

Tracy Unified School District

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SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Merrill F. West High School

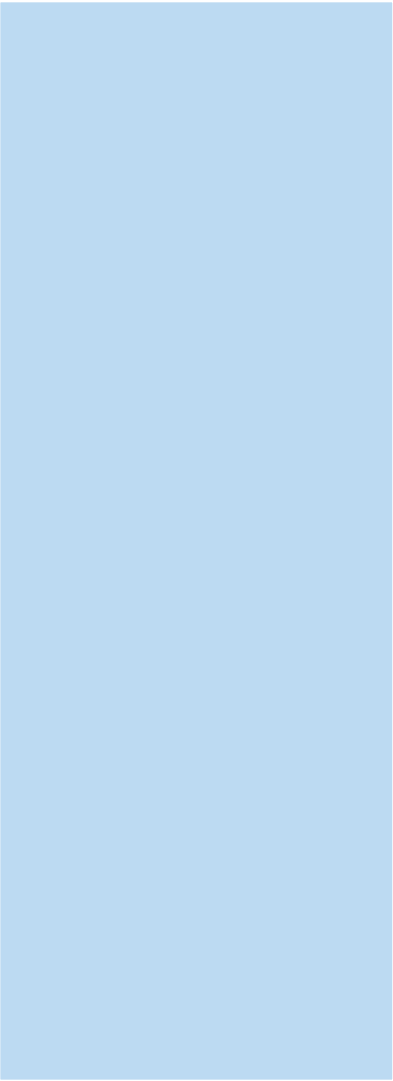
Grades 9-12
CDS Code 39-75499-3930302

Annabelle Lee, Principal
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1775 West Lowell Avenue
Tracy, CA 95376
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<https://westhigh.tracy.k12.ca.us/>







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

Collaboration

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

Critical Thinking

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

Collaboration

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

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 February 2023.



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

Ameni Alexander, *President*

Zachary Hoffert, *Vice President*

Steve Abercrombie, *Board Clerk*

Simran Kaur, *Member*

Lynn Dell Hawkins, *Member*

Ana Blanco, *Member*

Lori Souza, *Member*

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 Student Group

Demographics

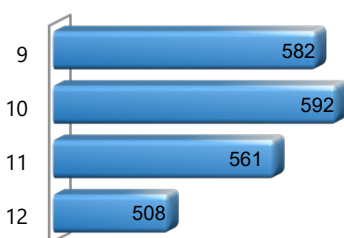
2021-22 School Year

| | |
|--|--------|
| Female | 45.30% |
| Male | 54.60% |
| Non-Binary | 0.10% |
| English learners | 21.00% |
| Foster youth | 0.50% |
| Homeless | 4.30% |
| Migrant | 0.00% |
| Socioeconomically Disadvantaged | 54.20% |
| Students with Disabilities | 14.50% |

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

2021-22 Enrollment by Grade

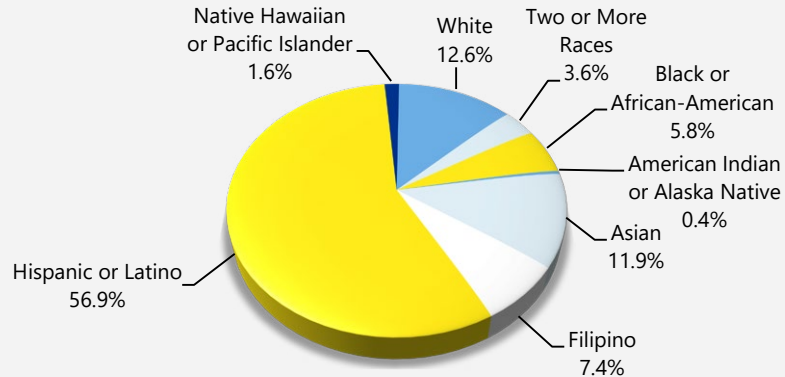


Enrollment by Student Group

The total enrollment at the school was 2,243 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2021-22 School Year

