



(Wilbur) Tracy (Continuation) High School

12222 Cuesta Dr. • Cerritos, CA 90703 • (562) 926-7136 • Grades 9-12

Mr. Ricardo Brown, Principal

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http://www.edline.net/pages/Tracy_High_School

2017-18 School Accountability Report Card Published During the 2018-19 School Year



ABC Unified School District

16700 Norwalk Blvd.
Cerritos, CA 90703
(562) 926-5566
www.abcusd.us

District Governing Board

Ernie Nishii, President
Dr. Olga Rios, Vice President
Sophia Tse, Clerk
Christopher Apodaca, Board Member
Leticia Mendoza, Board Member
Maynard Law, Board Member
Soo Yoo, Board Member
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District Administration

Dr. Mary Sieu
Superintendent
Dr. Valencia Mayfield
**Assistant Superintendent,
Academic Services**

Toan Nguyen
**Assistant Superintendent,
Business Services
Chief Financial Officer**

Dr. Gina Zietlow
**Assistant Superintendent,
Human Resources**

School Description

A Message from the Principal

The Mission of Tracy High School is to support and challenge all students in an alternative environment in which they will graduate prepared for post-secondary education and career opportunities.

Tracy High School Students are challenged academically within a supportive environment in order to graduate prepared for post-secondary education and career opportunities.

Student Learner Outcomes: Students will be able to . . . ENGAGE in collaboration in order to become active problem solvers who contribute to their community. EVALUATE the validity and effectiveness of a variety of sources in order to support critical thinking and create sustainable arguments. UTILIZE relevant information in order to be successful in all courses of study and establish future educational and vocational goals.

Tracy High School, along with the other alternative programs in the ABC Unified School District, offers students several different ways to make up course credit, graduate and receive a high school diploma. There are numerous reasons why students fall behind in school. Family problems, health problems, and attendance problems are just a few of those reasons. But, whatever the reason, the fact is that failed classes earn no credit and a student must make up those credits in equivalent courses in order to graduate. This is the reason every school district in California needs a school dedicated to helping students regain their academic position after they have experienced problems and setbacks during their tenure in high school. That is the reason districts are required to have alternative programs like Tracy (continuation) High School. The ABC Unified School District community is fortunate to have one of the best alternative high schools in the state here at Tracy High School.

Tracy High School offers students who display good attendance and work habits the chance to earn credit at an accelerated pace. Students who come to Tracy behind in academic credits have the opportunity to take extra classes, receive work experience credits and earn credits outside the classroom (community college, and Adult School). Students dedicated to getting caught up have the chance to transfer back to their home schools before graduation or to graduate on time from Tracy High School's accredited program.

The Tracy High School faculty, staff, and administration look forward to working with every ABCUSD student and parent to create the best educational experience possible.

Tracy (Continuation) High School is located in the city of Cerritos and serves approximately 300 students over the course of the school year in grades ten through twelve from the cities of Cerritos, Artesia and Hawaiian Gardens, as well as portions of the cities of Norwalk and Lakewood. Tracy High School is on a traditional school calendar and is able to provide credit recovery for students in jeopardy of not graduating and/or dropping out of school. Tracy is dedicated to ensuring the academic success of every student while providing a safe and comprehensive educational experience.

The Tracy High School community is one where the highest expectations of a student's educational experiences are maintained. Tracy utilizes all available resources to enable students to be life-long learners who possess the ability to achieve to their utmost potential. We promote a safe, nurturing, and stimulating environment that invites students to actively participate in the educational opportunities made available. Tracy provides a welcoming atmosphere in which parents and community members are encouraged to involve themselves in their students' educational endeavors. Individual, academic and social needs of students are met during the time they are enrolled, creating a desirable environment where all participants are successful.

