



# Tulare Union High School

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

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Tulare Joint Union High School District

426 North Blackstone  
Tulare, CA 93274  
(559) 688-2021  
[www.tulare.k12.ca.us](http://www.tulare.k12.ca.us)

#### District Governing Board

Frank Fernandes  
Laura Fonseca  
Craig Hamilton  
Kelley Nicholson  
Cathy Mederos

#### District Administration

Sarah Koligian Ed.D.  
**Superintendent**

Tony Rodriguez  
**Associate Superintendent**

Andrew Bukosky, Ed.D.  
**Assistant Superintendent  
Human Resources**

Marie Pinto  
**Director  
State & Federal Programs**

Vivian Hamilton  
**Business Manager**

Donny Trimm  
**Director of Technology**

Chris Stevens  
**Director of Facilities**

Jennifer Reimer  
**Director of Special Education**

Lucy VanScyoc  
**Director of Accountability**

### 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.

### School Mission Statement:

Tulare Union High School, in partnership with the students, parents, and the community, will provide a safe environment that inspires and challenges the intellectual, social, emotional and physical development of all students, with respect for all members of a global community.

## School Vision Statement

Our vision at Tulare Union High School is to create an exemplary school which serves all of its learners in a positive and caring learning environment through:

- T- Training students to be productive, contributing members of society.
- U- Utilizing a variety of engaging teaching strategies embedded in an innovative curriculum.
- H- Helping students determine their passion in life and working toward achieving their goals.
- S- Striving to model compassion, respect, and genuine concern for others.

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	484
Grade 10	434
Grade 11	407
Grade 12	350
<b>Total Enrollment</b>	<b>1,675</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.8
Asian	1.1
Filipino	0.4
Hispanic or Latino	70.7
Native Hawaiian or Pacific Islander	0.3
White	22.1
Socioeconomically Disadvantaged	73.4
English Learners	9.2
Students with Disabilities	4.4
Foster Youth	0.5

## 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			
Tulare Union High School	16-17	17-18	18-19
With Full Credential	67		
Without Full Credential	2		
Teaching Outside Subject Area of Competence	0		
Tulare Joint Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Tulare Union High School	16-17	17-18	18-19
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The Tulare Joint Union High School District held a public hearing on August 21, 2017 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, 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: 01/3/2018</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	<p>Collections 9th grade - Houghton Mifflin - Adopted: 2017 (Eng 1A &amp; H)                      Collections 10th grade - Houghton Mifflin - Adopted: 2017 (Engl 2A &amp; H)                      Glencoe Speech - Glencoe Mc-Graw Hill - Adopted: 2012                      Read 180/ Edge Level A - Hampton Brown - Adopted: 2010 (Eng Interv &amp; IS A 9th gr)                      Read 180/Edge Level B - Hampton Brown - Adopted: 2010 (Eng Interv &amp; IS B 9th gr)                      Edge Level B - Hampton Brown - Adopted: 2010 (Eng Interv &amp; IS B 10th gr)                      Pearson Literature - Pearson - Adopted: 2010 (Eng 3A, 11th gr)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<b>Mathematics</b>	<p>Core Connections Algebra 1 - McDougal - Adopted: 2008 (Alg 1 &amp; H)                      Core Connections Algebra 2 - McDougal - Adopted: 2008 (Alg 2 &amp; 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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<b>Science</b>	<p>Earth Science - Holt - Adopted: 2005 (Physical/Earth Sci)                      Biology - Prentice Hall/Pearson - Adopted: 2007 (Life Sci &amp; 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 &amp; H)                      Physics: Principles &amp; 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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0</p>
<b>History-Social Science</b>	<p>World Geography - Glencoe - Adopted: 2006 (Freshmen Studies)                      Modern World History - Holt McDougal - Adopted: 2012 (World History)                      History Alive: World Connections - TCI - Adopted: 2012 (World History H)                      History Alive - TCI - Adopted: 2012 (US History)                      American Pageant - Cengage Learning - Adopted: 2009 (US History AP)                      Government Alive! - TCI - Adopted: 2009 (Government)                      Government in America 16th AP Ed - Pearson - Adopted: 2016 (AP Government)                      Economics Principles in Action - Pearson - Adopted: 2010 (Economics)                      AP Economics - Worth - Adopted: 2010 (Economics AP)                      West in the World AP Ed - McGraw Hill/Glencoe - Adopted: 2014 (AP European History)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 01/3/2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Foreign Language</b>	<p>Espre'sate - Holt - Adopted: 2010 (Spanish 1)                      Espre'sate 2- Holt - Adopted: 2011 (Spanish 2)                      Espre'sate 3 - Holt - Adopted: 2012 (Spanish 3)                      Asi se dice - Glencoe/McGraw Hill - Adopted: 2012 (Spanish 4)                      Galeria De Artz 7 Vida - McGraw Hill/Glencoe - Adopted: 2009 (Span Lang &amp; H)                      Abriendo Puertas - Holt Houghton Mifflin - Adopted: 2012 (Span Lang AP)                      Bom Dia - Spinner Publication - Adopted: 2008 (Portuguese 1)                      Bom Dia 2 - Spinner Publication - Adopted: 2008 (Portuguese 2)                      Ponto De Encontro - Pearson - Adopted: 2009 (Portuguese 3)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<b>Visual and Performing Arts</b>	<p>PH Psychology - Prentice Hall - Adopted: 2015                      Art Through the Ages - Houghlin Mifflin - Adopted: 2009 (AP Art History)                      Art Talk - McGraw Hill/Glencoe - Adopted: 2005 (Art Concepts/Adv Art Concepts)                      Foundations of Restaurant I - Pearson - Adopted: 2013                      Foundations of Restaurant II - Pearson - Adopted: 2013</p> <p>G-W Guide to Good Foods                      Home Economics                      Adopted 2013</p> <p>G-W Succeeding in Life &amp; Career                      Home Economics                      Adopted 2013</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 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)		
Year and month in which data were collected: January 4, 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	65.0	61.0	52.0	54.0	48.0	50.0
Math	37.0	36.0	26.0	27.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.0	18.9	35.5