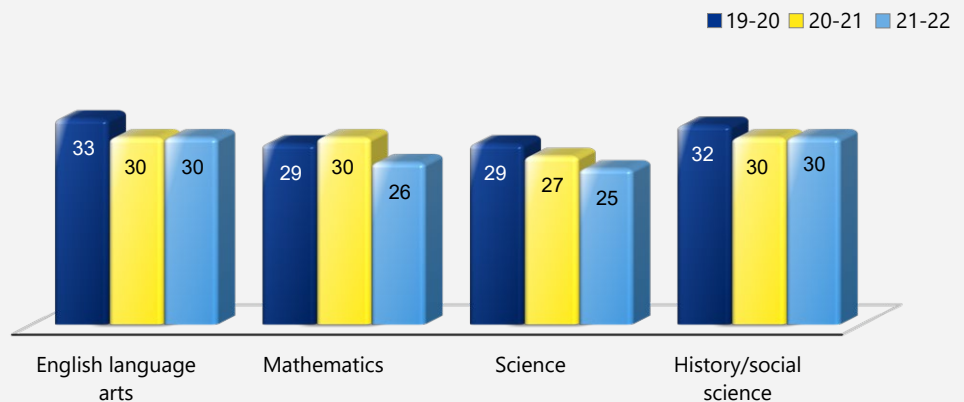


Class Size Distribution

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

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

| | 2019-20 | | | 2020-21 | | | 2021-22 | | |
|------------------------|--------------------|-------|-----|---------|-------|-----|---------|-------|-----|
| Subject | Number of Students | | | | | | | | |
| | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ | 1-22 | 21-32 | 33+ |
| English language arts | 3 | 16 | 38 | 5 | 35 | 24 | 2 | 24 | 25 |
| Mathematics | 3 | 35 | 19 | 3 | 37 | 16 | 10 | 21 | 33 |
| Science | 5 | 48 | 11 | 11 | 45 | 6 | 17 | 51 | 2 |
| History/social science | 3 | 10 | 33 | 3 | 23 | 21 | 2 | 37 | 11 |



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 | |
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| Suspension rates | 0.1% | 10.1% | 0.1% | 6.6% | 0.2% | 3.4% |
| Expulsion rates | 0.0% | 1.1% | 0.0% | 0.6% | 0.0% | 0.1% |

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 |
| Suspension rates | 4.9% | 5.5% | 2.5% |
| Expulsion rates | 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 | | | 2021-22 School Year | |
|--|------------------|-----------------|---------------------|--|
| Student Group | Suspensions Rate | Expulsions Rate | | |
| All Students | 10.1% | 1.1% | | |
| Female | 8.6% | 0.9% | | |
| Male | 11.3% | 1.3% | | |
| Non-Binary | 0.0% | 0.0% | | |
| American Indian or Alaska Native | 0.0% | 0.0% | | |
| Asian | 7.2% | 0.3% | | |
| Black or African American | 18.1% | 1.4% | | |
| Filipino | 2.9% | 0.0% | | |
| Hispanic or Latino | 11.0% | 1.6% | | |
| Native Hawaiian or Pacific Islander | 17.5% | 2.5% | | |
| Two or More Races | 11.5% | 0.0% | | |
| White | 7.9% | 0.3% | | |
| English Learners | 13.1% | 1.0% | | |
| Foster Youth | 17.7% | 0.0% | | |
| Homeless | 14.1% | 2.3% | | |
| Socioeconomically Disadvantaged | 12.1% | 1.2% | | |
| Students Receiving Migrant Education Services | 0.0% | 0.0% | | |
| Students with Disabilities | 15.1% | 1.4% | | |

Career Technical Education Programs

The Career Technical Education (CTE) programs and sequences offered at Tracy High School that are aligned to the applicable model curriculum standards.

Agriculture and Natural Resources, Agriscience (102)

- Biology Ag (7100 Introductory)
- Chemistry Ag (7131 Concentrator)
- Physics Ag (7132 Capstone)

Agriculture and Natural Resources, Animal Science (103)

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

Agriculture and Natural Resources, Agricultural Mechanics (101)

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

Agriculture and Natural Resources, Ornamental Horticulture (105)

- Sub Pathway Floral Design (105)
- FloralArtHist (7164 Concentrator)
- FloraCultureAdv (7165 Capstone)

Education, Child Development, & Family Services, Child Development (130)

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

Business and Finance, Business Management (182)

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

Hospitality, Tourism and Recreation, Food Science, Dietetics and Nutrition (200)

- Foods Nutri II (8011 Capstone)

Sam Strube is the Director of Adult Education and Career Technical Education and in charge of CTE for TUSD.

