



Tulare Union High School

755 East Tulare Avenue • Tulare, CA 93274 • (559) 686-4761 • Grades 9-12

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Tulare Joint Union High School District

426 North Blackstone St.
Tulare, CA 93274
(559) 688-2021
www.tjuhsd.org

District Governing Board

Cathy Mederos
Board President

Frank Fernandes

Board Vice-President

Craig Hamilton
Board Clerk

Laura Fonseca
Board of Trustee

Kelley Nicholson
Board of Trustee

District Administration

Tony Rodriguez
Superintendent

Tony Rodriguez
Associate Superintendent

Barbara Oriso
**Assistant Superintendent
Human Resources**

Lucy VanScyoc, Ed.D.
**Assistant Superintendent of
Curriculum, Technology and
Assessment**

Vivian Hamilton
Business Manager

Donny Trimm
Director of Technology

Daniel Pierotte
Director of Facilities

Jason Edwards
Director of Special Education

Janet Stephens
Director of Food Services

School Description

Our vision is to create an exemplary school serving all learners in a positive and caring learning environment through:

- Teaching students to model compassion, respect, and genuine concern for others.
- Respecting the diverse student population by developing and implementing a curriculum, that best serves their individual needs.
- Inspiring students to explore and pursue their passion and purpose in life as they work towards achieving their goals.
- Building a strong foundation to prepare students for their future by providing a path for college and career readiness.
- Equipping students with the tools to be productive, contributing members of society.

Principal's Message:

Tulare Union High School offers academic, athletic and extra-curricular opportunities that are second-to-none. We pride ourselves on creating an academic culture that enables all students to achieve their full potential. Over the past few years Tulare Union High School has:

- Been recognized by Fresno State's Bonner Center for Education as one of only 6 high schools in the central valley for our efforts in the area of character education.
- Earned our Bronze Level of Distinction with our PBIS Program.
- Been selected as a Tulare COE TORCH Achievement Award Winner, and a Tulare COE TORCH Sustaining the Flame Achievement Award Winner.
- Been selected as one of only ten high schools in the state of California to participate in the Successful Practices Network sponsored by The International Center for Leadership in Education / Bill and Melinda Gates Foundation as a "Model School".
- Recognized by US News and World Report with a silver ranking among the Best High Schools in America.
- Earned the highest term of accreditation awarded by the Western Association of Schools and Colleges.
- Successfully demonstrated Adequate Yearly Progress in all areas required by the Federal No Child Left Behind Act.
- Earned recognition from the California Department of Education as a California Distinguished School.
- Earned recognition from the California Department of Education as an Exemplary Career Technical Education School.
- Earned recognition as an AVID National Certified School.

The school community has identified four goals, or school-wide learner outcomes, for all Tulare Union High School graduates.

All students graduating from Tulare Union High School will be able to demonstrate the ability to:

- meet or exceed standards on the assessments utilized within the California Assessment of Student Performance and Progress.
- communicate, collaborate, think critically and be creative in order to demonstrate 21st Century Skills.
- participate in a project-based learning environment to complete performance tasks of high quality.
- demonstrate readiness for post-secondary college and career opportunities.

Our goal is for every student to succeed. We urge students to take full advantage of all Tulare Union has to offer. Our staff looks forward to working with both students and their parents to ensure a successful, enjoyable and rewarding high school experience.

Community and School Profile:

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 Union 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.

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	538
Grade 10	429
Grade 11	418
Grade 12	366
Total Enrollment	1,751

Teacher Misassignments and Vacant Teacher Positions at Tulare Union High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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.

