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

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

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

**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.

**About This School**

**School Contact Information (School Year 2019-20)**

<table>
<thead>
<tr>
<th>Entity</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>Golden West High School</td>
</tr>
<tr>
<td>Street</td>
<td>1717 North McAuliff Road</td>
</tr>
<tr>
<td>City, State, Zip</td>
<td>Visalia, California 93291</td>
</tr>
<tr>
<td>Phone Number</td>
<td>(559) 730-7814</td>
</tr>
<tr>
<td>Principal</td>
<td>José Fregoso</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:jfregoso@vusd.org">jfregoso@vusd.org</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.vusd.org/goldenwest">www.vusd.org/goldenwest</a></td>
</tr>
<tr>
<td>County-District-School (CDS) Code</td>
<td>54-72256-5430046</td>
</tr>
</tbody>
</table>
School Description and Mission Statement (School Year 2019-20)

Description of District
The Visalia Unified School District is the oldest school district in Tulare County. Our family of schools includes 26 elementary schools, a newcomer language center, five middle schools, four comprehensive high schools, a continuation high school, an adult school, a charter independent study school, a K-8 charter home school, and a charter technical early college high school. Over 32,000 students Pre-K to adult are served through Visalia Unified School District.

Description of School
Golden West High School served approximately 1,860 students in grades 9-12 in 2019-20. Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school holds high expectations for the academic and social development of all students. Curriculum planning, staff development, and assessment activities are focused on assisting students in mastering the state academic content standards, as well as increasing the overall student achievement of all subgroups.

School Vision Statement
All Golden West students will be college and career ready and proud T.R.A.I.L. Blazers. (Teamwork, Respect, Achievement, Integrity, Leadership)

School Mission Statement
It is our mission to provide a diverse and nurturing learning environment with highly-qualified teachers and standards-based curriculum that promotes productive citizenship and the highest student achievement. All Golden West High School students will graduate and serve their community with the skills to think critically, communicate openly, work creatively, and collaborate effectively.

Student Enrollment by Grade Level (School Year 2018-19)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>505</td>
</tr>
<tr>
<td>Grade 10</td>
<td>451</td>
</tr>
<tr>
<td>Grade 11</td>
<td>441</td>
</tr>
<tr>
<td>Grade 12</td>
<td>383</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>1,780</td>
</tr>
</tbody>
</table>
### Student Enrollment by Group (School Year 2018-19)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>0.5</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.8</td>
</tr>
<tr>
<td>Asian</td>
<td>3.4</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.4</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>72.9</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.2</td>
</tr>
<tr>
<td>White</td>
<td>19</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1.7</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>68</td>
</tr>
<tr>
<td>English Learners</td>
<td>9.1</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>12</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.6</td>
</tr>
<tr>
<td>Homeless</td>
<td>0.5</td>
</tr>
</tbody>
</table>

### A. Conditions of Learning

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>With Full Credential</td>
<td>79</td>
<td>81</td>
<td>83</td>
<td>1293</td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>152</td>
</tr>
<tr>
<td>Teaching Outside Subject Area of Competence (with full credential)</td>
<td>8</td>
<td>0</td>
<td>6</td>
<td>53</td>
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</tbody>
</table>

**Teacher Misassignments and Vacant Teacher Positions**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Textbooks and Other Instructional Materials/year of Adoption</th>
<th>From Most Recent Adoption?</th>
<th>Percent Students Lacking Own Assigned Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
<td>Core Program 7-11: Pearson (2016) My Perspectives ELD Companion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Core Program Grade 12 HMH (2016) Collections</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Close Reader Collections</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Common Core Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7-12 Intensive ELA: California Gateways; Stech-Vaughn (2010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategic/Supplemental Support: Bridges to Literature; McDougal-Littell Text Connections; Kaplan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELD: 7-12: California Gateways, Steck-Vaughn (2010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategic/Supplemental/Support: 7-10 ELD Companion – Pearson (2016) Bridges to Literature (Levels 1-3) (McDougal-Littell) Text Connections Kaplan (HS ELD Reading Improvement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supplemental ALEKS (Integrated Math 1, 2, 3) CORE Explorations in Math Holt McDougal (CCSS Bridge Materials) Active Algebra (Teacher Created Materials) SDCOE – Getting Ready for Algebra (2005)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Textbooks and Other Instructional Materials/year of Adoption</td>
<td>From Most Recent Adoption?</td>
<td>Percent Students Lacking Own Assigned Copy</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------------</td>
</tr>
</tbody>
</table>
| Science                  | 9th Holt Lifetime Health (2009)  
Positive Prevention Plus (2016)  
Chemistry – Prentice Hall Chemistry  
Earth Science – Holt Earth Science  
Physics – Holt Physics  
Conceptual Physics – Addison Wesley Publisher  
Advanced Placement – See course outline                                                                                                           | Yes                         | 0%                                         |
| History-Social Science   | Grade 10 McDougal-Littell (2006)  
Modern World History  
Grade 11 McDougal-Littell (2006)  
The Americans  
Grade 12 Pearson (2016)  
Magruder’s American Government  
Grade 12 McGraw Hill/Glencoe Understanding Economics  
Grades 10-12 – Advanced Placement Courses (See course outline for approved textbooks)  
*Supplemental – DBQ/TCI Digital Resources                                                                                                       | Yes                         | 0%                                         |
| Foreign Language         | Base:  
See course outlines at http://visalia.k12.ca.us/curriculum/outlines/                                                                                                                                  | Yes                         | 0%                                         |
| Health                   | Base:  
Lifetime Health 2009                                                                                                                                                                               | Yes                         | 0%                                         |
School Facility Conditions and Planned Improvements (Most Recent Year)

Golden West High School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided by classrooms, common areas, and staff work rooms. To assist our school 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. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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
In addition to custodial staff on duty during the school day, a team of maintenance specialists come in after hours for daily cleaning. District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The deferred maintenance program ensures that all classrooms and facilities are maintained to a degree of adequacy that allows for a good learning environment.

