

Tracy High School

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/thS



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.

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 1,850 students.

Parental Involvement

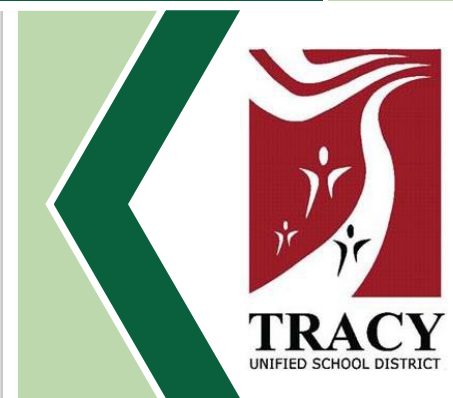
Tracy High is a small community that needs to tap the resources and support the parents. Their life experiences, depth of knowledge, and even just their presence could change the environment in a positive manner for the students and staff. Tracy High offers many opportunities for parents. We welcome 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 2021.



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

Simran Kaur, *President*

Steve Abercrombie, *Vice President*

Ana Blanco, *Board Clerk*

Lori Souza, *Member*

Ameni Alexander, *Member*

Nathalia Hughes Erskine, *Member*

Zachary Hoffert, *Member*

Enrollment by Student Group

Demographics

2020-21 School Year

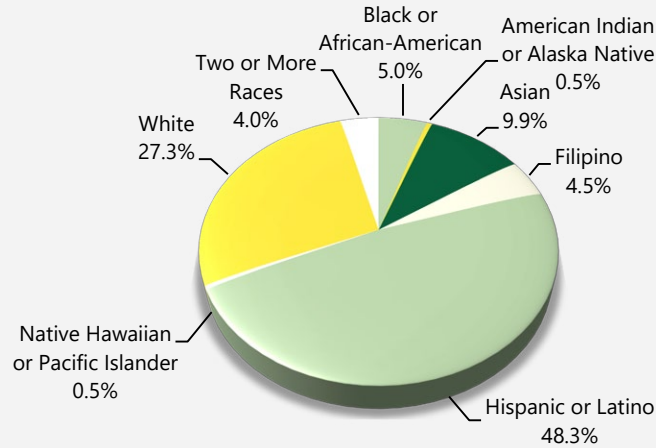
Female	50.40%
Male	49.60%
Non-Binary	0.10%
English learners	14.80%
Foster youth	0.40%
Homeless	3.10%
Migrant	0.00%
Socioeconomically Disadvantaged	39.90%
Students with Disabilities	10.70%

Enrollment by Student Group

The total enrollment at the school was 1,894 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2020-21 School Year

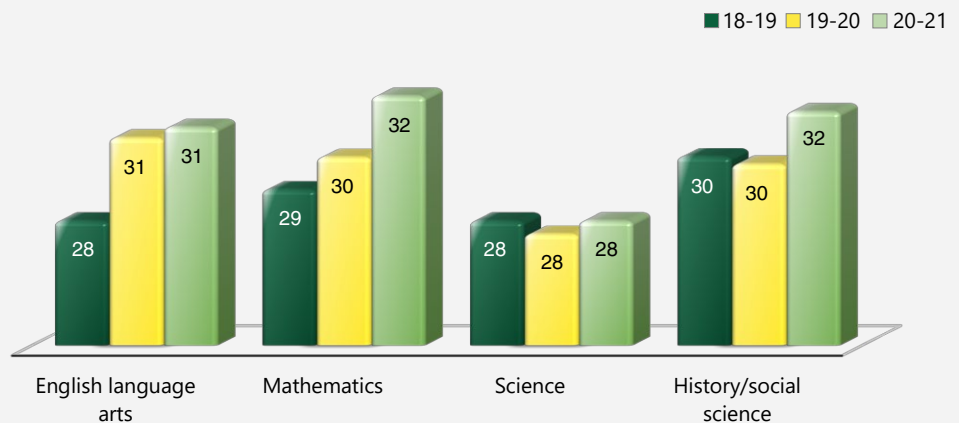


Class Size Distribution

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

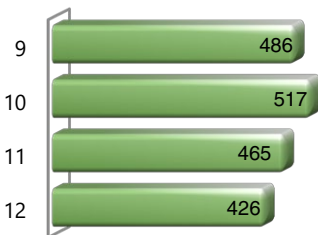
Three-Year Data



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade



Number of Classrooms by Size

Three-Year Data

	2018-19			2019-20			2020-21		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	11	34	25	2	28	28	1	30	23
Mathematics	5	21	12	2	32	19		25	22
Science	9	45	7	7	53	5	5	52	3
History/social science	5	27	25	2	30	19		21	15



