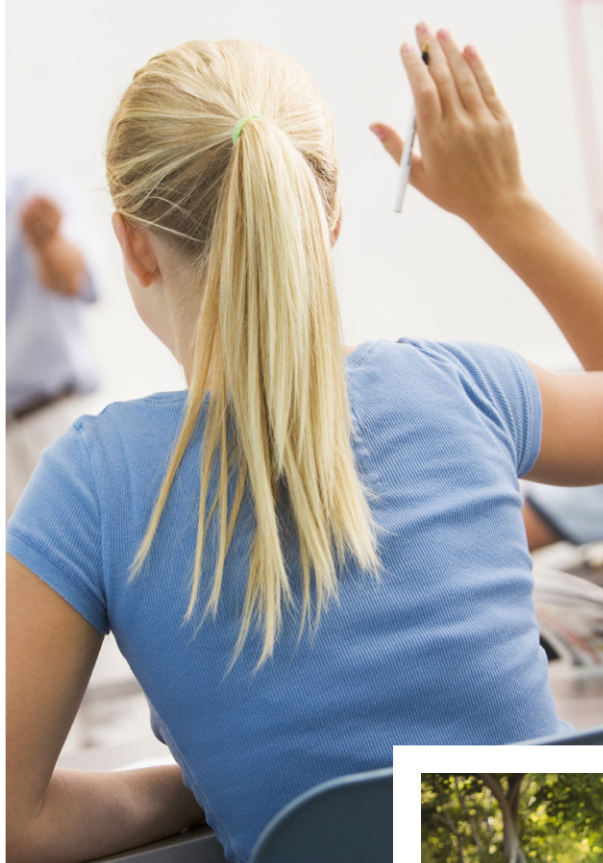


# SARC

2017-18 School Accountability  
Report Card

Published in 2018-19



#WestHighBestHigh

## Merrill F. West High School

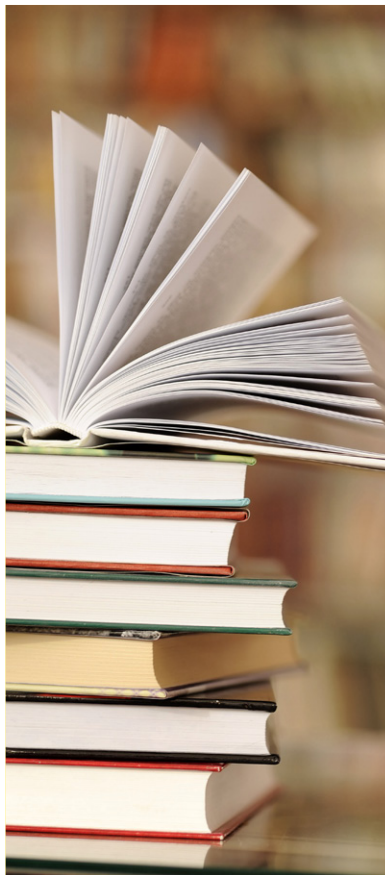
Grades 9-12  
CDS Code 39-75499-3930302

Zachary Boswell  
Principal  
zboswell@tUSD.net

1775 West Lowell Avenue  
Tracy, CA 95376  
(209) 830-3370

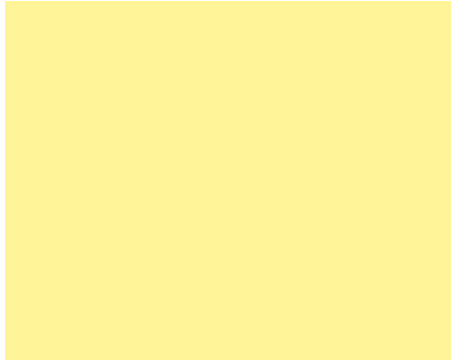
[www.tracy.k12.ca.us/sites/whs](http://www.tracy.k12.ca.us/sites/whs)

Para español, visita  
[www.tracy.k12.ca.us](http://www.tracy.k12.ca.us)



## Tracy Unified School District

1875 West Lowell Avenue Tracy, CA 95376 ▪ [www.tracy.k12.ca.us](http://www.tracy.k12.ca.us)  
Brian Stephens, Superintendent ▪ [bstephens@tUSD.net](mailto:bstephens@tUSD.net) ▪ (209) 830-3200



## Principal's Message

Dear students and parents,

I am honored to serve as principal at Merrill F. West High School for the 2017-18 school year. This is my sixth year at West High School and my second year as principal. West High has amazing students and a number of programs to offer those who attend our school.

