

Merrill F. West High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Merrill F. West High School
Street	1775 West Lowell Avenue
City, State, Zip	Tracy, CA 95376
Phone Number	(209) 830-3370
Principal	Gary Henderson
Email Address	ghenderson@tusd.net
School Website	https://westhigh.tracy.k12.ca.us/
Grade Span	9-12
County-District-School (CDS) Code	39-75499-3930302

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Principal's Message

Hello West High Families,

I am looking forward to another great year at West High School in 2024-2025, giving my full support to the wonderful staff and programs we offer. In my 30th year in education (as a coach, teacher and administrator), I look forward to continuing to work with students, parents, and the larger Tracy community to ensure our school is delivering a quality product that meets the

2024-25 School Description and Mission Statement

demands of today's world.

With a student-focused philosophy and an ongoing attempt to build relationships towards equity and inclusivity, together we will help grow and improve all aspects of the school. We will work collectively as a school community to give our students as many opportunities for success as possible.

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.

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	481
Grade 10	479
Grade 11	546
Grade 12	560
Total Enrollment	2,066

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	54.1
Non-Binary	0.4
American Indian or Alaska Native	0.4
Asian	14.7
Black or African American	5.4
Filipino	6.7
Hispanic or Latino	56.4
Native Hawaiian or Pacific Islander	1.3
Two or More Races	3.4
White	11.6
English Learners	16.9
Foster Youth	0.4
Homeless	5.4
Socioeconomically Disadvantaged	75.1
Students with Disabilities	15.2

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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	73.60	78.82	563.30	81.85	231142.40	100.00
Intern Credential Holders Properly Assigned	8.50	9.10	44.90	6.53	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.10	6.60	36.50	5.31	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	2.47	19.20	2.79	11746.90	4.23
Unknown/Incomplete/NA	2.80	3.00	24.20	3.52	14303.80	5.15
Total Teaching Positions	93.40	100.00	688.20	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	2.00	0.00	1
Misassignments	3.40	5.80	5.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	5.40	5.80	6.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	2.10	1
Local Assignment Options	3.40	2.00	1.3
Total Out-of-Field Teachers	4.40	4.10	2.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.50	7	8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.40	0	0

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

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

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

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

Year and month in which the data were collected

11/14/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw Hill (9-12) 2017 The Language of Composition 2008	Yes	0%
Mathematics	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%
Science	Biology for the AP Course; Bedford St Martins 2022 Biology, 7th Edition; Prentice Hall 2005 Cutnell Physics, AP Edition 2018 Inquiry into Life Biozone (digital website) 2022 Chemistry: The Central Science, 10th edition; Prentice Hall 2006 CA Inspire Science; McGraw Hill 2020 STEM Scopes; Accelerate Learning 2022	Yes	0%

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

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

School Facility Conditions and Planned Improvements

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 2024-25 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School/Buildings

This school has 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). A Agriculture shop is scheduled to be built during the 2004-2025 school year.

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

During the summer between 2023-2024 and 2024-2025, roof restoration took place throughout the campus.

Year and month of the most recent FIT report

7/26/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			New floors needed. Stained ceiling tiles. Work order submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Lights out. Ballast. Missing light cover. Work order submitted.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		No water in fountain. Faucets: leaking, missing, low pressure & loose. Broken sink faucet handle. Toilet not working. Sinks not working. Work order submitted.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	61	49	41	40	46	47
Mathematics (grades 3-8 and 11)	20	19	26	26	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	501	481	96.01	3.99	49.06
Female	231	221	95.67	4.33	52.04
Male	268	258	96.27	3.73	46.51
American Indian or Alaska Native	--	--	--	--	--
Asian	79	73	92.41	7.59	63.01
Black or African American	24	23	95.83	4.17	34.78
Filipino	44	43	97.73	2.27	81.40
Hispanic or Latino	263	254	96.58	3.42	38.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	19	95.00	5.00	57.89

White	62	60	96.77	3.23	56.67
English Learners	55	43	78.18	21.82	11.63
Foster Youth	0	0	0	0	0
Homeless	31	27	87.10	12.90	37.04
Military	--	--	--	--	--
Socioeconomically Disadvantaged	358	345	96.37	3.63	44.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	56	86.15	13.85	5.36

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	501	478	95.41	4.59	19.46
Female	231	217	93.94	6.06	14.75
Male	268	259	96.64	3.36	23.55
American Indian or Alaska Native	--	--	--	--	--
Asian	79	76	96.20	3.80	35.53
Black or African American	24	23	95.83	4.17	4.35
Filipino	44	42	95.45	4.55	52.38
Hispanic or Latino	263	252	95.82	4.18	10.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	19	95.00	5.00	15.79
White	62	57	91.94	8.06	21.05
English Learners	55	47	85.45	14.55	0.00
Foster Youth	0	0	0	0	0
Homeless	31	28	90.32	9.68	7.14
Military	--	--	--	--	--

