

Tracy Unified School District

1875 West Lowell Avenue Tracy, CA 95376 ▪ www.tracy.k12.ca.us
Rob Pecot, Superintendent ▪ rpecot@tusd.net ▪ (209) 830-3200



SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Tracy Independent Study Charter School

Grades K-12
CDS Code 39-75499-0139949

Zachary Boswell, Principal
zboswell@tusd.net

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

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







Principal's Message

Hello Everyone,

I am very grateful to be in the principal position at Tracy Charter School. We are a small but growing community and we are excited to serve the unique learning needs of all students at our school. Before taking on this position, I worked as assistant principal and principal at West High School for parts of nine school years. I was also a high school English teacher and worked in warehousing before getting into education. I am very excited to get to be part of a team here that focuses on the individual needs of each student. I believe our individualized, one-on-one meetings between teachers and students set us apart from many other educational opportunities. Please feel free to reach out if you have any questions or concerns.

Zachary Boswell, Ed. D.

Director of Curriculum, Assessment and Accountability

Principal of Tracy Charter School

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

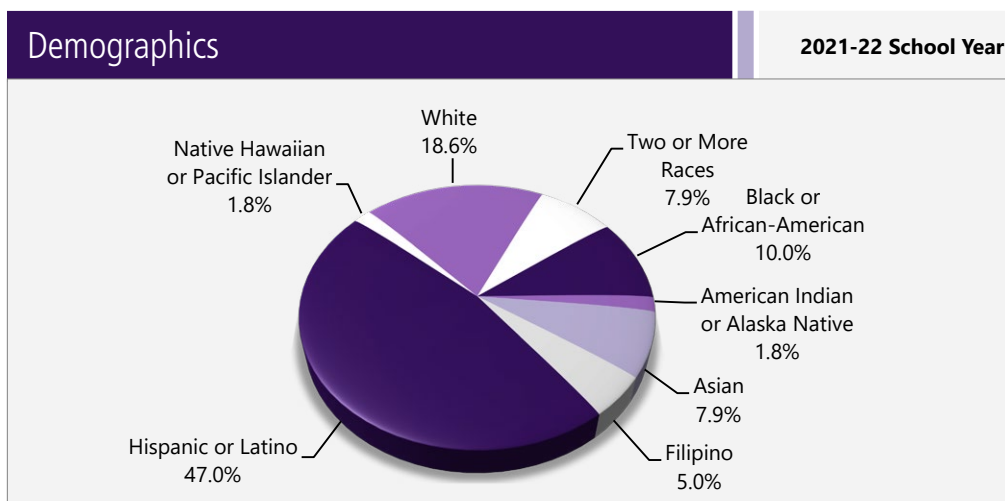
Student safety is a major priority at TISCS. Each year the school's safety plan will be reviewed and updated. Staff and students will be aware of drill protocols and will follow district office evacuation procedures, if necessary. All visitors to the school must sign in at the office, and all staff members will wear their school badges. There are several security cameras located around the school property. A positive school climate and safety are of utmost importance. The district School Safety and Violence Prevention Handbook and education codes are followed. Inappropriate student conduct is not tolerated. The school safety plan was last updated and discussed with the school faculty in February 2022.

Average Class Size and Class Size Distribution

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

Enrollment by Student Group

The total enrollment at the school was 279 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.



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

Ameni Alexander, *President*

Zachary Hoffert, *Vice President*

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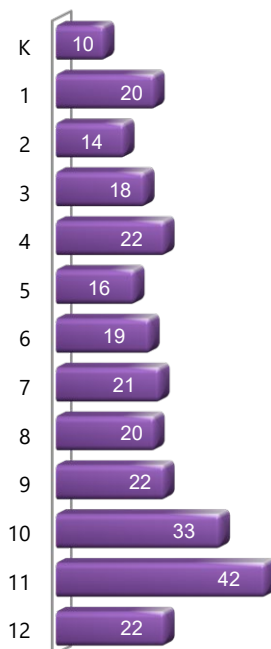
Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	51.30%
Male	48.70%
Non-Binary	0.00%
English learners	14.00%
Foster youth	0.00%
Homeless	1.80%
Migrant	0.00%
Socioeconomically Disadvantaged	47.70%
Students with Disabilities	12.20%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

2021-22 Enrollment by Grade



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	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	0.0%	0.1%	6.6%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.6%	0.0%	0.1%

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

2021-22 School Year

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

▲ 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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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

2021-22 School Year

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	18%	18%	18%	18%	18%
7	24%	24%	24%	24%	24%
9	26%	26%	26%	26%	26%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2021-22 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	483	433	181	41.80%
Female	250	227	95	41.90%
Male	233	206	86	41.70%
American Indian or Alaska Native	5	5	3	60.00%
Asian	35	33	10	30.30%
Black or African American	56	51	26	51.00%
Filipino	19	16	2	12.50%
Hispanic or Latino	238	210	96	45.70%
Native Hawaiian or Pacific Islander	9	9	3	33.30%
Two or More Races	41	37	17	45.90%
White	80	72	24	33.30%
English Learners	73	61	24	39.30%
Foster Youth	0	0	0	0.00%
Homeless	8	8	4	50.00%
Socioeconomically Disadvantaged	267	234	104	44.40%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	66	60	33	55.00%

Types of Services Funded

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



Professional Development

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2020-21	5
2021-22	5
2022-23	5

California School Dashboard

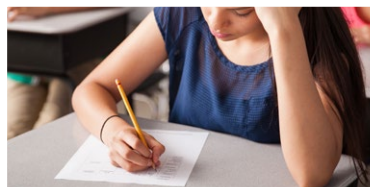
The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports 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.

