

Tracy Independent Study Charter School (TISCS)

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

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.

2023-24 School Contact Information

| | |
|--|---|
| School Name | Tracy Independent Study Charter School (TISCS) |
| Street | 1904 N. Corral Hollow Road |
| City, State, Zip | Tracy, CA 95376 |
| Phone Number | (209) 830-3380 |
| Principal | Annabelle Lee |
| Email Address | alee@tusd.net |
| School Website | https://tracycharter.tracy.k12.ca.us/ |
| County-District-School (CDS) Code | 39 75499 0139949 |

2023-24 District Contact Information

| | |
|-------------------------|---|
| District Name | Tracy Unified School District, Tracy Independent Study Charter School |
| Phone Number | (209) 830-3200 |
| Superintendent | Rob Pecot |
| Email Address | rpecot@tusd.net |
| District Website | www.tracy.k12.ca.us |

2023-24 School Description and Mission Statement

Principal's Message

As the new principal of Tracy Charter School, I have two decades of service in the field of education, spanning from Kindergarten through 12th grade. My background includes various experiences, and I am thrilled to apply my passion for learning to the unique environment of Tracy Charter School. Having served in various capacities within education, from classroom teaching to administration, I am committed to fostering a love for learning, nurturing individual growth, and creating environments where students can thrive academically, socially, and emotionally.

At Tracy Charter School, our mission is to provide a personalized and comprehensive educational experience for each student. We are dedicated to implementing strategies that cater to the individual needs and strengths of our students. Whether it be through innovative teaching methodologies, individualized support systems, or collaborative initiatives, our goal is to create an educational experience where every student feels seen, heard, and valued.

I believe in the strength of collaboration and open communication among educators, parents, and the community. Tracy Charter School is not just a place of learning; it is a place where partnerships flourish, and the success of our students is a shared goal. I am excited to work hand-in-hand with each of you to ensure that Tracy Charter School becomes a symbol of academic excellence and a nurturing environment for all.

Thank you for welcoming me into the Tracy Charter School family. Here's to a year filled with growth, achievement, and collective success.

Sincerely,
Annabelle Lee
Principal
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.

2023-24 School Description and Mission Statement

School Vision Statement

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

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 6 |
| Grade 1 | 11 |
| Grade 2 | 7 |
| Grade 3 | 13 |
| Grade 4 | 10 |
| Grade 5 | 8 |
| Grade 6 | 16 |
| Grade 7 | 22 |
| Grade 8 | 22 |
| Grade 9 | 17 |
| Grade 10 | 47 |
| Grade 11 | 59 |
| Grade 12 | 62 |
| Total Enrollment | 300 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 53.7% |
| Male | 46.3% |
| Asian | 9.3% |
| Black or African American | 10.7% |
| Filipino | 4% |
| Hispanic or Latino | 50.3% |
| Native Hawaiian or Pacific Islander | 1.7% |
| Two or More Races | 9.7% |
| White | 14.3% |
| English Learners | 14.7% |
| Homeless | 1.3% |
| Socioeconomically Disadvantaged | 65% |
| Students with Disabilities | 14% |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

| 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) | 0.00 | 0.00 | 549.40 | 79.15 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 31.00 | 4.48 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 27.00 | 3.90 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.00 | 100.00 | 29.40 | 4.25 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 57.10 | 8.22 | 18854.30 | 6.86 |
| Total Teaching Positions | 2.00 | 100.00 | 694.20 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| 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) | 3.90 | 30.72 | 548.80 | 80.10 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 44.20 | 6.46 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 7.70 | 33.60 | 4.91 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 7.90 | 61.51 | 27.10 | 3.96 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 31.30 | 4.58 | 15831.90 | 5.67 |
| Total Teaching Positions | 12.90 | 100.00 | 685.10 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 1.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 1.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 2.00 | 7.90 |
| Total Out-of-Field Teachers | 2.00 | 7.90 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| 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 | 4.3 |
| 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 teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other 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.

Year and month in which the data were collected

11/14/2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| Reading/Language Arts | 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 | Yes | 0% |
| Mathematics | Imagine Edgenuity Online Curriculum | Yes | 0% |
| Science | Imagine Edgenuity Online Curriculum | Yes | 0% |
| History-Social Science | 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 | Yes | 0% |

School Facility Conditions and Planned Improvements

Tracy Charter School is located at 1904 N. Corral Hollow Road in Tracy, California. The classrooms can accommodate three to four teachers to meet with students both online and in-person. There are full classrooms available for labs, class and small group meetings.