All CTE courses follow the California CTE Model Curriculum Standards and the Academic Alignment Matrix found within. The Academic Alignment Matrix lists the English language arts standards, mathematics standards, science standards as well as social studies standards. This cross curricular matrix allows teachers to design hands-on learning experiences for ALL students that help them to make connections between CTE content and academic content. This in turn helps to support academic achievement in the other academic courses.

WHS provides activities that prepare special populations for high-skill, high-wage or in-demand industry occupations in competitive, integrated settings that will lead to self-sufficiency.

Continued on page 6

Career Technical Education Programs

Continued from page 5

Activities that take place after school in several Career and Technical Student Organizations (CTSOs) are an integral component to preparing students for high-skill, high-wage careers. CTSO's in TUSD include Skills USA, Family, Career and Community Leaders of America (FCCLA) and Future Farmers of America (FFA).

The Tracy Unified School District uses completer data, high school graduation rates among CTE students, as well as the Career Technical Education Completer Postsecondary Status Survey to survey CTE Completers.

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 | |
| 2021-22 Participation | |
| Number of pupils participating in a CTE program | 953 |
| Percentage of pupils who completed a CTE program and earned a high school diploma | 1.46% |
| Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education | 17.00% |

California School Dashboard

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

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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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 | | | | | 2021-22 School Year |
|---|------------------|----------------------------------|---|-----------------------------------|---------------------|
| Percentage of Students Participating In Each Of The Five Fitness Components | | | | | |
| Grade | Component 1: | Component 2: | Component 3: | Component 4: | Component 5: |
| | Aerobic Capacity | Abdominal Strength and Endurance | Trunk Extensor and Strength and Flexibility | Upper Body Strength and Endurance | Flexibility |
| 9 | 93% | 94% | 94% | 91% | 97% |

Chronic Absenteeism by Student Group

| Chronic Absenteeism by Student Group | | | | 2021-22 School Year |
|---|-----------------------|---|---------------------------|--------------------------|
| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| All Students | 2,418 | 2,346 | 521 | 22.20% |
| Female | 1,077 | 1,046 | 260 | 24.90% |
| Male | 1,336 | 1,295 | 259 | 20.00% |
| American Indian or Alaska Native | 9 | 9 | 0 | 0.00% |
| Asian | 290 | 281 | 45 | 16.00% |
| Black or African American | 144 | 137 | 33 | 24.10% |
| Filipino | 171 | 170 | 22 | 12.90% |
| Hispanic or Latino | 1,374 | 1,333 | 308 | 23.10% |
| Native Hawaiian or Pacific Islander | 40 | 38 | 11 | 28.90% |
| Two or More Races | 87 | 86 | 27 | 31.40% |
| White | 303 | 292 | 75 | 25.70% |
| English Learners | 521 | 502 | 115 | 22.90% |
| Foster Youth | 17 | 14 | 4 | 28.60% |
| Homeless | 128 | 121 | 35 | 28.90% |
| Socioeconomically Disadvantaged | 1,386 | 1,335 | 331 | 24.80% |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.00% |
| Students with Disabilities | 365 | 349 | 101 | 28.90% |



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 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| Science | 30.88% | 27.12% | 22.22% | 23.05% | 28.50% | 29.47% |

CAASPP Test Results in ELA and Mathematics for All Students

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 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| English language arts/literacy | * | 53% | * | 39% | * | 47% |
| Mathematics | * | 22% | * | 25% | * | 33% |

* 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).



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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

