

# Tulare Western High School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Tulare Western High School
<b>Street</b>	824 West Maple Avenue
<b>City, State, Zip</b>	Tulare, CA 93274
<b>Phone Number</b>	(559) 686-8751
<b>Principal</b>	Sara Morton
<b>Email Address</b>	Sara.Morton@tulare.k12.ca.us
<b>School Website</b>	<a href="https://twhs.tjuhsd.org">https://twhs.tjuhsd.org</a>
<b>County-District-School (CDS) Code</b>	54-72249-5435466

## 2021-22 District Contact Information

<b>District Name</b>	Tulare Joint Union High School District
<b>Phone Number</b>	(559) 688-2021
<b>Superintendent</b>	Dr. Lucy Van Scyoc
<b>Email Address</b>	Lucy.VanScyoc@tulare.12.ca.us
<b>District Website Address</b>	www.tjuhsd.org

## 2021-22 School Overview

Tulare Western, home of the Mustangs, is a place where staff, students, parents, and the community take pride in pursuing academic excellence in an environment that is safe, caring and welcoming. This pride in our identity is reflected in academics, extra and co-curricular activities, athletics and community involvement.

Located in the San Joaquin Valley, Tulare Joint Union High School District serves more than 5,000 ninth through twelfth grade students at three comprehensive high schools, three alternative schools, and a community day school.

The diverse population enables the school to embrace many different cultures and create an environment that welcomes all. Tulare Western High School is dedicated to ensuring the academic success of each student, and provides the most comprehensive educational experience possible. All programs at the school are founded on the principle that students come first.

Located in the northwestern section of Tulare, Tulare Western High School will serve over 2,000 ninth through twelfth grade students during the 2021-2022 school year. Tulare Western High School is known throughout the San Joaquin Valley for their excellence in Academics, Athletics, Arts, and Agriculture program. Mustang PRIDE flows throughout the campus and community of Tulare. Tulare Western staff, students and parents are ALL-In when it comes to academics, athletics, arts and agriculture. Tulare Western is a school that prepares students for college and career, and also has an amazing CTE program, AVID program, and numerous opportunities for students to be involved. Tulare Western High School has been recognized by US News & World Report as a silver medal school, one of the top High Schools in all of America. Tulare Western's school culture is one that students desire to be a part of. Tulare Western boasts the highest daily attendance rates in the district, and provides numerous opportunities for students to be involved on campus through clubs, teams, and activities.

**Tulare Western's Mission Statement:** Tulare Western High School is a community of life-long learners in a safe and challenging learning environment that prepares all students to become well rounded, productive, and responsible citizens.

**Tulare Western's Vision Statement:** Tulare Western is ALL-IN on achieving excellence in a diverse environment that is safe, caring, and welcoming. This PRIDE in our identity, is reflected in academic achievement, extra and co-curricular activities, athletics, community involvement and college and career readiness.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	497
Grade 10	485
Grade 11	472
Grade 12	432
Total Enrollment	1,886

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	1.5
Black or African American	2.4
Filipino	0.5
Hispanic or Latino	79.1
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.5
White	14.6
English Learners	9.7
Foster Youth	0.7
Homeless	1.9
Socioeconomically Disadvantaged	72.6
Students with Disabilities	9.6

## 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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	65.8	79.8	185.1	71.5	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	1.2	3.4	1.3	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.1	6.3	15.4	6.0	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.5	6.8	20.3	7.9	12115.8	4.4
<b>Unknown</b>	4.8	5.9	34.6	13.4	18854.3	6.9
<b>Total Teaching Positions</b>	82.5	100.0	259.0	100.0	274759.1	100.0

Note: The data in this table 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.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.4
<b>Misassignments</b>	4.6
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	5.1

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	5.5
<b>Total Out-of-Field Teachers</b>	5.5

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Tulare Joint Union High School District held a public hearing on September 16, 2021 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in January, 2022 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