Year and month of the most recent FIT report

7/27/2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | Light not working in Room 12, broken switch. Work order submitted. |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|--|--|
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | Broken faucet handle, no cold water on sink. Work order submitted. |
| Safety: Fire Safety, Hazardous Materials | X | | |
| Structural: Structural Damage, Roofs | X | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | Small hole in window pane, wallpaper peeling on door trim. Work order submitted. |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 46 | 31 | 39 | 41 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 23 | 14 | 25 | 26 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 213 | 197 | 92.49 | 7.51 | 30.96 |
| Female | 121 | 114 | 94.21 | 5.79 | 29.82 |
| Male | 92 | 83 | 90.22 | 9.78 | 32.53 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 20 | 20 | 100.00 | 0.00 | 45.00 |
| Black or African American | 23 | 22 | 95.65 | 4.35 | 31.82 |
| Filipino | 11 | 10 | 90.91 | 9.09 | -- |
| Hispanic or Latino | 102 | 96 | 94.12 | 5.88 | 23.96 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 21 | 18 | 85.71 | 14.29 | 38.89 |
| White | 32 | 27 | 84.38 | 15.62 | 37.04 |
| English Learners | 23 | 23 | 100.00 | 0.00 | 8.70 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 135 | 126 | 93.33 | 6.67 | 22.22 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 32 | 24 | 75.00 | 25.00 | 8.33 |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 215 | 197 | 91.63 | 8.37 | 13.78 |
| Female | 121 | 113 | 93.39 | 6.61 | 9.82 |
| Male | 94 | 84 | 89.36 | 10.64 | 19.05 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 20 | 20 | 100.00 | 0.00 | 50.00 |
| Black or African American | 23 | 22 | 95.65 | 4.35 | 13.64 |
| Filipino | 11 | 10 | 90.91 | 9.09 | -- |
| Hispanic or Latino | 103 | 97 | 94.17 | 5.83 | 8.33 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 22 | 18 | 81.82 | 18.18 | 11.11 |
| White | 32 | 26 | 81.25 | 18.75 | 11.54 |
| English Learners | 23 | 23 | 100.00 | 0.00 | 4.35 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 135 | 125 | 92.59 | 7.41 | 6.40 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 32 | 24 | 75.00 | 25.00 | 0.00 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 27.78 | 18.88 | 23.05 | 24.54 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 214 | 196 | 91.59 | 8.41 | 18.88 |
| Female | 115 | 108 | 93.91 | 6.09 | 16.67 |
| Male | 99 | 88 | 88.89 | 11.11 | 21.59 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 18 | 16 | 88.89 | 11.11 | 25.00 |
| Black or African American | 19 | 19 | 100.00 | 0.00 | 15.79 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 118 | 111 | 94.07 | 5.93 | 16.22 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 16 | 14 | 87.50 | 12.50 | 21.43 |
| White | 32 | 27 | 84.38 | 15.62 | 22.22 |
| English Learners | 29 | 27 | 93.10 | 6.90 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 128 | 119 | 92.97 | 7.03 | 13.45 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 28 | 24 | 85.71 | 14.29 | 8.33 |

2022-23 Career Technical Education Programs

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 0 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 31.03 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | NA | NA | NA | NA | NA |
| Grade 7 | 41.9% | 41.9% | 41.9% | 41.9% | 41.9% |
| Grade 9 | 27.5% | 27.5% | 27.5% | 27.5% | 27.5% |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for 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 Annabelle Lee at alee@tusd.net.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 13.6 | 13.5 | 30.3 | 14.5 | 7.1 | 9.4 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 81.8 | 75.7 | 61.8 | 81.4 | 90.6 | 87.4 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 76 | 47 | 61.8 |
| Female | 41 | 27 | 65.9 |
| Male | 35 | 20 | 57.1 |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 12 | 9 | 75.0 |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 41 | 22 | 53.7 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | 12 | 7 | 58.3 |
| English Learners | 14 | 6 | 42.9 |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 51 | 28 | 54.9 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 13 | 10 | 76.9 |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 499 | 461 | 225 | 48.8 |
| Female | 275 | 256 | 125 | 48.8 |
| Male | 224 | 205 | 100 | 48.8 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 50 | 48 | 16 | 33.3 |
| Black or African American | 47 | 46 | 24 | 52.2 |
| Filipino | 23 | 22 | 9 | 40.9 |
| Hispanic or Latino | 259 | 233 | 120 | 51.5 |
| Native Hawaiian or Pacific Islander | 7 | 6 | 3 | 50.0 |
| Two or More Races | 44 | 40 | 17 | 42.5 |
| White | 69 | 66 | 36 | 54.5 |
| English Learners | 80 | 73 | 38 | 52.1 |
| Foster Youth | 1 | 1 | 1 | 100.0 |
| Homeless | 7 | 6 | 2 | 33.3 |
| Socioeconomically Disadvantaged | 326 | 305 | 160 | 52.5 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 77 | 69 | 43 | 62.3 |