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

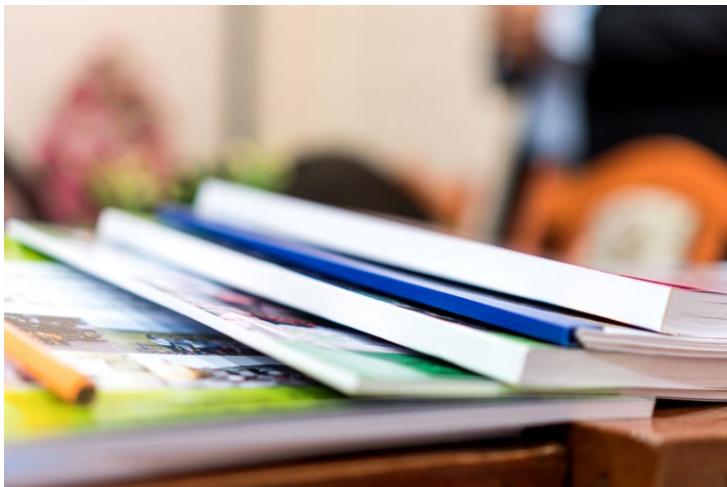
Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|-----------------------|----------------------------|
| All students | 441 | 425 | 96.37% | 3.63% | 27.12% |
| Female | 209 | 199 | 95.22% | 4.78% | 23.62% |
| Male | 231 | 225 | 97.40% | 2.60% | 30.36% |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | 63 | 61 | 96.83% | 3.17% | 39.34% |
| Black or African American | 26 | 24 | 92.31% | 7.69% | 25.00% |
| Filipino | 43 | 42 | 97.67% | 2.33% | 40.48% |
| Hispanic or Latino | 240 | 235 | 97.92% | 2.08% | 21.37% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| Two or more races | ❖ | ❖ | ❖ | ❖ | ❖ |
| White | 53 | 47 | 88.68% | 11.32% | 29.79% |
| English Learners | 49 | 47 | 95.92% | 4.08% | 4.26% |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | 26 | 24 | 92.31% | 7.69% | 20.83% |
| Military | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 231 | 218 | 94.37% | 5.63% | 23.96% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Students with Disabilities | 46 | 40 | 86.96% | 13.04% | 7.50% |

❖ 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)

| Percentage of Students Meeting or Exceeding State Standards | | | | | 2021-22 School Year |
|---|------------------|---------------|-------------------|-----------------------|----------------------------|
| English Language Arts | | | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| All students | 526 | 508 | 96.58% | 3.42% | 53.15% |
| Female | 244 | 233 | 95.49% | 4.51% | 59.66% |
| Male | 282 | 275 | 97.52% | 2.48% | 47.64% |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | 60 | 60 | 100.00% | 0.00% | 60.00% |
| Black or African American | 24 | 22 | 91.67% | 8.33% | 36.36% |
| Filipino | 41 | 41 | 100.00% | 0.00% | 63.41% |
| Hispanic or Latino | 300 | 286 | 95.33% | 4.67% | 50.70% |
| Native Hawaiian or Pacific Islander | 11 | 11 | 100.00% | 0.00% | 36.36% |
| Two or more races | 26 | 24 | 92.31% | 7.69% | 62.50% |
| White | 59 | 59 | 100.00% | 0.00% | 57.63% |
| English Learners | 68 | 61 | 89.71% | 10.29% | 6.56% |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | 36 | 34 | 94.44% | 5.56% | 41.18% |
| Military | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 280 | 268 | 95.71% | 4.29% | 46.27% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Students with Disabilities | 70 | 62 | 88.57% | 11.43% | 6.45% |

❖ 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)

Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Mathematics

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|-----------------------|----------------------------|
| All students | 526 | 507 | 96.39% | 3.61% | 22.33% |
| Female | 244 | 234 | 95.90% | 4.10% | 21.03% |
| Male | 282 | 273 | 96.81% | 3.19% | 23.44% |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | 60 | 60 | 100.00% | 0.00% | 38.33% |
| Black or African American | 24 | 23 | 95.83% | 4.17% | 17.39% |
| Filipino | 41 | 41 | 100.00% | 0.00% | 31.71% |
| Hispanic or Latino | 300 | 287 | 95.67% | 4.33% | 13.99% |
| Native Hawaiian or Pacific Islander | 11 | 11 | 100.00% | 0.00% | 9.09% |
| Two or more races | 26 | 24 | 92.31% | 7.69% | 33.33% |
| White | 59 | 56 | 94.92% | 5.08% | 41.07% |
| English Learners | 68 | 63 | 92.65% | 7.35% | 0.00% |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | 36 | 34 | 94.44% | 5.56% | 11.76% |
| Military | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 280 | 270 | 96.43% | 3.57% | 14.50% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Students with Disabilities | 70 | 62 | 88.57% | 11.43% | 0.00% |