During my time here, I have heard from many students and families that West High is a place where students can be comfortable with who they are. No matter what their background, they feel accepted here. I am so proud of our school and our students for making West High a place where everyone is welcome. I believe we have a very inclusive culture, and that all students can find a way to connect with the West High School community.

There are two things that I would like to emphasize to any student or parent taking the time to read this message. First: Be at school every day. The research shows that every day you miss at school puts you further at risk of not graduating from high school. It is so important to be in your classes every day you are able. Taking just a few days off from school a month can make it extremely difficult for you to be successful in high school. Second: Get involved at West High. We are a very large school with thousands of students. Connecting with a small group through clubs, athletics, academic competitions or specialized programs will help you connect with other students at West High School. This will make your high school experience more memorable and will help you add to the positive culture here at West High School.

I love West High School, and I am so proud to get to be part of our students' experience here. Thank you for supporting our students.

Sincerely,

Zachary Boswell, Principal

## 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

#### Collaboration

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

#### 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
- Creativity
- Develop and implement new ideas

#### Experiment and create

- Embrace failure as an opportunity for growth

## 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 Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



*"The future belongs to the educated."*

**TRACY**  
UNIFIED SCHOOL DISTRICT

## District Mission Statement

Tracy Unified School District prepares our diverse student population to be college and career ready for the 21st century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our culturally proficient world-class staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.

## District Vision Statement

All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21st century.

## Board of Trustees

Steve Abercrombie, President

Brian Pekari, Vice President

Jill Costa, Board Clerk

Simran Kaur, Member

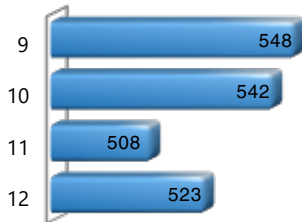
Ameni Alexander, Member

Lori Souza, Member

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

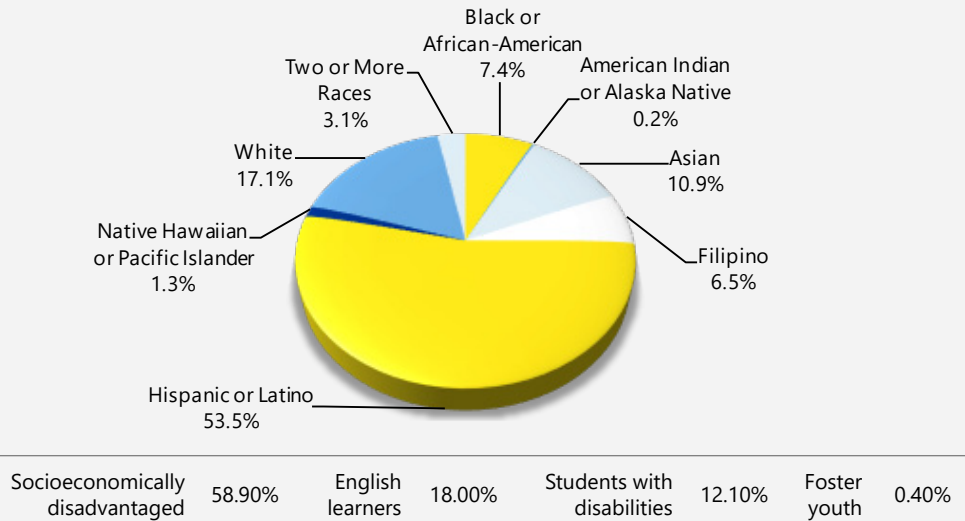
West HS			
	15-16	16-17	17-18
Suspension rates	12.1%	20.4%	5.6%
Expulsion rates	1.7%	1.6%	1.4%
Tracy USD			
	15-16	16-17	17-18
Suspension rates	7.6%	10.5%	8.3%
Expulsion rates	0.6%	0.6%	0.7%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

## Enrollment by Student Group

The total enrollment at the school was 2,121 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2017-18 School Year