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 0.60 | 0.07 | 6.60 | 8.10 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.01 | 0.55 | 0.36 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.6 | 0 |
| Female | 0 | 0 |
| Male | 1.34 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 2.13 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0.39 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 1.45 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0.61 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 3.9 | 0 |

2023-24 School Safety Plan

Tracy Charter School has a comprehensive school emergency-response plan. This school safety plan is reviewed with staff at the beginning of each school year. A yearly survey sent out to the community which has shown that there is a positive and safe climate here at school. There are security cameras located around the school property. The district has completed an updated districtwide emergency plan for each school site. District School Safety and Violence Prevention Handbook and education codes are followed.

Efforts to maintain a safe school include, but are not limited to:

1. Fire, earthquake, and safety drills are practiced multiple times throughout the year.
2. All visitors to the school must sign in and out through the Raptor system in the office.
3. All staff members wear their school badges identifying them as staff members.
4. New student orientation detailing expectations while enrolled at Tracy Charter School.

The school safety plan was last updated and discussed with the school faculty in February 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 6 | 8 | | |
| Mathematics | 7 | 4 | | |
| Science | 9 | 3 | | |
| Social Science | 6 | 6 | | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 9 | 18 | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 31 | 0 | 1 | 0 |
| Mathematics | 0 | 0 | 0 | 0 |
| Science | 0 | 0 | 0 | 0 |
| Social Science | 0 | 0 | 0 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 300 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 2 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$8,663 | \$376 | \$8,287 | \$93,233 |
| District | N/A | N/A | \$2,368 | \$85,416 |
| Percent Difference - School Site and District | N/A | N/A | 111.1 | 12.3 |
| State | N/A | N/A | \$7,607 | \$90,632 |
| Percent Difference - School Site and State | N/A | N/A | 22.8 | 5.4 |

Fiscal Year 2022-23 Types of Services Funded

Tracy Charter School receives LCFF Funds to support staffing, instructional materials and supplies and other uses.

In addition to its support from the local General Fund, Tracy Charter receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students such as foster youth, English learners, low-income, and students at risk of dropping out of school.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$54,867 | \$55,550 |
| Mid-Range Teacher Salary | \$80,870 | \$84,645 |
| Highest Teacher Salary | \$106,326 | \$111,284 |
| Average Principal Salary (Elementary) | \$141,836 | \$139,860 |
| Average Principal Salary (Middle) | \$150,296 | \$146,440 |
| Average Principal Salary (High) | \$157,475 | \$158,447 |
| Superintendent Salary | \$230,376 | \$278,268 |
| Percent of Budget for Teacher Salaries | 33.71% | 32.21% |
| Percent of Budget for Administrative Salaries | 4.92% | 4.89% |

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|-----------------------------------|---|
| Percent of Students in AP Courses | 0 |
|-----------------------------------|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

Professional Development

School

Tracy Charter School hosts professional development for our staff to delve into the data from the online learning platforms and the local assessments. Student engagement has also been a focus for our teachers. These include, but are not limited to:

- Engagement Strategies for Online Learners
- Imagine Learning (Edgenuity/K-5 Genius)
- Xello
- FastBridge

LEA

Tracy Unified School District requires new teachers to Tracy Unified to participate in the Tracy Teacher Induction Program (TTIP). This professional learning involves six full days of pre-service and three follow-up days during the year. At this time, teachers are introduced to the district departments, their site administrators, and receive professional learning that highlights the California Standards for the Teaching Profession. Teachers experience strategies that support classroom management, curriculum supports, and universal lesson design components. Throughout the year in TTIP, teachers are also able to contact Curriculum Specialists for just-in-time support.

New teachers who come to Tracy Unified with their Preliminary credentials qualify for the California Commission on Teaching Credentialing accredited Teacher Induction Program with Tracy Unified. This program supports new teachers in growing through the California Standards for the Teaching Profession (CSTPs) and clearing their preliminary credentials. During this process an Induction mentor will be assigned to the new teacher to facilitate their learning through the Individualized Learning Plan and growth in the CSTPs.

The district offers professional-development opportunities for all staff members throughout the school year. Four full days are provided before the school year starts. Every Monday, students are released early from school to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time.

The district office is helping to fund professional development for our teachers and administration, both through sending teachers to Professional Learning Community (PLC) conferences, STEM conferences, and through work with the International Center for Leadership in Education (ICLE). The work with ICLE focuses on building Relationships, Rigor, Relevance, and Engagement in the classroom.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 6 | 4 |