Tracy Independent Study Charter School

Grades K-12
CDS Code 39-75499-0139949

Sam Strube, Principal
sstrube@tusd.net

1904 N. Corral Hollow Road
Tracy, CA 95376
(209) 830-3280

https://tracycharter.tracy.k12.ca.us/

SARC
2020-21

School
Accountability
Report Card
Published in 2021-22

Tracy Unified School District

Principal's Message

Hello, my name is Sam Strube, and I am happy to be joining the Tracy Independent Study Charter School (TISCS) community as the interim principal of TISCS. Twenty-seven of my twenty-eight years in education have been right here in Tracy. During this time, I have learned that caring for students, listening to parents, and supporting teachers are the keys to a healthy and successful school community. All of the staff at TISCS understand that parents and students alike need other options for our children's education; therefore, I am dedicated to working with the TISCS family to create a learning community that supports all stakeholders, helps our students discover and grow, and ultimately helps our students reach their fullest potential.

I am here to help you and your child succeed, so please do not hesitate to reach out to me at (209) 830-3280 or sstrube@tusd.net.

Sincerely,

Sam Strube

Principal

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.
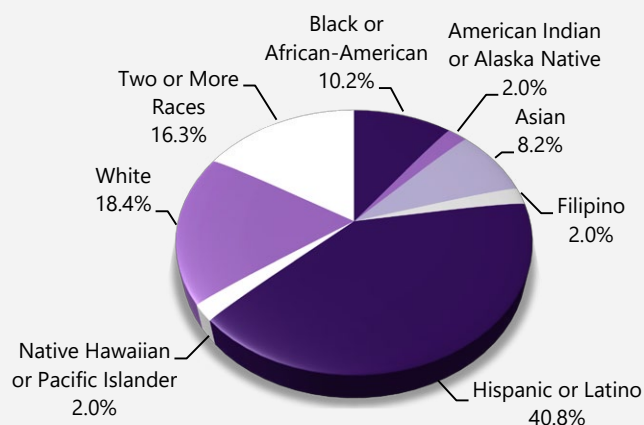
School Safety

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 upmost 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 last updated and discussed with the school faculty in February 2022.

Enrollment by Student Group

The total enrollment at the school was 49 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2020-21 School Year

- Black or African-American 10.2%
- American Indian or Alaska Native 2.0%
- Asian 8.2%
- Filipino 2.0%
- Hispanic or Latino 40.8%
- Native Hawaiian or Pacific Islander 2.0%
- White 18.4%
- Two or More Races 16.3%

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

Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	53.10%
Male	46.90%
Non-Binary	0.00%
English learners	4.10%
Foster youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	38.80%
Students with Disabilities	8.20%

Average Class Size and Class Size Distribution

Tracy Independent Study Charter School is a non-classroom-based, independent-study program.

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

Grade	Students
7	11
8	8
9	6
10	7
11	9
12	8
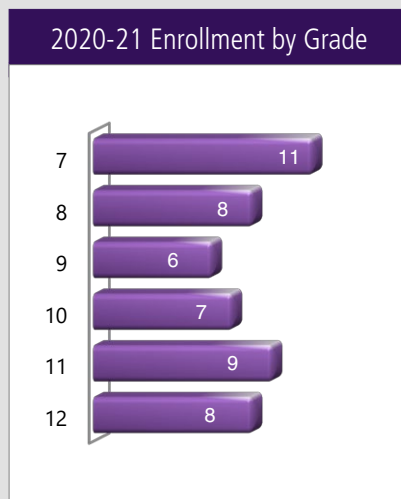
Suspensions and Expulsions

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

	TISCS		Tracy USD		California	
	18-19	**20-21**	**18-19**	**20-21**	**18-19**	**20-21**
Suspension rates	▲	0.0%	9.3%	0.1%	3.5%	0.2%
Expulsion rates	▲	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

	TISCS	Tracy USD	California
	19-20	**19-20**	**19-20**
Suspension rates	▲	5.5%	2.5%
Expulsion rates	▲	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%

