

# Tracy High School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Tracy High School
<b>Street</b>	315 East 11th Street
<b>City, State, Zip</b>	Tracy, CA 95376
<b>Phone Number</b>	(209) 830-3360
<b>Principal</b>	Jon Waggle
<b>Email Address</b>	jwaggle@tusd.net
<b>School Website</b>	<a href="http://www.tracy.k12.ca.us/sites/th">http://www.tracy.k12.ca.us/sites/th</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	39-75499-393800

### 2024-25 District Contact Information

<b>District Name</b>	Tracy Unified School District
<b>Phone Number</b>	(209) 830-3200
<b>Superintendent</b>	Robert Pecot
<b>Email Address</b>	rpecot@tusd.net
<b>District Website</b>	www.tracy.k12.ca.us

### 2024-25 School Description and Mission Statement

**Principal's Message**  
Dear students and parents, As principal of Tracy High School, it is my distinct honor to guide our students through the most important years of their education.

Follow Tracy High on Facebook at [www.facebook.com/TracyHighSchool](http://www.facebook.com/TracyHighSchool) for school updates, events around campus and special announcements.

## 2024-25 School Description and Mission Statement

Do not miss the latest edition of our school newspaper, Scholar & Athlete, at [www.tracyhighscholarandathlete.com](http://www.tracyhighscholarandathlete.com).

Sincerely,  
Jon Waggle, Principal

### School Mission Statement

It is the mission of Tracy High School to foster a positive, safe environment that prepares students to successfully navigate a global community using 21st-century skills.

### Parental Involvement

Tracy High is a small community that needs to tap the resources and support the parents. Their life experiences, depth of knowledge, and even just their presence could change the environment in a positive manner for the students and staff. Tracy High offers many opportunities for parents. We welcome them to assist in the libraries; on class committees; at rallies, dances, and sporting events; as members of the school site council; as speakers on career day; and to be active in the education of their children by working with the teachers.

For more information on how to become involved at the school, please contact Michelle Sterritt, Principal's Secretary, at (209) 830-3360 ext. 2010.

### School Safety

The school safety plan is reviewed with the staff at the beginning of each school year. Fire exit routes are routinely checked and changed as necessary to have the students evacuated in the most efficient manner. Every year, fire, earthquake, and safety drills are practiced multiple times throughout the year. Safety issues and concerns are brought up periodically over the course of the year at staff meetings to keep the staff up to date on safety issues and new protocols that may be in place.

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2024. Approval by School Site Council took place in November 2024.

### School Vision Statement

Tracy High School consistently provides a safe and rigorous learning environment where our students' physical, emotional, and academic needs are met in preparation for a future of growth, prosperity and productive citizenship in a diverse and complex world.

### About Our School

Established in 1912 as Tracy Joint Union High School, it is now one of three 9-12 comprehensive high schools in the Tracy Unified School District. The unification of the Tracy Elementary and Joint Union High School Districts became official in July 1997 and has created a K-12 district that is now one of the fastest growing in the state.

Tracy is situated in California's San Joaquin Valley between Stockton and Livermore on Highway 205, 60 miles due east of San Francisco. Within the past 15 years, many new single-family homes have been built in the area. The homes have been purchased mainly by middle- and upper-middle-income families employed in neighboring cities. This has caused a rapid change in demographics that has transformed Tracy from a small rural farming town to a diverse community with a population of more than 90,000 residents. A new high school opened in a neighboring town, which has caused our enrolment to drop by about 500 students. Our student population has stabilized at or around 1750 recently.

