

# Merrill F. West High School

Grades 9-12  
CDS Code 39-75499-3930302

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

<https://westhigh.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 Wolf Pack Family,

I have been fortunate to be given the opportunity to serve as the new principal of #WestHighBestHigh. I have been part of the Wolf Pack for the past three years and look forward to continuing to enrich the relationships between students, staff and our community.

My vision is for students and staff to celebrate each student and make them feel like West High is a place where they are valued and can achieve success. Each student should know that this is a safe place where they can celebrate their achievements and seek for guidance when needed.

West High is such an awesome place to be. Our students embrace diversity and create a culture that is warm and inviting to everyone. 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.

The most important things that you, as a student or family of a student, can do to be successful:

1. Be present. Come to school every day and take full advantage of what you can learn. The research shows that every day you miss at school puts you further at risk of not graduating from high school.
2. Get involved. We are a school with thousands of students. Connecting with a 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 give you the positive school experience.

I am beyond excited to work with our students, staff, and families to truly make West High the BEST high!

Sincerely,

Annabelle Lee

## 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

## 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.



*"Our students embrace diversity and create a culture that is warm and inviting to everyone."*



## 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

Simran Kaur, *President*

Steve Abercrombie, *Vice President*

Ana Blanco, *Board Clerk*

Lori Souza, *Member*

Ameni Alexander, *Member*

Nathalia Hughes Erskine, *Member*

Zachary Hoffert, *Member*

## Enrollment by Student Group

### Demographics

#### 2020-21 School Year

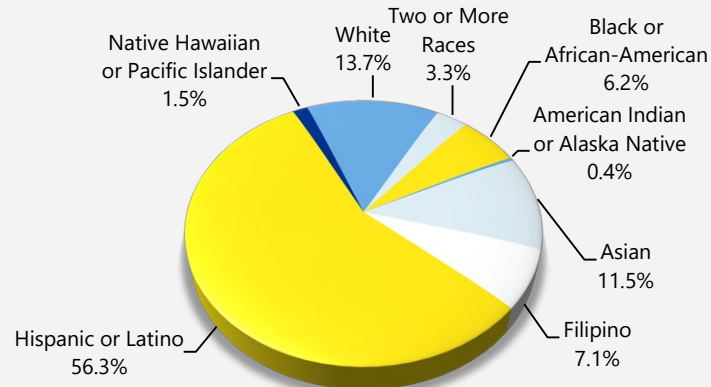
<b>Female</b>	45.30%
<b>Male</b>	54.60%
<b>Non-Binary</b>	0.00%
<b>English learners</b>	19.40%
<b>Foster youth</b>	0.80%
<b>Homeless</b>	6.80%
<b>Migrant</b>	0.10%
<b>Socioeconomically Disadvantaged</b>	59.10%
<b>Students with Disabilities</b>	14.60%

## Enrollment by Student Group

The total enrollment at the school was 2,259 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2020-21 School Year