❖ 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 | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| West HS | 90.90% | 78.90% | 91.30% | 6.00% | 16.10% | 6.70% |
| Tracy USD | 91.80% | 81.40% | 90.60% | 5.20% | 14.50% | 7.10% |
| California | 84.20% | 83.60% | 87.00% | 8.90% | 9.40% | 7.80% |

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

| Graduation Rate by Student Group | | | 2021-22 School Year |
|---|------------------------------|----------------------------|------------------------|
| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
| All Students | 462 | 422 | 91.30% |
| Female | 215 | 200 | 93.00% |
| Male | 246 | 221 | 89.80% |
| Non-Binary | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ |
| Asian | 66 | 59 | 89.40% |
| Black or African American | 29 | 26 | 89.70% |
| Filipino | 43 | 43 | 100.00% |
| Hispanic or Latino | 253 | 229 | 90.50% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ |
| Two or More Races | ❖ | ❖ | ❖ |
| White | 54 | 49 | 90.70% |
| English Learners | 103 | 87 | 84.50% |
| Foster Youth | ❖ | ❖ | ❖ |
| Homeless | 37 | 29 | 78.40% |
| Socioeconomically Disadvantaged | 329 | 295 | 89.70% |
| Students Receiving Migrant Education Services | ❖ | ❖ | ❖ |
| Students with Disabilities | 56 | 43 | 76.80% |

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>.

❖ 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 | |
|---|--------|
| 2021-22 School Year | |
| Percentage of students enrolled in AP courses | 16.40% |
| Number of AP courses offered at the school | 24 |
| Number of AP Courses by Subject | |
| Computer science | 1 |
| English | 6 |
| Fine and performing arts | 1 |
| Foreign language | 3 |
| Mathematics | 3 |
| Science | 2 |
| Social science | 8 |

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 | |
|--|--------|
| West HS | |
| 2020-21 and 2021-22 School Years | |
| Percentage of students enrolled in courses required for UC/CSU admission in 2021-22 | 96.34% |
| Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21 | 40.15% |

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 Professional Learning Community (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

| | |
|---------|---|
| 2020-21 | 5 |
| 2021-22 | 5 |
| 2022-23 | 6 |

School Facility Good Repair Status

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

| School Facility Good Repair Status | | 2022-23 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 | | Good |
| 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 | | Exemplary |
| Date of the most recent school site inspection | | 8/1/2022 |

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 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.

Continued on page 13





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

Textbooks and Instructional Materials List

2022-23 School Year

| Subject | Textbook | Adopted |
|-----------------------|---|---------|
| Reading/language arts | <i>StudySync</i> , McGraw Hill (9-12) | 2017 |
| Reading/language arts | <i>The Language of Composition</i> | 2008 |
| Mathematics | <i>Bridge to Algebra</i> , Carnegie Learning | 2011 |
| Mathematics | <i>Algebra 1</i> , Houghton Mifflin | 2015 |
| Mathematics | <i>Algebra 2</i> , Houghton Mifflin | 2015 |
| Mathematics | <i>Precalculus with Limits, 7th Edition</i> ; Cengage | 2016 |
| Mathematics | <i>Calculus, 11th Edition</i> ; Cengage | 2016 |
| Mathematics | <i>Geometry</i> , Houghton Mifflin | 2015 |
| Mathematics | <i>The Practice of Statistics, 5th Edition</i> | 2018 |
| Mathematics | <i>Objects First with Java; a Practical Introduction using BlueJ</i> | 2012 |
| Mathematics | <i>Mathematics: Applications and Interpretation</i> | 2019 |
| Science | <i>Biology for the AP Course</i> ; Bedford St Martins | 2022 |
| Science | <i>Biology, 7th Edition</i> ; Prentice Hall | 2005 |
| Science | <i>Cutnell Physics, AP Edition</i> | 2018 |
| Science | <i>Inquiry into Life Biozone</i> (digital website) | 2022 |
| Science | <i>Chemistry: The Central Science, 10th edition</i> ; Prentice Hall | 2006 |
| Science | <i>CA Inspire Science</i> ; McGraw Hill | 2020 |
| Science | <i>STEM Scopes</i> ; Accelerate Learning | 2022 |
| Science | <i>Essentials of Human Anatomy & Physiology, 8th Edition</i> | 2006 |
| Science | <i>Earth Science</i> ; Holt | 2006 |
| Science | <i>Modern Chemistry</i> , Holt | 2006 |
| Science | <i>Environmental Science for AP</i> , W.H. Freeman | 2012 |
| Science | <i>Physics</i> , Discovery Education | 2022 |
| Science | <i>Fundamentals of Physics, 8th Edition</i> ; People's Publishing/Wiley | 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

