

# Merrill F. West High School

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



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Merrill F. West High School
<b>Street</b>	1775 West Lowell Avenue
<b>City, State, Zip</b>	Tracy, CA 95376
<b>Phone Number</b>	(209) 830-3370
<b>Principal</b>	Gary Henderson
<b>Email Address</b>	ghenderson@tusd.net
<b>School Website</b>	<a href="https://westhigh.tracy.k12.ca.us/">https://westhigh.tracy.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	39-75499-3930302

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### Principal's Message

Dear Wolf Pack Family,

I am excited to continue to serve the Tracy community as a member of the Wolf Pack family. This will be my 28th year working for Tracy Unified School District, and I have enjoyed every minute. When you love what you do, it doesn't feel like work. I have been blessed to work in a high school setting as a coach for 30 years, teacher for 23, athletic director for 10, and most recently as an administrator for 4.

I intend to work side by side with staff to deliver equity and inclusivity to our students and their families. I am grateful for the opportunity to make a difference in my role as principal of Merrill F West High School.

Student success is about building a cohesive team and working with all stakeholders to build relationships that empower students, their families, and staff by making them feel safe, appreciated, and valued. The power of community and shared effort should not be underestimated.

The strength of the wolf is the pack. Go Pack!

Gary Henderson, Principal

### School Vision Statement

West High will be a place where all students and all staff develop positive relationships and where all students receive rigorous and relevant instructional learning experiences including 21st-century skill development.

### School Mission Statement

We will provide all students with a safe, caring, and engaging learning environment in preparation for college and careers.

## 2023-24 School Description and Mission Statement

### Schoolwide Learner Outcomes

- Communication
- Speak so others understand
- Listen actively
- Learn to successfully engage as professionals

### Critical Thinking

- Recognize and design solutions for real-world problems
- Persevere to solve problems
- Ask high-level questions
- Use information from multiple sources to solve problems
- Develop disciplinary literacy

### Collaboration

- Share knowledge and resources
- Learn cooperatively
- Work together as a team

### Creativity

- Develop and implement new ideas
- Experiment and create
- Embrace failure as an opportunity for growth

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	1
Grade 9	488
Grade 10	557
Grade 11	534
Grade 12	528
<b>Total Enrollment</b>	<b>2,108</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4%
Male	55.3%
American Indian or Alaska Native	0.4%
Asian	13%
Black or African American	5.5%
Filipino	7%
Hispanic or Latino	55.7%
Native Hawaiian or Pacific Islander	1.5%
Two or More Races	3.5%
White	13.4%
English Learners	18.1%
Foster Youth	0.4%
Homeless	5%
Socioeconomically Disadvantaged	57%
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

## 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>	63.60	70.33	549.40	79.15	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	7.00	7.77	31.00	4.48	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.40	5.96	27.00	3.90	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.40	4.88	29.40	4.25	12115.80	4.41
<b>Unknown</b>	9.90	11.03	57.10	8.22	18854.30	6.86
<b>Total Teaching Positions</b>	90.50	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>	67.60	72.41	548.80	80.10	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	10.60	11.41	44.20	6.46	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.80	6.29	33.60	4.91	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.10	4.40	27.10	3.96	11953.10	4.28
<b>Unknown</b>	5.10	5.46	31.30	4.58	15831.90	5.67
<b>Total Teaching Positions</b>	93.40	100.00	685.10	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	0.00
Misassignments	3.40	5.80
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>5.40</b>	<b>5.80</b>

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	2.10
Local Assignment Options	3.40	2.00
<b>Total Out-of-Field Teachers</b>	<b>4.40</b>	<b>4.10</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.5	7
<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)	11.4	0

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 Essentials of Human Anatomy & 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	Yes	0%
<b>History-Social Science</b>	World History, Volume II-Since 1500 (10) 2007 Modern World History (10) 2019	Yes	0%

	<p>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>		
<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%



## School Facility Conditions and Planned Improvements

### 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 this 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 Merrill F. West High School for the 2021-22 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 98 classrooms, a cafeteria, kitchen, student store, administration building, career center, counseling center, library, boys' and girls' restrooms, portable buildings, a main gym, sub gym, boys' and girls' locker rooms, boys' and girls' restroom building, a pool-equipment building, community-use building, and concessions building. The main campus was built in the 1991-92 and the 1992-93 school years.