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.5
Asian	0.7
Filipino	0.4
Hispanic or Latino	73.2
Native Hawaiian or Pacific Islander	0.5
White	19.8
Two or More Races	0.9
Socioeconomically Disadvantaged	73.6
English Learners	9.4
Students with Disabilities	7.3
Foster Youth	0.5
Homeless	3.5

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 for Tulare Union High	18-19	19-20	20-21
With Full Credential	62	66	74
Without Full Credential	9	11	1
Teaching Outside Subject Area of Competence	26	26	22

Teacher Credentials for Tulare Joint Union High	18-19	19-20	20-21
With Full Credential	♦	♦	252
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	62

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

The Tulare Joint Union High School District held a public hearing on September 5, 2019 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 March, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: 3/19/19

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Percent of students lacking their own assigned textbook: 0.0%
Mathematics	<p>Core Connections Algebra 1 -McDougal - Adopted: 2008 (Alg 1 & H) Core Connections Algebra 2 - McDougal - Adopted: 2008 (Alg 2 & H) Core Connections Geometry - CPM - Adopted: 2013 Pre-Calculus Graph, Numerical, Algebraic 8th Ed- Pearson - Adopted: 2011 Calculus Graph, Numerical, Algebraic 5th AP Ed- Pearson - Adopted: 2016 The Practice of Statistics AP 4th Ed - MPS - Adopted: 2012 Foundations in Personal Finance - Dave Ramsey - Adopted: 2013 (Tech math)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>Earth Science - Holt - Adopted: 2005 (Physical/Earth Sci) Biology - Prentice Hall/Pearson - Adopted: 2007 (Life Sci & Bio H) Biology - Prentice Hall/Pearson - Adopted: 2007 (Biology) Intro to Human Body - Wiley - Adopted: 2011 (Human Bio) Chemistry - Prentice Hall/Pearson - Adopted: 2005 (Chem & H) Physics: Principles & Problems - McGraw Hill/Glencoe - Adopted: 2009 (Physics) College Physics: A Strategic Approach AP Ed- Pearson - Adopted: 2015 (Physics AP) Campbell Biology 10th AP Ed - Pearson - Adopted: 2014 (Biology AP)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p>
History-Social Science	Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	<p>Latin III, Oxford Latin Course Part III, Oxford University Press, 1997</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Visual and Performing Arts	<p>1. Advanced Broadcast Media, Final Cut Pro X 10.4, Professional Post Production, Peachpit Press, 2017 2. Advanced Film Arts: Cinematography: Theory & Practice 3rd Edition, Routledge, 2016 3. Advanced Broadcast Media: Television Production & Broadcast Journalism, GW Publisher, 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Situated on approximately 23 acres, Tulare Union High was originally constructed in the 1930s and has been thoroughly modernized over the past several decades. The most recent renovations occurred in 2011 and included the transformation of two classrooms into an updated drafting lab. The old drafting lab was turned into two updated classrooms.

Tulare Union High School is currently comprised of 63 classrooms, five portable classrooms, a community special day classroom, a library, four computer labs, a career center, a cafeteria, an auditorium, two multipurpose rooms, two gymnasiums, a swim complex, eight tennis courts, the Bob Mathias stadium, a student store, administrative offices, and athletic fields.

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 Union 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 Union High School'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.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: January 8, 2021

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

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	60	N/A	53	N/A	50	N/A
Math	29	N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	26	N/A	20	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Parents and the community are very supportive of the educational program at Tulare Union High School. Numerous programs and activities are enriched by parent volunteers and the generous contributions made by the following organizations: Red & Gold Booster Club, School Advisory, Band Boosters, Athletic Boosters, and our School Site Council.

Contact Information

Parents who wish to participate in the school's leadership teams, committees, activities, or become a volunteer may contact the main office at (559) 686-4761. The district's website (www.tulare.k12.ca.us) also provides a variety of helpful resources and information for parents, students, staff, and community members.

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.

School Safety Plan (School Year 2020-2021)

Safety of students and staff is a primary concern of Tulare Union High School. All guests to the campus must sign in at our security building (guard shack) 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, with updates occurring every spring. Any revisions made to the plan are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following: disaster response procedures, child abuse reporting 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.

The school is 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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.9	7.3	7.7	7.7	3.5	3.5
Expulsions	0.5	0.4	0.6	0.5	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.05	6.42	
Expulsions	0.46	0.00	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	296.8

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	24	25	35	14	25	26	40	10	25	22	43	12
Mathematics	24	17	25	18	25	19	42	10	25	13	45	6
Science	23	21	24	15	27	12	26	14	23	24	26	11
Social Science	25	15	20	16	27	10	30	11	26	10	35	6

*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.