Facilities Improvements
Starting in the Fall of 2019, Golden West Facilities will undergo the start of a multi phase modernization project. Part of the plans include HVAC, Intercom, technology updates as well as multiple ADA compliance upgrades (path of travel, doors, lighting). We are currently on Phase II of the modernization plan.

School Facility Good Repair Status (Most Recent Year)
Using the most recently collected FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 1/9/2019

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Rating</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Systems</strong>: Gas Leaks, Mechanical/HVAC, Sewer</td>
<td>Good</td>
<td>KITCHEN: 2. DIRTY VENTS.</td>
</tr>
<tr>
<td><strong>Interior</strong>: Interior Surfaces</td>
<td>Poor</td>
<td>28: 4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT BALLASTS ARE OUT. 29: 4. CEILING TILES HAVE WATER STAINS. A1: 4. CEILING TILES HAVE WATER STAINS. LINOLEUM FLOORING IS CHIPOING. 7. FIVE LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td>System Inspected</td>
<td>Rating</td>
<td>Repair Needed and Action Taken or Planned</td>
</tr>
<tr>
<td>------------------</td>
<td>--------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>A12: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 10. FIRE EXTINGUISHER IS OVER CHARGED.</td>
<td></td>
<td>A12: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 10. FIRE EXTINGUISHER IS OVER CHARGED.</td>
</tr>
<tr>
<td>A3: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 5. EXCESSIVE WEBBING HANGING FROM VENTS. 7. ONE LIGHT BALLAST IS OUT.</td>
<td></td>
<td>A3: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 5. EXCESSIVE WEBBING HANGING FROM VENTS. 7. ONE LIGHT BALLAST IS OUT.</td>
</tr>
<tr>
<td>B3: 4. WALL PAPER IS TORN.</td>
<td></td>
<td>B3: 4. WALL PAPER IS TORN.</td>
</tr>
<tr>
<td>B4 LAB: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. FOUR LIGHT BALLASTS ARE OUT.</td>
<td></td>
<td>B4 LAB: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. FOUR LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td>B4: 4. CEILING TILE IS BROKEN. FORMICA TRIM IS PEELING. 7. FOUR LIGHT BALLASTS ARE OUT. FOUR FLOOR OUTLET COVERS ARE MISSING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. DRINKING FOUNTAIN IS LOOSE AT THE BASE.</td>
<td></td>
<td>B4: 4. CEILING TILE IS BROKEN. FORMICA TRIM IS PEELING. 7. FOUR LIGHT BALLASTS ARE OUT. FOUR FLOOR OUTLET COVERS ARE MISSING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. DRINKING FOUNTAIN IS LOOSE AT THE BASE.</td>
</tr>
<tr>
<td>B5: 4. CEILING TILES HAVE HOLES. WALL PAPER IS TORN. 7. THREE LIGHT BALLASTS</td>
<td></td>
<td>B5: 4. CEILING TILES HAVE HOLES. WALL PAPER IS TORN. 7. THREE LIGHT BALLASTS</td>
</tr>
<tr>
<td>System Inspected</td>
<td>Rating</td>
<td>Repair Needed and Action Taken or Planned</td>
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<tr>
<td>------------------</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ARE OUT. CORDS ARE CREATING TRIP HAZARDS.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B7: 4. CABINET HANDLES ARE MISSING.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B8: 4. CEILING TILE T-BAR IS LOOSE. CABINET HANDLE IS MISSING. 7. TWO LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BOYS RESTROOM: 4. COUNTERTOP IS CHIPPING. 8. TWO URINALS ARE NOT DRAINING PROPERLY.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAFETERIA: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 7. ONE LIGHT BALLAST IS OUT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COUNSELOR: 4. CEILING TILE IS BROKEN. 7. ONE OF TWO LIGHT BULBS IS OUT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E2: 4. CEILING TILES HAVE WATER STAINS. 7. CORD IS CREATING A TRIP HAZARD.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E5: 4. WALL PAPER IS TORN.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E8: 4. CEILING TILE HAS A WATER STAIN.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E9: 4. CEILING TILE HAS A HOLE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FS1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. 10. EVACUATION MAP IS NOT POSTED.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FS2: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FS3: 4. CEILING TILE IS BROKEN. WALL PAPER IS TORN.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FS5: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. WALL HAS A HOLE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FS6: 4. CEILING TILE HAS A WATER STAIN.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FS7: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FS8: 4. CEILING TILES HAVE WATER STAINS.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FS9: 4. CEILING TILE HAS A HOLE. WALL PAPER IS TORN. RUBBER MOLDING AND WALL PAPER ARE LOOSE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GIRLS RESTROOM: 4. FORMICA TRIM IS MISSING AND CHIPPING. 9. ONE FAUCET HAS A LOW FLOW AND LEAKS AT HANDLE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IDF: 4. CEILING TILE HAS A HOLE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IE1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 7. TWO LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IE3: 4. CEILING TILE HAS A WATER STAIN. 7. FOUR LIGHT BALLASTS ARE OUT. THREE LIGHT DIFFUSERS ARE BROKEN.</td>