2022-23 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

2022-23 School Year

| | |
|----------------------|-----------|
| Data collection date | 9/27/2022 |
|----------------------|-----------|

Quality of Textbooks

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

| Quality of Textbooks | |
|---|--------|
| 2022-23 School Year | |
| Criteria | Yes/No |
| Are the textbooks adopted from the most recent state-approved or local governing-board-approved list? | Yes |



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.

Textbooks and Instructional Materials, *Continued from 13*

| Textbooks and Instructional Materials List | | 2022-23 School Year |
|--|---|---------------------|
| Subject | Textbook | Adopted |
| Science | Physics for the IB Diploma, 5th Edition; Cambridge University Press | 2007 |
| Science | Biotechnology: Science for the New Millennium, 1st Edition; EMC Paradigm Publishing | 2007 |
| Science | Environmental Systems and Societies for the IB Diploma, 2nd edition | 2016 |
| History/social science | World History, Volume II-Since 1500 (10) | 2007 |
| History/social science | Modern World History (10) | 2019 |
| History/social science | Modern World GCSE (10) | 2002 |
| History/social science | Ways of the World Since 1200 (10) | 2020 |
| History/social science | Thinking Through Sources for Ways of the World (10) | 2020 |
| History/social science | US History 1877 to the Present: America Through the Lens (11) | 2019 |
| History/social science | American History: Connecting with the Past, 15th edition (11) | 2015 |
| History/social science | Latin America: An Interpretive History (11) | 2017 |
| History/social science | Latin America: Major Problems in American History (11) | 2017 |
| History/social science | A People and a Nation, Cengage (11) | 2019 |
| History/social science | American Government Stories of a Nation (12) | 2021 |
| History/social science | Making America (12) | 2019 |
| History/social science | History of the Americas, 1880-1981 (12) | 2015 |
| History/social science | The Mexican Revolution 1884-1940 (12) | 2014 |
| History/social science | The Move to Global War (12) | 2015 |
| History/social science | Economics Principles in Action (12) | 2019 |
| History/social science | Magruder's American Government (12) | 2019 |
| Foreign language | French: Bien dit!, Level 1-3 | 2013 |
| Foreign language | French: Le monde en français | 2011 |
| Foreign language | French: Imaginez | 2007 |
| Foreign language | Spanish: ¡Avancemos!, Level 1-4 | 2013 |
| Foreign language | Spanish: Mañana | 2011 |
| Foreign language | Spanish: Reflexiones: Introducción a la literatura hispánica | 2013 |
| Foreign language | TEMAS, Vista Higher Learning | 2020 |
| Foreign language | Nuevas Vistas Intro/Uno/Dos, Holt | 2004 |
| English Language Development Materials | StudySync, McGraw Hill (9-12) | 2017 |



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, 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

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. 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 | | | | | 2020-21 School Year | |
|--|---------------|----------------|-----------------|------------------|---------------------|---------------|
| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 63.6 | 70.3% | 549.4 | 79.2% | 228,366.1 | 83.1% |
| Intern Credential Holders Properly Assigned | 7.0 | 7.8% | 31.0 | 4.5% | 4,205.9 | 1.5% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 5.4 | 6.0% | 27.0 | 3.9% | 11,216.7 | 4.1% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 4.4 | 4.9% | 29.4 | 4.2% | 12,115.8 | 4.4% |
| Unknown | 9.9 | 11.0% | 57.1 | 8.2% | 18,854.3 | 6.9% |
| Total Teaching Positions | 90.5 | 100.0% | 694.2 | 100.0% | 274,759.1 | 100.0% |

| Teacher Preparation and Placement | | | | | 2021-22 School Year | |
|--|---------------|----------------|-----------------|------------------|---------------------|---------------|
| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 67.6 | 72.4% | 548.8 | 80.1% | 234,405.2 | 84.0% |
| Intern Credential Holders Properly Assigned | 10.6 | 11.4% | 44.2 | 6.5% | 4,853.0 | 1.7% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 5.8 | 6.3% | 33.6 | 4.9% | 12,001.5 | 4.3% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 4.1 | 4.4% | 27.1 | 4.0% | 11,953.1 | 4.3% |
| Unknown | 5.1 | 5.5% | 31.3 | 4.6% | 15,831.9 | 5.7% |
| Total Teaching Positions | 93.4 | 100.0% | 685.1 | 100.0% | 279,044.8 | 100.0% |

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/calpadsupdfash201.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>.