# About this School

## 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	432
Grade 10	453
Grade 11	402
Grade 12	435
<b>Total Enrollment</b>	<b>1,722</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.4
Non-Binary	0.4
American Indian or Alaska Native	0.5
Asian	9.8
Black or African American	3.8
Filipino	3.9
Hispanic or Latino	54.3
Native Hawaiian or Pacific Islander	0.8
Two or More Races	4.5
White	22.4
English Learners	16
Foster Youth	0.3
Homeless	4.8
Migrant	0.1
Socioeconomically Disadvantaged	61
Students with Disabilities	11.8

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	65.70	82.12	549.40	79.15	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	4.10	5.16	31.00	4.48	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.60	4.50	27.00	3.90	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.10	2.62	29.40	4.25	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	4.40	5.57	57.10	8.22	18854.30	6.86
<b>Total Teaching Positions</b>	80.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	66.40	87.42	548.80	80.10	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	2.50	3.34	44.20	6.46	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.50	2.03	33.60	4.91	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.40	0.53	27.10	3.96	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	5.00	6.67	31.30	4.58	15831.90	5.67
<b>Total Teaching Positions</b>	75.90	100.00	685.10	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	64.40	84.79	563.30	81.85	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	2.50	3.29	44.90	6.53	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.30	5.70	36.50	5.31	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.60	2.16	19.20	2.79	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	3.00	4.03	24.20	3.52	14303.80	5.15
<b>Total Teaching Positions</b>	75.90	100.00	688.20	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	2.90	1.00	2
<b>Misassignments</b>	0.70	0.50	2.3
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	3.60	1.50	4.3

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.60	0.00	0.8
<b>Local Assignment Options</b>	1.50	0.40	0.8
<b>Total Out-of-Field Teachers</b>	2.10	0.40	1.6

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.90	1.9	2.9
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.80	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbook-selection committee members are volunteers from each school site, balanced by grade band (K-2, 3-5, 6-8 and 9-12). They receive ongoing training in standards related to that content area before an adoption cycle begins. After extensive review and piloting, the textbook-selection committee members vote to recommend one text to the district's Curriculum Council. The council, which consists of members from each school site and includes some site administrators, reviews the recommendation and then recommends instructional materials (IM) to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2022. The district chose its most recently adopted textbooks (K-5 history/social sciences) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). Tracy Unified School District (TUSD) is in the process of evaluating and selecting instructional materials for science in grades K-12.

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
<b>Reading/Language Arts</b>	StudySync, McGraw Hill (9-12) 2017 The Language of Composition 2008	Yes	0%
<b>Mathematics</b>	Bridge to Algebra, Carnegie Learning 2011 Algebra 1, Houghton Mifflin 2015 Algebra 2, Houghton Mifflin 2015 Precalculus with Limits, 7th Edition; Cengage 2016 Calculus, 11th Edition; Cengage 2016 Geometry, Houghton Mifflin 2015 The Practice of Statistics, 5th Edition 2018 Objects First with Java; a Practical Introduction using BlueJ 2012 Mathematics: Applications and Interpretation 2019	Yes	0%
<b>Science</b>	Biology for the AP Course; Bedford St Martins 2022 Biology, 7th Edition; Prentice Hall 2005 Cutnell Physics, AP Edition 2018 Inquiry into Life Biozone (digital website) 2022 Chemistry: The Central Science, 10th edition; Prentice Hall 2006 CA Inspire Science; McGraw Hill 2020 STEM Scopes; Accelerate Learning 2022	Yes	0%