</tr>
<tr>
<td>System Inspected</td>
<td>Rating</td>
<td>Repair Needed and Action Taken or Planned</td>
</tr>
<tr>
<td>------------------</td>
<td>--------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>I6: 4. CEILING TILES HAVE WATER STAINS. 7. SIX LIGHT BALLASTS ARE OUT. 11. PAINT IS PEELING ON THE DOOR.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIBRARY: 4. CEILING TILE IS MISSING. RUBBER MOLDING IS MISSING. 7. NINE LIGHT BALLASTS ARE OUT. ELECTRICAL BOX IS LOOSE.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA1: 4. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA2: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA3: 4. CEILING TILES ARE BROKEN.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. RUBBER MOLDING IS MISSING. 7. TWO LIGHT BALLASTS ARE OUT. CORD IS CREATING A TRIP HAZARD.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA5: 4. CEILING TILE HAS A WATER STAIN. 7. CORDS ARE CREATING TRIP HAZARDS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA6: 4. CEILING TILE HAS A WATER STAIN. 7. CORD IS CREATING A TRIP HAZARD.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA7: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAIL ROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAIN GYM: 4. CEILING TILE IS BROKEN IN FOYER. 14. TRIP HAZARD ON WALKWAY. MENS RESTROOM: 4. LINOLEUM FLOORING IS CHIPPING.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSE: 4. CEILING TILE HAS A HOLE. 9. ONE FAUCET IN RR HAS A LOW FLOW. OFFICE (ATTENDANCE): 4. CEILING TILES HAVE WATER STAINS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OFFICE: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING. OFFICES: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P10: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 9. FAUCET HAS NO FLOW.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P11: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. 7. TWO LIGHT DIFFUSERS ARE MISSING.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P12: 4. CEILING TILES HAVE WATER STAINS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P13: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. ONE LIGHT BALLAST IS OUT. ONE LIGHT DIFFUSER IS MISSING. 10. PLUG IN AIR FRESHENER.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P14: 4. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 7. ONE LIGHT BALLAST IS OUT.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>System Inspected</td>
<td>Rating</td>
<td>Repair Needed and Action Taken or Planned</td>
</tr>
<tr>
<td>------------------</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td>P15</td>
<td></td>
<td>4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td>P16</td>
<td></td>
<td>4. WALL PAPER IS TORN. 7. ONE LIGHT BALLAST IS OUT. ELECTRICAL COVER IS LOOSE.</td>
</tr>
<tr>
<td>P2 &amp; P1</td>
<td></td>
<td>4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. ETHERNET BOX IS BROKEN. FIVE LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td>P20</td>
<td></td>
<td>4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 15. DOOR SWEEP IS BROKEN.</td>
</tr>
<tr>
<td>P21</td>
<td></td>
<td>4. CEILING TILE HAS A WATER STAIN.</td>
</tr>
<tr>
<td>P23</td>
<td></td>
<td>4. CEILING TILES HAVE WATER STAINS.</td>
</tr>
<tr>
<td>P24</td>
<td></td>
<td>4. CEILING TILE HAS A WATER STAIN.</td>
</tr>
<tr>
<td>P4</td>
<td></td>
<td>4. CEILING TILE HAS A WATER STAIN.</td>
</tr>
<tr>
<td>P5</td>
<td></td>
<td>4. CEILING TILE HAS A HOLE. 15. WINDOW SCREENS ARE MISSING.</td>
</tr>
<tr>
<td>P6</td>
<td></td>
<td>4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 5. EXCESSIVE WEBBING IN CORNERS. 7. ONE LIGHT BALLAST IS OUT.</td>
</tr>
<tr>
<td>P7</td>
<td></td>
<td>4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN.</td>
</tr>
<tr>
<td>P8</td>
<td></td>
<td>4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. HOLE AT BASE OF WALL. 7. ETHERNET BOX IS LOOSE.</td>
</tr>
<tr>
<td>P9</td>
<td></td>
<td>4. CEILING TILES HAVE WATER STAINS. REGISTRAR: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE.</td>
</tr>
<tr>
<td>S1</td>
<td></td>
<td>4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILE T-Bar IS LOOSE. 7. FOUR LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td>S10</td>
<td></td>
<td>4. CEILING TILES ARE BROKEN. CEILING TILE T-Bar IS LOOSE. WALL PAPER IS TORN. 7. FIVE LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td>S3</td>
<td></td>
<td>4. CEILING TILE HAS A WATER STAIN. CEILING TILE T-Bar IS BROKEN. 7. TWO LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td>S4</td>
<td></td>
<td>4. CEILING TILES HAVE HOLES.</td>
</tr>
<tr>
<td>S5</td>
<td></td>
<td>4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. RUBBER MOLDING IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</td>
</tr>
<tr>
<td>S8</td>
<td></td>