About the SARC

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, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	6
Grade 10	15
Grade 11	69
Grade 12	188
Total Enrollment	278

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13.3
American Indian or Alaska Native	0.0
Asian	4.7
Filipino	2.9
Hispanic or Latino	68.3
Native Hawaiian or Pacific Islander	0.4
White	9.4
Socioeconomically Disadvantaged	71.9
English Learners	19.4
Students with Disabilities	16.2
Foster Youth	2.5

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

Teacher Credentials			
(Wilbur) Tracy (Continuation) High School	16-17	17-18	18-19
With Full Credential	14	15	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
ABC Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
(Wilbur) Tracy (Continuation)	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

All students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

Textbooks and Instructional Materials Year and month in which data were collected: May 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Gr. 9-12: Study Sync: ELA/Advanced ELD, Designated ELD Houghton Mifflin: Reading Intervention- Read 180, Stage C, System 44 Windsor Learning: Intensive Intervention: Sondag System</p> <p>Gr 11-12: CSU: CSU ERWC/English IV: Expository Reading, Writing Course, Student Reader-2nd Edition AP English Language: Bedford St.Martins: The Language of Composition AP literature: Bedford, Freeman,Worth: Literature & COMPOSITION</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Carnegie Learning: High School Math Solutions(Revised 2018)- Integrated Math I.II.III Cengage Learning: Pre Calculus, AP Calculus AB Pearson: AP Calculus BC-5th edition Addison, Wesley, Pub: Multi variable Calculus Bedford Freeman Worth: AP Statistics & Statistical Reasoning McDougall Littell: Supplemental Trig Math, Data Analysis John Wiley & Sons: Supplemental Text- Trig, Math Analysis & Intro to Calculus Houghton Mifflin: Finite Math-2nd edition</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>John Wiley & Sons: Anatomy & Physiology, Adv Topics Bio #1 Pearson/Prentice Hall: Earth Science, Life Science, Honors Physics, Forensics Science Glencoe/McGraw Hill: Earth Science, Physical Science, CP Physics Cengage Learning: Fire Science, 4th edition Pearson/Benjamin Cummings: AP Biology McDougall Littell: CP Biology Holt, Rinehart, Winston: Honors Biology- Current Publishing: Marine Biology Thomson, Brooks, Cole: Chemistry of living things, AP Environmental Science, AP Chemistry, AP Physics Houghton Mifflin: CP & Honors Chemistry Jones & Barlett Publishers: Advance Topics in Bio #3 Kendall & Hunt: Adv Topics in Bio # 2</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: May 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>Gr 9-12: McGraw Hill(May 2018): World History, Culture, Geography McGraw Hill(May 2018): US History & Geography- Continuity & Change Pearson: Economics, Civics(CA Magruder's American Govt), Psychology(8th edition) Thomson/Wadsworth: Psychology-Concepts & Connections(9th edition) AP Psychology: Worth Publishers(8th & 10th edition) AP US History: Cengage Learning: The American Pageant(10th edition) McDougall Littell: American Spirit (13th edition) AP World History: Glencoe/McGraw Hill: Traditions & Encounters AP Euro: Bedford, Freeman, Worth: A History of western Society AP Human Geography: Pearson/Prentice Hall: Intro- Cultural Landscape AP Civics: Houghton Mifflin: American Govt: Institution & Policies(10th Edition) Pearson: Govt in America: People, Politics, Policy AP Economics: Thomson/South Western: Principles of Economics(4th edition)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Pearson Education: Chinese, Lvl 1-2, AP French Columbia University Press: AP Chinese Holt, Rinehart, Winston: French Lvl 1-3, Spanish (advanced) Thomson Heinle: French Interaction(7th edition), Sur Le vif(4th edition) Cheng & Tsui Co.: Adventures in Japanese 1,2,3,4 Tuttle, Verity Communication, Univ. of Hawaii: Tagalog McDougal Littell: Avancemos! 1,2,3,4 Pearson/Prentice Hall: Spanish: Lectura & Gramatica, AP Spanish Vista Higher Learning: Honors Spanish IV: Imagina, AP Spanish Lang-Temas, AP Sp.Lang & Culture Exam Prep Korean Lang. Educ. Center: Korean 1,2,3,4</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Glencoe/McGraw Hill: Health 9th Edition Mendez Foundation: Too Good for drugs and Violence Delmar/Cengage: Intro to Sports Medicine & Athletic training, 2nd edition Saunders Elsevier: Health Informatics: Electronic Health record for Physicians Office</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	<p>Gr. 9-12 Glencoe/McGraw Hill: Music Appreciation, Art Talk Silver Burdett: Music West Publishing: Theater Neil A. Kjos: Piano, Concert Band, Strings Class Hal Leonard Corporation: Jazz Band, Beginning Band Alfred Publishing: Choral Class</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at this school. Custodial Supervisors perform regular site inspections. ABC Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/19/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed
Interior: Interior Surfaces	Good	None needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None needed
Electrical: Electrical	Fair	None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None needed
Safety: Fire Safety, Hazardous Materials	Good	None Needed
Structural: Structural Damage, Roofs	Good	None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed
Overall Rating	Good	All the above areas were repaired and/or addressed. Overall condition of the school can be described as good.

