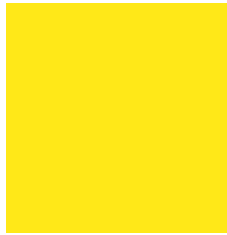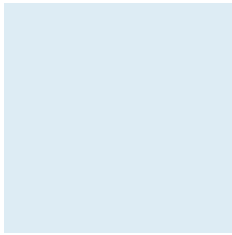# SARC
School Accountability Report Card 2018-19
Published in 2019-20
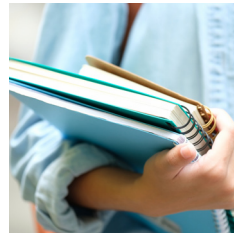
Merrill F. West High School

#westhighbesthigh
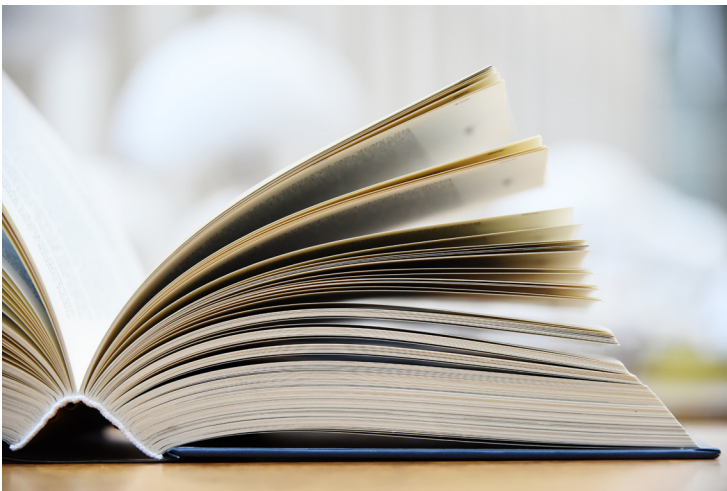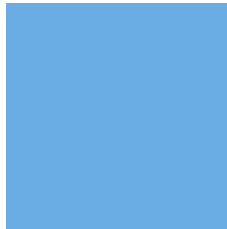
Grades 9-12
CDS Code 39-75499-3930302

Zachary Boswell
Principal
zboswell@tusd.net

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

www.tracy.k12.ca.us/sites/whs
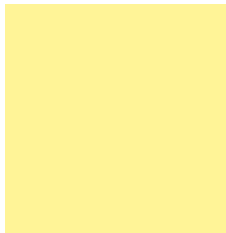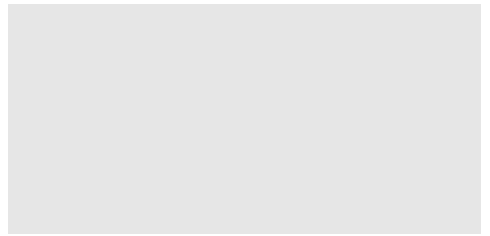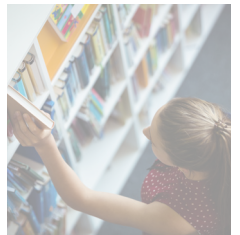
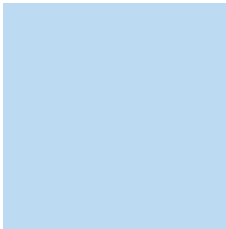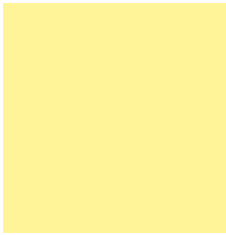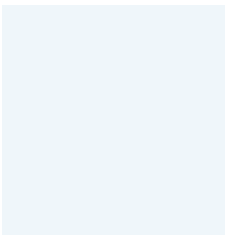Para español, visita www.tracy.k12.ca.us.

Tracy Unified School District

1875 West Lowell Avenue ▪ Tracy, CA 95376 ▪ www.tracy.k12.ca.us
Brian Stephens, Superintendent ▪ bstephens@tusd.net ▪ (209) 830-3200
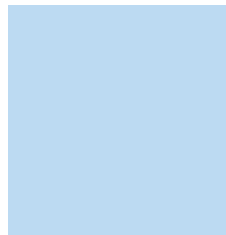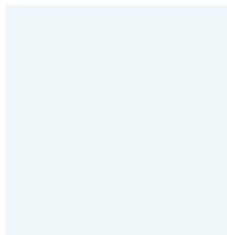
Principal's Message

Dear students and parents,

I am honored to serve as principal at Merrill F. West High School for the 2019-20 school year. This is my seventh year at West High School and my third 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, Ed.D.