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Tracy HS		Tracy USD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	10.6%	0.0%	9.3%	0.1%	3.5%	0.2%
Expulsion rates	0.8%	0.0%	0.5%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year	
	Tracy HS		Tracy USD		California
	19-20		19-20		19-20
Suspension rates	4.0%		5.5%		2.5%
Expulsion rates	0.6%		0.4%		0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other 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 other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	0.00%	0.00%		
Female	0.00%	0.00%		
Male	0.00%	0.00%		
Non-Binary	0.00%	0.00%		
American Indian or Alaska Native	0.00%	0.00%		
Asian	0.00%	0.00%		
Black or African American	0.00%	0.00%		
Filipino	0.00%	0.00%		
Hispanic or Latino	0.00%	0.00%		
Native Hawaiian or Pacific Islander	0.00%	0.00%		
Two or More Races	0.00%	0.00%		
White	0.00%	0.00%		
English Learners	0.00%	0.00%		
Foster Youth	0.00%	0.00%		
Homeless	0.00%	0.00%		
Socioeconomically Disadvantaged	0.00%	0.00%		
Students Receiving Migrant Education Services	0.00%	0.00%		
Students with Disabilities	0.00%	0.00%		



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	
Tracy HS	
2020-21 Participation	
Number of pupils participating in a CTE program	536
Percentage of pupils who completed a CTE program and earned a high school diploma	12.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	13.00%

Types of Services Funded

About 55% of the district's income is spent on employee salaries, and 22% is spent on employee benefits. Books and supplies account for 9% of the district's spending, an additional 9% is dedicated to services and operating costs, 1% is used for capital outlay, and 2% is spent on another district outgo. Expenditures are expected to exceed revenues by approximately 8%.

All our K-3 classes comply with the California Class Size Reduction program limits. We offer a Bilingual Education and a GATE program at South/West Park Elementary School. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical and Health Services Academy.

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

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Tracy HS
	Grade 9
Four of six standards	◆
Five of six standards	◆
Six of six standards	◆

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1,942	1,917	52	2.70%
Female	966	958	29	3.00%
Male	975	958	23	2.40%
American Indian or Alaska Native	9	9	0	0.00%
Asian	192	190	1	0.50%
Black or African American	97	96	4	4.20%
Filipino	86	86	0	0.00%
Hispanic or Latino	943	930	37	4.00%
Native Hawaiian or Pacific Islander	12	9	1	11.10%
Two or More Races	76	75	1	1.30%
White	527	522	8	1.50%
English Learners	299	293	18	6.10%
Foster Youth	9	8	1	12.50%
Homeless	73	71	4	5.60%
Socioeconomically Disadvantaged	804	789	40	5.10%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	215	212	24	11.30%

◆ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

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.



SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Tracy HS		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	22.69%	■	22.22%	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Tracy HS		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

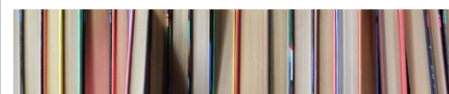
The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



CAASPP Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	390	335	85.90%	14.10%	22.69%
Female	211	190	90.05%	9.95%	20.53%
Male	179	145	81.01%	18.99%	25.52%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	45	44	97.78%	2.22%	40.91%
Black or African American	20	16	80.00%	20.00%	6.25%
Filipino	23	23	100.00%	0.00%	34.78%
Hispanic or Latino	170	138	81.18%	18.82%	10.87%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	120	105	87.50%	12.50%	27.62%
English Learners	32	24	75.00%	25.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	14	13	92.86%	7.14%	15.38%
Socioeconomically disadvantaged	134	107	79.85%	20.15%	17.76%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	39	28	71.79%	28.21%	3.57%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Test Results by Student Group: English Language Arts (grade 11) For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	449	370	82.41%	17.59%	64.59%
Female	232	201	86.64%	13.36%	71.64%
Male	217	169	77.88%	22.12%	56.21%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	51	48	94.12%	5.88%	75.00%
Black or African American	21	16	76.19%	23.81%	56.25%
Filipino	15	15	100.00%	0.00%	93.33%
Hispanic or Latino	195	153	78.46%	21.54%	52.29%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	16	13	81.25%	18.75%	92.31%
White	145	119	82.07%	17.93%	70.59%
English Learners	47	32	68.09%	31.91%	9.38%
Foster Youth	❖	❖	❖	❖	❖
Homeless	14	10	71.43%	28.57%	❖
Military	34	24	70.59%	29.41%	62.50%
Socioeconomically disadvantaged	161	123	76.40%	23.60%	51.22%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	51	33	64.71%	35.29%	18.18%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Test Results by Student Group: Mathematics (grade 11)
For students taking and completing a state-administered assessment.

