

SARC

2019-20

School Accountability
Report Card

Published in 2020-21



Tracy Independent Study Charter School

Grades 7-12
CDS Code 39-75499-0139949

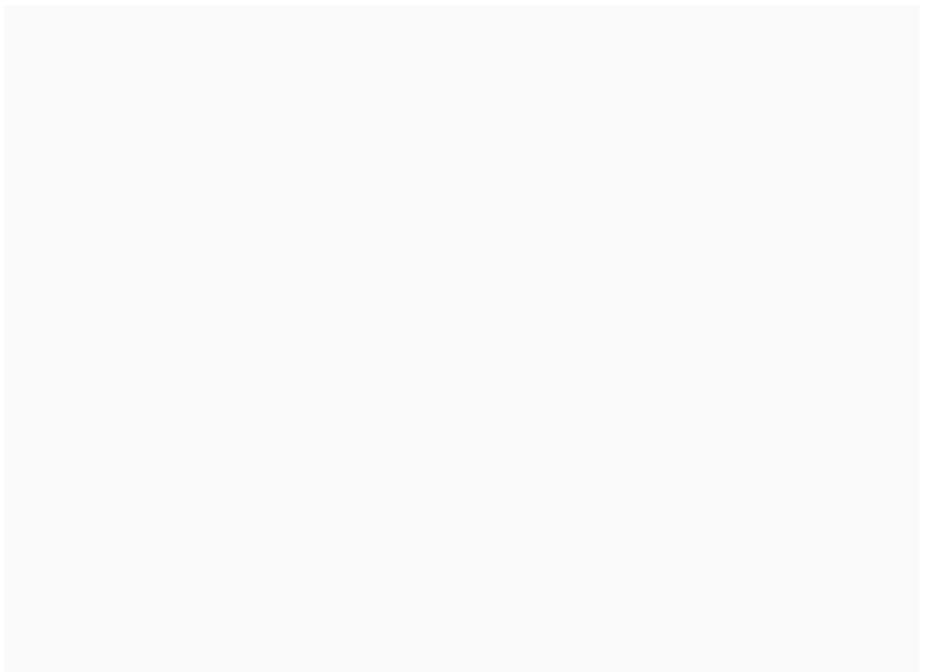
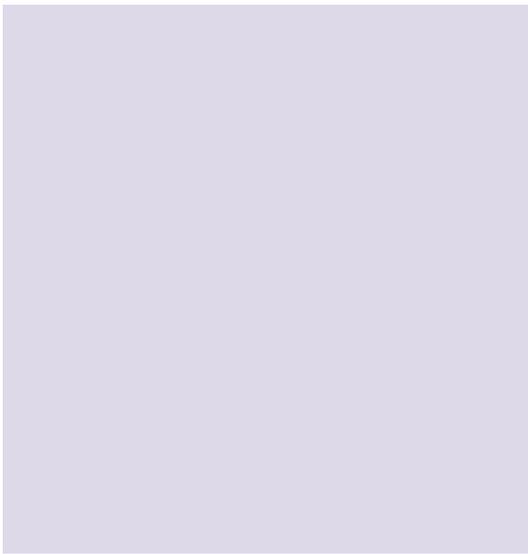
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Para español, visita www.tracy.k12.ca.us.







Principal's Message

Welcome to Tracy Independent Study Charter School. I would like to welcome you to the 2020-21 school year! I look forward to an exciting and successful academic year here at Tracy Independent Study Charter School. Our modern learning center has been designed and constructed to support a comfortable and engaging environment for our students and teachers. We have created a distinctive program which embraces a culture of one-on-one student and teacher collaboration with an innovative curriculum platform. Each student will receive a state-of-the-art learning device and a free hot spot as a part of their registration and acceptance package. I am thrilled to be a part of this rich learning environment tailored to meet the learning needs of your child.