<td>4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. RUBBER MOLDING IS TORN. 7. TWO LIGHT BALLASTS ARE OUT. ONE LIGHT BALLAST IS BAD.</td>
</tr>
<tr>
<td>STAFF LOUNGE</td>
<td></td>
<td>4. CEILING TILES HAVE WATER STAINS.</td>
</tr>
<tr>
<td>System Inspected</td>
<td>Rating</td>
<td>Repair Needed and Action Taken or Planned</td>
</tr>
<tr>
<td>------------------</td>
<td>--------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>System Inspected</td>
<td>Rating</td>
<td>Repair Needed and Action Taken or Planned</td>
</tr>
<tr>
<td>------------------</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOO HIGH. 7. TWO ROOMS LIGHTS WILL NOT TURN ON.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STAFF WORKROOM: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STAFF WORKROOM: 4. TRIM IS MISSING NEAR ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>28: 4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A1: 4. CEILING TILES HAVE WATER STAINS. LINOLEUM FLOORING IS CHIPPING. 7. FIVE LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A11: 4. CEILING TILE HAS A WATER STAIN. 7. THREE LIGHT BALLASTS ARE OUT. 9. ONE FAUCET LEAKS AT HANDLE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A12: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 10. FIRE EXTINGUISHER IS OVER CHARGED.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A3: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 5. EXCESSIVE WEBBING HANGING FROM VENTS. 7. ONE LIGHT BALLAST IS OUT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AG4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 7. ONE LIGHT BALLAST IS OUT. 10. FIRE EXTINGUISHER IS OVERCHARGED.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B1: 4. CABINET HANDLE IS MISSING. 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A LOW FLOW.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B4 LAB: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. FOUR LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B4: 4. CEILING TILE IS BROKEN. FORMICA TRIM IS PEELING. 7. FOUR LIGHT BALLASTS ARE OUT. FOUR FLOOR OUTLET COVERS ARE MISSING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. DRINKING FOUNTAIN IS LOOSE AT THE BASE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B5: 4. CEILING TILES HAVE HOLES. WALL PAPER IS TORN. 7. THREE LIGHTBALLASTS ARE OUT. CORDS ARE CREATING TRIP HAZARDS.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B8: 4. CEILING TILE T-BAR IS LOOSE. CABINET HANDLE IS MISSING. 7. TWO LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td>System Inspected</td>
<td>Rating</td>
<td>Repair Needed and Action Taken or Planned</td>
</tr>
<tr>
<td>------------------</td>
<td>--------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>BOYS LOCKER ROOM</td>
<td>7</td>
<td>ONE LIGHT BALLAST IS OUT. THREE LIGHT DIFFUSERS ARE MISSING IN TEAM ROOM. 9. FAUCETS HAVE A LOW FLOW.</td>
</tr>
<tr>
<td>CAFETERIA</td>
<td>4</td>
<td>CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 7. ONE LIGHT BALLAST IS OUT.</td>
</tr>
<tr>
<td>COMPUTER LAB</td>
<td>7</td>
<td>ALL LIGHT DIFFUSERS ARE MISSING.</td>
</tr>
<tr>
<td>CONCESSIONS</td>
<td>7</td>
<td>ONE LIGHT DIFFUSER IS MISSING.</td>
</tr>
<tr>
<td>COUNSELOR</td>
<td>4</td>
<td>CEILING TILE IS BROKEN. 7. ONE OF TWO LIGHT BULBS IS OUT.</td>
</tr>
<tr>
<td>COUNSELOR</td>
<td>7</td>
<td>ONE OF TWO LIGHT BULBS IS OUT.</td>
</tr>
<tr>
<td>E2</td>
<td>7</td>
<td>TWO LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td>E4</td>
<td>7</td>
<td>TWO LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td>FS4</td>
<td>5</td>
<td>UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td>FS7</td>
<td>4</td>
<td>CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td>GIRLS LOCKER ROOM</td>
<td>7</td>
<td>TWO LIGHT BALLASTS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING IN TEAM ROOM. ONE LIGHT BALLAST IS OUT IN TEAM ROOM.</td>
</tr>
<tr>
<td>GIRLS RESTROOM</td>
<td>7</td>
<td>ONE LIGHT BALLAST IS OUT. 9. THREE FAUCETS ARE LOOSE AT BASE.</td>
</tr>
<tr>
<td>IE1</td>
<td>4</td>
<td>CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 7. TWO LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td>IE3</td>
<td>4</td>
<td>CEILING TILE HAS A WATER STAIN. 7. FOUR LIGHT BALLASTS ARE OUT. THREE LIGHT DIFFUSERS ARE BROKEN.</td>
</tr>
<tr>
<td>IE6</td>
<td>4</td>
<td>CEILING TILES HAVE WATER STAINS. 7. SIX LIGHT BALLASTS ARE OUT. 11. PAINT IS PEELING ON THE DOOR.</td>
</tr>
<tr>
<td>IE1</td>
<td>4</td>
<td>CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 7. TWO LIGHT BALLASTS ARE OUT.</td>
</tr>
<tr>
<td>IE3</td>
<td>4</td>
<td>CEILING TILE HAS A WATER STAIN. 7. FOUR LIGHT BALLASTS ARE OUT. THREE LIGHT DIFFUSERS ARE BROKEN.</td>
</tr>
<tr>
<td>IE6</td>
<td>4</td>
<td>CEILING TILES HAVE WATER STAINS. 7. SIX LIGHT BALLASTS ARE OUT. 11. PAINT IS PEELING ON THE DOOR.</td>
</tr>
<tr>
<td>L20</td>
<td>7</td>
<td>ONE LIGHT BALLAST IS OUT.</td>
</tr>
<tr>
<td>LIBRARY</td>
<td>4</td>
<td>CEILING TILE IS MISSING. RUBBER MOLDING IS MISSING. 7. NINE LIGHT BALLASTS ARE OUT. ELECTRICAL BOX IS LOOSE.</td>
</tr>
<tr>
