

SARC

2019-20

School Accountability
Report Card

Published in 2020-21



Tracy High School

Pride, Academics, Tradition, Honor

Grades 9-12
CDS Code 39-75499-3938008

Jason Noll
Principal
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Tracy, CA 95376
(209) 830-3360

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

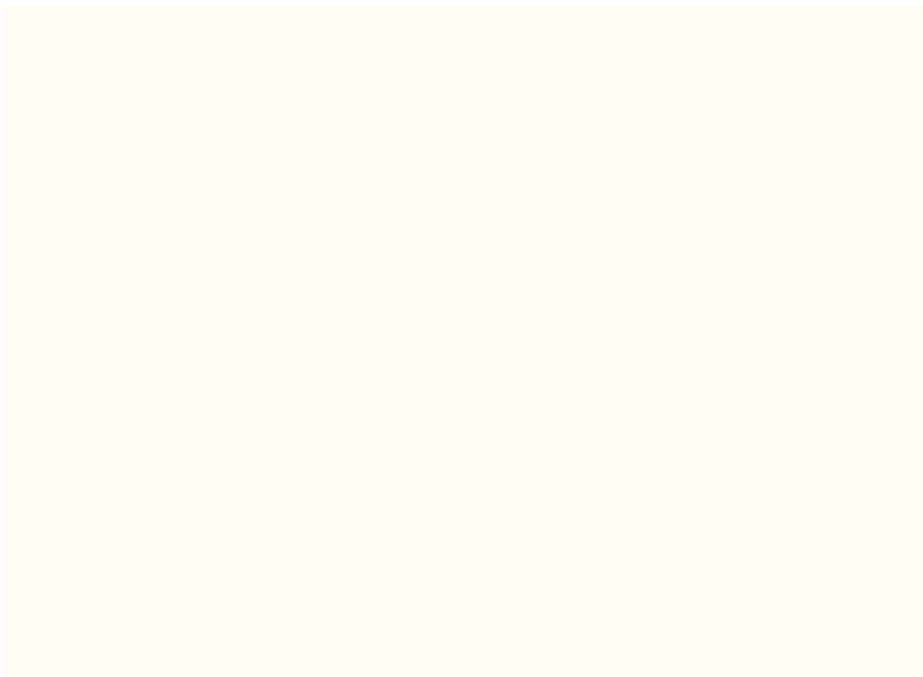
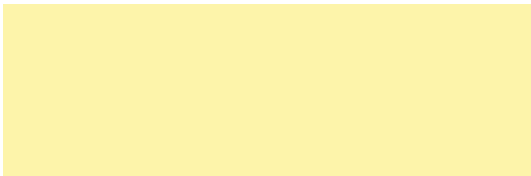
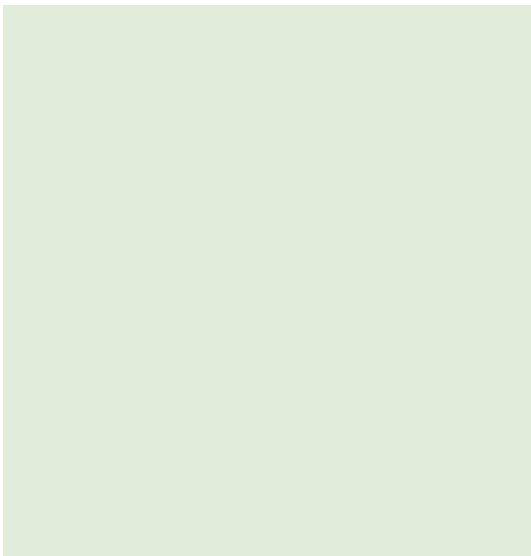
Para español, visita www.tracy.k12.ca.us.



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.

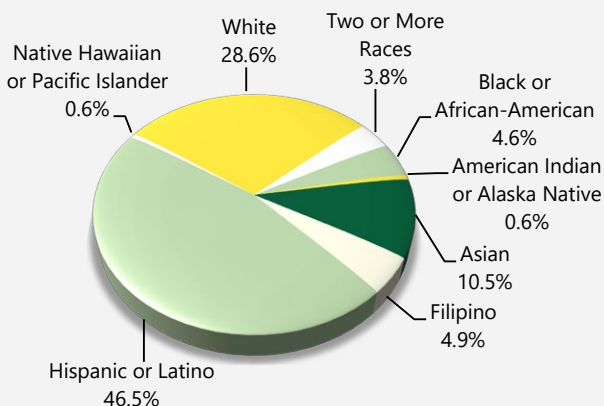
The school safety plan was last reviewed, updated and discussed with the school faculty in February 2020.

