

Art Freiler 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	Art Freiler School
Street	2421 West Lowell Avenue
City, State, Zip	Tracy, CA 95377
Phone Number	(209) 830-3309
Principal	Maureen Riley
Email Address	mriley@tusd.net
School Website	https://freiler.tracy.k12.ca.us
Grade Span	K-8
County-District-School (CDS) Code	39-75499-6118699

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

My name is Maureen Riley, and I am proud to be the new Principal of Art Freiler School. I have always had a passion for teaching and educating students at all levels. I have served in the Tracy Unified School District as a teacher for 8 years and Assistant Principal for 4 years. I am excited to be a part of the Freiler Family and I look forward to serving Freiler students, families, and staff.

At Art Freiler Elementary, our mission is simple but profound: to educate and inspire students to build successful futures. Every

2025-26 School Description and Mission Statement

day, we strive to provide an environment where learning is exciting, character is developed, and dreams are nurtured.

Our school's vision is centered around the idea of "Chasing Dreams and Building Futures." Just as stars light up the night sky, we aim to illuminate the path for each student, helping them reach their fullest potential. By focusing on academic excellence, personal growth, and the joy of discovery, we create a space where dreams are not only encouraged but realized.

We are committed to fostering a positive and supportive atmosphere where every child feels valued and empowered. Together, with our dedicated staff, supportive families, and enthusiastic students, we are building a foundation for success and ensuring that every student has the tools they need to shine brightly.

Thank you for being a part of the Art Freiler community. Let's continue to reach for the stars and make this a fantastic year full of growth and achievement!

Maureen Riley
Principal, Art Freiler Elementary

School Mission Statement
Educating Students. Developing Character. Building Futures.

School Vision Statement
The Freiler Family Achieves Goals and Chases Dreams!

District Mission Statement
Tracy Unified School District prepares our diverse student population to be college and career ready for the 21st century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our culturally proficient world-class staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.

District Vision Statement
All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21st century.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	35
Kindergarten	106
Grade 1	63
Grade 2	67
Grade 3	81
Grade 4	74
Grade 5	68
Grade 6	98
Grade 7	111
Grade 8	104
Total Enrollment	772

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.6
Non-Binary	0.1
American Indian or Alaska Native	0.4
Asian	24.7
Black or African American	5.7
Filipino	4.1
Hispanic or Latino	43.3
Native Hawaiian or Pacific Islander	0.6
Two or More Races	5.8
White	15.3
English Learners	24
Foster Youth	0.8
Homeless	5.4
Socioeconomically Disadvantaged	75.3
Students with Disabilities	15.7

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)	32.6	92.61	548.8	80.1	234405.2	84
Intern Credential Holders Properly Assigned	0.6	1.96	44.2	6.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.84	33.6	4.91	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	1.7	27.1	3.96	11953.1	4.28
Unknown/Incomplete/NA	0.3	0.85	31.3	4.58	15831.9	5.67
Total Teaching Positions	35.2	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)	29.8	87.65	563.3	81.85	231142.4	83.24
Intern Credential Holders Properly Assigned	1.1	3.32	44.9	6.53	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	6.47	36.5	5.31	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.59	19.2	2.79	11746.9	4.23
Unknown/Incomplete/NA	0.6	1.94	24.2	3.52	14303.8	5.15
Total Teaching Positions	34	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	87.74	561.4	78.45	230039.4	100
Intern Credential Holders Properly Assigned	1	2.82	45.4	6.35	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.9	8.45	54	7.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	0.93	24.3	3.4	12112.8	4.34
Unknown/Incomplete/NA	0	0	30.3	4.24	13705.8	4.91
Total Teaching Positions	35.4	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	2.9
Misassignments	0.00	1.1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	2.2	2.9

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	0.60	0.2	0.3
Total Out-of-Field Teachers	0.60	0.2	0.3

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	4.9	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 (TK-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 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). The District is currently formulating a committee for a new Math Adoption for the 2026-27 school year.

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%
Foreign Language		0%
Health		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.

Below is more specific information on the condition of Art Freiler School for the 205-26 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School/Buildings

This school has 40 classrooms, a multipurpose room, library, administration building, science lab, and kitchen. The main campus was built in 2001. Additions were constructed in 2005 (two relocatable classrooms), 2006 (two relocatable classrooms) and in the 2008-09 school year (three relocatable classrooms). In 2023 additional portable classroom was added and in 2024 another portable classroom is in the process of being added. In 2025 two additional portable classrooms are being added.

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. 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 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

School Facility Conditions and Planned Improvements

“any educational purpose.” The district has elected to commit deferred maintenance funding to cover general fund expenditures.

