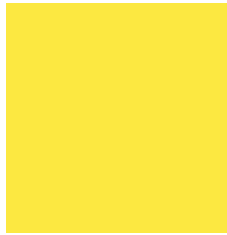


SARC

School Accountability Report Card 2018-19

Published in 2019-20



Tracy High School

Pride, Academics, Tradition, Honor

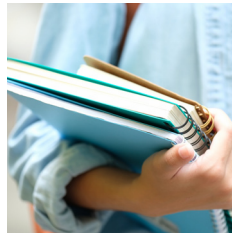
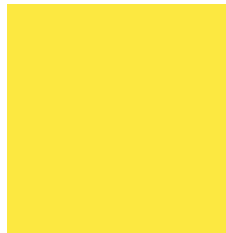
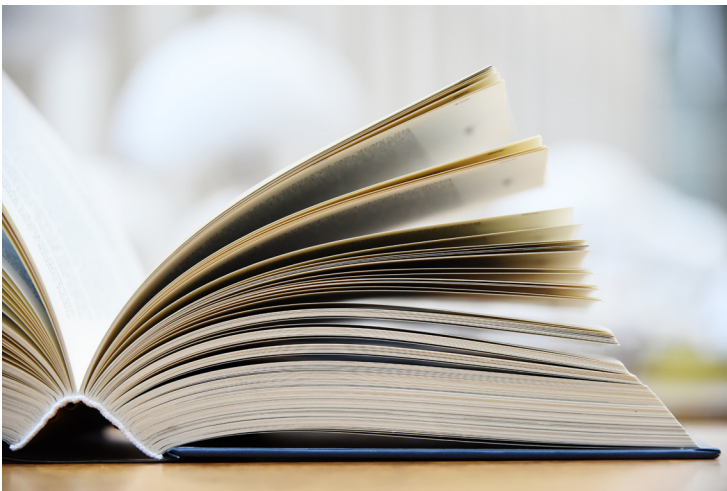
Grades 9-12
CDS Code 39-75499-3938008

Jason Noll
Principal
jnoll@tusd.net

315 East 11th Street
Tracy, CA 95376
(209) 830-3360

www.tracy.k12.ca.us/sites/th

Para español, visita www.tracy.k12.ca.us.



Tracy Unified School District

1875 West Lowell Avenue Tracy, CA 95376 ▪ www.tracy.k12.ca.us

Brian Stephens, Superintendent ▪ bstephens@tusd.net ▪ (209) 830-3200



Principal's Message

Dear students and parents,

As principal of Tracy High School, it is my distinct honor to guide our students through the most important years of their education.

Follow Tracy High on Facebook at www.facebook.com/TracyHighSchool for school updates, events around campus and special announcements.

Do not miss the latest edition of our school newspaper, Scholar & Athlete, at www.tracyhighscholarandathlete.com.

Sincerely,

Jason Noll, Principal

School Mission Statement

It is the mission of Tracy High School to foster a positive, safe environment that prepares students to successfully navigate a global community using 21st-century skills.

School Vision Statement

Tracy High School consistently provides a safe and rigorous learning environment where our students' physical, emotional, and academic needs are met in preparation for a future of growth, prosperity, and productive citizenship in a diverse and complex world.

Parental Involvement

Tracy High is a small community that needs to tap the resources and support the parents. Their life experiences, depth of knowledge, and even just their presence could change the environment in a positive manner for the students and staff. Tracy High offers many opportunities for parents. We welcome them to assist in the libraries; on class committees; at rallies, dances and sporting events; as members of the school site council; as speakers on career day; and to be active in the education of their children by working with the teachers.

For more information on how to become involved at the school, please contact Lynne Holck, principal's secretary, at (209) 830-3360.

School Safety

The school safety plan is reviewed with the staff at the beginning of each school year. Fire exit routes are routinely checked and changed as necessary to have the students evacuated in the most efficient manner. Every year, fire, earthquake and safety drills are practiced multiple times throughout the year. Safety issues and concerns are brought up periodically over the course of the year at staff meetings to keep the staff up-to-date on safety issues and new protocols that may be in place.

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2019.