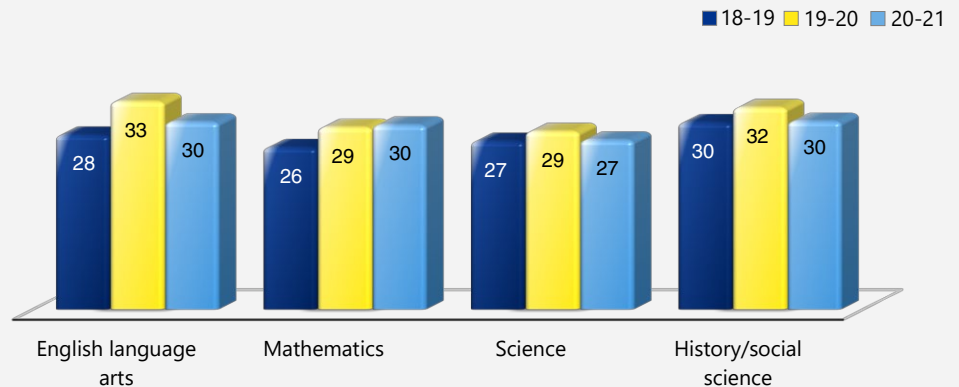


## Class Size Distribution

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

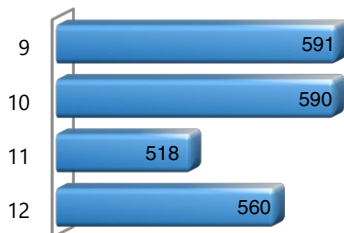
Three-Year Data



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

### 2020-21 Enrollment by Grade



## Number of Classrooms by Size

Three-Year Data

	2018-19			2019-20			2020-21		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	14	34	29	3	16	38	5	35	24
Mathematics	15	35	11	3	35	19	3	37	16
Science	9	50	3	5	48	11	11	45	6
History/social science	6	21	27	3	10	33	3	23	21







## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	West HS		Tracy USD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	9.6%	0.1%	9.3%	0.1%	3.5%	0.2%
Expulsion rates	0.8%	0.0%	0.5%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year	
	West HS		Tracy USD		California
	19-20		19-20		19-20
<b>Suspension rates</b>	4.9%		5.5%		2.5%
<b>Expulsion rates</b>	0.5%		0.4%		0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
<b>All Students</b>	0.10%	0.00%		
<b>Female</b>	0.00%	0.00%		
<b>Male</b>	0.20%	0.10%		
<b>Non-Binary</b>	0.00%	0.00%		
<b>American Indian or Alaska Native</b>	0.00%	0.00%		
<b>Asian</b>	0.00%	0.00%		
<b>Black or African American</b>	0.00%	0.00%		
<b>Filipino</b>	0.00%	0.00%		
<b>Hispanic or Latino</b>	0.00%	0.00%		
<b>Native Hawaiian or Pacific Islander</b>	0.00%	0.00%		
<b>Two or More Races</b>	0.00%	0.00%		
<b>White</b>	0.30%	0.00%		
<b>English Learners</b>	0.00%	0.00%		
<b>Foster Youth</b>	0.00%	0.00%		
<b>Homeless</b>	0.00%	0.00%		
<b>Socioeconomically Disadvantaged</b>	0.10%	0.10%		
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%		
<b>Students with Disabilities</b>	0.00%	0.00%		

## 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.

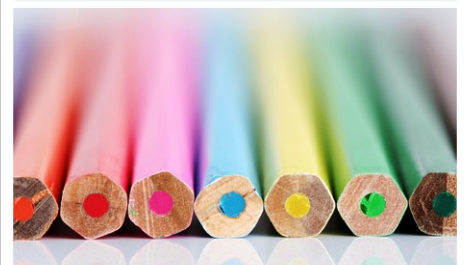
Every Monday, teachers release students early from school at 1:30 p.m. to allow teachers to participate in professional-development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration 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**

<b>2019-20</b>	5
<b>2020-21</b>	5
<b>2021-22</b>	5

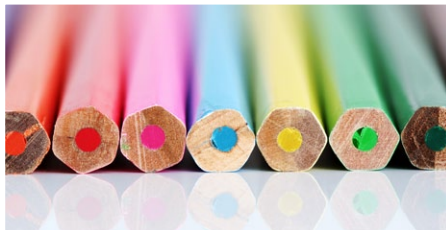


## Parental Involvement

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

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.



## Types of Services Funded

About 55% of the district's income is spent on employee salaries, and 22% is spent on employee benefits. Books and supplies account for 9% of the district's spending, an additional 9% is dedicated to services and operating costs, 1% is used for capital outlay, and 2% is spent on another district outgo. Expenditures are expected to exceed revenues by approximately 8%.

All our K-3 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.