Principal

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

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.

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

"The future belongs to the educated."

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.

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

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.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

Grade	Students
9	505
10	528
11	529
12	481
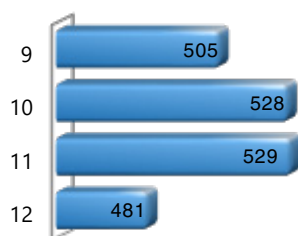
Suspensions and Expulsions

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			
	16-17	17-18	18-19
Suspension rates	20.4%	5.6%	9.6%
Expulsion rates	1.6%	1.4%	0.8%
Tracy USD			
	16-17	17-18	18-19
Suspension rates	10.5%	8.3%	9.3%
Expulsion rates	0.6%	0.7%	0.5%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 2,043 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2018-19 School Year

- White 15.1%
- Two or More Races 3.0%
- Black or African-American 6.2%
- Native Hawaiian or Pacific Islander 1.3%
- American Indian or Alaska Native 0.3%
- Asian 11.6%
- Filipino 7.2%
- Hispanic or Latino 55.4%

Socioeconomically disadvantaged	60.30%
English learners	16.90%
Students with disabilities	10.60%
Foster youth	0.70%
Homeless	0.50%
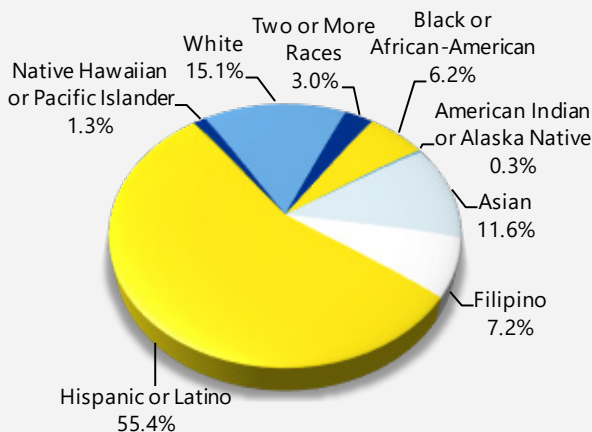
Class Size Distribution

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

Legend: 16-17, 17-18, 18-19

Subject	16-17	17-18	18-19
English language arts	30	28	28
Mathematics	25	27	26
Science	30	27	27
History/social science	32	31	30
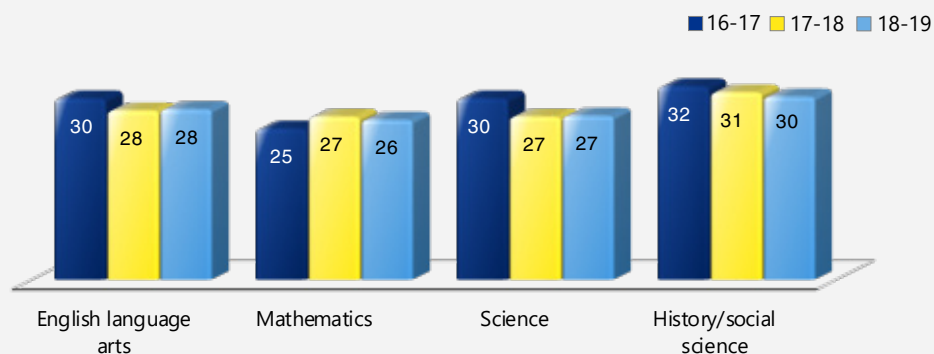
Number of Classrooms by Size — Three-Year Data

Subject	2016-17			2017-18			2018-19		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		37	19	14	38		14	34	29
Mathematics	14	41	8	10	36		15	35	11
Science	5	40	4	12	52		9	50	3
History/social science		16	13	5	21		6	21	27

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced						Two-Year Data	
	West HS		Tracy USD		California		
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (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	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	57%	65%	42%	44%	50%	51%
Mathematics	25%	32%	30%	31%	38%	40%

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.