About Our School

Established in 1912 as Tracy Joint Union High School, it is now one of three 9-12 comprehensive high schools in the Tracy Unified School District. The unification of the Tracy Elementary and Joint Union High School Districts became official in July 1997 and has created a K-12 district that is now one of the fastest growing in the state.

Tracy is situated in California's San Joaquin Valley between Stockton and Livermore on Highway 205, 60 miles due east of San Francisco. Within the past 15 years, many new single-family homes have been built in the area. The homes have been purchased mainly by middle- and upper-middle-income families employed in neighboring cities. This has caused a rapid change in demographics that has transformed Tracy from a small rural farming town to a diverse community with a population of more than 90,000 residents. A new high school opened in a neighboring town, which has caused our enrolment to drop by about 500 students. We have now stayed pretty even with 2,100 students.



TRACY
UNIFIED SCHOOL DISTRICT

*"The future belongs
to the educated."*

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

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.



Board of Trustees

Steve Abercrombie, President

Brian Pekari, Vice President

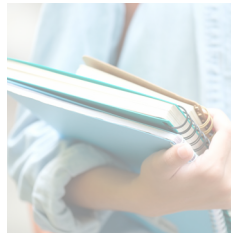
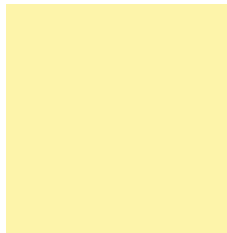
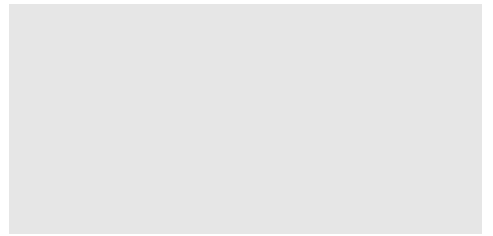
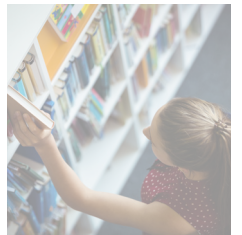
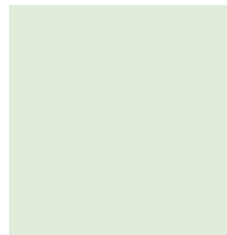
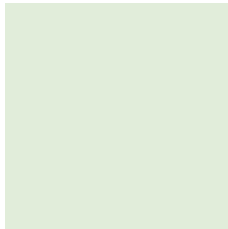
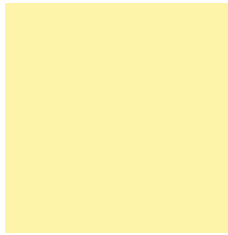
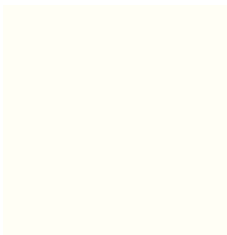
Jill Costa, Board Clerk

Simran Kaur, Member

Ameni Alexander, Member

Lori Souza, Member

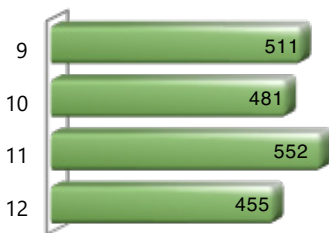
Jeremy Silcox, Member



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

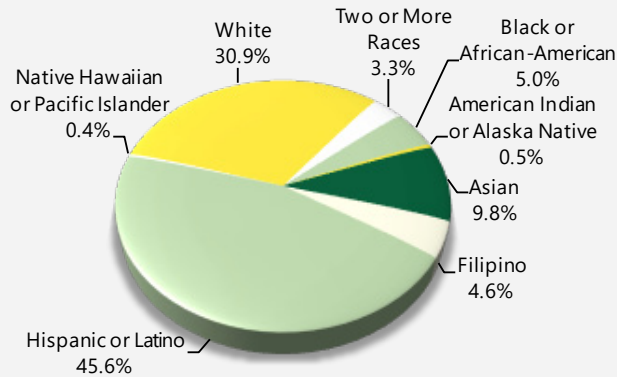
Tracy HS			
	16-17	17-18	18-19
Suspension rates	18.6%	10.1%	10.6%
Expulsion rates	0.7%	1.0%	0.8%
Tracy USD			
	16-17	17-18	18-19
Suspension rates	10.5%	8.3%	9.3%
Expulsion rates	0.6%	0.7%	0.5%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 1,999 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