1/4/22

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<p><b>Reading/Language Arts</b></p>	<p>English 1 &amp; Honors: Collections, (Houghton-Mifflin), 9th grade, All Sites                      English 1A: Intervention: Read 180, (Houghton-Mifflin), EDGE Level A, Hampton-Brown, 9th grade, All Sites                      English 1B: Intervention: Read 180, (Houghton-Mifflin), EDGE Level B, Hampton-Brown, 9th grade, All Sites                      English 2 &amp; Honors: Collections, (Houghton-Mifflin), 10th grade, All Sites                      English 2B, Intervention, Read 180, (Houghton-Mifflin), EDGE Level B, Hampton-Brown, 10th grade, Tulare Western &amp; Mission Oak                      English 3: Pearson Literature CA Reading &amp; Literature, (Pearson-Savvas), 11th grade, All Sites                      English 3 AP: Everything's An Argument w/Readings, 8th Edition (Bedford Freeman) 11th grade, Tulare Western                      English 3 AP: Language of Composition 3rd edition,(Bedford Freeman), 11th grade, Mission Oak                      English 3 AP: The Norton Reader, 14th Edition, (W.W. Norton &amp; Company); 50 Essays: A Portable Anthology, 3rd Edition, (Bedford/St. Martin), 11th, Tulare Union                      Exp Rdg &amp; Wrtg: ERWC Expository Reading &amp; Writing Curriculum, (California State University) 12th grade, All Sites                      English 4 AP: Literature Reading, Reacting, Writing, 5th Edition, (Thompson Wadsworth), 12th Grade, Tulare Union                      English 4 AP: How to Read Literature Like a Professor, (Harper Collins), 2017, 12th grade Mission Oak                      COS English: The Writers Way, 9th Edition, (Cengage); They Say I Say, 3rd Edition, (Norton); Future Politics, 1st Edition (Oxford), 12th, Tulare Union                      COS English 1: They Say / I Say, 3rd edition, (Norton), 12 grade, 1st semester: Everythings an Argument with Readings, 5th edition, (Bedford / St. Martin's), 12th grade 2nd semester Mission Oak                      COS English 1: They Say / I Say 3rd edition, (Norton), The Writer's Way, 9th Edition (Cengage); A Guide to MLA Documentation, 7th Edition (Houghton Mifflin) Tulare Western</p>	<p>Yes</p>	<p>0%</p>
<p><b>Mathematics</b></p>	<p>Reveal Math Algebra 1 - McGraw Hill: Adopted: March 2022 (Alg 1 &amp; H)</p>	<p>Yes</p>	<p>0%</p>

	<p>Reveal Math Geometry - McGraw Hill: Adopted: March 2022 (Geo &amp; H)</p> <p>Reveal Math Algebra 2 - McGraw Hill: - Adopted: March 2022 (Alg 2 &amp; H)</p> <p>( Integrated Math)Pre-Calculus Graph, Numerical, Algebraic 8th Ed - Pearson - Adopted: 2011</p> <p>Calculus Graph, Numerical, Algebraic 5th AP 4th Ed - MPS - Adopted: 2012</p> <p>Statistics - VHS - Adopted: 2008</p> <p>The Practice of Statistics AP 4th Ed - MPS - Adopted: 2012</p> <p>Foundations in Personal Finance - Dave Ramsey - Adopted: 2013</p>		
<b>Science</b>	<p>Modern Earth Science - Holt - Adopted: 2008 (Intro to Physical Sci)</p> <p>Biology - Prentice Hall/Pearson - Adopted: 2007 (Biology)</p> <p>Introduction to Biology - Wiley - Adopted: 2011 (Human Biology)</p> <p>Inspire Chemistry - McGraw Hill - Adopted: 2020 (Chemistry &amp; H)</p> <p>Chemistry 13th Ed - McGraw Hill - Adopted: 2019 (AP Chemistry)</p> <p>Physics: Principles &amp; Problems - McGraw Hill/Glencoe - Adopted: 2009 (Physics )</p> <p>College Physics A Strategic Approach AP Ed - Pearson - Adopted: 2015 (AP Physics)</p> <p>Campbell Biology 10th AP Ed- Pearson - Adopted: 2014 (AP Biology &amp; Biology H)</p> <p>Forensic Science: Fundamental &amp; Investigative - Cengage - Adopted: 2016 (Forensic Science)</p> <p>Living in the Environment - Cengage - Adopted 2019 (Environmental Science)</p>	Yes	0%
<b>History-Social Science</b>	<p>World History: The Modern World, (Pearson-Savvas) 10th grade, All Sites 2020</p> <p>World History Honors: Modern World History, (McDougal Littell) 10th grade, Mission Oak</p> <p>World History Honors: History Alive! World Connections (TCI), Tulare Western</p> <p>World History: Patterns of Interaction, (Houghton Mifflin Harcourt) 10th grade, Tulare Union</p> <p>US History: History Alive!, (TCI), 11th grade, All Sites</p> <p>US History AP: America’s History 9th edition (Bedford Freeman &amp; Worth), 11th grade, All Sites</p> <p>History 17 &amp; 18: Give Me Liberty 5th edition (W.W. Norton), 11th-12th, Mission Oak</p> <p>AP European History: A History of Western Society, 13th Edition (Bedford, Freeman &amp; Worth) 10th-12th, Tulare Union</p> <p>Government: Government Alive!,(TCI), 12th grade, All Sites</p> <p>Government AP: American Government Institutions &amp; Policies (Cengage), Mission Oak &amp; Tulare Western</p> <p>AP Government: Government in American (Pearson-Savvas), 12th grad, Tulare Union</p> <p>Economics: Economics, (Houghton Mifflin), 12th grade, All Sites</p> <p>Economics Honors: Economics, (Houghton Mifflin), 12th Grade, Tulare Western &amp; Mission Oak</p>		0%