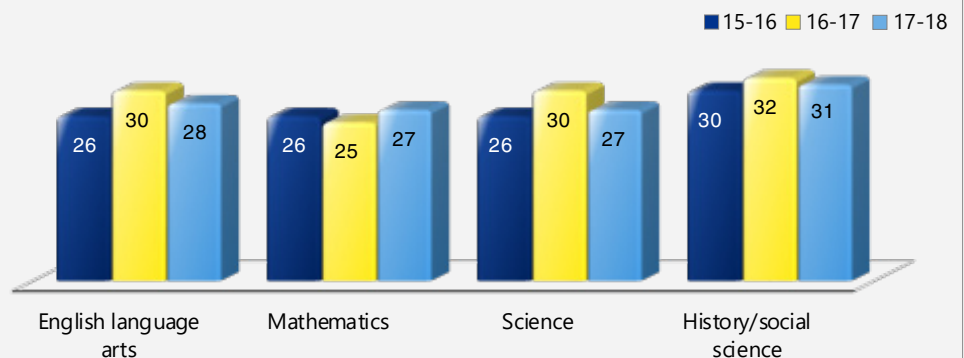


## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2015-16			2016-17			2017-18		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	19	67			37	19	14	38	
Mathematics	17	54		14	41	8	10	36	
Science	11	47		5	40	4	12	52	
History/social science	8	52			16	13	5	21	

## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

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

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	West HS		Tracy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	West HS		Tracy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	39%	57%	41%	42%	48%	50%
Mathematics	20%	25%	29%	30%	37%	38%

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		West HS
		Grade 9
Four of six standards		19.70%
Five of six standards		21.80%
Six of six standards		25.00%

✧ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 11.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
<b>English Language Arts</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	486	479	98.56%	57.20%
Male	253	249	98.42%	55.82%
Female	233	230	98.71%	58.70%
Black or African-American	24	24	100.00%	37.50%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	55	55	100.00%	67.27%
Filipino	41	41	100.00%	78.05%
Hispanic or Latino	270	265	98.15%	49.43%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	74	72	97.30%	70.83%
Two or more races	14	14	100.00%	57.14%
Socioeconomically disadvantaged	275	269	97.82%	48.33%
English learners	130	127	97.69%	26.77%
Students with disabilities	49	48	97.96%	8.33%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	486	479	98.56%	25.26%
Male	253	249	98.42%	26.91%
Female	233	230	98.71%	23.48%
Black or African-American	24	23	95.83%	8.70%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	55	55	100.00%	38.18%
Filipino	41	40	97.56%	52.50%
Hispanic or Latino	270	266	98.52%	15.79%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	74	73	98.65%	35.62%
Two or more races	14	14	100.00%	35.71%
Socioeconomically disadvantaged	275	268	97.45%	16.79%
English learners	130	127	97.69%	2.36%
Students with disabilities	49	46	93.88%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## 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: to empower parents
- PTSA (started in 2016)

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

## About Our School

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. During the 2012-13 school year, West High began offering an Expository Reading and Writing English Language Arts Course (ERWC) open to juniors and seniors. Currently taught by English language arts teachers Anne Duff and Melinda Stewart, ERWC is designed by California State University and California Community Colleges to improve college readiness in our high school students and to develop college-ready reading, writing and critical-thinking skills with (primarily) expository text. In 2015-16, Engineering 4 was added as an elective for our Space and Engineering Academy (SEA) seniors. The course focuses on product development: students brainstorm product ideas, evaluate and develop the ideas, select the best idea, and turn it into a working prototype. In the fall, students design mechanical toys or games that they print on our 3-D printer. In the spring, students take ordinary household items and add sensors and processors to create smart devices, such as a computer case that sounds an alarm when someone tries to open it. In 2016-17, as a way to continue addressing the needs of our long-term English learners (LTELs), English learner (EL) classes were restructured to challenge more EL students to take College Prep (CP) classes with EL support. This includes students who have historically been in the English language development (ELD) advanced class and are now being placed in a CP English class while concurrently enrolled in the ELD Academic Support class to get academic language instruction to meet the higher, rigorous demands. Also, students who tested in the Early Advanced and Advanced language assessment levels are being placed in CP content area classes (i.e., math, history, science) as opposed to the EL content area classes, which were designed specifically for the beginning through intermediate levels of ELs. Just as the English CP EL students, these students in a content area CP class are also concurrently enrolled in the ELD Academic Support class.

During the 2016-17 school year, we added an Air Force Junior ROTC program consisting of four sections taught by Major Matthew Wilson. Student interest and enrollment for the program has increased for the 2017-18 school year. Under the leadership of home economics teacher Rebecca McLatcher, West High has added a two-hour long block Foods and Nutrition II class in our newly refurbished home economics classroom to meet the increasing enrollment numbers and student interest.