<td>MA4</td>
<td>4</td>
<td>CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. RUBBER MOLDING IS MISSING. 7. TWO LIGHT BALLASTS ARE OUT. CORD IS CREATING A TRIP HAZARD.</td>
</tr>
<tr>
<td>MA5</td>
<td>4</td>
<td>CEILING TILE HAS A WATER STAIN. 7. CORDS ARE CREATING TRIP HAZARDS.</td>
</tr>
<tr>
<td>MA6</td>
<td>4</td>
<td>CEILING TILE HAS A WATER STAIN. 7. CORD IS CREATING A TRIP HAZARD.</td>
</tr>
<tr>
<td>System Inspected</td>
<td>Rating</td>
<td>Repair Needed and Action Taken or Planned</td>
</tr>
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<td>------------------</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td>System Inspected</td>
<td>Rating</td>
<td>Repair Needed and Action Taken or Planned</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Holes</td>
<td></td>
<td>5. Unsecured items are stored too high. 7. Two rooms lights will not turn on.</td>
</tr>
<tr>
<td>Storage</td>
<td></td>
<td>7. One light ballast is out.</td>
</tr>
<tr>
<td>Women's restroom</td>
<td></td>
<td>7. One light diffuser is missing.</td>
</tr>
<tr>
<td>Restrooms/Fountains</td>
<td>Fair</td>
<td>A11: 4. Ceiling tile has a water stain. 7. Three light ballasts are out. 9. One faucet leaks at handle.</td>
</tr>
<tr>
<td>A2:</td>
<td></td>
<td>4. Ceiling tiles have holes. Ceiling tiles are broken. 9. Drinking fountain has a low flow. Eye wash station leaks at handle.</td>
</tr>
<tr>
<td>B1:</td>
<td></td>
<td>4. Cabinet handle is missing. 7. One light ballast is out. 9. Drinking fountain handle is broken and has a low flow.</td>
</tr>
<tr>
<td>B4:</td>
<td></td>
<td>4. Ceiling tile is broken. Formica trim is peeling. 7. Four light ballasts are out. Four floor outlet covers are missing. 9. Drinking fountain handle is broken. Drinking fountain is loose at the base.</td>
</tr>
<tr>
<td>Boys locker room</td>
<td></td>
<td>7. One light ballast is out. Three light diffusers are missing in team room. 9. Faucets have a low flow.</td>
</tr>
<tr>
<td>Boys restroom</td>
<td></td>
<td>4. Countertop is chipping. 8. Two urinals are not draining properly.</td>
</tr>
<tr>
<td>Girls restroom</td>
<td></td>
<td>4. Formica trim is missing and chipping. 9. One faucet has a low flow and leaks at handle.</td>
</tr>
<tr>
<td>Girls restroom</td>
<td></td>
<td>7. One light ballast is out. 9. Three faucets are loose at base.</td>
</tr>
<tr>
<td>Girls restroom</td>
<td></td>
<td>9. One faucet is loose at the base.</td>
</tr>
<tr>
<td>L19:</td>
<td></td>
<td>9. Faucet has a constant drip. Drinking fountain has a high flow.</td>
</tr>
<tr>
<td>Mens restroom</td>
<td></td>
<td>7. One light ballast is out. 8. Toilet leaks at wall.</td>
</tr>
<tr>
<td>Mens restroom</td>
<td></td>
<td>9. One faucet has a low flow.</td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
<td>4. Ceiling tile has a hole. 9. One faucet in RR has a low flow.</td>
</tr>
<tr>
<td>System Inspected</td>
<td>Rating</td>
<td>Repair Needed and Action Taken or Planned</td>
</tr>
<tr>
<td>------------------</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P10: 4. CEILING RILES HAVE WATER STAINS.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WALL PAPER IS TORN. 9. FAUCET HAS NO FLOW.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WOMENS RESTROOM: 8. TOILET CONSTANTLY RUNS.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WOMENS RESTROOM: 9. TWO FAUCETS HAVE A LOW FLOW.</td>
</tr>
<tr>
<td><strong>Safety:</strong> Fire Safety, Hazardous Materials</td>
<td>Good</td>
<td>A12: 4. CEILING TILES HAVE WATER STAINS.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 10. FIRE EXTINGUISHER IS OVER CHARGED.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AG3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER NEEDS TO BE RECHARGED.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AG4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 7. ONE LIGHT BALLAST IS OUT. 10. FIRE EXTINGUISHER IS OVERCHARGED.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CONCESSIONS: 11. PAINT IS PEELING ON CEILING.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COUNSELOR: 10. PLUG IN AIR FRESHENER.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FS1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. 10. EVACUATION MAP IS NOT POSTED.</td>
</tr>
<tr>
<td></td>
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<td>FS2: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IE6: 4. CEILING TILES HAVE WATER STAINS. 7. SIX LIGHT BALLASTS ARE OUT. 11. PAINT IS PEELING ON THE DOOR.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MA8: 7. TWO LIGHT BALLASTS ARE OUT. 10. FIRE EXTINGUISHER IS OVER CHARGED.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MINI GYM: 10. FIRE EXTINGUISHER IS MISSING.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P13: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. ONE LIGHT BALLAST IS OUT. ONE LIGHT DIFFUSER IS MISSING. 10. PLUG IN AIR FRESHENER.</td>
</tr>
<tr>
<td><strong>Structural:</strong> Structural Damage, Roofs</td>
<td>Good</td>
<td>P17: 12. DRY ROT ON SIDING.</td>
</tr>
</tbody>
</table>
### System Inspected