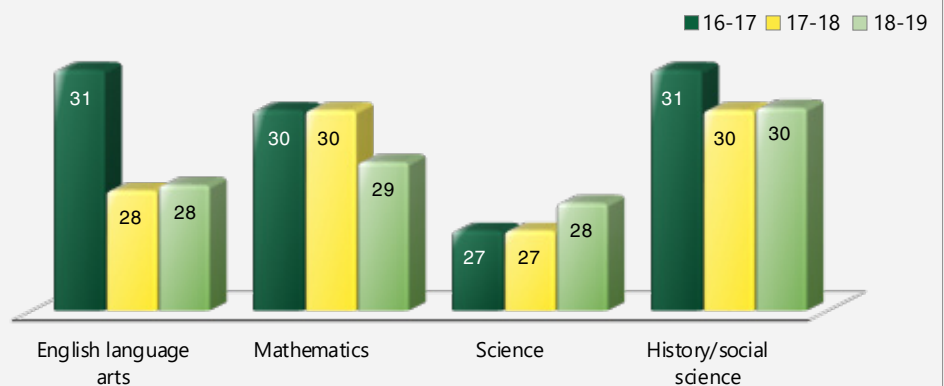
Socioeconomically disadvantaged	39.50%
English learners	12.10%
Students with disabilities	10.60%
Foster youth	0.30%
Homeless	1.00%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	1	28	28	13	38	23	11	34	25
Mathematics	1	32	23	4	31	24	5	21	12
Science	10	53		7	55	2	9	45	7
History/social science	1	19	14	5	34	19	5	27	25



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Tracy HS		Tracy USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Tracy HS		Tracy USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	54%	62%	42%	44%	50%	51%
Mathematics	28%	29%	30%	31%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Tracy HS
		Grade 9
Four of six standards		21.8%
Five of six standards		21.0%
Six of six standards		37.6%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 11.

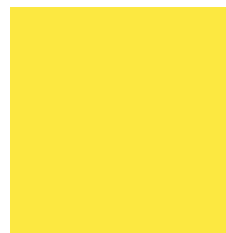
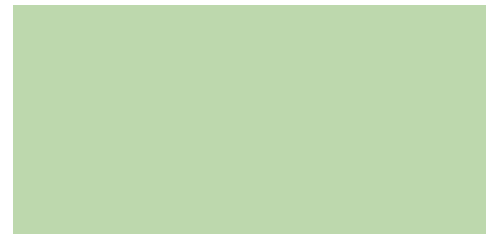
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	532	518	97.37%	2.63%	62.48%
Male	263	256	97.34%	2.66%	56.25%
Female	269	262	97.40%	2.60%	68.58%
Black or African-American	21	19	90.48%	9.52%	68.42%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	52	52	100.00%	0.00%	80.77%
Filipino	28	27	96.43%	3.57%	77.78%
Hispanic or Latino	249	242	97.19%	2.81%	48.55%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	158	155	98.10%	1.90%	73.55%
Two or more races	18	18	100.00%	0.00%	66.67%
Socioeconomically disadvantaged	227	218	96.04%	3.96%	45.16%
English learners	99	95	95.96%	4.04%	26.32%
Students with disabilities	42	38	90.48%	9.52%	21.62%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	16	14	87.50%	12.50%	35.71%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

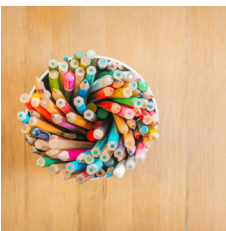
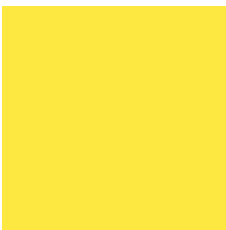




