

Tracy Independent Study Charter School (TISCS)

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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.

Admission Requirements for the University of California (UC)	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 https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	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 https://www2.calstate.edu/ .

2025-26 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/
Grade Span	K-12
County-District-School (CDS) Code	39 75499 0139949

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Principal’s Message

As the principal of Tracy Independent Study Charter School, I have the privilege of having two decades of experience in education spanning Kindergarten through 12th grade. My journey in education—from classroom teaching to administration—has instilled in me a deep commitment to fostering a love for learning, nurturing individual growth, and creating a supportive atmosphere where students thrive academically, socially, and emotionally. This report serves as a valuable resource for students, parents, staff, and community members alike, offering insights into our school’s demographics, achievements, progress evaluations, goals, discipline data, budget details, and facility enhancements. It highlights both our accomplishments

2025-26 School Description and Mission Statement

and our aspirations for continuous growth. Transparency and open communication are fundamental to our mission, and we welcome your suggestions, comments, or questions to ensure that we remain aligned with the needs of our community.

At Tracy Charter School, we believe in providing personalized and comprehensive educational experiences tailored to the unique needs of each student. Our flexible approach includes both virtual and in-person meetings. Interventions like the Student Success Center, extra teacher sessions, and online AirTutors support our students' academic success, while positive behavioral supports foster social-emotional well-being in a safe and welcoming environment.

We take pride in the collaborative relationships among educators, parents, and the community. Tracy Charter School is more than a place of learning—it is a hub where partnerships flourish, and every student feels seen, heard, and valued. Together, we are building an institution known for academic excellence and a nurturing environment.

Here's to a year filled with growth, achievement, and collective success as part of the Tracy Charter School family. Thank you for your continued support and dedication to our shared mission.

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.

School Vision Statement

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

Tracy Independent Study Charter Schoolwide Learning Outcomes

- Academic Excellence

Students will develop and demonstrate critical thinking, problem-solving, and effective communication skills in both verbal and written formats.

- Independent and Self-Directed Learning

Students will cultivate strong work ethics, organizational skills, and perseverance, taking ownership of their education through self-reflection and time management.

- College and Career Readiness

Students will develop the skills necessary for success in post-secondary education and career pathways.

- Social and Emotional Well-Being

Students will build resilience, coping skills, and interpersonal communication abilities.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	1
Grade 1	7
Grade 2	7
Grade 3	5
Grade 4	6
Grade 5	9
Grade 6	10
Grade 7	28
Grade 8	34
Grade 9	31
Grade 10	49
Grade 11	78
Grade 12	94
Total Enrollment	359

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4
Male	47.6
Asian	14.2
Black or African American	9.7
Filipino	2.8
Hispanic or Latino	46.8
Native Hawaiian or Pacific Islander	1.9
Two or More Races	6.7
White	17.8
English Learners	17.5
Homeless	3.3
Socioeconomically Disadvantaged	76.9
Students with Disabilities	14.2

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.

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)	3.9	30.72	548.8	80.1	234405.2	84
Intern Credential Holders Properly Assigned	0	0	44.2	6.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	7.7	33.6	4.91	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.9	61.51	27.1	3.96	11953.1	4.28
Unknown/Incomplete/NA	0	0	31.3	4.58	15831.9	5.67
Total Teaching Positions	12.9	100	685.1	100	279044.8	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.

2022-23 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)	18.4	96.5	563.3	81.85	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	44.9	6.53	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	36.5	5.31	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	3.44	19.2	2.79	11746.9	4.23
Unknown/Incomplete/NA	0	0	24.2	3.52	14303.8	5.15
Total Teaching Positions	19.1	100	688.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	16.5	97.06	561.4	78.45	230039.4	100
Intern Credential Holders Properly Assigned	0	0	45.4	6.35	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	54	7.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	2.94	24.3	3.4	12112.8	4.34
Unknown/Incomplete/NA	0	0	30.3	4.24	13705.8	4.91
Total Teaching Positions	17	100	715.6	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.3	0.5
Local Assignment Options	7.90	0.3	0
Total Out-of-Field Teachers	7.90	0.6	0.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.3	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Tracy Independent Study Charter School uses the Imagine Learning curriculum. For K-5 students, Edgenuity provides K5 Genius for standards-aligned instruction. For 6-12, Edgenuity courses are offered in all content areas. 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Imagine Edgenuity Online Curriculum English 3 AP Angela's Ashes: A Memoir 2017 English 3 AP Into the Wild 2017 English 3 AP Nickel and Dime: 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	0%
Mathematics	Imagine Edgenuity Online Curriculum	0%
Science	Imagine Edgenuity Online Curriculum	0%
History-Social Science	Imagine Edgenuity Online Curriculum 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	0%
Foreign Language	Imagine Edgenuity Online Curriculum	0%
Health	Imagine Edgenuity Online Curriculum	0%
Visual and Performing Arts	Imagine Edgenuity Online Curriculum	0%
Science Laboratory Equipment (grades 9-12)	Imagine Edgenuity Online Curriculum	0%