West High hired a new music teacher, Jonathan Raman, for the 2016-17 school year. His commitment and vision for our music program has created wonderful student and community enthusiasm. Our Agricultural Science Program led by Marlene Hepner has grown from two to four teachers since our last self-study. Within the department, there are two Agriculture Pathways. Paths include an Agriscience Path for students pursuing a four-year college degree, and a Plant Science path for students pursuing a two-year college or trade-school-certificate program.

Finally, Valley Community Counseling Services (two on-site mental-health counselors) and a parent liaison position were both established as student services during the 2015-16 school year (through the Local Control and Accountability Plan) and remain in place for 2017-18.

During 2016-17, we also had two program leaders from the Child Abuse Prevention Council (CAPC) from San Joaquin County train our conflict-management students on suicide prevention. Following the training sessions, our conflict-management students along with the help of CAPC presented the Yellow Ribbon Suicide Prevention Program to our West High 10th graders in the school library. During the 2017-18 school year, workers from CAPC will be present at West High on Thursdays to help students.

## Career Technical Education Programs

West High offers academic courses such as floriculture, computer literacy, work experience, marketing and student store, which prepare students for a job or career after graduation. These courses support achievement by having high standards, requiring rigorous work from students that complement other course offerings here at West High.

Every student is welcome and encouraged to take career technical education (CTE) courses; appropriate changes in curriculum are made to meet the individual needs of special populations of students.

The primary representative of Tracy Unified School District's CTE advisory committee is Sam Strube. He works closely with teachers to make the CTE program at West High align with current business needs and standards, thus enabling that our students are employable upon graduation.



## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

### Career Technical Education Data

#### West HS

#### 2017-18 Participation

<b>Number of pupils participating in a CTE program</b>	701
<b>Percentage of pupils who completed a CTE program and earned a high school diploma</b>	0.05%
<b>Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education</b>	40.00%

## Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (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 web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (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 web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

## Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
West HS	
2016-17 and 2017-18 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	96.17%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	36.43%

## Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit [www.cde.ca.gov/ci/gc/hs/hsggrmin.asp](http://www.cde.ca.gov/ci/gc/hs/hsggrmin.asp) or [www.cde.ca.gov/ci/gc/hs/cefhs-gradreq.asp](http://www.cde.ca.gov/ci/gc/hs/cefhs-gradreq.asp).

Completion of High School Graduation Requirements			Graduating Class of 2017
Group	West HS	Tracy USD	California
All students	80.73%	90.82%	88.72%
Black or African-American	77.55%	93.97%	82.15%
American Indian or Alaska Native	80.00%	80.00%	82.81%
Asian	95.24%	97.28%	94.93%
Filipino	80.49%	91.87%	93.45%
Hispanic or Latino	80.18%	88.41%	86.54%
Native Hawaiian or Pacific Islander	100.00%	100.00%	88.56%
White	71.91%	90.65%	92.12%
Two or more races	84.00%	90.48%	91.15%
Socioeconomically disadvantaged	82.00%	90.41%	88.64%
English learners	59.02%	62.66%	56.74%
Students with disabilities	36.17%	61.66%	67.12%
Foster youth	50.00%	100.00%	74.08%

## Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	14-15	15-16	16-17	14-15	15-16	16-17
West HS	91.30%	92.50%	87.00%	5.20%	4.80%	9.70%
Tracy USD	91.80%	91.10%	90.00%	5.30%	6.50%	7.30%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

## Textbooks and 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 including some site administrators, reviews the recommendation and then recommends a textbook to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2018.

The district chose its most recently adopted textbooks (English language arts) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). The district is in the process of evaluating and selecting history-social studies instructional materials for grades 6-8 using the state-approved list for grades 6-8.