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

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	**TISCS**		
	Grade 5	**Grade 7**	**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	259	244	143	58.60%
Female	128	121	74	61.20%
Male	130	122	68	55.70%
American Indian or Alaska Native	3	2	1	50.00%
Asian	8	8	3	37.50%
Black or African American	24	20	14	70.00%
Filipino	12	12	5	41.70%
Hispanic or Latino	116	112	64	57.10%
Native Hawaiian or Pacific Islander	3	3	3	100.00%
Two or More Races	30	28	20	71.40%
White	63	59	33	55.90%
English Learners	12	12	8	66.70%
Foster Youth	0	0	0	0.00%
Homeless	1	1	1	100.00%
Socioeconomically Disadvantaged	110	101	66	65.30%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	25	19	14	73.70%

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

Professional Development

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	
Number of school days dedicated to staff development and continuous improvement	
2019-20	▲
2020-21	5
2021-22	5

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

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/.

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	
	TISCS		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	30.43%	■	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	
	TISCS		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.

CAASPP Test Results by Student Group: Science (grades 5, 8, and 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	54	46	85.19%	14.81%	30.43%
Female	29	24	82.76%	17.24%	8.33%
Male	25	22	88.00%	12.00%	54.55%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	21	19	90.48%	9.52%	26.32%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	15	13	86.67%	13.33%	53.85%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	25	23	92.00%	8.00%	21.74%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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 (grades 3-8 and 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	106	84	79.25%	20.75%	44.05%
Female	51	37	72.55%	27.45%	40.54%
Male	55	47	85.45%	14.55%	46.81%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	51	39	76.47%	23.53%	46.15%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	24	21	87.50%	12.50%	47.62%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	45	33	73.33%	26.67%	39.39%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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 (grades 3-8 and 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	106	84	79.25%	20.75%	36.90%
Female	51	37	72.55%	27.45%	32.43%
Male	55	47	85.45%	14.55%	40.43%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	51	39	76.47%	23.53%	20.51%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	24	21	87.50%	12.50%	57.14%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	45	33	73.33%	26.67%	24.24%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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Advanced Placement Courses

No information is available for Tracy Independent Charter School regarding Advanced Placement (AP) courses offered.

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	
TISCS	
2019-20 and 2020-21 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2020-21	96.67%
Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20	▲

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**
TISCS	▲	▲	81.80%	▲	▲	13.60%
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	22	18	81.80%
Female	14	11	78.60%
Male	❖	❖	❖
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	12	8	66.70%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	❖	❖	❖

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.

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

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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	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	Room 3 (B3) Tile needs to be popped out. Room C2 ceiling tiles popped out. Work order submitted.	October 2021
Restrooms/fountains	Room 9(C1) faucet handle sticks, C3 faucet won't turn on. Work order submitted	October 2021

School Facilities

Since TISCS is a home-based charter school that is dependent on TUSD (Tracy Unified School District), we have commandeered the old IGCG campus. The current set up includes a main office building, staff room, staff restrooms and classrooms that house two teachers each. 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.

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

About Our School

TISCS is open to students in grades K-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 though 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 virtual, 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.

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.

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

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.

Textbooks and Instructional Materials

Tracy Independent Study Charter School uses Edgenuity and Pathblazer curriculum. This online curriculum aligns to the Common Core State Standards and next Generation science standards the history social science framework English development standards. This platform is virtual and does not have physical textbooks. Edgenuity and Pathblazer are identified as the current curriculum in the most recent charter petition approved August 2020. Should TISC change their curriculum, they would do a material revision on a charter petition as well as follow Tracy Unified Board Policy on adopted curriculum textbooks and materials.

Textbooks and Instructional Materials List		2021-22 School Year
Subject	Textbook	Adopted
English 3 AP	*Angela's Ashes: A Memoir*	2017
English 3 AP	*Into the Wild*	2017
English 3 AP	*Nickel and Dimed: On (Not) Getting by in America*	2007
English 3 AP	*The Language of Composition*	2014
English 3 AP	*The Language of Composition Teacher's Edition*	2014
Mathematics	*Edgenuity software*	2015
Science	*Edgenuity software*	2015
AP US History	*America's History for the AP Course*	2015
AP US History	*America's History for the AP Course Teacher's Edition*	2017
AP US History	*Sources for America's History Volume 1 to 1877*	2017
AP US History	*Sources for America's History Volume 2 Since 1865*	2015
AP Government	*American Government: Readings & Cases*	2008

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.