California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	West HS
	Grade 9
Four of six standards	16.7%
Five of six standards	19.6%
Six of six standards	30.5%

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 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.

CAASPP by Student Group: English Language Arts 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.

✧ Not applicable.

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

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	520	506	97.31%	2.69%	65.02%
Male	249	241	96.79%	3.21%	58.92%
Female	271	265	97.79%	2.21%	70.57%
Black or African-American	41	40	97.56%	2.44%	45.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	68	64	94.12%	5.88%	81.25%
Filipino	28	28	100.00%	0.00%	85.71%
Hispanic or Latino	268	260	97.01%	2.99%	57.69%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	82	81	98.78%	1.22%	72.84%
Two or more races	26	26	100.00%	0.00%	80.77%
Socioeconomically disadvantaged	306	296	96.73%	3.27%	55.07%
English learners	116	108	93.10%	6.90%	29.63%
Students with disabilities	46	40	86.96%	13..04%	17.50%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.

CAASPP Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	518	508	98.07%	1.93%	31.69%
Male	248	243	97.98%	2.02%	30.04%
Female	270	265	98.15%	1.85%	33.21%
Black or African-American	41	40	97.56%	2.44%	12.50%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	68	67	98.53%	1.47%	52.24%
Filipino	28	27	96.43%	3.57%	55.56%
Hispanic or Latino	266	260	97.74%	2.26%	20.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	82	81	98.78%	1.22%	45.68%
Two or more races	26	26	100.00%	0.00%	61.54%
Socioeconomically disadvantaged	304	298	98.03%	1.97%	23.83%
English learners	116	112	96.55%	3.45%	9.82%
Students with disabilities	46	40	86.96%	13.04%	2.50%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.
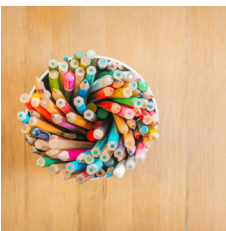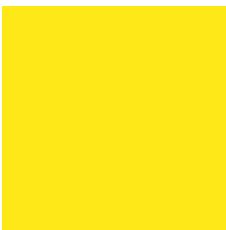
Career Technical Education Participation

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

Career Technical Education Data	
West HS	
2018-19 Participation	
Number of pupils participating in a CTE program	601
Percentage of pupils who completed a CTE program and earned a high school diploma	5.0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.0%

Advanced Placement Courses

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

Advanced Placement Courses	
2018-19 School Year	
Percentage of total enrollment enrolled in AP courses	22.60%
Number of AP courses offered at the school	30
Number of AP Courses by Subject	
Computer science	0
English	4
Fine and performing arts	2
Foreign language	5
Mathematics	4
Science	1
Social science	14

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.

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**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
West HS	92.50%	87.00%	87.90%	4.80%	9.70%	9.10%
Tracy USD	91.10%	90.00%	90.40%	6.50%	7.30%	7.20%
California	83.80%	82.70%	83.00%	9.70%	9.10%	9.60%

Courses for University of California (UC) and/or California State University (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. For general admissions requirements, please visit the UC Admissions Information web page at http://admission.universityofcalifornia.edu. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	2017-18 and 2018-19 School Years
	West HS
Percentage of students enrolled in courses required for UC/CSU admission in 2018-19	96.43%
Percentage of graduates who completed all courses required for UC/CSU admission in 2017-18	31.67%

❖ 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.

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. 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. Last year 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**

Our Space and Engineering Academy had its 20th graduating class in June. Over those 20 years, more than 600 students have completed the 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 increased by 155%, from 71 to 110 cadets. Our increase in numbers was largely due to visits to the middle schools to introduce the program to 8th graders. This year we hired Maj Archie Roundtree, USAF retired, as our Senior Aerospace Science Instructor. He joins SMSgt John Morris II, who is in his second 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.

- **Advancement Via Individual Determination (AVID)**

Our AVID enrollment has tripled at the 9th grade level, going from one section to three sections. 100% 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.

- **Freshman Seminar**

Freshman Seminar is a one-year course designed to support a successful transition into high school and ultimately into adulthood. The philosophy of the course is building futures by design, not default. This course is a part of our continuum of intervention programs and services here at WHS. There are 50 students enrolled in Freshman Seminar classes. These students were all provided with the AVID binder and supplies as this course uses AVID's organizational structure including the binder and weekly grade checks in addition to career and college exploration. Students participate in a full day of team-building and collaboration in September in order to connect students with our campus and culture. Freshman Seminar students also attend tutoring each week facilitated by AVID trained tutors.