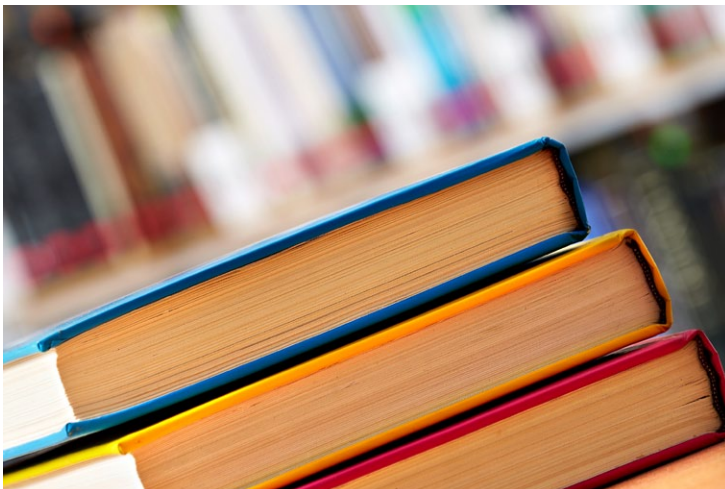
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	449	364	81.07%	18.93%	31.96%
Female	232	198	85.34%	14.66%	30.96%
Male	217	166	76.50%	23.50%	33.13%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	51	48	94.12%	5.88%	62.50%
Black or African American	21	15	71.43%	28.57%	20.00%
Filipino	15	15	100.00%	0.00%	66.67%
Hispanic or Latino	195	150	76.92%	23.08%	18.79%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	16	13	81.25%	18.75%	46.15%
White	145	117	80.69%	19.31%	31.62%
English Learners	47	31	65.96%	34.04%	3.23%
Foster Youth	❖	❖	❖	❖	❖
Homeless	14	10	71.43%	28.57%	❖
Military	34	24	70.59%	29.41%	25.00%
Socioeconomically disadvantaged	161	119	73.91%	26.09%	24.58%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	51	31	60.78%	39.22%	6.45%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



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.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	18-19	19-20	20-21	18-19	19-20	20-21
Tracy HS	93.00%	92.20%	84.40%	5.70%	5.30%	12.10%
Tracy USD	90.20%	91.80%	81.40%	7.40%	5.20%	14.50%
California	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group				2020-21 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate	
All Students	423	357	84.40%	
Female	229	198	86.50%	
Male	194	159	82.00%	
Non-Binary	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	
Asian	46	42	91.30%	
Black or African American	21	17	81.00%	
Filipino	26	23	88.50%	
Hispanic or Latino	187	149	79.70%	
Native Hawaiian or Pacific Islander	❖	❖	❖	
Two or More Races	❖	❖	❖	
White	131	115	87.80%	
English Learners	57	39	68.40%	
Foster Youth	❖	❖	❖	
Homeless	18	14	77.80%	
Socioeconomically Disadvantaged	204	161	78.90%	
Students Receiving Migrant Education Services	❖	❖	❖	
Students with Disabilities	49	34	69.40%	

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Advanced Placement Courses

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

Advanced Placement Courses	
2020-21 School Year	
Percentage of total enrollment enrolled in AP courses	4.20%
Number of AP courses offered at the school	2
Number of AP Courses by Subject	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	2
Science	0
Social science	0

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	
Tracy HS	
2019-20 and 2020-21 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2020-21	97.39%
Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20	45.40%



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		2021-22 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	7/30/2021	

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		2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	A110 gum on carpet, Hallway's handrails on stairs need paint and 2nd floor by 209 rusty ceiling tiles, A208 ceiling stain, D208 dry wall repair. Work order submitted.	October 2021
Restrooms/fountains	D230 workroom restroom and E104 faucet loose, L bldg. boys' locker room toilets chipped concrete. Work order submitted.	October 2021

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.