## 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

2020-21 School Year

Percentage of Students Meeting Fitness Standards	West HS
	Grade 9
Four of six standards	◆
Five of six standards	◆
Six of six standards	◆

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2,335	2,305	64	2.80%
Female	1,060	1,049	27	2.60%
Male	1,273	1,254	37	3.00%
American Indian or Alaska Native	9	8	1	12.50%
Asian	264	263	4	1.50%
Black or African American	146	144	4	2.80%
Filipino	162	162	1	0.60%
Hispanic or Latino	1,321	1,300	38	2.90%
Native Hawaiian or Pacific Islander	36	36	0	0.00%
Two or More Races	78	76	3	3.90%
White	319	316	13	4.10%
English Learners	456	450	26	5.80%
Foster Youth	23	22	2	9.10%
Homeless	171	169	12	7.10%
Socioeconomically Disadvantaged	1,394	1,373	51	3.70%
Students Receiving Migrant Education Services	2	2	0	0.00%
Students with Disabilities	356	349	33	9.50%

◆ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.



## SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

## Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	West HS		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	30.88%	■	22.22%	■	28.72%

## CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	West HS		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

\* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

## Statewide Assessments

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

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

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



## Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



# CAASPP Test Results by Student Group: Science (high school)

## Percentage of Students Meeting or Exceeding State Standards

**2020-21 School Year**
**Science**

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	470	410	87.23%	12.77%	30.88%
Female	227	200	88.11%	11.89%	29.50%
Male	243	210	86.42%	13.58%	32.21%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	62	59	95.16%	4.84%	38.98%
Black or African American	27	22	81.48%	18.52%	31.82%
Filipino	33	28	84.85%	15.15%	46.43%
Hispanic or Latino	261	227	86.97%	13.03%	22.57%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	16	13	81.25%	18.75%	50.00%
White	61	52	85.25%	14.75%	44.23%
English Learners	43	28	65.12%	34.88%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	70	48	68.57%	31.43%	33.33%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	277	227	81.95%	18.05%	23.89%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	53	36	67.92%	32.08%	2.78%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.







CAASPP Test Results by Student Group: English Language Arts (grade 11)  
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	494	415	84.01%	15.99%	53.51%
Female	236	201	85.17%	14.83%	60.00%
Male	257	214	83.27%	16.73%	47.42%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	63	58	92.06%	7.94%	56.90%
Black or African American	33	28	84.85%	15.15%	46.43%
Filipino	43	42	97.67%	2.33%	78.57%
Hispanic or Latino	277	224	80.87%	19.13%	52.02%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	11	8	72.73%	27.27%	❖
White	58	47	81.03%	18.97%	45.65%
English Learners	73	50	68.49%	31.51%	14.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	58	42	72.41%	27.59%	38.10%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	296	245	82.77%	17.23%	53.09%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	62	32	51.61%	48.39%	15.63%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



# CAASPP Test Results by Student Group: Mathematics (grade 11)

For students taking and completing a state-administered assessment.

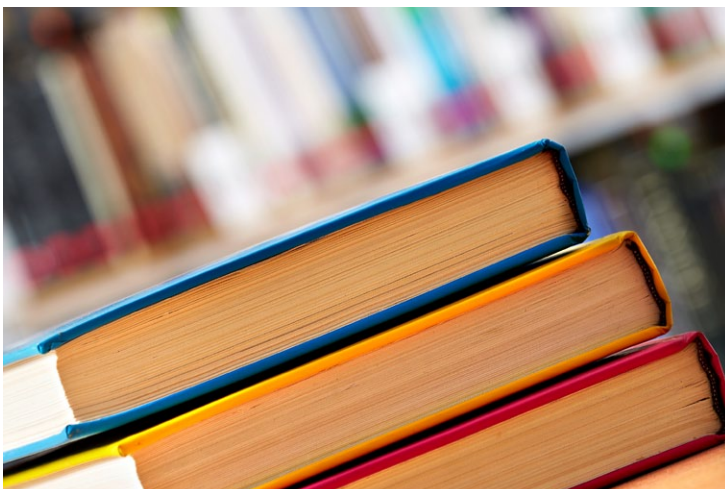
## Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

### Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	493	397	80.53%	19.47%	24.43%
Female	235	190	80.85%	19.15%	25.26%
Male	257	207	80.54%	19.46%	23.67%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	63	57	90.48%	9.52%	36.84%
Black or African American	32	27	84.38%	15.62%	14.81%
Filipino	43	42	97.67%	2.33%	47.62%
Hispanic or Latino	277	214	77.26%	22.74%	17.76%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	11	8	72.73%	27.27%	❖
White	58	41	70.69%	29.31%	31.71%
English Learners	73	48	65.75%	34.25%	2.08%
Foster Youth	❖	❖	❖	❖	❖
Homeless	58	42	72.41%	27.59%	14.29%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	296	236	79.73%	20.27%	22.03%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	62	28	45.16%	54.84%	0.00%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





## 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.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	18-19	19-20	20-21	18-19	19-20	20-21
West HS	88.80%	90.90%	78.90%	8.40%	6.00%	16.10%
Tracy USD	90.20%	91.80%	81.40%	7.40%	5.20%	14.50%
California	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

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

Graduation Rate by Student Group		2020-21 School Year	
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	498	393	78.90%
Female	244	203	83.20%
Male	254	190	74.80%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	65	58	89.20%
Black or African American	30	25	83.30%
Filipino	39	34	87.20%
Hispanic or Latino	270	205	75.90%
Native Hawaiian or Pacific Islander	11	9	81.80%
Two or More Races	13	8	61.50%
White	69	54	78.30%
English Learners	86	58	67.40%
Foster Youth	❖	❖	❖
Homeless	40	26	65.00%
Socioeconomically Disadvantaged	365	277	75.90%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	65	34	52.30%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Advanced Placement Courses

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

Advanced Placement Courses	
2020-21 School Year	
Percentage of total enrollment enrolled in AP courses	24.10%
Number of AP courses offered at the school	34
Number of AP Courses by Subject	
Computer science	0
English	7
Fine and performing arts	1
Foreign language	4
Mathematics	3
Science	4
Social science	15

## 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](http://www.calstate.edu/admission/admission.shtml).

UC/CSU Admission	
West HS	
2019-20 and 2020-21 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2020-21	95.76%
Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20	38.84%



## 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 2021-22 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

### Age of School/Buildings

This school has 98 classrooms, a cafeteria, kitchen, student store, administration building, career center, counseling center, library, boys' and girls' restrooms, portable buildings, a main gym, sub gym, boys' and girls' locker rooms, boys' and girls' restroom building, a pool-equipment building, community-use building, and concessions building. The main campus was built in the 1991-92 and the 1992-93 school years.

Additions were constructed in 1994-95 (10 relocatable classrooms), 1996-97 (relocatable restroom building), 1997-98 (12 relocatable classrooms), 2000-01 (humanities building, visual arts building, performing arts building), 2002-03 (18 classrooms to the 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 page 13*

## 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		2021-22 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)		Poor
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Poor
<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>		7/30/2021

## 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			2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned		Date of Action
<b>Interior</b>	P-3 missing trim; P-11,P-23,P-24, theater, weight room, staff lounge, G-7, G-8,G-12, T-1, T-5,T-6, T-7, K-1,K-2,H-3,H-9,H-10,H-13,H-14,H-16,Girls'/Boys' Coach Office, MS-3,MS-4,ST1-A,MS-6,MS-10, Downstairs workroom #2, Upstairs workroom #1, MS-30, & Student Store stained ceiling tiles. P-4, P-11, P-12, T-21 re-align ceiling tiles and trim drooping. P-23 door sticks and missing vent covers. P-24 vent cover missing and re-align ceiling tiles. T-3 ceiling tile needs to be put back down. K-2 storage room (2nd) peeling wallpaper. H-10-stained carpet, MS-5 vent cover missing outside hallway, ST1-A hole in storage door, Ms-8 ceiling tiles popped up, upstairs workroom #1 storage off work room, student store needs ceiling tiles re-aligned, student store storage needs ceiling tiles replaced. Work order submitted.		October 2021
<b>Electrical</b>	T-21, P-11, P-16, Bike room, Kitchen, H-6, MS-26, MS-27 missing light covers. Boys' coach office cracked light cover. Work order submitted.		October 2021
<b>Restrooms/fountains</b>	P-4, T-21 faucet not working. Café boys' sink off and leaky toilet. Kitchen has a leaky faucet, G-4 has no pressure on the sink, Staff restroom broken toilet, Boys' restroom faucet needs repairs, low pressure in all urinals. Girls' restroom flushing is weak, 3rd sink is cracked, and 1-3 toilets don't flush, G-13 all faucets need repair, girls' locker room first and second stall toilet leaks, Boys' staff locker room sink doesn't work and training room faucet loose, IMC-1 sink off, MS-7 N & E sinks broken, MS-10 loose faucets (2x), upstairs workroom #1 loose sink next to cabinets, sink on right wall doesn't turn on, Ms-20 sink #5,7, and 15 no water and 13 faucet is loose, MS-23 multi sinks not working and loose, MS-25 front right sink leaks out from top and front sink has low pressure, Café boys' restroom urinal has low pressure, missing sink handle and tiles missing on walls, Girls' restroom 1st, 2nd, 3rd toilets don't flush, MS Girls' restroom 2nd sink not working. Work order submitted.		October 2021