Year and month of the most recent FIT report

7/07/2025

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			New flooring needed. Work order submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Staff restroom needs new flooring. Work order submitted.
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)	41	43	40	42	47	48
Mathematics (grades 3-8 and 11)	35	37	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	548	542	98.91	1.09	43.07
Female	279	277	99.28	0.72	46.01
Male	268	264	98.51	1.49	39.77
American Indian or Alaska Native	--	--	--	--	--
Asian	125	122	97.60	2.40	56.20
Black or African American	37	37	100.00	0.00	18.92
Filipino	27	27	100.00	0.00	74.07
Hispanic or Latino	233	231	99.14	0.86	35.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	34	100.00	0.00	44.12
White	87	86	98.85	1.15	46.51
English Learners	129	124	96.12	3.88	18.55
Foster Youth	--	--	--	--	--
Homeless	23	20	86.96	13.04	15.00
Military	61	59	96.72	3.28	44.07
Socioeconomically Disadvantaged	415	409	98.55	1.45	38.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	94	94	100.00	0.00	6.38

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	548	545	99.45	0.55	37.13
Female	279	278	99.64	0.36	31.77
Male	268	266	99.25	0.75	42.86
American Indian or Alaska Native	--	--	--	--	--
Asian	125	123	98.40	1.60	42.62
Black or African American	37	37	100.00	0.00	10.81
Filipino	27	27	100.00	0.00	81.48
Hispanic or Latino	233	232	99.57	0.43	31.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	34	100.00	0.00	44.12
White	87	87	100.00	0.00	40.23
English Learners	129	127	98.45	1.55	11.02
Foster Youth	--	--	--	--	--
Homeless	23	22	95.65	4.35	9.09
Military	61	59	96.72	3.28	28.81
Socioeconomically Disadvantaged	415	412	99.28	0.72	31.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	94	94	100.00	0.00	15.96

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)	32.24	35.8	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	176	176	100.00	0.00	35.80
Female	87	87	100.00	0.00	27.59
Male	89	89	100.00	0.00	43.82
American Indian or Alaska Native	0	0	0	0	0
Asian	44	44	100.00	0.00	36.36
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	61.54
Hispanic or Latino	68	68	100.00	0.00	30.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	35	35	100.00	0.00	42.86
English Learners	36	36	100.00	0.00	13.89
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	21.05
Socioeconomically Disadvantaged	119	119	100.00	0.00	31.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	8.00

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	100%	98.7%	98.7%	97.4%	98.7%
Grade 7	97.4%	96.5%	96.5%	95.6%	97.4%
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

The Freiler Staff and Parent Association (FSPA) organizes events for our community to be involved with as well as school wide fundraisers. The highlight of these fundraising campaigns are the annual Fun Run where students solicit sponsors and run to raise funds for classroom supplies and materials, and our Halloween Trunk or Treat. In addition to these fundraisers, FSPA also holds several fundraisers at local restaurants in town throughout the school year .

In addition, the FSPA has assisted our campus in several events. These events include Back-to-School Night, sixth grade Science Camp, supporting and organizing funding for additional teacher materials, Halloween Parade, a Gingerbread Shoppe in winter, chess tournaments throughout the year, school dance supervision, and supervision for special events such as the eighth-grade award trip and academic swim party trip.

The school hosts an annual STEM Science Night, providing families with an opportunity to engage in hands-on STEM activities alongside their students. Our science teachers play an integral role in this event by facilitating activities and showcasing students' projects.

The school offers multiple opportunities for family engagement and student recognition throughout the year. Our Scholastic Book Fair encourages literacy and brings families onto campus to explore new books together. During Open House, parents and guardians are invited to visit classrooms, view student work, and learn more about the instructional programs. In addition, the school celebrates academic success and positive citizenship through Honor Roll and Character Counts assemblies, where students are recognized for their achievements and contributions to the school community. These events help strengthen the home-school partnership while promoting student pride and motivation.

Classroom teachers reap the benefits of parent involvement in the classrooms on a daily basis with the large number of parents who are cleared to assist them. Our volunteers assist teachers with many tasks that all support student learning and educational programs. Parents are also represented on our School Site Council Committee, which meets on a monthly basis, and other committees, such as the District-level English Learner Advisory Committee (DELAC), English Learner Advisory

2025-26 Opportunities for Parental Involvement

Committee (ELAC), and our Parent Café. We also host Coffee with the Counselor once per trimester as additional opportunity for parents to meet and interact with our staff that support social and emotional needs at our site. If you are interested in engaging more with the Freiler community, please contact the office at (209) 830-3309.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	850	828	166	20.0
Female	431	419	87	20.8
Male	418	408	79	19.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	206	201	23	11.4
Black or African American	65	63	28	44.4
Filipino	33	33	5	15.2
Hispanic or Latino	358	347	82	23.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	50	10	20.0
White	128	125	16	12.8
English Learners	233	229	36	15.7
Foster Youth	11	11	4	36.4
Homeless	59	57	21	36.8
Socioeconomically Disadvantaged	654	636	134	21.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	157	153	42	27.5