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Rating</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>P20: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 15. DOOR SWEEP IS BROKEN.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P3: 7. ONE LIGHT BALLAST IS OUT. 15. WINDOW SCREEN IS MISSING.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P5: 4. CEILING TILE HAS A HOLE. 15. WINDOW SCREENS ARE MISSING.</td>
</tr>
<tr>
<td>PARKING LOTS:</td>
<td>14. TRIP HAZARDS.</td>
<td></td>
</tr>
<tr>
<td>TRAINING ROOM:</td>
<td>4. CEILING TILE IS BROKEN. 15. WINDOW SCREENS ARE MISSING.</td>
<td></td>
</tr>
</tbody>
</table>

### Overall Rating

**Fair**

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## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and

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

### CAASPP Test Results in ELA and Mathematics for All Students

**Grades Three through Eight and Grade Eleven**

**Percentage of Students Meeting or Exceeding the State Standard**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>English Language Arts/Literacy</td>
<td>58</td>
<td>63</td>
<td>48</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>(grades 3-8 and 11)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>18</td>
<td>23</td>
<td>31</td>
<td>33</td>
<td>38</td>
<td>39</td>
</tr>
<tr>
<td>(grades 3-8 and 11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Percentages are not calculated 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.

**Note:** ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.
### CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Not Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>426</td>
<td>415</td>
<td>97.42</td>
<td>2.58</td>
<td>62.65</td>
</tr>
<tr>
<td>Male</td>
<td>243</td>
<td>234</td>
<td>96.30</td>
<td>3.70</td>
<td>57.69</td>
</tr>
<tr>
<td>Female</td>
<td>183</td>
<td>181</td>
<td>98.91</td>
<td>1.09</td>
<td>69.06</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>13</td>
<td>13</td>
<td>100.00</td>
<td>0.00</td>
<td>61.54</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>313</td>
<td>308</td>
<td>98.40</td>
<td>1.60</td>
<td>58.77</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>70</td>
<td>64</td>
<td>91.43</td>
<td>8.57</td>
<td>81.25</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>294</td>
<td>289</td>
<td>98.30</td>
<td>1.70</td>
<td>58.48</td>
</tr>
<tr>
<td>English Learners</td>
<td>55</td>
<td>54</td>
<td>98.18</td>
<td>1.82</td>
<td>18.52</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>40</td>
<td>35</td>
<td>87.50</td>
<td>12.50</td>
<td>17.14</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Homeless</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Not Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>425</td>
<td>415</td>
<td>97.65</td>
<td>2.35</td>
<td>23.37</td>
</tr>
<tr>
<td>Male</td>
<td>243</td>
<td>235</td>
<td>96.71</td>
<td>3.29</td>
<td>24.26</td>
</tr>
<tr>
<td>Female</td>
<td>182</td>
<td>180</td>
<td>98.90</td>
<td>1.10</td>
<td>22.22</td>
</tr>
</tbody>
</table>
### Student Group

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Not Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>13</td>
<td>13</td>
<td>100.00</td>
<td>0.00</td>
<td>30.77</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>312</td>
<td>307</td>
<td>98.40</td>
<td>1.60</td>
<td>19.54</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>70</td>
<td>65</td>
<td>92.86</td>
<td>7.14</td>
<td>38.46</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>293</td>
<td>288</td>
<td>98.29</td>
<td>1.71</td>
<td>21.18</td>
</tr>
<tr>
<td>English Learners</td>
<td>55</td>
<td>54</td>
<td>98.18</td>
<td>1.82</td>
<td>5.56</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>40</td>
<td>36</td>
<td>90.00</td>
<td>10.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Homeless</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 in Science for All Students

**Grades Five, Eight, and Ten**

**Percentage of Students Meeting or Exceeding the State Standard**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science (grades 5, 8 and high school)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

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

### Career Technical Education Programs (School Year 2018-19)

Golden West High School offers multiple CTE pathways and academies for students. These include pathways in Animal/Veterinary Science, Plant Science, Ag Mechanics, Automotive, Building Trades and Video Production. Golden West also offers three Linked Learning academies in Engineering & Ag Manufacturing, First Responders, and Business & Finance. All of these programs focus on the CTE Model Core Standards, as well as the Standards for Career Ready Practice. Teachers are currently using IMAGO, Career Readiness software and lessons for some of their courses.
The GWHS Linked Learning academy students are in cohorts. The cohort includes two academic courses and one career themed class. Student experience integrated curriculum in all three and participate in an integrated project each year. The CTE pathways are aligned to the CTE Model Core Standards as well as the State Standards for ELA and Math. CTE courses also support academic subjects with the Literacy Standards for History, Science and Technical Subjects. Career Preparation is addressed with every student in the College and Career Courses in the 9th grade year. Students also participate in Career Fairs and Career Readiness workshops prior to high school.