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, which 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); and
- 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	10.0	24.0	64.0	66.0	48.0	50.0
Math	1.0	5.0	53.0	54.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	**	**	**

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	109	101	92.66	23.76
Male	57	51	89.47	23.53
Female	52	50	96.15	24.00
Black or African American	13	12	92.31	16.67
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	73	68	93.15	20.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	11	91.67	9.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	76	93.83	22.37
English Learners	26	24	92.31	8.33
Students with Disabilities	11	10	90.91	30.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics				
Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	110	100	90.91	5
Male	57	51	89.47	5.88
Female	53	49	92.45	4.08
Black or African American	13	12	92.31	0
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	74	68	91.89	4.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	10	83.33	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	82	77	93.9	5.19
English Learners	26	24	92.31	0
Students with Disabilities	12	11	91.67	9.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

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

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents/guardians and community members are very supportive of the educational program at Tracy High School. The school's faculty, staff, and administration, as well as students and community members and parents, participate on various committees that make decisions regarding the priorities and directions of the educational plan and to ensure that the instructional programs are consistent with student's needs and aligned with ABC's Strategic Plan Goals. All students and parents are required to attend an Enrollment Orientation before starting school. These Orientations review the academic programs, available courses, and school policies. Tracy High School holds School Site Council meetings quarterly, which consist of administrators, teaching staff, students, and parents, and Parent Teacher Student Organization (PTSO) meetings on a monthly basis. These meetings give parents an opportunity to collaborate together to help our students and school, and a platform to voice their concerns and opinions on what their expectations are for Tracy High school. Parents are also invited to attend our Back to School Night and Open House events that are held at the beginning and the end of each school year.

The Tracy High School staff works diligently to ensure that all parents are notified in regards to attendance issues and academic concerns. An automated system is in place to contact the home to inform parents of absences and special events. This has proven to be very effective and allows for a free-flowing line of communication between the parent, student, and school site. In addition to incorporating parents in their student's daily attendance record, grade-level administrators regularly meet with students and parents regarding academic progress. If the parent is unavailable to meet for the conference, Progress Reports are mailed home. Parents are invited and encouraged to schedule individual conferences to go over their student's credit status and to address any questions or concerns they may have. Many of Tracy's teachers put grades online so students and parents can have access to their academic standing on a consistent basis.

The goal of Tracy High School is to assist, guide, and strengthen the educational goals of all students and provide an opportunity for students to graduate from high school on time. It is of utmost importance that the staff, students, and parents/guardians are all involved in the decision making process toward the educational success of their student.

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.

School Safety Plan

Tracy High School provides a safe, clean environment for students, staff, and volunteers. The school in consultation with the Los Angeles County Office of Education has developed a comprehensive Safe School Plan. The safety plan provides students and staff with procedures ensuring a safe and orderly learning environment. The plan includes:

- * Current status of school crime
- * Child abuse reporting procedures
- * Disaster procedures: routing and emergency
- * Lockdown procedures
- * Notification to teachers
- * Sexual harassment policy
- * Provision of a school-wide dress code
- * Safe ingress and egress of pupils and school employees to and from school
- * Safe and orderly school environment
- * School rules and procedures

The school evaluates the plan annually and updates the plan as needed with the approval of the School Site Council. The plan was last updated in 2014 and is reviewed by the staff at the beginning of each school year. An updated copy is available to the public in the school office. Tracy High School is a closed campus. During school hours, the entrance is secured to ensure that visitors check in with the office. All visitors are required to sign in and wear visitors' badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should check with school administration prior to their arrival. Visits are restricted at certain times such as during state and local testing. Supervisors and teachers monitor students as well as the physical plant on a daily basis.