	<p>Cultural History: People's History of the U.S. (Harper Collins), Mission Oak</p> <p>AP Psychology: Psychology AP Myers 3rd edition (Bedford, Freeman &amp; Worth) All Sites</p> <p>Psychology: Psychology (Prentice Hall/Pearson-Savvas), 11th-12th, Tulare Western</p> <p>AP Human Geography: The Cultural Landscape, An Introduction to Human Geography, 13th Edition (SAVVAS), 11th-12th, Tulare Western</p>		
<b>Foreign Language</b>	<ul style="list-style-type: none"> <li>Spanish 1: ¡Qué chévere! Level 1 2nd edition (Carnegie Learning) 9th -12th, All Sites 2021</li> </ul> <p>Spanish 2: , ¡Qué chévere! Level 2 2nd edition, (Carnegie Learning) 9th -12th, Tulare Western &amp; Tulare Union</p> <p>Spanish 2: Expresate 2, 2008, (Houghton Mifflin), 9th -12th, Mission Oak</p> <p>Spanish 3: ¡Qué chévere! Level 3, (Carnegie Learning) 2nd edition: , 9th -12th, All Sites 2021</p> <p>Spanish 4: ¡Qué chévere! Level 3, (Carnegie Learning) 2nd edition: , 9th -12th, Tulare Western. And Tulare Union</p> <p>Spanish for Heritage Speakers: En Voz Alta,(Carnegie Learning), 9th -12th, Tulare Union &amp; Tulare Western</p> <p>Spanish for Heritage Speakers: Asi Se Dice, 2012, (McGraw Hill), 9th -12th, Mission Oak</p> <p>AP Spanish Language 5: Abriendo Paso: Gramatica, 2014, (Pearson), 10th -12th, All Sites; Abriendo Paso: Temas Y lecturas, 2014, (Pearson), 10th -12th, All Sites; Triangulo Aprobado, 2013 (Wayside Publications), 10th -12th, Tulare Western &amp; Mission Oak</p> <p>AP Spanish Literature 7: Abriendo Puertas, 2013, (Houghton Mifflin), 11th -12th, All Sites</p> <p>Portuguese 1: Bom Dia 1, 2002, (Spinner Publications), 9th -12th, All Sites</p> <p>Portuguese 2: Bom Dia 2, 2002, (Spinner Publications), 9th -12th, All Sites</p> <p>Portuguese 3:Cidades do Mar - Nivel B1, (Porto Editora-Portugual), 9th-12th, All Sites 2021</p> <p>Portuguese 4 Honors: Cidades do Mar - Nivel B2, (Porto Editora-Portugual), 9th -12th, All Sites 2021</p> <p>Health: Glencoe Health &amp; Sexuality, (McGraw Hill), 9th-12th grade, Tulare Western</p>	Yes	0%
<b>Health</b>	<p>Freshman Studies: Glencoe Health &amp; Sexuality, (McGraw Hill), 9th-12th grade, All sites</p> <p>How to Drive 15th edition, (AAA), All Sites 2021</p>	Yes	0%
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			