Additions were constructed in 1994-95 (10 relocatable classrooms), 1996-97 (relocatable restroom building), 1997-98 (12 relocatable classrooms), 2000-01 (humanities building, visual arts building, performing arts building), 2002-03 (18 classrooms to the IGCG campus), 2004-05 (seven relocatable classrooms), 2005-06 (two relocatable classrooms), 2006-07 (a relocatable science building and tennis courts), 2007-08 (stadium and pool complex with two classrooms, a community-use building, concession building, and storage and mechanical buildings), 2011-12 (black box theater), 2016 (west parking lot resurfacing) and 2017 (solar panels).

### 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. A 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.

Over the summer between the 2016-17 and 2017-18 school years, the district allotted approximately \$3 million to renovate most of West High School. Most of the school received new floors, walls, ceiling tiles, and interior and exterior paint

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

08/02/2023

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		Flooring, stained/missing/broken ceiling tiles, hole in wall. Work order submitted.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>			X	Multiple lights out, ballasts, exposed junction box, broken/missing cover, no power in room T5, broken/missing wall plate, diffuser. Work order submitted.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Sinks & fountains not working, loose toilet seats, leaky faucet & toilets, low pressure on faucet, corroded sink,

## School Facility Conditions and Planned Improvements

			multiple faucets not working, sink falling off wall, missing 2 partition doors, urinals not working. Work order submitted.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		Roof leak in room MS23. Work order submitted.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Peeling door next to MS1. Work order submitted.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	53	61	39	41	47	46
<b>Mathematics</b> (grades 3-8 and 11)	22	20	25	26	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	517	493	95.36	4.64	61.05
<b>Female</b>	224	217	96.88	3.12	66.82
<b>Male</b>	291	274	94.16	5.84	56.20
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	77	72	93.51	6.49	73.61
<b>Black or African American</b>	38	36	94.74	5.26	61.11
<b>Filipino</b>	35	34	97.14	2.86	79.41
<b>Hispanic or Latino</b>	288	273	94.79	5.21	55.68
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100.00	0.00	83.33
<b>White</b>	58	57	98.28	1.72	52.63
<b>English Learners</b>	89	75	84.27	15.73	13.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	23	19	82.61	17.39	36.84
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	284	268	94.37	5.63	53.73
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	74	70	94.59	5.41	15.71

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	515	488	94.76	5.24	19.92
<b>Female</b>	224	217	96.88	3.12	18.98
<b>Male</b>	289	270	93.43	6.57	20.74
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	77	74	96.10	3.90	41.89
<b>Black or African American</b>	37	32	86.49	13.51	12.50
<b>Filipino</b>	35	34	97.14	2.86	26.47
<b>Hispanic or Latino</b>	287	270	94.08	5.92	11.90
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100.00	0.00	38.89
<b>White</b>	58	58	100.00	0.00	22.41
<b>English Learners</b>	89	83	93.26	6.74	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	23	20	86.96	13.04	5.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	282	266	94.33	5.67	12.08
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	73	69	94.52	5.48	0.00

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	27.12	30.55	23.05	24.54	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	973	934	95.99	4.01	30.33
<b>Female</b>	432	420	97.22	2.78	28.10
<b>Male</b>	539	512	94.99	5.01	32.09
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	139	132	94.96	5.04	45.80
<b>Black or African American</b>	57	54	94.74	5.26	20.37
<b>Filipino</b>	74	71	95.95	4.05	52.11
<b>Hispanic or Latino</b>	537	515	95.90	4.10	21.55
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	36	35	97.22	2.78	48.57
<b>White</b>	116	113	97.41	2.59	38.05
<b>English Learners</b>	128	117	91.41	8.59	0.85
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	55	50	90.91	9.09	12.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	524	497	94.85	5.15	21.37
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	131	121	92.37	7.63	5.79

## 2022-23 Career Technical Education Programs

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

Industry Sector: Agriculture and Natural Resources

Pathway: Agricultural Mechanics (101)

- Ag Mechanics 1 (7121 Concentrator)
- Ag Mechanics 2 (7122 Capstone)

Pathway: Agriscience (102)

- Biology Ag (7130 Introductory)
- Chemistry Ag (7131 Concentrator)
- Physics Ag (7132 Capstone)

Pathway: Animal Science (103)

- Int. Animal Sci (7141 Concentrator)
- Adv. Animal Science (7142 Capstone)

Pathway: Ornamental Horticulture (105) Sub Pathway Floral Design (105A)

- FloralArtHist (7164 Concentrator)
- FloraCultureAdv (7165 Capstone)