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).



CAASPP by Student Group: Science, English Language Arts and Mathematics

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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	
Subject	TISCS		Tracy USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Science	30.43%	27.78%	22.22%	23.05%	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

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	
Subject	TISCS		Tracy USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	46%	*	39%	*	
Mathematics	*	23%	*	25%	*	

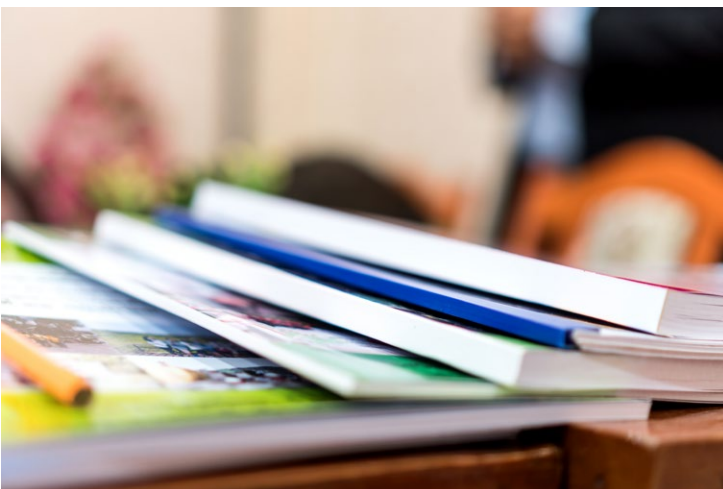
* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school 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 (high school)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	146	126	86.30%	13.70%	27.78%
Female	80	69	86.25%	13.75%	23.19%
Male	66	57	86.36%	13.64%	33.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	13	13	100.00%	0.00%	15.38%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	89	79	88.76%	11.24%	27.85%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	23	19	82.61%	17.39%	31.58%
English Learners	13	11	84.62%	15.38%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	74	65	87.84%	12.16%	26.15%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	14	10	71.43%	28.57%	❖

❖ 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)

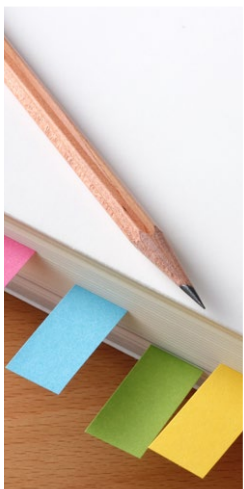
Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	222	196	88.29%	11.71%	46.43%
Female	116	106	91.38%	8.62%	48.11%
Male	106	90	84.91%	15.09%	44.44%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	30	28	93.33%	6.67%	28.57%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	113	103	91.15%	8.85%	44.66%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	14	13	92.86%	7.14%	76.92%
White	40	31	77.50%	22.50%	38.71%
English Learners	25	22	88.00%	12.00%	27.27%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	11	10	90.91%	9.09%	❖
Socioeconomically disadvantaged	124	111	89.52%	10.48%	39.64%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	28	20	71.43%	28.57%	10.00%

❖ 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)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	222	196	88.29%	11.71%	23.47%
Female	116	106	91.38%	8.62%	19.81%
Male	106	90	84.91%	15.09%	27.78%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	30	28	93.33%	6.67%	7.14%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	113	103	91.15%	8.85%	16.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	14	13	92.86%	7.14%	23.08%
White	40	31	77.50%	22.50%	38.71%
English Learners	25	22	88.00%	12.00%	4.55%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	11	10	90.91%	9.09%	❖
Socioeconomically disadvantaged	124	111	89.52%	10.48%	11.71%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	28	20	71.43%	28.57%	5.00%

❖ 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.



Career Technical Education Programs

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



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	
2020-21 and 2021-22 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2021-22	99.16%
Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21	27.78%

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		
	19-20	20-21	21-22	19-20	20-21	21-22
TISCS	▲	81.80%	75.70%	▲	▲	13.50%
Tracy USD	91.80%	81.40%	90.60%	5.20%	14.50%	7.10%
California	84.20%	83.60%	87.00%	8.90%	9.40%	7.80%

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

Graduation Rate by Student Group			2021-22 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	37	28	75.70%
Female	21	18	85.70%
Male	16	10	62.50%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	23	18	78.30%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	20	14	70.00%
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.

❖ 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.



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		2022-23 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent school site inspection		10/3/2022

School Facilities

Tracy Charter School is located at 1904 N. Corral Hollow Road in Tracy, California. Over the summer, our rooms were renovated and can now accommodate four to five teachers each. All flooring and furniture on campus has been replaced.