Enrollment by Student Group

The total enrollment at the school was 1,957 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2019-20 School Year



Socioeconomically disadvantaged	39.40%
English learners	13.00%
Students with disabilities	8.20%
Foster youth	0.40%
Homeless	1.30%

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.



"The future belongs to the educated."

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

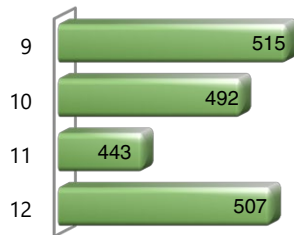
Simran Kaur, President
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 Ameni Alexander, Member
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Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.

2019-20 Enrollment by Grade

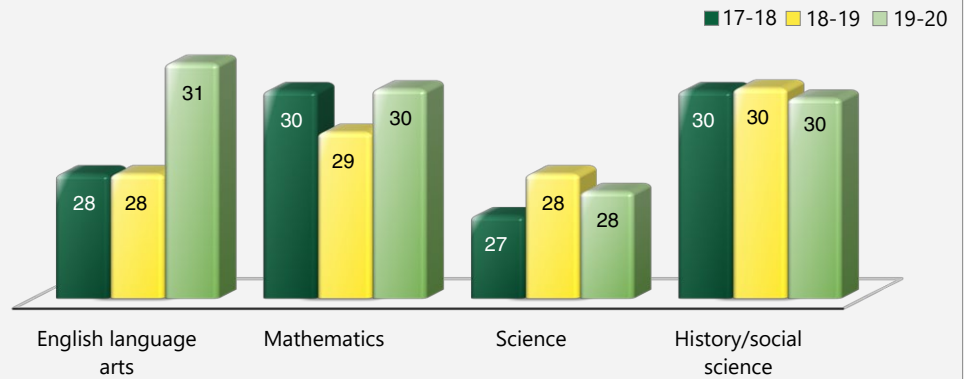


Class Size Distribution

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

	2017-18			2018-19			2019-20		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	13	38	23	11	34	25	2	28	28
Mathematics	4	31	24	5	21	12	2	32	19
Science	7	55	2	9	45	7	7	53	5
History/social science	5	34	19	5	27	25	2	30	19

Types of Services Funded

About 58% of the district's income is spent on employee salaries, and 23% is spent on employee benefits. Books and supplies account for 10% of the district's spending, an additional 10% 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 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.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions

Three-Year Data

	Tracy HS		Tracy USD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
Suspension rates	10.1%	10.6%	8.3%	9.3%	3.5%	3.5%
Expulsion rates	1.0%	0.8%	0.7%	0.5%	0.1%	0.1%
	Tracy HS		Tracy USD		California	
	19-20		19-20		19-20	
Suspension rates	4.0%		5.5%		*	
Expulsion rates	0.6%		0.4%		*	

* California suspension and expulsion data is not available at this time.



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

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Tracy HS		Tracy USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	31%	◇	26%	◇	30%	◇

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	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	62%	◇	44%	◇	51%	◇
Mathematics	29%	◇	31%	◇	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		2019-20 School Year
Percentage of Students Meeting Fitness Standards		Tracy HS
		Grade 9
Four of six standards		◇
Five of six standards		◇
Six of six standards		◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

California Assessment of Student Performance and Progress (CAASPP)

For the 2019–20 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 and science in grades 5, 8 and high school. 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: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

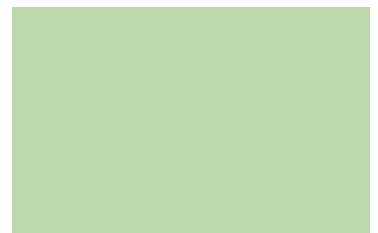
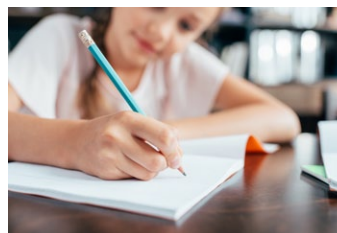
The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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: Science (high school)

Percentage of Students Meeting or Exceeding State Standards				2019-20 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