	<p>Essentials of Human Anatomy &amp; Physiology, 8th Edition 2006  Earth Science; Holt 2006  Modern Chemistry, Holt 2006  Environmental Science for AP, W.H. Freeman 2012  Physics, Discovery Education 2022  Fundamentals of Physics, 8th Edition; People's Publishing/Wiley 2007  Physics for the IB Diploma, 5th Edition; Cambridge University Press 2007  Biotechnology: Science for the New Millennium, 1st Edition; EMC Paradigm Publishing 2007  Environmental Systems and Societies for the IB Diploma, 2nd edition 2016</p>		
<b>History-Social Science</b>	<p>World History, Volume II-Since 1500 (10) 2007  Modern World History (10) 2019  Modern World GCSE (10) 2002  Ways of the World Since 1200 (10) 2020  Thinking Through Sources for Ways of the World (10) 2020  US History 1877 to the Present:  America Through the Lens (11) 2019  American History: Connecting with the Past, 15th edition (11) 2015  Latin America: An Interpretive History (11) 2017  Latin America: Major Problems in American History (11) 2017  A People and a Nation, Cengage (11) 2019  American Government Stories of a Nation (12) 2021  Making America (12) 2019  History of the Americas, 1880-1981 (12) 2015  The Mexican Revolution 1884-1940 (12) 2014  The Move to Global War (12) 2015  Economics Principles in Action (12) 2019  Magruder's American Government (12) 2019</p>	Yes	0%
<b>Foreign Language</b>	<p>Chemins 1 Vista Higher Learning 2023  Chemins 2 Vista Higher Learning 2023  Chemins 3 Vista Higher Learning 2023  Le monde en francais Abrioux, Chretien, &amp; Fayaud 2011  Chemins 4 Vista Higher Learning 2023  Senderos 1 Vista Higher Learning 2023  Senderos 2 Vista Higher Learning 2023  Senderos 3 Vista Higher Learning 2023  Senderos 4 Vista Higher Learning 2023  TEMAS Dragget, Conlin, Ehram, &amp; Millan 2020  Reflexiones; Introduccion a la literatura hispanica Rodriguez, Rodney T. 2013  Galeria 1 Manual Del Docente 2020  Galeria 2 Manual Del Docente 2020</p>	Yes	0%

Note: Cells with N/A values do not require data.



## School Facility Conditions and Planned Improvements

The Tracy High campus has undergone major renovations. The campus is clean and organized and reflects pride of ownership by the students and faculty.

### General

The Tracy Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public-School Construction. The results of his survey are available at the district office located at 1875 West Lowell Avenue in Tracy, California.

Below is more specific information on the condition of Tracy High School for the 2024-25 school year and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

### Age of School/Buildings

This school has 95 classrooms; an administration building; theater; cafeteria; kitchen; library; auto shop; girls' sub gym and locker rooms; a main gym; boys' sub gym, locker rooms and restroom; and storage buildings. The main campus was built in 1912 (the West Building built in 1912 was demolished in 2007).

Additions were constructed in 1939 (auto shop), 1949 (custodial room, classroom, storage room, lab auto shop, main gym, and boys' and girls' locker rooms), 1955 (ag shop, four classrooms, girls' sub gym), 1969 (I/A Complex, five classrooms), 1974 (boys' sub gym, theater and two classrooms added), the 1996-97 school year (redevelopment on theater, six classrooms, ag shop, main gym, sub gym, and boys' and girls' locker rooms), 2007-08 (new 40-classroom building), 2008-09 (modernization of science building and main gym), 2009-10 (modernization of industrial arts building and auto shop, reconstruction of cafeteria, addition of six classrooms, new construction of library with 19 classrooms), 2012-13 (demolition and reconstruction of the stadium and renovation of 12 relocatable classrooms) and 2013-14 (modernization of the EB Theater, ag building and weight room), 2023 addition of lights and a resurfacing for the tennis courts.

### Maintenance and Repair

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

### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget

In accordance with Chapter 12, Statutes of 2009 (SBX3 4), the district has elected to use the flexibility clause. The clause allows the district to use the state deferred maintenance contribution as well as the district's matching share contribution toward "any educational purpose." The district has elected to commit deferred maintenance funding to cover general fund expenditures.

### Solar Project

Tracy High School and TUSD have joined together to install solar arrays in the D-loop and bus loop parking areas. Arrays were active as of August 2022.

### Year and month of the most recent FIT report

7/24/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Replace carpet. Stained ceiling tiles. Torn wall base. Stained walls. Hole on wall in hallway. Work order submitted.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X			Multiple light bulbs out. Work order submitted.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Repair urinal & toilets. Multiple sinks not working. Broken/missing toilet seats. Missing partition. Damaged wall. Loose/hanging door. Missing sink handle. Stained toilet. Work order submitted.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	52	50	41	40	46	47
<b>Mathematics</b> (grades 3-8 and 11)	17	22	26	26	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	391	382	97.70	2.30	49.74
<b>Female</b>	169	164	97.04	2.96	58.54
<b>Male</b>	217	213	98.16	1.84	41.78
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	52	52	100.00	0.00	57.69
<b>Black or African American</b>	13	12	92.31	7.69	58.33
<b>Filipino</b>	14	14	100.00	0.00	78.57
<b>Hispanic or Latino</b>	208	204	98.08	1.92	44.12
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	61.54