## School Facility Conditions and Planned Improvements

Situated on approximately 45 acres, Tulare Western High School was originally constructed in 1959 and has been thoroughly modernized over the past several decades. Tulare Western High School is currently comprised of 77 permanent classrooms, a library, four computer labs, a career center, a cafeteria, one multipurpose room, three softball fields, three baseball fields, a football practice field, six tennis courts, and two gymnasiums. The chart displays the results of the most recent school facilities inspection. Specific findings of the most recent inspection are available in the main office upon request.

### Cleaning Process

Tulare Western High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

### Maintenance & Repair

A scheduled maintenance program is administered by Tulare Western High's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Tulare Joint Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order.

### Year and month of the most recent FIT report

January 12, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



## 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 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).

#### SARC Reporting in the 2020-2021 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

Note that 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.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	419	398	94.99	5.01	56.2
<b>Female</b>	213	202	94.84	5.16	58
<b>Male</b>	206	196	95.15	4.85	54.36
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	334	316	94.61	5.39	53.18
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	64	62	96.88	3.12	69.35
<b>English Learners</b>	38	34	89.47	10.53	2.94
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	305	288	94.43	5.57	51.58
<b>Students Receiving Migrant Education Services</b>	12	10	83.33	16.67	--
<b>Students with Disabilities</b>	41	36	87.8	12.2	0

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	421	382	90.74	9.26	17.80
Female	215	195	90.70	9.30	16.92
Male	206	187	90.78	9.22	18.72
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	336	307	91.37	8.63	14.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	64	57	89.06	10.94	28.07
English Learners	38	35	92.11	7.89	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	307	281	91.53	8.47	13.52
Students Receiving Migrant Education Services	12	11	91.67	8.33	27.27
Students with Disabilities	41	34	82.93	17.07	0.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	21	NT	NT	NT	NT
<b>Female</b>	13	NT	NT		
<b>Male</b>	--	NT	NT		
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	13	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	15	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

The following Career Education and ROP programs are offered to Tulare Western students:

- Auto Technician
- Construction Technician
- Furniture/Cabinet Making
- Health Occupations
- Accounting
- Careers in Education
- Digital Design
- Agriculture Business
- Agriculture Mechanics
- Livestock Management
- Agriculture Science
- Drafting
- Food Service
- Merchandising

The following classes are articulated with College of the Sequoias:

English 1, English 2, Beginning and Intermediate Sewing, and Medical Terminology

Teachers throughout the district have established benchmarks and essentially learnings for all coursework. Students participate in program majors and career pathways, and these courses give students an opportunity to complete these pathways. All of these career-technical programs have classes that offer rigorous coursework for all students. Within each CTE program there are a sequence of courses which allows students to gain the skills and knowledge necessary to earn a certificate of completion

All Career Technical Education programs are available to all students in the district. Many students go to the district farm or other campus to take a CTE course. High school counselors work with all students in identifying their goals and career pathway or program. Career center technicians work with students on interest surveys and identify careers as well. All students are invited to participate in CTE programs regardless of socio-economic background, ethnic background, or learning ability.

Several assessment tools are used for all CTE programs and courses. They include: reports on enrollment, concentrators and completors for each CTE program. Follow-up surveys on student placement in the industry or continuing education information helps the district evaluate the course, also. Several advisory committees involving business representatives, teachers, parents, and students evaluate all CTE programs and courses throughout the year.