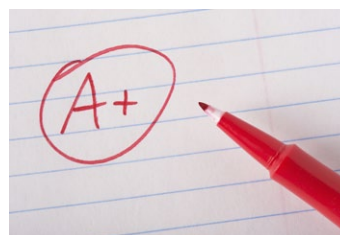
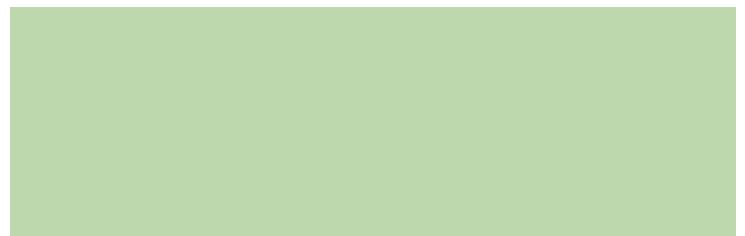




CAASPP Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

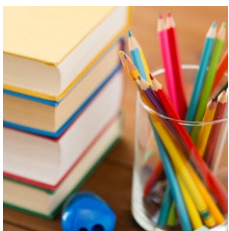
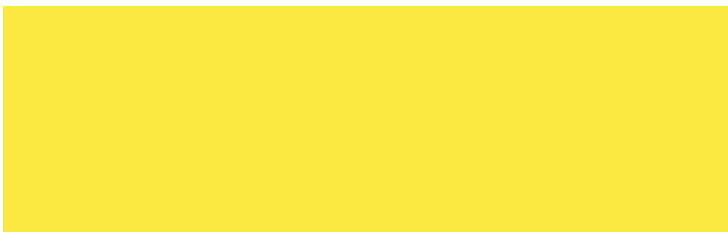
◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.



CAASPP Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards				2019-20 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





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
- CTE Fire Sciences

Career Technical Education Participation

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

Career Technical Education Data	2019-20 Participation
	Tracy HS
Number of pupils participating in CTE	822
Percentage of pupils who completed a CTE program and earned a high school diploma	80.60%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%

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		
	16-17	17-18	18-19	16-17	17-18	18-19
Tracy HS	91.90%	92.50%	93.00%	6.10%	6.60%	5.70%
Tracy USD	90.00%	90.40%	90.20%	7.30%	7.20%	7.40%
California	82.70%	83.00%	84.50%	9.10%	9.60%	9.00%

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	2018-19 and 2019-20 School Years
	Tracy HS
Percentage of students enrolled in courses required for UC/CSU admission in 2019-20	96.77%
Percentage of graduates who completed all courses required for UC/CSU admission in 2018-19	43.50%



Advanced Placement Courses

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

Advanced Placement Courses	
2019-20 School Year	
Percentage of total enrollment enrolled in AP courses	6.20%
Number of AP courses offered at the school	5
Number of AP Courses by Subject	
Computer science	1
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	4
Science	0
Social science	0

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	
2020-21 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	
2020-21 School Year	
Data collection date	9/22/2020

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 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, 2019. 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). TUSD is in the process of evaluating and selecting instructional materials for science in grades K-12; this process has been hampered by school closures related to the COVID-19 pandemic.

Textbooks and Instructional Materials List		2020-21 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> , 1st 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> , 7th Edition; Cengage	2017
Mathematics	<i>Calculus</i> , Eleventh Edition; Cengage	2017
Mathematics	<i>Geometry</i> , Houghton Mifflin	2015
History/social science	<i>World History: Ancient Civilizations</i>	2018
History/social science	<i>World History: Medieval and Early Modern Times</i>	2018
History/social science	<i>American Stories: Beginnings to World War I</i>	2018
Science	<i>Campbell Biology</i> , Ninth Edition; Pearson (undergoing pilot 2020-21)	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 2020-21)	2007
Science	<i>A User's Guide to Engineering</i> , Prentice Hall	2007
Science	<i>Biology</i> , California Edition; Prentice Hall; <i>Biologia</i> , California Edition (Spanish)	2007
Science	<i>Chemistry: The Central Science</i> , 10th Edition; Prentice Hall (undergoing pilot 2020-21)	2007
Science	<i>Chemistry</i> , California Edition; Prentice Hall (undergoing pilot 2020-21)	2007
Science	<i>Conceptual Physics</i> , Prentice Hall (undergoing pilot 2020-21)	2007
Science	<i>Criminalistics: An Introduction to Forensic Science</i> , 8th Edition; Prentice Hall	2007
Science	<i>Essentials of Human Anatomy & Physiology Laboratory Manual</i> , 8th Edition	2007
Science	<i>Earth Science</i> , California Edition; Holt	2007
Science	<i>Modern Chemistry</i> , Holt (undergoing pilot 2020-21)	2007
Science	<i>Environmental Science for AP</i> , W.H. Freeman	2012