## 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 includes some site administrators, reviews the recommendation and then recommends instructional materials (IM) to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2021. The district chose its most recently adopted textbooks (K-5 history/social sciences) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). Tracy Unified School District (TUSD) is in the process of evaluating and selecting instructional materials for science in grades K-12.

### Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>StudySync, McGraw Hill (9-12)</i>	2017
Reading/language arts	<i>The Language of Composition, 1st Edition (11)</i>	2007
Mathematics	<i>Bridge to Algebra (Algebra Readiness), Carnegie Learning</i>	2014
Mathematics	<i>Algebra 1, Houghton Mifflin</i>	2015
Mathematics	<i>Algebra 2, Houghton Mifflin</i>	2015
Mathematics	<i>Precalculus with Limits, 7th Edition; Cengage</i>	2017
Mathematics	<i>Calculus, 11th Edition; Cengage</i>	2017
Mathematics	<i>Geometry, Houghton Mifflin</i>	2015
Science	<i>Campbell Biology, 9th Edition; Pearson (undergoing pilot 2020-21)</i>	2012
Science	<i>Campbell Biology, 7th Edition; Prentice Hall</i>	2007
Science	<i>Campbell Essential Biology with Physiology, 2nd Edition; Prentice Hall (undergoing pilot 2020-21)</i>	2007
Science	<i>A User's Guide to Engineering, Prentice Hall</i>	2007
Science	<i>Biology, California Edition; Prentice Hall; Biologia, California Edition (Spanish)</i>	2007
Science	<i>Chemistry: The Central Science, 10th ed; Prentice Hall</i>	2007
Science	<i>Chemistry; Prentice Hall</i>	2007
Science	<i>Conceptual Physics, Prentice Hall (undergoing pilot 2020-21)</i>	2007
Science	<i>Essentials of Human Anatomy &amp; Physiology Laboratory Manual, 8th Edition</i>	2007
Science	<i>Earth Science, California Edition; Holt</i>	2007
Science	<i>Modern Chemistry, Holt (undergoing pilot 2020-21)</i>	2007
Science	<i>Environmental Science for AP, W.H. Freeman</i>	2012
Science	<i>College Physics, 7th Edition; Pearson Addison-Wesley</i>	2011
Science	<i>Fundamentals of Physics, 8th Edition; People's Publishing/Wiley</i>	2007
Science	<i>Physics for the IB Diploma, 5th Edition; Cambridge University Press</i>	2007
Science	<i>Biotechnology: Science for the New Millennium, 1st Edition; EMC Paradigm Publishing</i>	2007

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## School Facilities

Continued from page 12

### 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.

## 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

2021-22 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

2021-22 School Year

Data collection date	9/28/2021
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## Career Technical Education Programs

West High offers academic courses such as floriculture, child development, computer literacy, work experience, marketing and student store. We are continuing to add classes to our CTE programs. This school year, Ag Mechanics is being offered as an introductory course in a CTE pathway program. These courses 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	
2020-21 Participation	
Number of pupils participating in a CTE program	614
Percentage of pupils who completed a CTE program and earned a high school diploma	2.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	20.00%