My diverse exposure to teaching students and leading school communities across all TK-12th grade levels here in the Tracy Unified School District has provided me insight on how to increase student engagement, achievement, and success in schools. Over the past 21 years of service, my professional and personal life have been enriched by the countless relationships I have built and maintained with students, teachers, support staff, colleagues, leaders, and parents of the Tracy Unified School District! I am honored to work with so many professionals who choose to transform the lives of our youth each day. We will build the same quality relationships between our students, parents and teachers here at the Tracy Independent Study Charter School as well. As a team, we will provide the best educational experience for each student in our program by modeling positive and productive communication and building strong relationships.

Your child's education is of the utmost importance to all of us here at the Tracy Independent Study Charter School. This will be an excellent year for our new school community!

Mary R. Petty, Ed.D.
Principal



About Our School

TISCS is open to students in grades 7th-12th and is nonsectarian in its programs, admissions policies, employment practices, and all other operations. TISCS targets and intends to educate students seeking a non-traditional educational setting. TISCS serves two distinct populations through an independent study approach and virtual academy in the Calaveras, Amador, Sacramento, Contra Costa, Alameda, Stanislaus and San Joaquin Counties. TISCS serves students who seek an alternative educational model that provides for greater flexibility in terms of time and delivery of instruction. Students who are struggling in the traditional classroom setting, are behind academically, and would benefit from a one-on-one student to teacher ratio for academic support, credit recovery and/or skill remediation. The alternative educational program serves high school students seeking both a classroom and non-classroom-based environment that provides standards-based academic assignments to allow them to graduate from high school in a flexible learning environment. Furthermore, this program seeks to serve students who leave the District in pursuit of other alternative educational options.

It is the policy of TISCS to ensure equal educational opportunity for all students and to prohibit discrimination because of race, color, religious creed, age, sex, marital status, national origin, ancestry, or disability in employing personnel and in carrying out the educational programs and activities including, but not limited to course offerings, tests, and procedures.

Parental Involvement

TISCS will convene an Advisory Council (the "Council") made up of the Principal, one (1) teacher, two (2) parents of TISCS students and one (1) community member. The individuals to serve on the Council will be appointed by, and serve at the pleasure of, the Board of Education of the Tracy Unified School District. The Council shall meet regularly (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c). The Council shall be responsible for the following:

- Providing an open forum for all stakeholders to have a voice in Charter School operations.
- Monitoring Charter School data including, but not limited to, enrollment, attendance, demographics, student discipline, and academic performance.
- Reporting to the Tracy Unified School District Board of Education, at least annually, as to the progress of the Charter School.
- Recommending changes in policy, procedure, curriculum, and Educational Program to the Tracy Unified School District Board of Education, as necessary.
- Promoting the Charter School in the community.

For more information, please contact Mary Petty, Principal at (209) 830-3200.

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.



School Mission Statement

As an independent study/virtual program, Tracy Independent Study Charter School utilizes a standards-based education that addresses individual differences and learning styles and provides students the opportunity to select customized pathways.

School Vision Statement

Preparing each student to succeed in their future and be college and career ready upon graduation.



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.



School Facilities

Since TISCS (Tracy Independent Study Charter School) is a home-based charter school that is dependent on TUSD (Tracy Unified School District), we have two classrooms in one of our pre-existing district buildings. These classrooms were transformed for our brand-new charter school over the summer of 2020. In addition to two classrooms, we have student restrooms connected to the hallway of our TISCS classrooms. Since TISCS does not participate in any extra-curricular sports or club programs, no other facilities are needed. At the start of the school year, the principal met with the facilities supervisor to ensure a regular cleaning and sanitation scheduled was prepared for our classrooms and restrooms.

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	
Subject	Tracy USD		California	
	18-19	19-20	18-19	19-20
Science	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	
Subject	Tracy USD		California	
	18-19	19-20	18-19	19-20
English language arts/literacy	44%	◇	51%	◇
Mathematics	31%	◇	40%	◇

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	Exemplary	
Date of the most recent school site inspection	9/9/2020	
Date of the most recent completion of the inspection form	9/9/2020	

◇ 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.