- **Summer Bridge Program**

Summer Bridge provides 100 incoming freshmen with a two-week program to acclimate them to life as a high school student. Students are introduced to the campus, teachers, special programs, counselors, and are taken on a college visit. Socioemotional and tutoring support are provided throughout the school year to Summer Bridge participants.

- **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**

Advanced Placement Program: Our program continues to grow. In 2019 there are 501 Students in the AP Program. We have added a new course, Computer Science, to our course list. Our pass rate for the exams past last year was 71%, which is much higher than the global pass rate of 60%. We hope to continue to grow each year by both adding students and new courses.

Continued on sidebar

About Our School

Continued from left

- **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.

- **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.

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	
2019-20 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%

Quality of Textbooks

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

Quality of Textbooks	
2019-20 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

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	
2019-20 School Year	
Data collection date	9/24/2019

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		2019-20 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	*StudySync,* McGraw Hill (9-12)	2017
Reading/language arts	*The Language of Composition,* First Edition (11)	2002, 2007
Mathematics	*Bridge to Algebra (Algebra Readiness),* Carnegie Learning	2014
Mathematics	*Algebra 1, Houghton Mifflin*	2015
Mathematics	*Algebra 2,* Houghton Mifflin	2015
Mathematics	*Precalculus with Limits,* Seventh Edition; Cengage	2017
Mathematics	*Calculus,* Eleventh Edition; Cengage	2017
Mathematics	*Geometry,* Houghton Mifflin	2015
Science	*Campbell Biology,* Ninth Edition; Pearson (undergoing pilot 2019-2020)	2012
Science	*Campbell Biology,* Seventh Edition; Prentice Hall	2007
Science	*Campbell Essential Biology with Physiology,* Second Edition; Prentice Hall (undergoing pilot 2019-2020)	2007
Science	*A User's Guide to Engineering,* Prentice Hall	2007
Science	*Biology, California Edition;* Prentice Hall; *Biologia,* California Edition (Spanish)	2007
Science	*Chemistry: The Central Science,* 10th Edition; Prentice Hall (undergoing pilot 2019-2020)	2007
Science	*Chemistry, California Edition;* Prentice Hall (undergoing pilot 2019-2020)	2007
Science	*Conceptual Physics,* Prentice Hall (undergoing pilot 2019-2020)	2007
Science	*Criminalistics: An Introduction to Forensic Science,* Eighth Edition; Prentice Hall	2007
Science	*Essentials of Human Anatomy & Physiology Laboratory Manual,* Eighth Edition	2007
Science	*Earth Science,* California Edition; Holt	2007
Science	*Modern Chemistry,* Holt (undergoing pilot 2019-2020)	2007
Science	*Environmental Science for AP,* W.H. Freeman	2012
Science	*College Physics,* Seventh Edition; Pearson Addison-Wesley	2011
Science	*Fundamentals of Physics,* Eighth Edition; People's Publishing/Wiley	2007
Science	*Fundamentals of Physics,* Eighth Edition; People's Publishing/Wiley	2007