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

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

7/16/2025

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	Broken light cover; Replace light bulbs. Work order submitted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Loose seats. Work order submitted.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	27	36	40	42	47	48
Mathematics (grades 3-8 and 11)	7	15	26	29	35	37

2024-25 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
All Students	217	199	91.71	8.29	35.68
Female	115	109	94.78	5.22	41.28
Male	101	89	88.12	11.88	28.09
American Indian or Alaska Native	0	0	0	0	0
Asian	34	33	97.06	2.94	42.42
Black or African American	17	16	94.12	5.88	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	99	89	89.90	10.10	33.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	43	40	93.02	6.98	47.50
English Learners	30	28	93.33	6.67	7.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	167	155	92.81	7.19	31.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	22	88.00	12.00	13.64

2024-25 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	217	200	92.17	7.83	15.00
Female	115	109	94.78	5.22	16.51
Male	101	90	89.11	10.89	13.33
American Indian or Alaska Native	0	0	0	0	0
Asian	34	34	100.00	0.00	23.53
Black or African American	17	16	94.12	5.88	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	99	89	89.90	10.10	8.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	43	40	93.02	6.98	17.50
English Learners	30	29	96.67	3.33	3.45
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	167	156	93.41	6.59	14.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	22	88.00	12.00	4.55

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	14.08	16.08	25.82	26.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	255	234	91.76	8.24	12.82
Female	132	122	92.42	7.58	12.30
Male	122	111	90.98	9.02	12.61
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	11.11
Black or African American	15	14	93.33	6.67	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	131	123	93.89	6.11	7.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	9	69.23	30.77	--
White	55	50	90.91	9.09	24.00
English Learners	48	46	95.83	4.17	4.35
Foster Youth	--	--	--	--	--
Homeless	11	9	81.82	18.18	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	202	186	92.08	7.92	10.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	30	83.33	16.67	3.33

2024-25 Career Technical Education Programs

2024-25 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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	0.8
Graduates Who Completed All Courses Required for UC/CSU Admission	9.57

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.

2024-25 California Physical Fitness Test Participation Rates

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	87.5%	87.5%	87.5%	87.5%	87.5%
Grade 7	70%	66.7%	70%	66.7%	70%
Grade 9	92%	92%	96%	100%	100%

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.

2025-26 Opportunities for Parental Involvement

Tracy Charter School will convene an Advisory Council (the "Council") made up of the principal, school counselor, two teachers, three parents of Tracy Charter School students, two 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.

2025-26 Opportunities for Parental Involvement

- Promoting the Charter School in the community.

For more information, please contact Annabelle Lee at alee@tusc.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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	30.3	32.3	19.8	9.4	10	5.4	8.2	8.9	8
Graduation Rate	61.8	58.6	72.4	87.4	87.6	91.8	86.2	86.4	87.5

2024-25 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	116	84	72.4
Female	51	36	70.6
Male	65	48	73.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	61	45	73.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	7	63.6
White	24	17	70.8
English Learners	39	30	76.9
Foster Youth	--	--	--
Homeless	14	8	57.1
Socioeconomically Disadvantaged	105	77	73.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	28	19	67.9

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

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	530	504	124	24.6
Female	276	264	56	21.2
Male	252	238	68	28.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	67	66	6	9.1
Black or African American	49	48	14	29.2
Filipino	14	14	5	35.7
Hispanic or Latino	262	244	70	28.7
Native Hawaiian or Pacific Islander	16	14	4	28.6
Two or More Races	31	29	6	20.7
White	91	89	19	21.3
English Learners	92	88	30	34.1
Foster Youth	--	--	--	--
Homeless	25	23	7	30.4
Socioeconomically Disadvantaged	430	406	109	26.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	88	81	28	34.6

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.6	0	0	8.1	7.88	7.3	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.36	0.42	0.33	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

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

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.

2025-26 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 2024.

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

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	43			1
Mathematics				
Science				
Social Science				

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	11	3	1	
Mathematics	12	1	1	
Science	13	1	1	
Social Science	6	4	1	

2024-25 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	317

2024-25 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)	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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$95,360
Percent Difference - School Site and District	N/A	N/A	111.1	2.6
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-26.1	-4.7

Fiscal Year 2024-25 Types of Services Funded

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

In addition to general state funding, Tracy Charter School receives state and federal categorical funding for special programs. The school benefits from federal and state aid allocated to the following categorical, special education, and support programs. These funds enable us to enhance educational opportunities, provide targeted interventions, and meet the diverse needs of our student population. 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$62,197	\$62,783
Mid-Range Teacher Salary	\$91,673	\$97,783
Highest Teacher Salary	\$120,529	\$128,020
Average Principal Salary (Elementary)	\$153,120	\$160,224
Average Principal Salary (Middle)	\$172,445	\$166,992
Average Principal Salary (High)	\$186,999	\$180,971
Superintendent Salary	\$277,056	\$313,465
Percent of Budget for Teacher Salaries	30.85%	30.05%
Percent of Budget for Administrative Salaries	5.1%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4