Socioeconomically Disadvantaged	358	342	95.53	4.47	14.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	54	83.08	16.92	1.85

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	30.55	27.85	24.54	25.82	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1022	1003	98.14	1.86	27.60
Female	459	452	98.47	1.53	23.73
Male	559	547	97.85	2.15	30.83
American Indian or Alaska Native	--	--	--	--	--
Asian	156	153	98.08	1.92	42.38
Black or African American	62	61	98.39	1.61	14.75
Filipino	82	81	98.78	1.22	53.09
Hispanic or Latino	552	540	97.83	2.17	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	37	97.37	2.63	29.73
White	120	119	99.17	0.83	39.50
English Learners	119	112	94.12	5.88	0.00
Foster Youth	--	--	--	--	--
Homeless	56	50	89.29	10.71	16.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	573	560	97.73	2.27	20.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	137	129	94.16	5.84	5.43

2023-24 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)

2023-24 Career Technical Education Programs

- 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.

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.

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	990
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	43.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	96.87
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	28.51

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	92.2%	96.7%	96%	94.6%	98.4%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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 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
- 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	6.7	7.7	7.9	7.1	9.4	10.0	7.8	8.2	8.9
Graduation Rate	91.3	87.7	90.0	90.6	87.4	87.6	87.0	86.2	86.4

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

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	518	466	90.0
Female	234	217	92.7
Male	282	248	87.9
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	85	78	91.8
Black or African American	43	40	93.0
Filipino	40	39	97.5
Hispanic or Latino	279	246	88.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	16	16	100.0
White	52	45	86.5
English Learners	136	121	89.0
Foster Youth	--	--	--
Homeless	38	30	78.9
Socioeconomically Disadvantaged	384	344	89.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	77	62	80.5

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2195	2138	368	17.2
Female	993	971	177	18.2
Male	1194	1159	189	16.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	317	313	38	12.1
Black or African American	126	117	30	25.6
Filipino	141	140	12	8.6
Hispanic or Latino	1244	1207	209	17.3
Native Hawaiian or Pacific Islander	29	29	10	34.5
Two or More Races	77	77	24	31.2
White	253	247	43	17.4
English Learners	406	391	86	22.0
Foster Youth	12	11	5	45.5
Homeless	144	133	37	27.8
Socioeconomically Disadvantaged	1653	1604	304	19.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	331	328	78	23.8

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
10.13	10.65	11.44	6.6	8.1	7.88	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.12	0.69	0.77	0.55	0.36	0.42	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.44	0.77
Female	7.65	0.81
Male	14.57	0.75
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.26	0.95
Black or African American	18.25	2.38
Filipino	4.26	0.71
Hispanic or Latino	11.90	0.56
Native Hawaiian or Pacific Islander	17.24	3.45
Two or More Races	15.58	2.60
White	13.44	0.00
English Learners	17.98	0.99
Foster Youth	16.67	0.00
Homeless	14.58	0.00
Socioeconomically Disadvantaged	13.01	0.85
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.92	0.91

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

2024-25 School Safety Plan

The Safety plan was last approved 2/8/24. It is composed of the following:

Document one: Emergency Plan

2024-25 School Safety 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.

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

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	
Social Science	31	4	22	29

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	14	30	34
Mathematics	27	10	30	15
Science	20	29	24	1
Social Science	32	2	20	34

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	327.94

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.3
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,688	\$1,336	\$6,351	\$92,974
District	N/A	N/A	\$2,368	\$90,817
Percent Difference - School Site and District	N/A	N/A	91.4	2.3
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-51.6	-5.0

Fiscal Year 2023-24 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

Fiscal Year 2023-24 Types of Services Funded

Over the past 22 years, more than 650 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 over 170 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 80 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

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
- VCC
- CARE
- BCG

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,538	\$59,551
Mid-Range Teacher Salary	\$86,280	\$93,855
Highest Teacher Salary	\$113,439	\$120,219
Average Principal Salary (Elementary)	\$146,803	\$151,525
Average Principal Salary (Middle)	\$158,398	\$158,215
Average Principal Salary (High)	\$171,097	\$171,087
Superintendent Salary	\$234,038	\$300,043
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	5%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	24.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	9
Fine and Performing Arts	1
Foreign Language	2
Mathematics	2
Science	3
Social Science	16
Total AP Courses Offered Where there are student course enrollments of at least one student.	35

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

Professional Development

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.

The site has made an effort through the WASC self study process to focus staff development on Tier I academic strategies.

Staff voice is important and all staff have the opportunity for input during Shared Governance and Equity Committee Meeting.

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