CTE Pathways and Academies utilize end of course exams, assessing CTE Standards-based curriculum and supported and reviewed by Industry Advisory Committees. Teachers are also implementing new industry standard certification exams through Precision Exams. Teachers are currently piloting the exams and reviewing testing standards with industry advisory committees to establish relevancy and alignment to local needs. The primary representatives of Visalia Unified School District’s CTE advisory committee are Kim Batty and Theresa Polich. The industries represented on the committee are Engineering, Business, First Responders, Automotive and Agriculture.

**Career Technical Education Participation (School Year 2018-19)**

<table>
<thead>
<tr>
<th>Measure</th>
<th>CTE Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Pupils Participating in CTE</td>
<td>898</td>
</tr>
<tr>
<td>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</td>
<td>55.1</td>
</tr>
<tr>
<td>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</td>
<td>11.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses for University of California (UC) and/or California State University (CSU) Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission</td>
</tr>
<tr>
<td>2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission</td>
</tr>
</tbody>
</table>

**State Priority: Other Pupil Outcomes**
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2018-19)**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percentage of Students Meeting Four of Six Fitness Standards</th>
<th>Percentage of Students Meeting Five of Six Fitness Standards</th>
<th>Percentage of Students Meeting Six of Six Fitness Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>21.6</td>
<td>29.4</td>
<td>30.0</td>
</tr>
</tbody>
</table>

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement and communication are essential to our school success. Golden West High School continually strives to involve parents by sharing information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement. Parents attend school functions, participate in conferences, and chaperone school events. Drama, music, and athletics provide additional opportunities for parents to participate as volunteers or visitors. Parents may also serve on advisory committees and leadership teams, including, but not limited to, the English Learners Advisory Committee (ELAC), School Safety Committee, and School Site Council (SSC), Parent Teacher Association (PTA) and the Friends of Golden West Foundation. Additional opportunities for parental involvement also exist at the district level.

We also offer the Parent Institute for Quality Education, PIQE. PIQE is a nine week course to help parents get information on college/universities qualifications. They learn about A-G requirements as well as how to apply for financial aid.

Parents who would like more information on how to become involved may contact Principal Jose Fregoso at (559) 730-7814.

State Priority: Pupil Engagement
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>0.8</td>
<td>0.5</td>
<td>0.8</td>
<td>6</td>
<td>5</td>
<td>3.6</td>
<td>9.7</td>
<td>9.1</td>
<td>9.6</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>98.3</td>
<td>96.7</td>
<td>95.8</td>
<td>90.9</td>
<td>90.1</td>
<td>90.3</td>
<td>83.8</td>
<td>82.7</td>
<td>83</td>
</tr>
</tbody>
</table>

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at [https://www.cde.ca.gov/ta/ac/sa/](https://www.cde.ca.gov/ta/ac/sa/).
State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>7.6</td>
<td>10.0</td>
<td>10.0</td>
<td>4.9</td>
<td>5.2</td>
<td>6.5</td>
<td>3.6</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0.2</td>
<td>0.5</td>
<td>0.8</td>
<td>0.1</td>
<td>0.3</td>
<td>0.3</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
</tbody>
</table>

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Golden West High School. Campus-wide supervision ensures students are safe on school grounds before, during, and after school. Entrances to school grounds are secured or monitored during the school day. All visitors must sign in at the office and wear appropriate identification while on campus.

The Comprehensive School Safety Plan is designed to assist in maintaining a safe school environment and preparing for emergencies. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. An updated copy is available to the public at the school office. The plan is reviewed and approved by School Site Council before being sent to the district office for approval.

The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

The safety plan was updated and shared with staff in August 2019. After emergency drills, there is a debriefing to make sure changes are made, if need to, to continue with our safe campus.

Average Class Size and Class Size Distribution (Secondary)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>28</td>
<td>18</td>
<td>19</td>
<td>26</td>
<td>29</td>
<td>10</td>
<td>21</td>
<td>29</td>
<td>26</td>
<td>17</td>
<td>32</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>28</td>
<td>10</td>
<td>22</td>
<td>19</td>
<td>24</td>
<td>21</td>
<td>33</td>
<td>9</td>
<td>27</td>
<td>14</td>
<td>28</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>29</td>
<td>5</td>
<td>18</td>
<td>10</td>
<td>28</td>
<td>3</td>
<td>26</td>
<td>4</td>
<td>28</td>
<td>4</td>
<td>27</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>30</td>
<td>8</td>
<td>5</td>
<td>21</td>
<td>30</td>
<td>7</td>
<td>8</td>
<td>20</td>
<td>23</td>
<td>23</td>
<td>21</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

<table>
<thead>
<tr>
<th>Title</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselors*</td>
<td>356.0</td>
</tr>
</tbody>
</table>

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Student Support Services Staff (School Year 2018-19)**

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of FTE* Assigned to School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor (Academic, Social/Behavioral or Career Development)</td>
<td>5.0</td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td></td>
</tr>
<tr>
<td>Library Media Services Staff (Paraprofessional)</td>
<td></td>
</tr>
<tr>
<td>Psychologist</td>
<td></td>
</tr>
<tr>
<td>Social Worker</td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td></td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td>1.2</td>
</tr>
<tr>
<td>Other</td>
<td>1.1</td>
</tr>
</tbody>
</table>