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

This table displays the number of authorization/assignments 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/>.

| Teachers Without Credentials and Misassignments | | Two-Year Data | |
|--|--|---------------|------------|
| Authorization/Assignment | | 2020-21 | 2021-22 |
| Permits and Waivers | | 2.0 | 0.0 |
| Misassignments | | 3.4 | 5.8 |
| Vacant Positions | | 0.0 | 0.0 |
| Total Teachers Without Credentials and Misassignments | | 5.4 | 5.8 |

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.

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 | | Two-Year Data | |
|--|--|---------------|------------|
| Indicator | | 2020-21 | 2021-22 |
| Credentialed Teachers Authorized on a Permit or Waiver | | 1.0 | 2.1 |
| Local Assignment Options | | 3.4 | 2.0 |
| Total Out-of-Field Teachers | | 4.4 | 4.1 |

Class Assignments

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

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

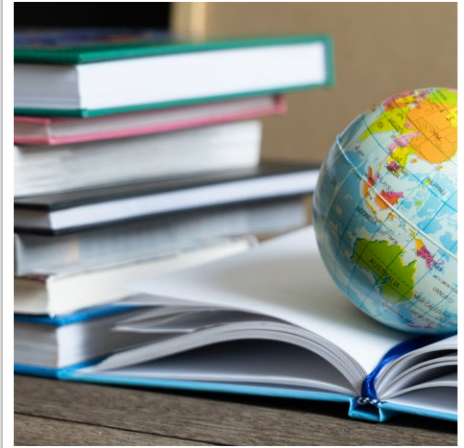
| Class Assignments | | Two-Year Data | |
|--|--|---------------|---------|
| Indicator | | 2020-21 | 2021-22 |
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | | 4.5% | 7.0% |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | | 0.0% | 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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2021-22 School Year

| | Ratio |
|---|-------|
| Pupils to Academic counselors | 350:1 |
| Support Staff | FTE |
| Counselor (academic, social/behavioral or career development) | 6.0 |
| Library media teacher (librarian) | 0.5 |
| Library media services staff (paraprofessional) | 2.0 |
| Psychologist | 2.0 |
| Social worker | 0.0 |
| Nurse | 0.0 |
| Speech/language/hearing specialist | 0.0 |
| Resource specialist (nonteaching) | 0.0 |

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.

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 | |
|--|----------|
| 2020-21 Fiscal Year | |
| Total expenditures per pupil | \$8,072 |
| Expenditures per pupil from restricted sources | \$1,125 |
| Expenditures per pupil from unrestricted sources | \$6,947 |
| Annual average teacher salary | \$73,184 |

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 2020-21 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 | | 2020-21 Fiscal Year |
|---|-----------|------------------------|
| | Tracy USD | Similar Sized District |
| Beginning teacher salary | \$52,219 | \$54,370 |
| Midrange teacher salary | \$76,968 | \$82,681 |
| Highest teacher salary | \$101,195 | \$106,610 |
| Average elementary school principal salary | \$136,818 | \$135,283 |
| Average middle school principal salary | \$143,044 | \$141,244 |
| Average high school principal salary | \$157,080 | \$152,955 |
| Superintendent salary | \$240,699 | \$264,367 |
| Teacher salaries: percentage of budget | 34% | 33% |
| 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 | | 2020-21 Fiscal Year |
|--|--|-------------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| West HS | \$6,947 | \$73,184 |
| Tracy USD | \$5,041 | \$76,755 |
| California | \$6,594 | \$88,358 |
| School and district: percentage difference | +37.8% | -4.7% |
| School and California: percentage difference | +5.3% | -17.2% |

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 2023.