families to attend Parent Workshops where parents are invited to learn about AERIES, Student Agendas, Homework Help, Mental Health Supports, 8th Grade Promotion Activities, Literacy, Student Success, Social Media, Grade Level Learning, PIQE for Families, and much more.

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	785	772	196	25.4
Female	396	392	96	24.5
Male	389	380	100	26.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	75	72	7	9.7
Black or African American	31	31	16	51.6
Filipino	24	24	3	12.5
Hispanic or Latino	571	561	149	26.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	23	7	30.4
White	49	49	10	20.4
English Learners	390	385	76	19.7
Foster Youth	--	--	--	--
Homeless	78	77	27	35.1
Socioeconomically Disadvantaged	730	718	188	26.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	154	152	50	32.9

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
12.36	10.81	10.96	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
0.11	0.12	0.64	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	10.96	0.64
Female	6.06	0.25
Male	15.94	1.03
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	12.00	0.00
Black or African American	19.35	3.23
Filipino	8.33	0.00
Hispanic or Latino	9.81	0.53
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.04	4.35
White	14.29	0.00
English Learners	11.54	0.26
Foster Youth	0.00	0.00
Homeless	21.79	0.00
Socioeconomically Disadvantaged	11.37	0.55
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.94	1.30

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

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

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

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2025, school safety is ongoing.

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	19	5	0	0
1	25	0	3	0
2	19	3	0	0
3	31	0	2	0
4	28	0	4	2
5	31	0	4	2
6	24	9	19	2
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	19	2	0	0
1	19	3	0	0
2	23	0	3	0
3	20	3	0	0
4	30	0	4	0
5	32	0	3	3
6	25	8	18	2
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	26		2	
1	22	1	1	
2	19	1	2	
3	22		3	
4	32		4	
5	31		5	
6	25	10	17	3

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	365.5

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)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	8.5

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	\$7,251	\$1,107	\$6,144	\$80,876
District	N/A	N/A	\$2,368	\$95,360
Percent Difference - School Site and District	N/A	N/A	88.7	-11.6
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-54.7	-18.9

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. At North School we offer a TK program, a SPED TK program, Preschool AUT and Middle School SDC. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical and Health Services Academy.

Fiscal Year 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
The 2024-2025 school year will provide professional development (PD) for STEM, AVID, Professional Learning Communities (PLCs), intervention, reading recovery, reading intervention and English language development (ELD).

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

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

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

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

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

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