Parental Involvement

Tracy Charter School will convene an Advisory Council (the "Council") made up of the principal, one teacher, two parents of Tracy Charter School students and one 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 Zachary Boswell at zboswell@tusd.net.



"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."

About Our School

Tracy Charter School is open to students in grades K-12 and is nonsectarian in its programs, admissions policies, employment practices and all other operations. Tracy Charter School targets and intends to educate students seeking a non-traditional educational setting. Tracy Charter School 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. Tracy Charter School serves students who seek an alternative educational model that provides for greater flexibility in terms of time and delivery of instruction. Students come to Tracy Charter School 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 Tracy Charter School 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.



Quality of Textbooks

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

Quality of Textbooks	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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	
2022-23 School Year	
Data collection date	9/27/2022

Textbooks and Instructional Materials

Tracy Independent Study Charter School uses Edgenuity and Pathblazer curriculum. For K-5 students, Edgenuity provides K5 Genius for standards-aligned instruction. This online curriculum aligns to the Common Core State Standards, Next Generation Science Standards, the history social science framework and English development standards. This platform is virtual, but some courses come with textbooks or workbooks.

Textbooks and Instructional Materials List

Textbooks and Instructional Materials List		2022-23 School Year
Subject	Textbook	Adopted
English 3 AP	<i>Angela's Ashes: A Memoir</i>	2017
English 3 AP	<i>Into the Wild</i>	2017
English 3 AP	<i>Nickel and Dimed: On (Not) Getting by in America</i>	2007
English 3 AP	<i>The Language of Composition</i>	2014
English 3 AP	<i>The Language of Composition Teacher's Edition</i>	2014
Mathematics	<i>Edgenuity software</i>	2015
Science	<i>Edgenuity software</i>	2015
AP US History	<i>America's History for the AP Course</i>	2015
AP US History	<i>America's History for the AP Course Teacher's Edition</i>	2017
AP US History	<i>Sources for America's History Volume 1 to 1877</i>	2017
AP US History	<i>Sources for America's History Volume 2 Since 1865</i>	2015
AP Government	<i>American Government: Readings & Cases</i>	2008

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject		2022-23 School Year
		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		0%
Foreign language		0%
Health		0%
Science laboratory equipment		0%

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





Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. 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%

Teacher Preparation and Placement					2021-22 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	**	**	**	**	**	**

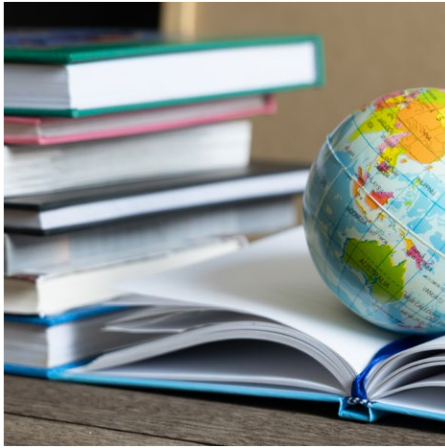
** Data not available from the state at this time.

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/calpadsupdfdash201.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>.





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	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	320:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	2.0

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

This table displays the number of authorization/assignments 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/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.0	**
Misassignments	0.0	**
Vacant Positions	0.0	**
Total Teachers Without Credentials and Misassignments	0.0	**

** Data not available from the state at this time.

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.

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	Two-Year Data	
Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	**
Local Assignment Options	2.0	**
Total Out-of-Field Teachers	2.0	**

** Data not available from the state at this time.

Class Assignments

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

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

Class Assignments	Two-Year Data	
Indicator	2020-21	2021-22
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%	**

** Data not available from the state at this time.

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 2020-21 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		2020-21 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary	\$52,219	\$54,370
Midrange teacher salary	\$76,968	\$82,681
Highest teacher salary	\$101,195	\$106,610
Average elementary school principal salary	\$136,818	\$135,283
Average middle school principal salary	\$143,044	\$141,244
Average high school principal salary	\$157,080	\$152,955
Superintendent salary	\$240,699	\$264,367
Teacher salaries: percentage of budget	34%	33%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

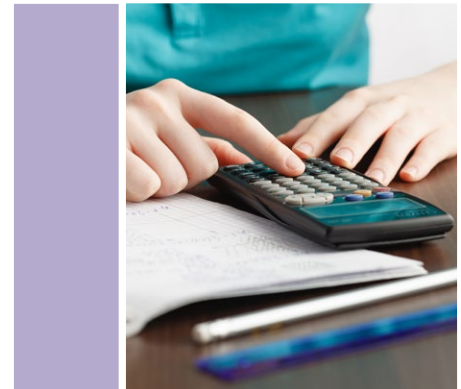
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
TISCS	\$23,995	\$61,644
Tracy USD	\$5,041	\$76,755
California	\$6,594	\$88,358
School and district: percentage difference	+376.0%	-19.7%
School and California: percentage difference	+263.9%	-30.2%

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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$23,995
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$23,995
Annual average teacher salary	\$61,644



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 Study Charter School

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

All data accurate as of January 2023.

School Accountability Report Card

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