## Textbooks and Instructional Materials, *Continued from page 13*

Textbooks and Instructional Materials List		2021-22 School Year
Subject	Textbook	Adopted
Science	<i>Environmental Systems and Societies for the IB Diploma, 2nd ed</i>	2020
History/social science	<i>World Civilizations: The Global Experience (10)</i>	2009
History/social science	<i>Modern World History (10)</i>	2019
History/social science	<i>Modern World GCSE (10)</i>	2006
History/social science	<i>US History 1877 to the Present: America Through the Lens (11)</i>	2019
History/social science	<i>American History: Connecting with the Past, 15th ed. (11)</i>	2015
History/social science	<i>ALatin America: An Interpretive History Major Problems in American History (11)</i>	2019
History/social science	<i>A People and a Nation: A History of the United States</i>	2019
History/social science	<i>American Government, 10th ed./ American Government Readings (12)</i>	2006
History/social science	<i>Making America (12)</i>	2019
History/social science	<i>History of the Americas, 1880-1981 (12)</i>	2015
History/social science	<i>The Mexican Revolution 1884-1940 (12)</i>	2014
History/social science	<i>The Move to Global War (12)</i>	2015
History/social science	<i>Economics Principles in Action (12)</i>	2019
History/social science	<i>Magruder's American Government (12)</i>	2019
Foreign language	<i>French: Bien Dit!, Level 1-3</i>	2012
Foreign language	<i>French: Le monde en français</i>	2012
Foreign language	<i>French: Imaginez</i>	2012
Foreign language	<i>Spanish: ¡Avancemos!, Level 1-4</i>	2012
Foreign language	<i>Spanish: Manána Imagina Reflexiones</i>	2012
Foreign language	<i>Spanish: Reflexiones: Introducción a la literatura hispánica</i>	2012
Foreign language	<i>TEMAS, Vista Higher Learning</i>	2019
Foreign language	<i>Nuevas Vistas Intro/Uno/Dos, Holt</i>	2004-2007

## Quality of Textbooks

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

Quality of Textbooks		2021-22 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		No <sup>✕</sup>
<sup>✕</sup> Science instructional materials, K-12, are currently going through an instructional materials adoption using the CA NGSS Toolkit for IM Evaluation; to be completed in February 2022 and to be in students' hands in the 2022-23 school year.		



## 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. Two years ago, we were able to add an additional instructor, Mr. Jamero, for choir and piano. We now have a comprehensive program that includes Concert Band, Symphonic Band, Jazz Band, Piano, Beginning Choir, Advanced Choir, Orchestra, Music Club and Marching Band.

- **Space and Engineering Academy**

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

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

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

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

We have two levels of AVID 1 and AVID 2, and we plan to continue these for years to come. In years past, we only had one section at each grade level, so we are excited to see the numbers remaining higher. One-hundred percent of our AVID seniors get accepted into four-year colleges. We are anticipating the numbers to continue to increase as this current 9th grade class moves up.

- **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. His year there are approximately 65 students enrolled in Freshman Seminar classes. Mr. Jensen joined Ms. Rodgers in 2020-21, so we now have two teachers teaching the course. 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. We continued the program virtually this summer, and we saw many successes despite the challenges from COVID-19.

- **Career Technical Education (CTE) Pathways**

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

- **Drama and Tech Theatre**

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

- **Advanced Placement (AP) Courses**

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

*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. Our ELD teachers have been aligned so that those who teach ELD also teach an English course of the same grade level. Our ELD courses use district-adopted curriculum that aligns with the district-adopted English language arts (ELA) curriculum, StudySync.

- **Art Courses, Including Animation and Computer Graphics**

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

- **Yearbook**

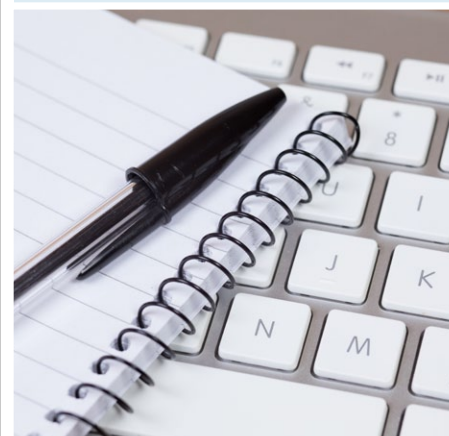
We have an award-winning yearbook program that puts out a phenomenal product every year for our students.