Textbooks and Instructional Materials, *Continued from page 10*

Textbooks and Instructional Materials List		2019-20 School Year
Subject	**Textbook**	**Adopted**
Science	*Physics for the IB Diploma,* Fifth Edition; Cambridge University Press	2007
Science	*Biotechnology: Science for the New Millennium,* First Edition; EMC Paradigm Publishing	2007
Science	*Environmental Science: Toward a Sustainable Future,* 10th Edition; Prentice Hall	2009
Science	*Introduction to Health Science Technology,* Second Edition; Cengage	2009
Science	*Building a Medical Vocabulary,* Seventh Edition, Elsevier	2009
History/social science	Magruder's American Government	2019
History/social science	Economics: Principles in Actions	2019
History/social science	*A People and a Nation,* 11th Edition	2019
History/social science	*Latin America: An Interpretive History,* 10th Edition	2017
History/social science	*Major Problems in American History, 4th Edition*	2017
History/social science	*American Government,* 10th Edition (undergoing pilot 2019)	2007
History/social science	*America Through the Lens, 1877-the Present*	2019
History/social science	*American History,* 15th Edition	2015
History/social science	*Modern World History*	2019
History/social science	*OCR GCSE Modern World History,* Second Edition	2007
History/social science	*World History: The Modern World*	2007
History/social science	*World Civilizations: The Global Experience*	2007
History/social science	*Sociology: The Study of Human Relationships*	2007
History/social science	*Psychology,* Seventh Edition	2007
History/social science	*Understanding Psychology,* Second Edition	2007
Foreign language	*Cognitive Psychology*, Fourth Edition; *Approaches to Psychology*, Fifth Edition	2007
Foreign language	World Geography Today	2007
Foreign language	French: Bien Dit!, Level 1	2012
Foreign language	*French: Bien Dit!, Level 2*	2012
Foreign language	*French: Bien Dit!, Level 3*	2012
Foreign language	French: Le monde en français	2012
Foreign language	French: Imaginez	2012
Foreign language	Spanish: ¡Avancemos!, Level 1	2012
Foreign language	Spanish: ¡Avancemos!, Level 2	2012
Foreign language	*Spanish: ¡Avancemos!, Level 3*	2012
Foreign language	*Spanish: ¡Avancemos!, Level 4*	2012
Foreign language	*Spanish: Manána Imagina Reflexiones*	2012
Foreign language	*Spanish: Reflexiones: Introducción a la literatura hispánica*	2012

School Safety

West High employs three full-time assistant principals who maintain discipline, attendance and educational programs. West High is also staffed security guards and 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), School 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 November 2019.

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 1:30 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

Number of school days dedicated to staff development and continuous improvement	
2017-18	5
2018-19	5
2019-20	5

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.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Fair
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	7/22/2019
Date of the most recent completion of the inspection form	7/22/2019

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Restrooms/ fountains	No pressure on sink, faucets need repair, low pressure on urinals, partitions need to be replaced, sinks are weak, 2 toilets flushing weak, missing tampon disposal, hole in wall between 2 toilets, no hot water, no water out of faucets, missing sink handle, front door stuck needs repair. Work order submitted.	December 2019

School Facilities

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 2018-19 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.

School Facilities, *Continued from page 12*

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

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

In accordance with Chapter 12, Statutes of 2009 (SBX3 4), the district has elected to use the flexibility clause. The clause allows the district to use the state deferred maintenance contribution as well as the district's matching share contribution toward "any educational purpose." The district has elected to commit deferred maintenance funding to cover general fund expenditures.

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

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.

Teacher Credential Information		Three-Year Data		
	Tracy USD	West HS		
Teachers	**19-20**	**17-18**	**18-19**	**19-20**
With a full credential	672	74	81	84
Without a full credential	20	7	8	4
Teaching outside subject area of competence (with full credential)	57	3	2	12

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	**17-18**	**18-19**	**19-20**
Teacher misassignments of English learners	1	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	1	2	0

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.

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	
2018-19 School Year	
	Ratio
Academic counselors	1:556
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	4.0
Library media teacher (librarian)	0.5
Library media services staff (paraprofessional)	0.8
Psychologist	1.5
Social worker	1.8
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0

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.

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	
2017-18 Fiscal Year	
Total expenditures per pupil	$7,199
Expenditures per pupil from restricted sources	$662
Expenditures per pupil from unrestricted sources	$6,538
Annual average teacher salary	$63,485

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.

Financial Data

The financial data displayed in this SARC is from the 2017-18 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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	2017-18 Fiscal Year	
	Tracy USD	**Similar Sized District**
Beginning teacher salary	$48,137	$51,374
Midrange teacher salary	$70,952	$80,151
Highest teacher salary	$93,286	$100,143
Average elementary school principal salary	$127,236	$126,896
Average middle school principal salary	$128,903	$133,668
Average high school principal salary	$143,734	$143,746
Superintendent salary	$221,917	$245,810
Teacher salaries: percentage of budget	36%	35%
Administrative salaries: percentage of budget	5%	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	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
West HS	$6,538	$63,485
Tracy USD	$8,184	$70,046
California	$7,507	$82,031
School and district: percentage difference	-20.1%	-9.4%
School and California: percentage difference	-12.9%	-22.6%