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 2021-22 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).

Continued on page 13

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 (IM) to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2021. The district chose its most recently adopted textbooks (K-5 history/social sciences) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). Tracy Unified School District (TUSD) is in the process of evaluating and selecting instructional materials for science in grades K-12.

Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>StudySync, McGraw Hill (9-12)</i>	2017
Reading/language arts	<i>The Language of Composition, 1st Edition (11)</i>	2007
Mathematics	<i>Bridge to Algebra (Algebra Readiness), Carnegie Learning</i>	2014
Mathematics	<i>Algebra 1, Houghton Mifflin</i>	2015
Mathematics	<i>Algebra 2, Houghton Mifflin</i>	2015
Mathematics	<i>Precalculus with Limits, 7th Edition; Cengage</i>	2017
Mathematics	<i>Calculus, 11th Edition; Cengage</i>	2017
Mathematics	<i>Geometry, Houghton Mifflin</i>	2015
Science	<i>Campbell Biology, 9th Edition; Pearson (undergoing pilot 2020-21)</i>	2012
Science	<i>Campbell Biology, 7th Edition; Prentice Hall</i>	2007
Science	<i>Campbell Essential Biology with Physiology, 2nd Edition; Prentice Hall (undergoing pilot 2020-21)</i>	2007
Science	<i>A User's Guide to Engineering, Prentice Hall</i>	2007
Science	<i>Biology, California Edition; Prentice Hall; Biologia, California Edition (Spanish)</i>	2007
Science	<i>Chemistry: The Central Science, 10th ed; Prentice Hall</i>	2007
Science	<i>Chemistry; Prentice Hall</i>	2007
Science	<i>Conceptual Physics, Prentice Hall (undergoing pilot 2020-21)</i>	2007
Science	<i>Essentials of Human Anatomy & Physiology Laboratory Manual, 8th Edition</i>	2007
Science	<i>Earth Science, California Edition; Holt</i>	2007
Science	<i>Modern Chemistry, Holt (undergoing pilot 2020-21)</i>	2007
Science	<i>Environmental Science for AP, W.H. Freeman</i>	2012
Science	<i>College Physics, 7th Edition; Pearson Addison-Wesley</i>	2011
Science	<i>Fundamentals of Physics, 8th Edition; People's Publishing/Wiley</i>	2007
Science	<i>Physics for the IB Diploma, 5th Edition; Cambridge University Press</i>	2007
Science	<i>Biotechnology: Science for the New Millennium, 1st Edition; EMC Paradigm Publishing</i>	2007

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School Facilities

Continued from page 12

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

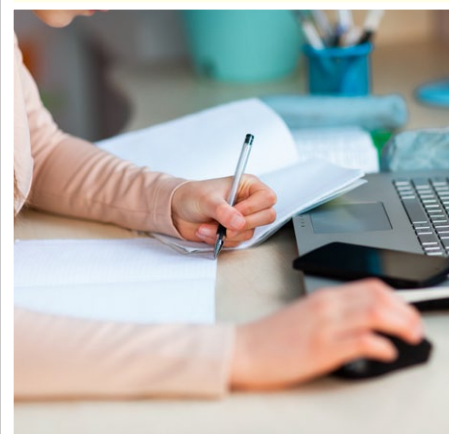
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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.

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.



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	
2021-22 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	
2021-22 School Year	
Data collection date	9/28/2021