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)**

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Expenditures Per Pupil</th>
<th>Expenditures Per Pupil (Restricted)</th>
<th>Expenditures Per Pupil (Unrestricted)</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>$7,020</td>
<td>$644</td>
<td>$6,376</td>
<td>$69,728</td>
</tr>
<tr>
<td>District</td>
<td>N/A</td>
<td>N/A</td>
<td>$6,610</td>
<td>$69,631</td>
</tr>
<tr>
<td>Percent Difference - School Site and District</td>
<td>N/A</td>
<td>N/A</td>
<td>-3.6</td>
<td>0.1</td>
</tr>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>$7,506.64</td>
<td>$82,403.00</td>
</tr>
<tr>
<td>Percent Difference - School Site and State</td>
<td>N/A</td>
<td>N/A</td>
<td>-16.3</td>
<td>-16.7</td>
</tr>
</tbody>
</table>

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2018-19)**

In addition to general state funding, the district receives state and federal categorical funding for special programs. For the 2018-2019 school year, the district received federal and state funding for the following categorical, special education, and support programs:

**Federal Programs**
- Title I, Part A, School and District Discretionary Block Grants
- Title I, Part C, Migrant Education
- Title II, Part A, Improving Teacher Quality
- Title II, Part D, Enhancing Education Through Technology
- Title III, Limited English Proficient
- Title III, Immigrant
- IDEA, Special Education - TCOVE

**State Programs**
- Child Development Programs
State Programs
- Local Control Funding Formula
- Local Control Accountability Plan

Site Specific Programs to Golden West High School
- Carl Perkins-Career Technical Education Funding
- XL After School Support Grant
- Use categorical funds to pay for an additional Math FTE to help decrease Integrated Math 1 class sizes and to add math intervention periods
- Use Reading Plus and Moby Max programs to help struggling learners with reading and math

Teacher and Administrative Salaries (Fiscal Year 2017-18)

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average For Districts In Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>$49,967</td>
<td>$48,612</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>$72,210</td>
<td>$74,676</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>$95,695</td>
<td>$99,791</td>
</tr>
<tr>
<td>Average Principal Salary (Elementary)</td>
<td>$129,970</td>
<td>$125,830</td>
</tr>
<tr>
<td>Average Principal Salary (Middle)</td>
<td>$134,184</td>
<td>$131,167</td>
</tr>
<tr>
<td>Average Principal Salary (High)</td>
<td>$146,148</td>
<td>$144,822</td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>$241,915</td>
<td>$275,796</td>
</tr>
<tr>
<td>Percent of Budget for Teacher Salaries</td>
<td>33%</td>
<td>34%</td>
</tr>
<tr>
<td>Percent of Budget for Administrative Salaries</td>
<td>7%</td>
<td>5%</td>
</tr>
</tbody>
</table>

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at [https://www.cde.ca.gov/ds/fd/cs/](https://www.cde.ca.gov/ds/fd/cs/).

Advanced Placement (AP) Courses (School Year 2018-19)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of AP Courses Offered*</th>
<th>Percent of Students In AP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Science</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>All courses</td>
<td>20</td>
<td>15.6</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.
*Where there are student course enrollments of at least one student.
Professional Development (Most Recent Three Years)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of school days dedicated to Staff Development and Continuous Improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following areas of professional development have been provided to staff: Professional Learning Communities (PLCs), Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS), Career Technical Education (CTE) High Quality pathway development, CTE Project-Based Learning (PBL), CTE Work-Based Learning (WBL), and effective math and literacy instruction and other areas as indicated by school data. Our district provides professional development based on data from both the district and school level to ensure that areas of need are being addressed. Professional Development occurs at the district, school and classroom level dependent on teacher goals. The district provides Teachers on Special Assignment (TOSA) in Math, Science, Literacy, and Social Science to provide onsite coaching and support after professional development has occurred.

Support for Novice Teachers: Due to a shortage of highly qualified teachers in our area, twenty percent of Visalia Unified’s certificated educators do not yet hold a clear credential and are considered “novice” educators. In response to this challenge and in compliance with the California Commission on Teacher Credentialing, Visalia Unified offers a robust support and training system for these novice educators including differentiated professional development and continuous professional growth opportunities. The professional learning system begins with the New Certificated Staff Summer Institute which is a five-day interactive training offered in August one week before school begins. This training covers classroom management, classroom culture, curriculum frameworks, and lesson design. In addition, a four-day workshop on student engagement and cooperative learning is offered during winter break so that teachers may implement new structures and strategies during the spring semester. All novice teachers receive ongoing support and individualized training throughout the year via weekly meetings with their assigned mentor at their respective school sites. Mentors and district teachers-on-assignment support implementation of new knowledge by providing in-class coaching, collaborating on lesson design, accompanying novice teachers on classroom tours, and assisting with student data analysis to drive instructional decisions. In addition, novice teachers and their mentors attend monthly after school training in action research and are provided time to reflect on their instructional practice. Mentors and teachers on assignment are carefully selected experienced educators trained in how to facilitate the individualized professional growth of novice teachers. Novice teachers who have preliminary credentials participate in the VUSD Teacher Induction Clear Credential Program which is accredited by the Commission and is offered at no cost to the candidate.

Support for Veteran Teachers: Veteran teachers in need of classroom management assistance also have access to one-on-one mentor support as may be needed in the case of a new grade level assignment or challenging class. Visalia Unified also offers a Peer Assistance and Review (PAR) program which is a formal system of mentoring and accountability.