<b>White</b>	79	75	94.94	5.06	50.67
<b>English Learners</b>	63	60	95.24	4.76	10.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	21	19	90.48	9.52	26.32
<b>Military</b>	29	29	100.00	0.00	31.03
<b>Socioeconomically Disadvantaged</b>	240	232	96.67	3.33	42.24
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	33	94.29	5.71	9.09

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	391	380	97.19	2.81	22.11
<b>Female</b>	169	163	96.45	3.55	22.70
<b>Male</b>	217	212	97.70	2.30	21.70
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	52	52	100.00	0.00	28.85
<b>Black or African American</b>	13	12	92.31	7.69	0.00
<b>Filipino</b>	14	14	100.00	0.00	57.14
<b>Hispanic or Latino</b>	208	203	97.60	2.40	17.24
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	30.77
<b>White</b>	79	74	93.67	6.33	28.38
<b>English Learners</b>	63	60	95.24	4.76	5.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	21	19	90.48	9.52	15.79
<b>Military</b>	29	29	100.00	0.00	10.34

<b>Socioeconomically Disadvantaged</b>	240	231	96.25	3.75	15.15
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	32	91.43	8.57	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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	24.56	18.52	24.54	25.82	30.29	30.73

## 2023-24 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	437	436	99.77	0.23	19.04
Female	210	210	100.00	0.00	19.05
Male	226	225	99.56	0.44	19.11
American Indian or Alaska Native	0	0	0	0	0
Asian	41	41	100.00	0.00	34.15
Black or African American	21	21	100.00	0.00	9.52
Filipino	20	20	100.00	0.00	30.00
Hispanic or Latino	233	232	99.57	0.43	12.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	57.14
White	107	107	100.00	0.00	21.50
English Learners	70	70	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	24	24	100.00	0.00	8.33
Military	42	42	100.00	0.00	19.05
Socioeconomically Disadvantaged	164	163	99.39	0.61	11.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	40	97.56	2.44	10.00

## 2023-24 Career Technical Education Programs

The Career Technical Education (CTE) programs and sequences offered at Tracy High School, that are aligned to the applicable model curriculum standards, are listed below. All of the listed courses are conducted by Tracy High School and the Tracy Unified School District and are not a part of an ROCP.

Industry Sector: Transportation

Pathway: Systems Diagnostics, Service, and Repair (221)

- Auto Tech 2 Hrs (8532 Capstone)

Industry Sector: Education, Child Development & Family Services

Pathway: Child Development (130)

- Child Development (7510 Concentrator)
- Child Care (7511 Capstone)

Industry Sector: Agriculture and Natural Resources

Pathway: Agricultural Mechanics (101)

- Shop Skills 1 (7120 Intro)

## 2023-24 Career Technical Education Programs

- Shop Skills 2 (7121 Concentrator)
- Ag Welding 1 Hr (7122 Capstone)

Pathway: Agriscience (102)

- Biology Ag (7100 Introductory)
- Chemistry Ag (7131 Concentrator)
- Physics Ag (7132 Capstone)

Pathway: Animal Science (103)

Meat Processing 2hr (7142 Capstone)

Pathway: Floral Design (105A)

- Floral Design Art History (7164 Concentrator)
- Floriculture Advanced (Capstone 7165)

Industry Sector: Hospitality, Tourism, and Recreation

Pathway: Food Services and Hospitality (201)

- Culinary Arts (8020 Concentrator)
- Adv Culinary Arts (8021 Capstone)

Pathway: Hospitality Tourism and Recreation (202)

- Feast 2hr (8031 Capstone)

Health Science and Medical Technology, Biotechnology (196)

- Bio Tech 1 (7910 Intro)
- Bio Tech 2 (7911 Concentrator)
- LabResBioTech 3 (7912 Capstone)
- LabResBioTech 1 (7910 Intro)
- LabResBioTech 2 (7911 Concentrator)
- BioTech 3 (7912 Capstone)

Industry Sector: Public Services

Pathway: Emergency Response (233)

- Intro Fire Serv (8421 Concentrator)
- Fire Serv (8422 Capstone)

Sam Strube is the Director of Adult Education and Career Technical Education and in charge of CTE for TUSD.