Textbooks and Instructional Materials, *Continued from 13*

Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Science	<i>Environmental Systems and Societies for the IB Diploma, 2nd ed</i>	2020
History/social science	<i>World Civilizations: The Global Experience (10)</i>	2009
History/social science	<i>Modern World History (10)</i>	2019
History/social science	<i>Modern World GCSE (10)</i>	2006
History/social science	<i>US History 1877 to the Present: America Through the Lens (11)</i>	2019
History/social science	<i>American History: Connecting with the Past, 15th ed. (11)</i>	2015
History/social science	<i>ALatin America: An Interpretive History Major Problems in American History (11)</i>	2019
History/social science	<i>A People and a Nation: A History of the United States</i>	2019
History/social science	<i>American Government, 10th ed./ American Government Readings (12)</i>	2006
History/social science	<i>Making America (12)</i>	2019
History/social science	<i>History of the Americas, 1880-1981 (12)</i>	2015
History/social science	<i>The Mexican Revolution 1884-1940 (12)</i>	2014
History/social science	<i>The Move to Global War (12)</i>	2015
History/social science	<i>Economics Principles in Action (12)</i>	2019
History/social science	<i>Magruder's American Government (12)</i>	2019
Foreign language	<i>French: Bien Dit!, Level 1-3</i>	2012
Foreign language	<i>French: Le monde en français</i>	2012
Foreign language	<i>French: Imaginez</i>	2012
Foreign language	<i>Spanish: ¡Avancemos!, Level 1-4</i>	2012
Foreign language	<i>Spanish: Manána Imagina Reflexiones</i>	2012
Foreign language	<i>Spanish: Reflexiones: Introducción a la literatura hispánica</i>	2012
Foreign language	<i>TEMAS, Vista Higher Learning</i>	2019
Foreign language	<i>Nuevas Vistas Intro/Uno/Dos, Holt</i>	2004-2007

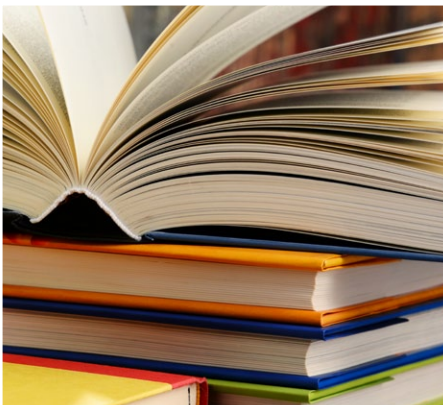
Quality of Textbooks

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

Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No ☐
☐ Science instructional materials, K-12, are currently going through an instructional materials adoption using the CA NGSS Toolkit for IM Evaluation; to be completed in February 2022 and to be in students' hands in the 2022-23 school year.	



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement				2019-20 School Year		
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the percent of authorization/assignment of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2019-20 School Year
Authorization/Assignment	Tracy HS	
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Professional Development

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2019-20	5
2020-21	5
2021-22	5



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	370:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	5.00
Library media teacher (librarian)	0.50
Library media services staff (paraprofessional)	2.00
Psychologist	1.50
Social worker	0.00
Nurse	0.06
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field

2019-20 School Year

Indicator	Tracy HS
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

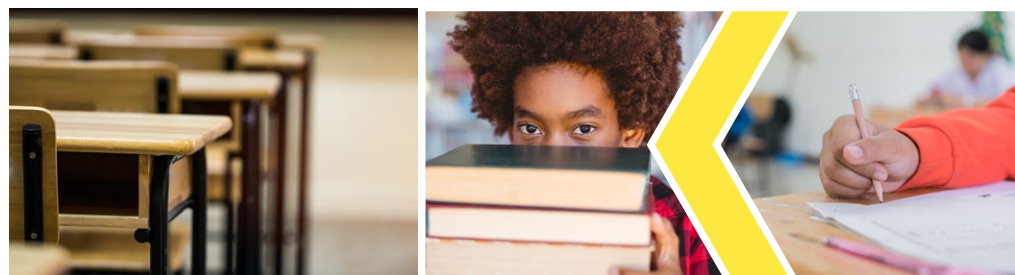
Class Assignments

2019-20 School Year

Indicator	Tracy HS
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpads-sdflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Financial Data

The financial data displayed in this SARC is from the 2019-20 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			2019-20 Fiscal Year
	Tracy USD	Similar Sized District	
Beginning teacher salary	\$52,219	\$52,562	
Midrange teacher salary	\$76,968	\$83,575	
Highest teacher salary	\$101,195	\$104,166	
Average elementary school principal salary	\$135,269	\$131,875	
Average middle school principal salary	\$143,044	\$137,852	
Average high school principal salary	\$155,819	\$150,626	
Superintendent salary	\$240,699	\$260,243	
Teacher salaries: percentage of budget	36%	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			2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Tracy HS	\$7,293	\$66,326	
Tracy USD	\$6,777	\$72,386	
California	\$8,444	\$86,376	
School and district: percentage difference	+7.6%	-8.4%	
School and California: percentage difference	-13.6%	-23.2%	

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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$7,981
Expenditures per pupil from restricted sources	\$688
Expenditures per pupil from unrestricted sources	\$7,293
Annual average teacher salary	\$66,326



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 January 2022.

School Accountability Report Card

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