Professional Development (Most Recent Three Years)

The district is currently in the beginning stages of transitioning to the Common Core Standards and the major focus for staff development has been in this area.

The math program has changed their curriculum in Algebra 1 and Geometry therefore there has been extensive professional development in the new curriculum and the strategies to be utilized with this new curriculum. The professional development for Geometry was conducted during the summer in 2013 and coaches were provided for the math teachers throughout the year. In addition, there were four full-day trainings offered to all Geometry teachers during the year.

The district has also contracted with the Tulare County Office of Education to provide training to staff and administrators to fully understand the Common Core Standards. The district has also provided professional development on the district common core writing rubric developed by the Common Core Writing Focus group. Professional development was provided to teachers to learn new instructional strategies that they could utilize as they transitioning to the common core state standards. The professional development that was provided included Kagan strategies, 21st Century skills by Lee Crockett, Project Based Learning, and Interactive notebooks. The district will continue to provide professional development to staff as the transition to the Common Core Standards continue and to be ready for the Smarter Balance Assessment that will be given in 2014-15.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,288	\$52,670
Mid-Range Teacher Salary	\$78,637	\$89,660
Highest Teacher Salary	\$104,930	\$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$142,638
Average Principal Salary (HS)	\$144,583	\$158,074
Superintendent Salary	\$171,941	\$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29.0	32.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9951	1587	8364	87894
District	N/A	N/A	11203	\$85,392
State	N/A	N/A	\$7,750	\$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-29.0	2.9
School Site/ State	7.6	-2.7

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

Types of Services Funded

Tulare Union High School offers support programs for students in the following areas:

- Academic Support
- Social/Emotional Support
- College and Career Readiness

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)

Rate for Tulare Union High School	2016-17	2017-18	2018-19
Dropout Rate	5	0.3	4.5
Graduation Rate	93.4	98.5	94.5

Rate for Tulare Joint Union High School	2016-17	2017-18	2018-19
Dropout Rate	6.5	4	4.8
Graduation Rate	90.5	94	94.3

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1388
% of pupils completing a CTE program and earning a high school diploma	52.6
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs

Tulare Union High strives to graduate citizens who are fully capable of functioning and prospering in society. The school’s workforce preparation program prepares students to succeed through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom to realworld contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to ensure work-readiness.

The school addresses the needs of all students, as well as those in career preparation, through professional development, guidance, and counseling from school personnel regarding career paths and courses of study. Job fairs, work experience, career internships, use of technology, and community service projects are made available to heighten student awareness of options for education, training, and employment beyond high school. For more information about Career/Technical Education and/or the district’s Regional Occupation Program, please contact Terry Langlie. The available Career Preparation and ROP courses are as follows:

- Agriculture Business
- Agriculture Mechanics
- Agriculture Science
- Livestock Management
- Accounting
- Electronics Technician
- Fashion Design/Dynamics
- Construction Technology
- Furniture/Cabinet Making
- Auto Technician
- Landscaping/Horticulture
- Child Development
- Drafting
- Food Service
- Merchandising
- Office Assistant
- Web Design
- Dairy Management
- Vet Services
- Floriculture
- Medical Billing
- Health Occupations
- Health Provider
- Small Engine Repair
- Welding
- Cadet Corp

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.55
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	45.98

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts	1	N/A
Foreign Language	5	N/A
Mathematics	4	N/A
Science	6	N/A
Social Science	9	N/A
All courses	29	20.2

*Where there are student course enrollments of at least one student.

Teachers throughout the district have established benchmarks and essential 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.

A Program Major Partnership Committee has been established for each of the seven Program Majors. A career day aligned to the Program Majors is planned for juniors each fall. During the spring semester, the World Language department hosts an annual career week and brings in community speakers to emphasize the importance of knowing a second language in the world of work.

Upon graduation, each high school graduate is provided a diploma supplement listing their Program Major, attendance, standardized test scores, grade point average, high school awards, and extracurricular and co-curricular activities. The community is informed about the supplement document and encouraged to request it when interviewing students for jobs.

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).

California School Dashboard

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