Pathway: Plant and Soil Science (106)

- Ag Food Systems (7171 Concentrator)
- Ag Foods 2 (7172 Capstone)

Industry Sector: Education, Child Development, & Family Services

Pathway: Child Development (130)

- Child Dev (7510 Concentrator)
- Child Dev II (7511 Capstone)

Pathway: Education (132)

- Child Dev and Education (7530 Concentrator)
- Child Education 2 (7531 Capstone)

Industry Sector: Business and Finance

Pathway: Business Management (182)

- Comp Lit (7410 Concentrator)
- Comp Apps (7412 Capstone)

Industry Sector: Hospitality, Tourism and Recreation,

Pathway: Food Science, Dietetics and Nutrition (200)

- Foods Nutri II (8011 Capstone)

Industry Sector: Marketing, Sales, and Service Sector

Pathway: Entrepreneurship/Self Employment (241)

- Entrepreneurship (8330 Concentrator)
- Adv Entrepreneurship (8331 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.

## 2022-23 Career Technical Education Programs

West High School 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 completer 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 and Construction Trades/ Transportation/ and Public Services.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	936
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	49.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.51
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	30.73



## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	95%	95.6%	98%	96.2%	98.6%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

West High School offers various opportunities for all parents and stakeholders to be involved in their students' educational environment, such as:

- Western Association of Schools and Colleges (WASC): Parents in the Parent Teacher Student Association (PTSA) give input into the WASC plan
- School Site Council (SSC): parent input on school budget and other school functions
- Agriculture Parent Booster Club: parent club that supports the agriculture program
- Home Field Advantage: multiple parent clubs that support various athletics on campus, such as baseball, wrestling, soccer, etc.
- Music Parents Booster Club: supports students in various band and choir competitions, activities and fundraising
- College Information Nights provided by West High counselors
- Parent Science Booster Club: parents who are dedicated to providing support for our science programs
- Parent Institute for Quality Education (PIQE)
- College Bound
- Cafecito
- Parent Teacher Conferences and Parent Forums

For more information on how to become involved at the school, please contact Deborah Hartenstein, the principal's secretary, at (209) 830-3370, extension 3010

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	16.1	6.7	7.7	14.5	7.1	9.4	9.4	7.8	8.2
<b>Graduation Rate</b>	78.9	91.3	87.7	81.4	90.6	87.4	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](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>	496	435	87.7
<b>Female</b>	228	202	88.6
<b>Male</b>	268	233	86.9
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	62	58	93.5
<b>Black or African American</b>	26	23	88.5
<b>Filipino</b>	39	34	87.2
<b>Hispanic or Latino</b>	272	235	86.4
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	20	18	90.0
<b>White</b>	64	57	89.1
<b>English Learners</b>	107	80	74.8
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	47	34	72.3
<b>Socioeconomically Disadvantaged</b>	330	280	84.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	72	45	62.5

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2309	2224	531	23.9
Female	1033	993	253	25.5
Male	1270	1225	276	22.5
Non-Binary	6	6	2	33.3
American Indian or Alaska Native	9	9	0	0.0
Asian	303	297	50	16.8
Black or African American	134	127	40	31.5
Filipino	154	152	23	15.1
Hispanic or Latino	1297	1242	308	24.8
Native Hawaiian or Pacific Islander	34	33	15	45.5
Two or More Races	84	76	15	19.7
White	294	288	80	27.8
English Learners	432	411	105	25.5
Foster Youth	12	11	2	18.2
Homeless	136	128	48	37.5
Socioeconomically Disadvantaged	1381	1328	369	27.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	333	318	97	30.5

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.09	10.13	10.65	0.07	6.60	8.10	0.20	3.17	3.60
Expulsions	0.04	1.12	0.69	0.01	0.55	0.36	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.65	0.69
Female	5.91	0.39
Male	14.57	0.94
Non-Binary		
American Indian or Alaska Native	0	0
Asian	10.89	0.33
Black or African American	17.91	1.49
Filipino	3.25	0
Hispanic or Latino	11.33	0.93
Native Hawaiian or Pacific Islander	11.76	0
Two or More Races	4.76	1.19
White	9.86	0
English Learners	19.21	1.62
Foster Youth	41.67	0
Homeless	16.18	0
Socioeconomically Disadvantaged	12.24	0.8
Students Receiving Migrant Education Services	0	0
Students with Disabilities	13.21	0.6

## 2023-24 School Safety Plan

The Safety plan was last approved 2/9/23. It is composed of the following:

Document one: Emergency Plan

This document considers all likely hazards, and contains a comprehensive emergency management plan organized into four distinct phases (or stages) of emergency management:

1. Prevention & Mitigation
2. Preparedness
3. Response, which also serves as the core of each specific school site School Safety Plan and includes extended information about response actions. Important note: the core School Safety Plan is to be supplemented by the materials outlined in the Compliance Checklist for a Comprehensive School Safety Plan that begins on page 13
4. Recovery

The document also includes several appendices, including:

- A. The Student Conduct Code
- B. A section of related FORMS

The Emergency Plan is intended as a best practice guide and protocol reference for the creation of the Site-Specific Emergency Plan called The School Safety Plan. The Forms (Page 185) includes sample forms, letters, and much more.

Document Two: Quick reference guide/ Classroom Flipchart

The Tracy Unified Schools Emergency Plan includes an additional layer of emergency response information in the form of a quick reference Flipchart for every classroom, office, and community space on campus. This Flipchart is designed to hang in a logical and visible spot inside every room. It should be easily accessible to substitute teachers, students, classroom guests, etc. The Flipchart is arranged in the same order as the Emergency Plan and displays the same policies, procedures, and protocols.

## 2023-24 School Safety Plan

Site Administrators and the School Site Safety Committee should ensure that all staff members receive a Flipchart and are trained in its appropriate use.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	15	21	45
Mathematics	28	15	19	37
Science	24	15	34	3
Social Science	29	9	15	35

## 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	32	8	16	50
Mathematics	28	13	31	25
Science	26	11	33	4
Social Science	31	3	17	36

## 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	28	15	41	22
Mathematics	29	6	41	13
Science	24	20	29	0
Social Science	31	4	22	29

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
<b>Pupils to Academic Counselor</b>	334.6

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	6.3
<b>Library Media Teacher (Librarian)</b>	1
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2.8

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7,688	\$1,336	\$6,351	\$92,974
<b>District</b>	N/A	N/A	\$2,368	\$85,416
<b>Percent Difference - School Site and District</b>	N/A	N/A	91.4	12.0
<b>State</b>	N/A	N/A	\$7,607	\$90,632
<b>Percent Difference - School Site and State</b>	N/A	N/A	-3.8	5.1

## Fiscal Year 2022-23 Types of Services Funded

As a large comprehensive high school, West High's focus includes multiple opportunities for students to take ownership of their high school experience with an emphasis on 21st-century skills and support including both transition to college and school to career opportunities. Some of our programs include:

- Future Farmers of America (FFA) with Ag Science Pathway

Over the past five years, our FFA program has doubled from two teachers to four teachers. We now offer a complete Ag Science pathway, with Ag Biology, Ag Chemistry and Ag Physics available to our students. We have approximately 600 students involved in Agriculture Education.

- Comprehensive Music Program

Our music program has doubled in size since the 2016-17 school year, when we hired Jonathan Raman as our music director. Two years ago, we were able to add an additional instructor, Mr. Jamero, for choir and piano. We now have a comprehensive program that includes Concert Band, Symphonic Band, Jazz Band, Piano, Beginning Choir, Advanced Choir, Orchestra, Music Club and Marching Band.

- Space and Engineering Academy

Over the past 21 years, more than 600 students have completed the Space and Engineering Academy's rigorous graduation requirements, exceeding college entrance requirements with at least four years of mathematics and five years of science, and completing community service, job shadowing, a mock interview and an extensive senior service project. The Academy prepares students for college studies and careers in science, engineering, and technology.

- Air Force Junior Reserve Officers' Training Corps (AFJROTC)

Our AFJROTC program now has close to 150 cadets. Our increase in numbers has been due to visits to the middle schools to introduce the program to 8th graders, and positive word-of-mouth from students and former students. Last year, we hired Maj Archie Roundtree, USAF retired, as our Senior Aerospace Science Instructor. He joined SMSgt John Morris II, who is in his third year with the program. The AFJROTC Regional Director conducted a staff assistance visit on September 19, 2019 and noted that the program was exceeding standards in many areas. Laudable areas of achievement include cadet community service hours, discipline, leadership activities, cadet ownership of the program and the Cadet Mission Brief. Three of our former students have received full-ride JROTC scholarships for college.

- Advancement Via Individual Determination (AVID)

We have two levels of AVID, and we plan to continue these for years to come. In years past, we only had one section at each grade level, so we are excited to see the numbers remaining higher. One-hundred percent of our AVID seniors get accepted into four-year colleges. We are anticipating the numbers to continue to increase as this current 9th grade class moves up.