CAASPP Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	529	512	96.79%	3.21%	28.96%
Male	262	257	98.09%	1.91%	28.52%
Female	267	255	95.51%	4.49%	29.41%
Black or African-American	21	19	90.48%	9.52%	21.05%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	52	51	98.08%	1.92%	62.00%
Filipino	28	27	96.43%	3.57%	37.04%
Hispanic or Latino	246	238	96.75%	3.25%	15.55%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	158	155	98.10%	1.90%	36.13%
Two or more races	18	17	94.44%	5.56%	47.06%
Socioeconomically disadvantaged	225	213	94.67%	5.33%	14.08%
English learners	99	96	96.97%	3.03%	4.17%
Students with disabilities	41	34	82.93%	17.07%	8.82%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	16	14	87.50%	12.50%	0.00%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Career Technical Education Programs

The courses in the career technical education (CTE) program work at integrating core subjects into students' curriculum to give them the opportunity to see how they can be used in real-world applications. The courses also offer hands-on experiences that engage students.

- CTE Animal Physiology
- CTE Auto Mechanics
- CTE Child Development
- CTE Computer Literacy
- CTE Consumer Home Economics
- CTE Shop Skills 1
- CTE Small Animal, Horse
- CTE Vet Science
- CTE Wood 1

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	2018-19 Participation
	Tracy HS
Number of pupils participating in CTE	856
Percentage of pupils who completed a CTE program and earned a high school diploma	4.0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	29.0%

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	15-16	16-17	17-18	15-16	16-17	17-18
Tracy HS	94.00%	91.90%	92.50%	4.10%	6.10%	6.60%
Tracy USD	91.10%	90.00%	90.40%	6.50%	7.30%	7.20%
California	83.80%	82.70%	83.00%	9.70%	9.10%	9.60%

Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	2017-18 and 2018-19 School Years
	Tracy HS
Percentage of students enrolled in courses required for UC/CSU admission in 2018-19	96.43%
Percentage of graduates who completed all courses required for UC/CSU admission in 2017-18	48.79%

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2018-19 School Year	
Percentage of total enrollment enrolled in AP courses	6.80%
Number of AP courses offered at the school	5
Number of AP Courses by Subject	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	5
Science	0
Social science	0



Textbooks and 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 including some site administrators, reviews the recommendation and then recommends a textbook to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2018.

The district chose its most recently adopted textbooks (English language arts) 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 in the process of evaluating and selecting history-social studies instructional materials for grades 6-8 using the state-approved list for grades 6-8.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>StudySync</i> , McGraw Hill (9-12)	2017
Reading/language arts	<i>The Language of Composition</i> , First Edition (11)	2002, 2007
Mathematics	<i>Bridge to Algebra (Algebra Readiness)</i> , Carnegie Learning	2014
Mathematics	<i>Algebra 1</i> , Houghton Mifflin	2015
Mathematics	<i>Algebra 2</i> , Houghton Mifflin	2015
Mathematics	<i>Precalculus with Limits</i> , Seventh Edition; Cengage	2017
Mathematics	<i>Calculus</i> , Eleventh Edition; Cengage	2017
Mathematics	<i>Geometry</i> , Houghton Mifflin	2015
Science	<i>Campbell Biology</i> , Ninth Edition; Pearson (undergoing pilot 2019-2020)	2012
Science	<i>Campbell Biology</i> , Seventh Edition; Prentice Hall	2007
Science	<i>Campbell Essential Biology with Physiology</i> , Second Edition; Prentice Hall (undergoing pilot 2019-2020)	2007
Science	<i>A User's Guide to Engineering</i> , Prentice Hall	2007
Science	<i>Biology, California Edition</i> ; Prentice Hall; <i>Biologia, California Edition (Spanish)</i>	2007
Science	<i>Chemistry: The Central Science</i> , 10th Edition; Prentice Hall (undergoing pilot 2019-2020)	2007
Science	<i>Chemistry, California Edition</i> ; Prentice Hall (undergoing pilot 2019-2020)	2007
Science	<i>Conceptual Physics</i> , Prentice Hall (undergoing pilot 2019-2020)	2007
Science	<i>Criminalistics: An Introduction to Forensic Science</i> , Eighth Edition; Prentice Hall	2007
Science	<i>Essentials of Human Anatomy & Physiology Laboratory Manual</i> , Eighth Edition	2007
Science	<i>Earth Science</i> , California Edition; Holt	2007
Science	<i>Modern Chemistry</i> , Holt (undergoing pilot 2019-2020)	2007
Science	<i>Environmental Science for AP</i> , W.H. Freeman	2012
Science	<i>College Physics</i> , Seventh Edition; Pearson Addison-Wesley	2011
Science	<i>Fundamentals of Physics</i> , Eighth Edition; People's Publishing/Wiley	2007
Science	<i>Fundamentals of Physics</i> , Eighth Edition; People's Publishing/Wiley	2007