Textbooks and Instructional Materials

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
English 3 AP	<i>Angela's Ashes: A Memoir</i>	2017
English 3 AP	<i>Into the Wild</i>	2017
English 3 AP	<i>Nickel and Dime: On (Not) Getting By in America</i>	2002, 2007
English 3 AP	<i>The Language of Composition</i>	2014
English 3 AP	<i>The Language of Composition Teacher's Edition</i>	2014
Mathematics	<i>Edgenuity software</i>	2015
Science	<i>Edgenuity software</i>	2015
AP US History	<i>America's History for the AP Course</i>	2015
AP US History	<i>America's History for the AP Course Teacher's Edition</i>	2017
AP US History	<i>Sources for America's History Volume 1 to 1877</i>	2017
AP US History	<i>Sources for America's History Volume 2 Since 1865</i>	2015
AP Government	<i>American Government: Readings & Cases</i>	2008

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
Tracy ISC	Percentage Lacking	
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%	

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?	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.

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

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.

Suspension and Expulsion Rates		
Suspension Rates		
	17-18	18-19
Tracy USD	8.3%	9.3%
California	3.5%	3.5%
Expulsion Rates		
	17-18	18-19
Tracy USD	0.7%	0.5%
California	0.1%	0.1%
Suspension Rates		
	19-20	
Tracy USD	5.5%	
California	*	
Expulsion Rates		
	19-20	
Tracy USD	0.4%	
California	*	

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

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 Safety

Student safety is a major priority at TISCS. Each year the school's safety plan will be reviewed and updated. Staff and students will be aware of drill protocols and will follow district office evacuation procedures, if necessary. All visitors to the school must sign in at the office, and all staff members will wear their school badges. There are several security cameras located around the school property. A positive school climate and safety are of utmost importance. The district School Safety and Violence Prevention Handbook and education codes are followed. Inappropriate student conduct is not tolerated. The school safety plan was discussed with the school faculty in 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 ISC		
Teachers	20-21	18-19	19-20	20-21
With a full credential	622	▲	▲	2
Without a full credential	43	▲	▲	0
Teaching outside subject area of competence (with full credential)	13	▲	▲	2

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 ISC		
Teachers	18-19	19-20	20-21
Teacher misassignments of English learners	▲	▲	0
Total teacher misassignments	▲	▲	0
Vacant teacher positions	▲	▲	0

Professional Development

For the 2020-2021 school year, our professional development focus was on building relationships with students and how technology will support distance learning. All professional development offerings were done so in a virtual capacity via Microsoft Teams. For this school year, we will follow Edgenuity's curriculum platform and our TUSD scope and sequence for all courses where instructional guides exist. As a dependent charter school, we will be supporting grade-level course content and are accountable for ensuring students have access and learn the course/grade-level standards and skills.

As a home-based charter school, TISCS is determined to find the most effective practices to support student learning in a virtual manner. The principal and academic counselor worked to provide our teachers specific training on the Edgenuity site and platform. In addition, the Professional Learning and Curriculum Department team of TUSD met virtually with our teachers to learn the effective practices and the challenges encountered when teaching through Microsoft Teams. Information was made available to our teachers on how to develop Microsoft Teams templates that TISCS teachers could use as the foundation for building their virtual classrooms. The following tools and resources were put together to support TISCS teachers in building their Teams virtual classroom and developing distance learning routines.

Professional Development Days	Three-Year Data		
	2018-19	2019-20	2020-21
Number of school days dedicated to staff development and continuous improvement	▲	▲	5

▲ Tracy Independent Charter first opened in 2020-21, therefore no data is available.





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 ISC	▲	▲
Tracy USD	\$8,833	\$72,386
California	\$7,750	\$84,577
School and district: percentage difference	▲	▲
School and California: percentage difference	▲	▲

▲ Tracy Independent Charter first opened in 2020-21, therefore no data is available.

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	▲
Expenditures per pupil from restricted sources	▲
Expenditures per pupil from unrestricted sources	▲
Annual average teacher salary	▲

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.

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.

Tracy Independent Study Charter 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 2020.

School Accountability Report Card

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