Continued on page 11



Textbooks and Instructional Materials, *Continued from 10*

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
Science	<i>College Physics</i> , 7th Edition; Pearson Addison-Wesley	2011
Science	<i>Fundamentals of Physics</i> , 8th Edition; People's Publishing/Wiley	2007
Science	<i>Physics for the IB Diploma</i> , 5th Edition; Cambridge University Press	2007
Science	<i>Biotechnology: Science for the New Millennium</i> , 1st 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> , 2nd Edition; Cengage	2009
Science	<i>Building a Medical Vocabulary</i> , 7th Edition, Elsevier	2009
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> , 7th Edition	2007
History/social science	<i>Understanding Psychology</i> , 2nd Edition	2007
History/social science	<i>Cognitive Psychology</i> , 4th Edition	2007
History/social science	<i>Approaches to Psychology</i> , 5th Edition	2007
History/social science	<i>World Geography Today</i>	2007
Foreign language	French: <i>Bien Dit!</i> , Level 1-3	2012
Foreign language	French: <i>Le monde en français</i>	2012
Foreign language	French: <i>Imaginez</i>	2012
Foreign language	Spanish: <i>¡Avancemos!</i> , Level 1-4	2012
Foreign language	Spanish: <i>Manána Imagina Reflexiones</i>	2012
Foreign language	Spanish: <i>Reflexiones: Introducción a la literatura hispánica</i>	2012

Quality of Textbooks

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

Quality of Textbooks	2020-21 School Year
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No★
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?	No★
★ TUSD is going through an IM adoption for Science K-12; TUSD experienced low COVID-19 book returns in Spring, 2020 and must purchase more books that are currently in transit for high school physics and AP Spanish Literature; all are expected to arrive within the statutory limit.	

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 1,950 students.



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 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.

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 2020-21 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 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.

School Facility Good Repair Status		2020-21 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		7/8/2020
Date of the most recent completion of the inspection form		7/8/2020

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2020-21 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Room A110 gum on carpet, ceiling tiles need replacement in rooms A207, A211, D203. E building staff workroom, N102, N104, N107, D209 dry wall repair needed. Door handles loose in room R103, and E107. Girls locker room broken partition and mastic on wall from mirror removal. Boys lockers room chipped concrete. Work order submitted.	October 2020
Electrical	Administration building replace lights in rooms A106, A109, A110, AP office, principal's office, counselors office, A22, A207, A208, A212, A218, B101 D108, library, D building hallways, E102, E104, E107, E109, E stall workroom, N103, and L building Boys/ girls locker room. Room 102 light switch needs replacement. Face plates replacement in room D210. Work order submitted.	August 2020
Restrooms/fountains	Restrooms by 109 boy toilet seat needs replacement, restrooms by 101 toilets not working. D building boys' restroom by 208, toilet needs to be fixed and urinals are not working. L building boys locker room toilets are clogged. E104 faucet is loose and F104 faucet doesn't work. Work order submitted.	August 2020



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	20-21	18-19	19-20	20-21
With a full credential	622	86	78	74
Without a full credential	43	3	4	7
Teaching outside subject area of competence (with full credential)	13	0	6	0

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		18-19	19-20	20-21
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		2	1	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		
		2018-19	2019-20	2020-21
Number of school days dedicated to staff development and continuous improvement		5	5	5

School Facilities

Continued from page 12

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.



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).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2019-20 School Year

	Ratio
Pupils to Academic counselors	480:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	4.00
Library media teacher (librarian)	0.50
Library media services staff (paraprofessional)	2.00
Psychologist	1.50
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00

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	
2018-19 Fiscal Year	
Total expenditures per pupil	\$8,962
Expenditures per pupil from restricted sources	\$1,036
Expenditures per pupil from unrestricted sources	\$7,926
Annual average teacher salary	\$66,326

Financial Data

The financial data displayed in this SARC is from the 2018-19 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		2018-19 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary	\$50,570	\$52,484
Midrange teacher salary	\$74,538	\$81,939
Highest teacher salary	\$98,000	\$102,383
Average elementary school principal salary	\$133,367	\$129,392
Average middle school principal salary	\$138,528	\$136,831
Average high school principal salary	\$150,900	\$147,493
Superintendent salary	\$233,679	\$254,706
Teacher salaries: percentage of budget	34%	34%
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		2018-19 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Tracy HS	\$7,926	\$66,326
Tracy USD	\$8,833	\$72,386
California	\$7,750	\$84,577
School and district: percentage difference	-10.3%	-8.4%
School and California: percentage difference	+2.3%	-21.6%

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.

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 2020.

School Accountability Report Card

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