Textbooks and Instructional Materials List			2018-19 School Year
Subject	Textbook	Adopted	
Reading/language arts	<i>StudySync</i> , McGraw Hill (9-12)	2017	
Reading/language arts	<i>The Language of Composition</i> , First Edition (11)	2002, 2007	
Mathematics	<i>Bridge to Algebra</i> (Algebra Readiness), Carnegie Learning	2014	
Mathematics	<i>Algebra 1</i> , Houghton Mifflin	2015	
Mathematics	<i>Algebra 2</i> , Houghton Mifflin	2015	
Mathematics	<i>Precalculus with Limits</i> , Seventh Edition; Cengage	2017	
Mathematics	<i>Calculus</i> , Eleventh Edition; Cengage	2017	
Mathematics	<i>Geometry</i> , Houghton Mifflin	2015	
Science	<i>Campbell Biology</i> , Ninth Edition; Pearson	2012	
Science	<i>Campbell Biology</i> , Seventh Edition; Prentice Hall	2007	
Science	<i>Campbell Essential Biology with Physiology</i> , Second Edition; Prentice Hall	2007	
Science	<i>A User's Guide to Engineering</i> , Prentice Hall	2007	
Science	<i>Biology</i> , California Edition; Prentice Hall; <i>Biologia</i> , California Edition (Spanish)	2007	
Science	<i>Chemistry: The Central Science</i> , 10th Edition; Prentice Hall	2007	
Science	<i>Chemistry</i> , California Edition; Prentice Hall	2007	
Science	<i>Conceptual Physics</i> , Prentice Hall	2007	
Science	<i>Criminalistics: An Introduction to Forensic Science</i> , Eighth Edition; Prentice Hall	2007	
Science	<i>Essentials of Human Anatomy &amp; Physiology Laboratory Manual</i> , Eighth Edition	2007	
Science	<i>Earth Science</i> , California Edition; Holt	2007	
Science	<i>Modern Chemistry</i> , Holt	2007	
Science	<i>Environmental Science for AP</i> , W.H. Freeman	2012	
Science	<i>Holt Physics</i>	2007	
Science	<i>College Physics</i> , Seventh Edition; Pearson Addison-Wesley	2011	
Science	<i>Fundamentals of Physics</i> , Eighth Edition; People's Publishing/Wiley	2007	

Continued on page 10

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

#### 2018-19 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

#### 2018-19 School Year

Data collection date	9/28/2018
----------------------	-----------

## Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2018-19 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



## Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2017-18 School Year	
Percentage of total enrollment enrolled in AP courses	19.50%
Number of AP courses offered at the school	22
Number of AP Courses by Subject	
Computer science	0
English	3
Fine and performing arts	1
Foreign language	3
Mathematics	3
Science	2
Social science	10

## Textbooks and Instructional Materials - Continued from page 9

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Science	<i>Physics for the IB Diploma</i> , Fifth Edition; Cambridge University Press	2007
Science	<i>Biotechnology: Science for the New Millennium</i> , First Edition; EMC Paradigm Publishing	2007
Science	<i>Environmental Science: Toward a Sustainable Future</i> , 10th Edition; Prentice Hall	2009
Science	<i>Introduction to Health Science Technology</i> , Second Edition; Cengage	2009
Science	<i>Building a Medical Vocabulary</i> , Seventh Edition, Elsevier	2009
History/social science	American Government	2007
History/social science	Economics	2007
History/social science	<i>A People and a Nation</i> , Seventh Edition; Latin America, Seventh Edition; Modern World	2007
History/social science	<i>American Government</i> , 10th Edition	2007
History/social science	<i>The Americans</i> , California Edition	2007
History/social science	<i>The American Pageant</i> , 13th Edition	2007
History/social science	<i>The Modern World</i> , California Edition	2007
History/social science	<i>OCR GCSE Modern World History</i> , Second Edition	2007
History/social science	<i>World History: The Modern World</i>	2007
History/social science	<i>World Civilizations: The Global Experience</i>	2007
History/social science	<i>Sociology: The Study of Human Relationships</i>	2007
History/social science	<i>Psychology</i> , Seventh Edition	2007
History/social science	<i>Understanding Psychology</i> , Second Edition	2007
History/social science	<i>Cognitive Psychology</i> , Fourth Edition; <i>Approaches to Psychology</i> , Fifth Edition	2007
History/social science	<i>World Geography Today</i>	2007
Foreign language	French: <i>Bien Dit!</i> , Level 1	2012
Foreign language	French: <i>Bien Dit!</i> , Level 2	2012
Foreign language	French: <i>Bien Dit!</i> , Level 3	2012
Foreign language	French: <i>Le monde en français</i>	2012
Foreign language	French: <i>Imaginez</i>	2012
Foreign language	Spanish: <i>¡Avancemos!</i> , Level 1	2012
Foreign language	Spanish: <i>¡Avancemos!</i> , Level 2	2012
Foreign language	Spanish: <i>¡Avancemos!</i> , Level 3	2012
Foreign language	Spanish: <i>¡Avancemos!</i> , Level 4	2012
Foreign language	Spanish: <i>Manána Imagina Reflexiones</i>	2012
Foreign language	Spanish: <i>Reflexiones: Introducción a la literatura hispánica</i>	2012

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2018-19 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		8/4/2018
<b>Date of the most recent completion of the inspection form</b>		8/4/2018

## School Facilities

### General

The Tracy Unified School District takes great efforts 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 2018-2019 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 is 26 years old and 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 ICGC 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.