For more information about Career/Technical Education and/or the district's Regional Occupation Program, please contact Maria Bueno, Assistant Superintendent for Student Services and Special Programs.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,433
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	



## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.42
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	51.2

## B. Pupil Outcomes

### 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 area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

## 2021-22 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Tulare Western High School. Tulare Western parents annually participate in Parent Institute for Quality Education (PIQE). Parents also participate in school-site council and ELAC committee. Numerous programs and activities are enriched by parent volunteers and the generous contributions made by the following organizations: Tulare Western Parent and Academic Club, Athletic Boosters, FFA Boosters, and Band Boosters. For more information on how to get involved, visit the school website or contact the school directly. Parents and students benefit from parental involvement and is founded as one of the keys to a successful high school experience.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	6.0	2.4	1.6	4.8	3.3	1.5	9.0	8.9	9.4
<b>Graduation Rate</b>	93.6	97.4	97.9	94.3	96.0	96.8	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	431	422	97.9
<b>Female</b>	220	217	98.6
<b>Male</b>	211	205	97.2
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	331	326	98.5
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	69	68	98.6
<b>English Learners</b>	34	32	94.1
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	356	347	97.5
<b>Students Receiving Migrant Education Services</b>	14	14	100.0
<b>Students with Disabilities</b>	32	30	93.8

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2064	2013	61	3.0
Female	1041	1014	26	2.6
Male	1022	998	35	3.5
American Indian or Alaska Native	8	7	2	28.6
Asian	31	31	0	0.0
Black or African American	51	49	3	6.1
Filipino	10	10	0	0.0
Hispanic or Latino	1644	1601	53	3.3
Native Hawaiian or Pacific Islander	5	4	0	0.0
Two or More Races	9	9	0	0.0
White	289	286	3	1.0
English Learners	243	232	13	5.6
Foster Youth	19	17	3	17.6
Homeless	41	40	6	15.0
Socioeconomically Disadvantaged	1532	1496	59	3.9
Students Receiving Migrant Education Services	43	43	2	4.7
Students with Disabilities	190	189	13	6.9

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	6.48	0.19	7.71	0.54	3.47	0.20
<b>Expulsions</b>	0.69	0.00	0.55	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	4.42	6.19	2.45
<b>Expulsions</b>	0.41	0.42	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.19	0.00
<b>Female</b>	0.10	0.00
<b>Male</b>	0.29	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	1.96	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.18	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	5.26	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.20	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

The safety of students and staff is always a priority at Tulare Western High School. Tulare Western installed a secured door/buzz-in system, so all guests entering through the main office or the counseling office, get cleared prior to entering the campus. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among teachers, school administrators, and campus security staff. To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed, which is updated every spring. Any revisions made to the plan are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following: child abuse reporting procedures, disaster response procedures, suspension and expulsion policy, sexual harassment policy, teacher notification of dangerous pupils procedures, and safe ingress and egress of pupils, parents, and school employees. Tulare Western Admin has worked with stakeholders to develop a plan to reduce suspensions of all general education students and special education students. Tulare Western is implementing a Positive Behavior Intervention and Supports program which includes an incentive program for positive behavior, spirit shirts, and a PRIDE assembly at the end of the school year to recognize and celebrate student success.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and intruder drills, are held on a rotating basis. Tulare Western staff have also been ALICE (Alert, Lockdown, Inform, Counter, Evacuate) trained for scenarios involving campus intruders or active shooters on campus.

In dealing with COVID-19, all staff are required to provide proof of vaccination status or submit to a weekly COVID test. All students, staff, and visitors are required to wear masks indoors.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	28	47	10
Mathematics	25	20	49	13
Science	26	18	31	14
Social Science	27	9	39	10

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	23	47	17
Mathematics	27	14	43	15
Science	24	21	47	1
Social Science	29	6	39	14

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	26	39	19
Mathematics	27	15	30	19
Science	25	16	31	12
Social Science	29	11	28	19

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	314.3

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8258	1536	6722	85349
District	N/A	N/A	10910	\$88,699
Percent Difference - School Site and District	N/A	N/A	-41.0	-4.5
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	-22.7	-10.0

## 2020-21 Types of Services Funded

Based on 2020-2021 audited financial statements, Tulare Joint Union High School District and the board of trustees have done a great job of managing district finances as well as mediating state budget shortfalls. The list below shows how Tulare Western High school's per pupil funding (from both restricted and unrestricted sources) is used.

state and federal categorical funding for the following support programs:

- Instructional Materials
- Home-to-School Transportation
- CTEIG
- Special Education
- Workability
- Title I
- Title II
- Title III
- Title IV
- ESSER I
- ESSER II
- GEER
- K12 Strong Workforce
- Corona Relief Funds
- Covid-19 Response Funds (SB-117)
- Learning Loss Mitigation Funds
- In Person Instruction Grant
- Medical
- MAA
- School Climate Grant
- EPA-Education Grant
- AG Incentive Grant
- Low-Performing Schools Block Grant
- Lottery



## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$58,540	\$54,687
<b>Mid-Range Teacher Salary</b>	\$81,782	\$92,222
<b>Highest Teacher Salary</b>	\$109,127	\$114,208
<b>Average Principal Salary (Elementary)</b>	\$0	\$143,647
<b>Average Principal Salary (Middle)</b>	\$0	\$145,785
<b>Average Principal Salary (High)</b>	\$146,961	\$162,322
<b>Superintendent Salary</b>	\$179,860	\$258,950
<b>Percent of Budget for Teacher Salaries</b>	32%	32%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	20.6
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	5
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	4
<b>Mathematics</b>	3
<b>Science</b>	1
<b>Social Science</b>	12
<b>Total AP Courses Offered</b>	25

## Professional Development

Student Achievement Data is monitored regularly by the District and sites. Based on the data we have a number of areas that have been the focus of professional development. We are in our third year of implementing PLCs with fidelity focusing on aligning curriculum, grading, instructional practices, and interventions. In addition, ensuring appropriate supports for our Emerging Bilinguals, Special Education, and other minority student groups is in the forefront of our professional development activities.

The math program has changed their curriculum in Algebra 1, Geometry, and Algebra 2 therefore there has been extensive professional development in the new curriculum and the strategies to be utilized with this new curriculum. The District provides Instructional Coaches in the areas of math and ELD.

The district has contracted with Solution Tree to provide training and support to our PLCs as they continue to focus on the hard work of Collaborative Teams. The District continues to provide professional development to the core departments providing support in their process of aligning curriculum with the California Common Core State Standards, instructional strategies, and intervention practices. Instructional Technology is another highly supported area. A majority of the professional development activities are conducted during the school day with teachers being provided substitutes so they can attend the PD sessions required by the District. There are also opportunities to teachers to participate or request individual support from the coaches or access to workshops, seminars and conferences.

Additionally, staff are trained in Youth Mental Health training, CPI (Crisis Prevention Institute) training, PBIS (positive behavior interventions) and much more.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

# Tulare Joint Union High School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Tulare Joint Union High School District
<b>Phone Number</b>	(559) 688-2021
<b>Superintendent</b>	Dr. Lucy Van Scyoc
<b>Email Address</b>	Lucy.VanScyoc@tulare.12.ca.us
<b>District Website Address</b>	www.tjuhsd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1083	985	90.95	9.05	58.27
<b>Female</b>	517	476	92.07	7.93	63.42
<b>Male</b>	566	509	89.93	10.07	53.45
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	16	100.00	0.00	78.57
<b>Black or African American</b>	21	17	80.95	19.05	37.50
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	853	777	91.09	8.91	55.48
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	11	91.67	8.33	81.82
<b>White</b>	175	159	90.86	9.14	70.44
<b>English Learners</b>	92	76	82.61	17.39	2.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	40	38	95.00	5.00	35.29
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	775	697	89.94	10.06	52.67
<b>Students Receiving Migrant Education Services</b>	30	26	86.67	13.33	30.77
<b>Students with Disabilities</b>	82	72	87.80	12.20	5.56

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1085	960	88.48	11.52	21.00
<b>Female</b>	519	468	90.17	9.83	20.51
<b>Male</b>	566	492	86.93	13.07	21.47
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	15	93.75	6.25	40.00
<b>Black or African American</b>	21	18	85.71	14.29	11.11
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	855	758	88.65	11.35	17.88
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	9	75.00	25.00	--
<b>White</b>	175	155	88.57		32.26
<b>English Learners</b>	92	81	88.04	11.96	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	40	38	95.00	5.00	5.26
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	777	681	87.64	12.36	16.03
<b>Students Receiving Migrant Education Services</b>	30	27	90.00	10.00	14.81
<b>Students with Disabilities</b>	82	67	81.71	18.29	0.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