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 Sam Strube, principal at (209) 830-3280, or sstrube@tusd.net.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 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 — 2020-21 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)	0.0	0.0%	549.4	79.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	31.0	4.5%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	27.0	3.9%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.0	100.0%	29.4	4.2%	12,115.8	4.4%
Unknown	0.0	0.0%	57.1	8.2%	18,854.3	6.9%
Total Teaching Positions	2.0	100.0%	694.2	100.0%	274,759.1	100.0%

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

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/wavers: 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 — 2020-21 School Year

Authorization/Assignment	TISCS
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

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.

Career Technical Education Programs

Tracy Independent Study Charter School does not offer Career Technical Education Programs.

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	290:1
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.10
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.10
Social worker	0.00
Nurse	0.06
Speech/language/hearing specialist	0.40
Resource specialist (nonteaching)	1.00

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

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	2020-21 School Year
Indicator	**TISCS**
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	2.0
Total Out-of-Field Teachers	2.0

Class Assignments

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	2020-21 School Year
Indicator	**TISCS**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

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.

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**
TISCS	▲	▲
Tracy USD	$6,777	$72,386
California	$8,444	$86,376
School and district: percentage difference	▲	▲
School and California: percentage difference	▲	▲

Types of Services Funded

- Special education
- Speech/language
- English learner (EL)

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	▲
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.

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

Tracy Independent Study Charter School

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 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
LEAwide	7,101	6,579	92.65%	7.35%	36.87%
Female	3,484	3,230	92.71%	7.29%	42.71%
Male	3,612	3,345	92.61%	7.39%	31.28%
American Indian or Alaska Native	28	26	92.86%	7.14%	34.62%
Asian	920	881	95.76%	4.24%	49.26%
Black or African American	388	337	86.86%	13.14%	30.45%
Filipino	357	351	98.32%	1.68%	59.14%
Hispanic or Latino	3,882	3,592	92.53%	7.47%	28.22%
Native Hawaiian or Pacific Islander	93	82	88.17%	11.83%	32.93%
Two or more races	291	263	90.38%	9.62%	45.80%
White	1,142	1,047	91.68%	8.32%	48.80%
English Learners	1,924	1,794	93.24%	6.76%	8.50%
Foster Youth	42	36	85.71%	14.29%	22.22%
Homeless	792	708	89.39%	10.61%	18.98%
Military	342	309	90.35%	9.65%	32.35%
Socioeconomically disadvantaged	4,221	3,870	91.68%	8.32%	27.44%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	1,004	866	86.25%	13.75%	8.45%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

"The future belongs to the educated."

TRACY

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 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
LEAwide	7,100	6,516	91.77%	8.23%	21.76%
Female	3,483	3,201	91.90%	8.10%	21.20%
Male	3,612	3,311	91.67%	8.33%	22.32%
American Indian or Alaska Native	28	26	92.86%	7.14%	7.69%
Asian	920	878	95.43%	4.57%	38.54%
Black or African American	388	334	86.08%	13.92%	16.77%
Filipino	357	350	98.04%	1.96%	41.67%
Hispanic or Latino	3,881	3,556	91.63%	8.37%	13.89%
Native Hawaiian or Pacific Islander	93	81	87.10%	12.90%	16.25%
Two or more races	291	263	90.38%	9.62%	27.38%
White	1,142	1,028	90.02%	9.98%	28.75%
English Learners	1,924	1,777	92.36%	7.64%	4.69%
Foster Youth	41	36	87.80%	12.20%	13.89%
Homeless	792	704	88.89%	11.11%	11.97%
Military	342	306	89.47%	10.53%	13.11%
Socioeconomically disadvantaged	4,220	3,830	90.76%	9.24%	15.05%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	1,004	855	85.16%	14.84%	6.67%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.