Continued on page 10

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2019-20 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%



Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2019-20 School Year

Data collection date	9/24/2019
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Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Textbooks and Instructional Materials, *Continued from page 9*

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Science	<i>Physics for the IB Diploma</i> , Fifth Edition; Cambridge University Press	2007
Science	<i>Biotechnology: Science for the New Millennium</i> , First Edition; EMC Paradigm Publishing	2007
Science	<i>Environmental Science: Toward a Sustainable Future</i> , 10th Edition; Prentice Hall	2009
Science	<i>Introduction to Health Science Technology</i> , Second Edition; Cengage	2009
Science	<i>Building a Medical Vocabulary</i> , Seventh Edition, Elsevier	2009
History/social science	Magruder's American Government	2019
History/social science	Economics: Principles in Actions	2019
History/social science	<i>A People and a Nation</i> , 11th Edition	2019
History/social science	<i>Latin America: An Interpretive History</i> , 10th Edition	2017
History/social science	<i>Major Problems in American History</i> , 4th Edition	2017
History/social science	<i>American Government</i> , 10th Edition (undergoing pilot 2019)	2007
History/social science	<i>America Through the Lens, 1877-the Present</i>	2019
History/social science	<i>American History</i> , 15th Edition	2015
History/social science	<i>Modern World History</i>	2019
History/social science	OCR GCSE <i>Modern World History</i> , Second Edition	2007
History/social science	<i>World History: The Modern World</i>	2007
History/social science	<i>World Civilizations: The Global Experience</i>	2007
History/social science	<i>Sociology: The Study of Human Relationships</i>	2007
History/social science	<i>Psychology</i> , Seventh Edition	2007
History/social science	<i>Understanding Psychology</i> , Second Edition	2007
Foreign language	<i>Cognitive Psychology</i> , Fourth Edition; <i>Approaches to Psychology</i> , Fifth Edition	2007
Foreign language	<i>World Geography Today</i>	2007
Foreign language	French: <i>Bien Dit!</i> , Level 1	2012
Foreign language	French: <i>Bien Dit!</i> , Level 2	2012
Foreign language	French: <i>Bien Dit!</i> , Level 3	2012
Foreign language	French: <i>Le monde en français</i>	2012
Foreign language	French: <i>Imaginez</i>	2012
Foreign language	Spanish: ¡Avancemos!, Level 1	2012
Foreign language	Spanish: ¡Avancemos!, Level 2	2012
Foreign language	Spanish: ¡Avancemos!, Level 3	2012
Foreign language	Spanish: ¡Avancemos!, Level 4	2012
Foreign language	Spanish: <i>Manána Imagina Reflexiones</i>	2012
Foreign language	Spanish: <i>Reflexiones: Introducción a la literatura hispánica</i>	2012



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		7/8/2019
Date of the most recent completion of the inspection form		7/8/2019

School Facilities

The Tracy High campus has undergone major renovations. The campus is clean and organized and reflects pride of ownership by the students and faculty.

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 his 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 Tracy High School for the 2018-19 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 95 classrooms; an administration building; theater; cafeteria; kitchen; library; auto shop; girls' sub gym and locker rooms; a main gym; boys' sub gym, locker rooms and restroom; and storage buildings. The main campus was built in 1912 (the West Building built in 1912 was demolished in 2007).

Additions were constructed in 1939 (auto shop), 1949 (custodial room, classroom, storage room, lab auto shop, main gym, and boys' and girls' locker rooms), 1955 (ag shop, four classrooms, girls' sub gym), 1969 (I/A Complex, five classrooms), 1974 (boys' sub gym, theater and two classrooms added), the 1996-97 school year (redevelopment on theater, six classrooms, ag shop, main gym, sub gym, and boys' and girls' locker rooms), 2007-08 (new 40-classroom building), 2008-09 (modernization of science building and main gym), 2009-10 (modernization of industrial arts building and auto shop, reconstruction of cafeteria, addition of six classrooms, new construction of library with 19 classrooms), 2012-13 (demolition and reconstruction of the stadium and renovation of 12 relocatable classrooms) and 2013-14 (modernization of the EB Theater, ag building and weight room).