- Summer Bridge Program

Summer Bridge provides 100 incoming freshmen with a two-week program to acclimate them to life as a high school student. Students are introduced to the campus, teachers, special programs, counselors, and are taken on a college visit. Socioemotional and tutoring support are provided throughout the school year to Summer Bridge participants. We continued the program virtually this summer, and we saw many successes despite the challenges from COVID-19.

- Career Technical Education (CTE) Pathways

CTE continues to help meet the district goals of preparing our diverse student population to be college and career ready for the 21st Century. We also prepare our students to be life-ready. CTE is a unique department that not only prepares our population for college and career, but we teach life skills. Truly, our curriculum prepares all students for life after high school. Whether the class is Floral Design, Foods and Nutrition, Marketing or Child Development all students gain the knowledge of what is required to function as well-rounded individuals in today's complex society.

- Drama and Tech Theatre

Our drama students perform out of our Black Box theatre. We offer Drama, Advanced Drama and Tech Theatre for students.

- Advanced Placement (AP) Courses

West continues to have a strong AP program. We offer advanced placement courses in science, mathematics, English, social science, art and world languages. We hope to continue to grow each year by both adding students and new courses.

- World Languages (Spanish and French) with Native Speakers Options

We offer both Spanish and French to our students. In addition, we have a highly successful Native Speakers pathway in Spanish, through which students can get into AP Spanish 4 and AP Spanish 5. Our pass rates on these exams are far above average.

- English Language Development (ELD) Courses

All English learners are supported through designated ELD courses in grades 9-12. Our ELD teachers have been aligned so that those who teach ELD also teach an English course of the same grade level. Our ELD courses use district-adopted curriculum that aligns with the district-adopted English language arts (ELA) curriculum, StudySync.

- Art Courses, Including Animation and Computer Graphics

We have a comprehensive art program, which includes entry level drawing courses through Advanced Placement Art. Students can take sculpture, multicultural, animation, or computer art courses.

- Yearbook

## Fiscal Year 2022-23 Types of Services Funded

We have an award-winning yearbook program that puts out a phenomenal product every year for our students.

- Journalism

The Zephyr—our award-winning newspaper— is published both online and in print format for our staff and students. Our students get advice and presentations from local journalists, and they also have the opportunity to attend journalism trainings.

- Special Education

We have a comprehensive program for students with special needs, with a goal of mainstreaming all students to the maximum extent possible. Our staff and students make a tremendous effort to include our students with special needs in all aspects of our school.

- FACES
- IYT
- VCC
- CARE
- BCG

## Fiscal Year 2021-22 Teacher and Administrative Salaries

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

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



## 2022-23 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>	23.5
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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.

<b>Subject</b>	<b>Number of AP Courses Offered</b>
<b>Computer Science</b>	2
<b>English</b>	7
<b>Fine and Performing Arts</b>	1
<b>Foreign Language</b>	3
<b>Mathematics</b>	2
<b>Science</b>	3
<b>Social Science</b>	11
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	29

## Professional Development

### School

Tracy Unified School District requires new teachers to participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow-up during the year. At this time, teachers are introduced to the district and their site and receive training on classroom management, content organization and lesson design.

All activities are based on the California Standards for the Teaching Profession (CSTP). Throughout the year in TTIP, teachers are additionally supported in the classroom on a regular basis by a staff-development specialist. New teachers who qualify for the Beginning Teacher Support and Assessment (BTSA) program to clear their preliminary credentials will be assigned a BTSA support provider and will work through the modules of the Formative Assessment for California Teachers (FACT).

The district offers professional-development opportunities for all staff members throughout the school year. Two full days are provided before the school year starts. Every Monday, teachers release students early from school at 2:09 p.m. 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 counseling department has contributed to staff meetings and given flashlight presentations about relevant data and A-G performance to shed light on areas for improvement.

The site has offered IEP training to its Special Education Department to improve the process and emphasize compliance.

The site's Instructional Leadership TEAM (ILT) regularly presents STEM related strategies to use across the curriculum at Staff Meetings

The English Language Development Coordinators present ELPAC and other important EL information and teaching strategies to the staff during ERM 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 and through work with the International Center for Model Schools. The work with Center for Model Schools focuses on building Relationships, Rigor and Relevance in the classroom.

## Professional Development

### LEA

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

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

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

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

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

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