All CTE courses follow the California CTE Model Curriculum Standards and the Academic Alignment Matrix found within. The Academic Alignment Matrix lists the English language arts standards, mathematics standards, science standards as well as social studies standards. This cross curricular matrix allows teachers to design hands-on learning experiences for ALL students that help them to make connections between CTE content and academic content. This in turn helps to support academic achievement in the other academic courses.

THS provides activities that prepare special populations for high-skill, high-wage, or in-demand industry occupations in competitive, integrated settings that will lead to self-sufficiency.

Activities that take place after school in several Career and Technical Student Organizations (CTSOs) are an integral component to preparing students for high-skill, high-wage careers. CTSO's in TUSD include Skills USA, Family, Career and Community Leaders of America (FCCLA) and Future Farmers of America (FFA).

The Tracy Unified School District uses computer data, high school graduation rates among CTE students, as well as the Career Technical Education Completer Postsecondary Status Survey to survey CTE Completers.

Sam Strube, Director of Adult Education and Career Technical Education is the primary representative of the district's CTE advisory committee. All TUSD CTE Industry Sectors are represented on the committee; they are: Business and Finance/ Education, Child Development and Family Services/ Arts, Media and Entertainment/ Hospitality, Tourism, and Recreation/ Agriculture and Natural Resources/ Engineering and Architecture/ Education, Child Development and Family Services/ Hospitality, Tourism and Recreation/ Marketing, Sales, and Service Sector/ Health Science and Medical Technology/ Building



## 2023-24 Career Technical Education Programs

and Construction Trades/ Transportation/ and Public Services.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	948
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	63
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.29
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	37.63

## 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.

## 2023-24 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 requires only participation results 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	NA	NA	NA	NA	NA
Grade 9	98.6%	98.3%	98.9%	99.2%	98.9%

## 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.

#### 2024-25 Opportunities for Parental Involvement

Tracy High is a small community that relies upon the involvement of all stakeholders, especially our Parents. Their life experiences, depth of knowledge, and their consistent involvement create a positive effect on the school environment in a positive manner for the students and staff. Tracy High offers many opportunities for parents. We welcome them to assist in the libraries; on class committees; at rallies, dances, and sporting events; as members of the school site council; as speakers on career day; and to be active in the education of their children by working with the teachers.

Specific groups that include parental involvement are our parent workshops hosted by THS Counseling and the College and Career Center. Our Parents are also able to connect to school systems through our Parent Liaison and the programs that she supports including Cafecito's and Parent Advisory groups. Tracy High school is also committed to offering support and education to families that do not use English as their primary language.

For more information on how to become involved at the school, please contact Michelle Sterritt, Principal's Secretary, at (209) 830-3360 ext. 2010