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

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

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School Facilities

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Deferred Maintenance Budget

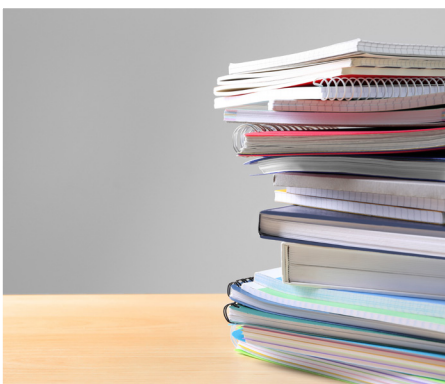
In accordance with Chapter 12, Statutes of 2009 (SBX3 4), the district has elected to use the flexibility clause. The clause allows the district to use the state deferred maintenance contribution as well as the district's matching share contribution toward "any educational purpose." The district has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



Types of Services Funded

About 58 percent of the district's income is spent on employee salaries, and 23 percent is spent on employee benefits. Books and supplies account for 10 percent of the district's spending, an additional 10 percent is dedicated to services and operating costs, three percent is used for capital outlay, and two percent is spent on other district outgo. Expenditures are expected to exceed revenues by approximately five percent.

All of our Kindergarten through third grade 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.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	1:500
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	4.0
Library media teacher (librarian)	0.5
Library media services staff (paraprofessional)	1.0
Psychologist	1.5
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Tracy USD	Tracy HS		
Teachers	19-20	17-18	18-19	19-20
With a full credential	672	83	86	78
Without a full credential	20	3	3	4
Teaching outside subject area of competence (with full credential)	57	2	0	6

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Tracy HS		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		1	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		1	2	1

Professional Development

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

All activities are based on the California Standards for the Teaching Profession (CSTP). Throughout the year in TTIP, teachers are additionally supported in the classroom on a regular basis by a staff-development specialist. New teachers who qualify for the 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).

The district offers professional development opportunities for all staff members throughout the school year. Two full days are provided before the school year starts.

Every Monday, students are released early from school at 1:30 p.m. 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. There are 33 Mondays with the additional two hours of professional development.

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	5	5	5	



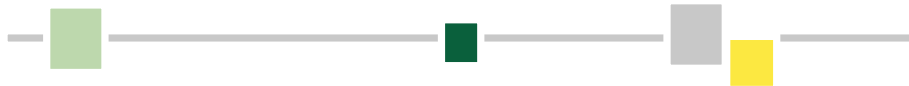
Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

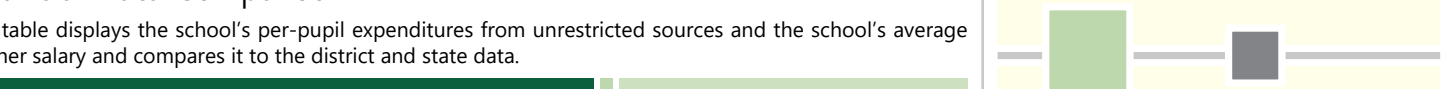
Salary Data		2017-18 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary	\$48,137	\$51,374
Midrange teacher salary	\$70,952	\$80,151
Highest teacher salary	\$93,286	\$100,143
Average elementary school principal salary	\$127,236	\$126,896
Average middle school principal salary	\$128,903	\$133,668
Average high school principal salary	\$143,734	\$143,746
Superintendent salary	\$221,917	\$245,810
Teacher salaries: percentage of budget	36%	35%
Administrative salaries: percentage of budget	5%	5%



Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Tracy HS	\$6,389	\$58,836
Tracy USD	\$8,184	\$70,046
California	\$7,507	\$82,031
School and district: percentage difference	-21.9%	-16.0%
School and California: percentage difference	-14.9%	-28.3%



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$7,237
Expenditures per pupil from restricted sources	\$848
Expenditures per pupil from unrestricted sources	\$6,389
Annual average teacher salary	\$58,836



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Tracy High School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

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