*Continued on sidebar*

## School Safety

West High employs three full-time assistant principals who maintain discipline, attendance and educational programs. West High is also staffed with four full-time security guards, one part-time and two utility/security guards who assist with school safety measures. School administration and security personnel attend ongoing safety training offered by Tracy Unified School District, as well as attend monthly safety task-force meetings where all schools come together to discuss safety concerns, community resources and opportunities for future trainings.

West High's safety plan is reviewed and revised annually to implement new and updated safety concerns and equipment such as:

- Maintenance of camera and video equipment
- Enforcement of lanyard student-identification-card program
- District emergency-procedures handbook
- Peer counseling through our Conflict Management class
- On-site counseling offered by community agencies such as Valley Community Counseling Services and One Day at a Time
- Student Assistance Program (SAP), Discipline and Review Team (DART), Student Attendance and Review Board (SARB) processes

Our goal is to proactively encourage students and staff to participate in the safety of our campus by fostering a positive environment of respect for each other, the resolve to work toward a single goal together and maintaining vigilance.

The school safety plan was last reviewed, updated and discussed with the school faculty in December 2018.

## School Facilities

*Continued from left*

### 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.



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	4.0
Average number of students per academic counselor	525
Support Staff	
	FTE
Social/behavioral counselor	1.0
Career development counselor	0.6
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.5
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.6
Resource specialist (nonteaching)	0.0
Other	FTE
Parent liaison	1.0
EL paraprofessional	2.0
Curriculum specialist	1.0

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	Tracy USD	West HS		
Teachers	18-19	16-17	17-18	18-19
With a full credential	655	79	74	81
Without a full credential	44	4	7	8
Teaching outside subject area of competence (with full credential)	8	1	3	2

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		West HS		
Teachers		16-17	17-18	18-19
Teacher misassignments of English learners		0	1	0
Total teacher misassignments		0	0	0
Vacant teacher positions		1	1	2

## Professional Development

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 1:25 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 district office is helping to fund professional development for our teachers and administration, both through sending teachers to PLC conferences and through work with the International Center for Leadership in Education (ICLE). The work with ICLE focuses on building Relationships, Rigor and Relevance in the classroom.

Professional Development Days		Three-Year Data		
		2016-17	2017-18	2018-19
West HS		5 days	5 days	5 days

## Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2016-17 Fiscal Year
	Tracy USD	Similar Sized District
<b>Beginning teacher salary</b>	\$48,137	\$49,512
<b>Midrange teacher salary</b>	\$70,952	\$77,880
<b>Highest teacher salary</b>	\$93,286	\$96,387
<b>Average elementary school principal salary</b>	\$126,958	\$123,139
<b>Average middle school principal salary</b>	\$133,564	\$129,919
<b>Average high school principal salary</b>	\$136,424	\$140,111
<b>Superintendent salary</b>	\$221,734	\$238,324
<b>Teacher salaries: percentage of budget</b>	39%	36%
<b>Administrative salaries: percentage of budget</b>	6%	5%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2016-17 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>West HS</b>	\$7,148	\$70,668
<b>Tracy USD</b>	\$6,110	\$74,520
<b>California</b>	\$7,125	\$79,665
<b>School and district: percentage difference</b>	+17.0%	-5.2%
<b>School and California: percentage difference</b>	+0.3%	-11.3%

## Types of Services Funded

About 58 percent of the district's income is spent on employee salaries, and 23 percent is spent on employee benefits. Books and supplies account for 10 percent of the district's spending, an additional 10 percent is dedicated to services and operating costs, three percent is used for capital outlay, and two percent is spent on other district outgo. Expenditures are expected to exceed revenues by approximately five percent.

All of our Kindergarten through third grade classes comply with the California Class Size Reduction program limits. We offer a Bilingual Education and a GATE program at South/West Park Elementary School. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical And Health Services Academy.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
<b>Total expenditures per pupil</b>	\$7,888
<b>Expenditures per pupil from restricted sources</b>	\$740
<b>Expenditures per pupil from unrestricted sources</b>	\$7,148
<b>Annual average teacher salary</b>	\$70,668

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