## 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	6.6	9.2	11.3	7.1	9.4	10.0	7.8	8.2	8.9
<b>Graduation Rate</b>	90.0	88.9	87.1	90.6	87.4	87.6	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	443	386	87.1
<b>Female</b>	218	193	88.5
<b>Male</b>	223	192	86.1
<b>Non-Binary</b>	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	41	36	87.8
<b>Black or African American</b>	18	17	94.4
<b>Filipino</b>	18	18	100.0
<b>Hispanic or Latino</b>	237	197	83.1
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	15	14	93.3
<b>White</b>	112	102	91.1
<b>English Learners</b>	103	76	73.8
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	32	26	81.3
<b>Socioeconomically Disadvantaged</b>	276	231	83.7
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	41	28	68.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1819	1782	342	19.2
Female	858	840	180	21.4
Male	954	935	161	17.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	176	173	25	14.5
Black or African American	68	68	13	19.1
Filipino	70	68	6	8.8
Hispanic or Latino	1005	977	189	19.3
Native Hawaiian or Pacific Islander	15	15	1	6.7
Two or More Races	83	79	14	17.7
White	392	392	92	23.5
English Learners	338	330	70	21.2
Foster Youth	--	--	--	--
Homeless	104	103	26	25.2
Socioeconomically Disadvantaged	1146	1118	242	21.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	214	211	58	27.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.32	7.17	6.16	6.6	8.1	7.88	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.58	0.37	0.82	0.55	0.36	0.42	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.16	0.82
Female	4.31	0.58
Male	7.86	1.05
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.11	0.00
Black or African American	11.76	2.94
Filipino	2.86	0.00
Hispanic or Latino	7.16	0.90
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.02	2.41
White	3.57	0.51
English Learners	9.17	0.89
Foster Youth	0.00	0.00
Homeless	2.88	0.00
Socioeconomically Disadvantaged	7.68	1.22
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.08	3.27

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The school safety plan is reviewed with the staff at the beginning of each school year. Fire exit routes are routinely checked and changed as necessary to have the students evacuated in the most efficient manner. Every year, fire, earthquake, and safety drills are practiced multiple times throughout the year. Safety issues and concerns are brought up periodically over the

## 2024-25 School Safety Plan

course of the year at staff meetings to keep the staff up to date on safety issues and new protocols that may be in place.

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2024. Tracy High has reassigned evacuation locations for classrooms that make the evacuation process much more efficient. Additionally, in response to concerns regarding safety during Lockdown procedures, the school has practiced and planned for various scenarios that would precipitate a lockdown or Shelter-in-place scenario. School safety is regularly discussed and routines are adapted after receiving input from students, staff, and the community.

## 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	30	7	26	30
Mathematics	28	12	16	27
Science	27	12	39	1
Social Science	30	2	28	21

## 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	8	18	36
Mathematics	29	10	18	23
Science	27	9	34	4
Social Science	30	8	18	24

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	28	12	30	23
Mathematics	27	11	19	17
Science	27	8	35	3
Social Science	30	8	22	18

## 2023-24 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	324.91

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.3
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	



## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$8,502	\$1,031	\$7,471	\$86,569
District	N/A	N/A	\$2,368	\$90,817
Percent Difference - School Site and District	N/A	N/A	103.7	-4.8
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-36.2	-12.1

## Fiscal Year 2023-24 Types of Services Funded

About 55% of the district's income is spent on employee salaries, and 22% is spent on employee benefits. Books and supplies account for 9% of the district's spending, an additional 9% is dedicated to services and operating costs, 1% is used for capital outlay, and 2% is spent on another district outgo. Expenditures are expected to exceed revenues by approximately 8%. All our K-3 classes comply with the California Class Size Reduction program limits.

We offer a Bilingual Education and a GATE program at South/West Park Elementary School. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical and Health Services Academy.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$58,538	\$59,551
Mid-Range Teacher Salary	\$86,280	\$93,855
Highest Teacher Salary	\$113,439	\$120,219
Average Principal Salary (Elementary)	\$146,803	\$151,525
Average Principal Salary (Middle)	\$158,398	\$158,215
Average Principal Salary (High)	\$171,097	\$171,087
Superintendent Salary	\$234,038	\$300,043
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	5%	5%

## 2023-24 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	4
--	---

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	1
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	3
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	4

## Professional Development

### School

Tracy High School provides regular opportunities for Professional Development at the site level. Our Monday schedule consists of an early school release. This time is utilized to address short-term site needs and long-term professional development needs. Examples of professional development carried out in recent months include AVID instructional strategies, ongoing development of focused curriculum maps and learning progressions, common instructional strategies related to STEM, and 5e lesson development. Tracy High School is always looking for opportunities to increase staff awareness and competencies in ways that directly impact student performance and measurable outcomes.

### 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

# Professional Development

Engagement in the classroom.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	4	4