Date of Last Review/Update: April 2015

Date Last Reviewed with Staff: September 2015

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	10.6	11.5	12.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	1.7	1.9
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	1
Nurse	.2
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	125

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	12.0	11.0	9.0	32	32	38	7	6	2			
Mathematics	16.0	16.0	11.0	17	17	29	15	13	7			
Science	9.0	9.0	6.0	13	11	20	1	1				
Social Science	9.0	8.0	7.0	33	39	37	4	5	5			

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

Tracy High School administration and teachers actively seek opportunities for professional growth to provide effective instruction with the focus on student learning. Staff development is based on the assessed needs of the school and the ABC Unified School District's collaborative work with teachers to determine the school's needs and State requirements when establishing professional development goals for the school year. School-wide training focus areas include the implementation of Common Core State Standards, technology, differentiated instruction, PBIS and using data to drive instruction. Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and by sharing their experiences and knowledge with colleagues. The District offers professional development in current textbook adoptions for math and English-Language Arts. Secondary Literacy and movement toward established Common Core Standards are also examples of district wide professional development. The Tracy Technology Integration Project (TIP) teachers annually attend the CUE Conference in Palm Springs and plan to attend other conferences that specialize in Google Classroom.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,752	\$47,903
Mid-Range Teacher Salary	\$75,973	\$74,481
Highest Teacher Salary	\$103,165	\$98,269
Average Principal Salary (ES)	\$126,865	\$123,495
Average Principal Salary (MS)	\$126,865	\$129,482
Average Principal Salary (HS)	\$145,416	\$142,414
Superintendent Salary	\$243,357	\$271,429
Percent of District Budget		
Teacher Salaries	38.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10598	0	10598	83882
District	◆	◆	5904	\$82,191
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			56.9	2.0
Percent Difference: School Site/ State			39.2	3.8

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The total district expenditures for all school sites for FY 2017-18 was \$220,351,387.65- The district spent \$7,743.14 per student. 62.94 cents of every dollar went to teacher salaries and 15.75 cents was spent for administration. The remainder 21.31 was for district support (instructional assistants, books, materials, supplies, equipment, student support staff, curriculum support, transportation, maintenance and operations of school buildings, grounds maintenance.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
(Wilbur) Tracy (Continuation) High	2014-15	2015-16	2016-17
Dropout Rate	9.5	15.4	10.7
Graduation Rate	75.3	60.2	61.3
ABC Unified School District	2014-15	2015-16	2016-17
Dropout Rate	1.7	2.2	2.0
Graduation Rate	94.4	93.6	91.1
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	44
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	99.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.9

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	61.0	90.6	88.7
Black or African American	45.0	92.7	82.2
American Indian or Alaska Native	0.0	75.0	82.8
Asian	100.0	97.3	94.9
Filipino	61.5	97.3	93.5
Hispanic or Latino	62.8	85.3	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	69.2	84.0	92.1
Two or More Races	0.0	82.1	91.2
Socioeconomically Disadvantaged	64.6	90.1	88.6
English Learners	43.2	52.8	56.7
Students with Disabilities	44.4	70.2	67.1
Foster Youth	100.0	100.0	74.1

Career Technical Education Programs

The ABC Unified School District's Career and Technical Education (CTE) classes provide students the opportunity to become productive citizens in our ever increasing technology-rich world. Students receive training in classes designed to give them the knowledge, skills, and background that will prepare them to compete in fields where proficiency in technology is the main criteria for employment. CTE classes' integration of core academic standards (Math and English) allows for the application of them into the curricular content of technology courses. Additionally; their focus is not only on college-bound students but also for those who are entering vocational fields upon graduation from high school. Classes are designed with the input of teachers, business partners, and post-secondary schools to create a curriculum that will provide a pathway to technology-based employment. In ABC, the goal for Career Technical Education classes is to be integrated and aligned with our middle and high school students' coursework. CTE courses are evaluated based upon the following criteria: number of students enrolling in them, completion of coursework, and the grades earned by those completing the classes. Another goal of CTE classes--along with preparing students for future employment--is to increase student engagement, reduce high school drop-out rates, and allow more students to participate in post-secondary education.

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).

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.