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
9	9.58	9.06	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
0.49	0.36	0.12	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	9.06	0.12
Female	4.18	0.00
Male	14.11	0.24
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.40	0.00
Black or African American	16.92	0.00
Filipino	3.03	0.00
Hispanic or Latino	10.61	0.28
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.76	0.00
White	10.16	0.00
English Learners	8.15	0.00
Foster Youth	45.45	9.09
Homeless	15.25	0.00
Socioeconomically Disadvantaged	10.24	0.15
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.92	0.64

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

2025-26 School Safety Plan

All Freiler School staff members work collaboratively to provide a safe and motivating environment where all students succeed academically and socially. Safety is our priority. Our district has worked collaboratively with California Safe Schools to create an overall safety plan that is updated and reviewed with both staff and School Site Council members. Staff members supervise students at all times. School supervision employees carry walkie-talkies and wear safety vests, and our school safety plan is aligned with district requirements and reviewed regularly at staff meetings and by holding monthly drills.

Our school safety plan is updated annually in February. It lists the methods of how we intend to meet our school safety goals. Our goals are: 1. Provide and maintain a safe school environment. 2. Maintain teacher awareness of safety issues they need to be alerted to and maintained. 3. Provide curriculum activities to promote safe behavior; 4. Involve our parent and school community by keeping them informed as participants in forming safe school policies; and 5. Giving our students the tools to personally maintain and promote safe behavior. For each of the methods, we have implemented strategies to meet these goals, and we also have listed several outcomes and activities to bring these goals to fruition.

There is a list of all emergency phone numbers located in each classroom, in the main office emergency/safety binder and in our emergency classroom buckets. All fire-evacuation routes are posted in each classroom, and staff and students participate in monthly safety drills.

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2025 All staff members also complete ongoing Safe School training throughout the year.

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	0	3	0
1	20	4	0	0
2	27	1	1	1
3	24	0	3	0
4	28	2	2	1
5	29	0	6	0
6	23	8	17	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	22	1	2	0
1	23	0	3	0
2	25	0	3	0
3	21	0	3	0
4	30	1	2	1
5	25	1	4	0
6	22	9	18	2
Other	24	0	1	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	21		3	
1	21	1	2	
2	22		3	
3	27		3	
4	27	1	4	
5	24	1	3	
6	17	19	13	2
Other	36	1		1

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	766

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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	\$7,302	\$737	\$6,564	\$86,103
District	N/A	N/A	\$2,368	\$95,360
Percent Difference - School Site and District	N/A	N/A	94.0	-5.3
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-48.5	-12.7

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

The district's strategic goals and Local Educational Agency (LEA) Plan emphasize the importance of ongoing professional development for teachers and site administrators to increase achievement for all students and close the achievement gap. Current professional learning is centered on the Common Core State Standards (CCSS) for English Language Arts and Mathematics, as well as the California Next Generation Science Standards (CA NGSS). Freiler teachers regularly analyze student progress on the California Assessment of Student Performance and Progress (CAASPP) and work to align measurable outcomes from the assessment with current units of study.

Teachers in grades TK–5 have also participated in professional development focused on integrating science and STEM concepts into English Language Arts. Students engage in engineering design challenges throughout the year, applying scientific concepts and writing about their ideas, observations, and understanding of the world around them. For the 2025–26 school year, the TUSD Professional Development Department provided extensive training for elementary teachers in the Science of Reading, including summer sessions and ongoing follow-up workshops. Another area of emphasis for 2025–26 is Universal Design for Learning (UDL), a framework that supports flexible approaches to teaching and learning to meet the needs of all students. Freiler teachers are participating in a four-part training series designed to support the implementation of UDL strategies in the classroom.

At the middle school level, teachers have focused on improving student organization of time, materials, and academic thinking through AVID instructional and organizational strategies. Freiler aims to become an AVID school and supports this work by sending teachers to AVID conferences and highlighting AVID strategies during weekly staff meetings.

Professional Learning Communities (PLCs) remain a key component of Freiler's instructional program. Grade-level teams meet weekly to review student data, discuss effective instructional practices, and plan targeted interventions to support all learners.

Another major focus of professional development has been English Language Development (ELD). Middle school teachers attended a summer workshop on ELD strategies and have worked to incorporate these approaches into daily instruction. Throughout the year, teachers across all grade levels have collaborated

LEA

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

Professional Development

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

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

The district office is helping to fund professional development for our teachers and administration, both through sending teachers to Professional Learning Community (PLC) conferences, STEM conferences, and through work with the International Center for Leadership in Education (ICLE). The work with ICLE focuses on building Relationships, Rigor, Relevance, and Engagement in the classroom.

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	10