- **Journalism**

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

- **Special Education**

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



## Teacher Preparation and Placement

**Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned):** The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Intern Credential Holders Properly Assigned:** The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]):** An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
  - Provisional Internship Permits;
  - Short-Term Staff Permits;
  - Variable Term Waivers; and
  - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

**Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA):** A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

**Unknown:** These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

### Teacher Preparation and Placement

2019-20 School Year

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

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

This table displays the percent of authorization/assignment of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

**Permits/waivers:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Teacher Misassignments:** The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

**Vacant Teacher Positions:** The total number of the school's vacant teacher positions.

### Teachers Without Credentials and Misassignments

2019-20 School Year

Authorization/Assignment	West HS
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

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





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

This table displays the number of teachers and the total out-of-field teachers at the school level.

**Credentialed Teachers Authorized on a Permit or Waiver:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Local Assignment Options:** Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		2019-20 School Year
Indicator		West HS
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

## Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

**Misassignments for English Learners:** The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

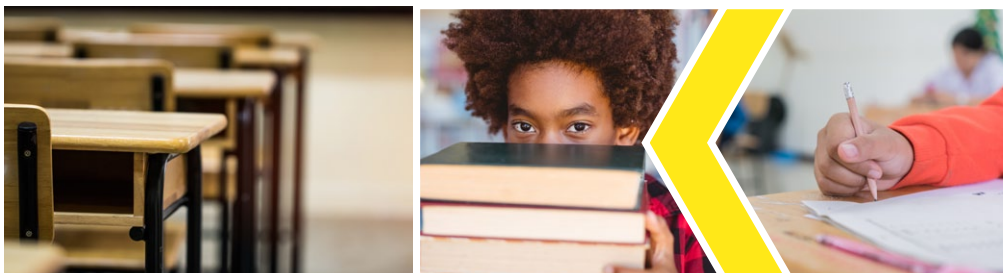
**No credential, permit or authorization to teach:** The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		2019-20 School Year
Indicator		West HS
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



## 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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	370:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	6.00
Library media teacher (librarian)	0.50
Library media services staff (paraprofessional)	1.00
Psychologist	1.50
Social worker	0.00
Nurse	0.06
Speech/language/hearing specialist	2.00
Resource specialist (nonteaching)	0.20

## 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

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## School Safety

Continued from page 17

- 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 **February 2021**.

## Financial Data

The financial data displayed in this SARC is from the 2019-20 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		2019-20 Fiscal Year
	Tracy USD	Similar Sized District
<b>Beginning teacher salary</b>	\$52,219	\$52,562
<b>Midrange teacher salary</b>	\$76,968	\$83,575
<b>Highest teacher salary</b>	\$101,195	\$104,166
<b>Average elementary school principal salary</b>	\$135,269	\$131,875
<b>Average middle school principal salary</b>	\$143,044	\$137,852
<b>Average high school principal salary</b>	\$155,819	\$150,626
<b>Superintendent salary</b>	\$240,699	\$260,243
<b>Teacher salaries: percentage of budget</b>	36%	34%
<b>Administrative salaries: percentage of budget</b>	5%	5%

## 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 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		2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>West HS</b>	\$6,807	\$66,098
<b>Tracy USD</b>	\$6,777	\$72,386
<b>California</b>	\$8,444	\$86,376
<b>School and district: percentage difference</b>	+0.4%	-8.7%
<b>School and California: percentage difference</b>	-19.4%	-23.5%

## 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	
2019-20 Fiscal Year	
<b>Total expenditures per pupil</b>	\$7,697
<b>Expenditures per pupil from restricted sources</b>	\$890
<b>Expenditures per pupil from unrestricted sources</b>	\$6,807
<b>Annual average teacher salary</b>	\$66,098

## School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2022.