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	395	385	97.47	61.20
<b>Male</b>	184	176	95.65	55.68
<b>Female</b>	211	209	99.05	65.87
<b>Black or African American</b>	18	18	100.00	72.22
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	272	265	97.43	56.44
<b>White</b>	90	89	98.89	69.66
<b>Socioeconomically Disadvantaged</b>	283	274	96.82	55.68
<b>English Learners</b>	67	61	91.04	16.39
<b>Students with Disabilities</b>	28	26	92.86	11.54
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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

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

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

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	395	382	96.71	35.6
Male	184	174	94.57	27.59
Female	211	208	98.58	42.31
Black or African American	18	18	100	38.89
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	272	262	96.32	31.68
White	90	88	97.78	42.05
Socioeconomically Disadvantaged	283	272	96.11	31.62
English Learners	67	63	94.03	3.17
Students with Disabilities	28	26	92.86	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

### 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 2018-19)

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](http://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

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			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.7	5.5	6.9
Expulsions Rate	0.7	0.3	0.5
District	2015-16	2016-17	2017-18
Suspensions Rate	5.0	7.0	7.7
Expulsions Rate	0.4	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

#### 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	361.6

\* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	24.0	25.0	24.0	25	19	25	34	47	35	19	8	14
Mathematics	22.0	24.0	24.0	28	22	17	40	31	25	4	11	18
Science	26.0	28.0	23.0	9	5	21	31	31	24	11	11	15
Social Science	29.0	28.0	25.0	8	6	15	17	27	20	21	12	16

\* 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 provided for Teachers

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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,057	\$50,747
Mid-Range Teacher Salary	\$74,123	\$86,127
Highest Teacher Salary	\$98,906	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$129,807	\$150,286
Superintendent Salary	\$169,400	\$238,058
Percent of District Budget		
Teacher Salaries	34.0	34.0
Administrative Salaries	6.0	5.0

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

### Types of Services Funded

Based on 2010-11 audited financial statements, Tulare Joint Union High School District spent an average of \$9,473 to educate each student. The chart provides a comparison of Tulare Union High's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

In addition to general state funding, Tulare Joint Union High School District received state and federal categorical funding for the following support programs:

- Peer Assistance & Review
- 10th Grade Counseling
- Instructional Materials
- Wildlife Reserve Funds
- Home-to-School Transportation
- ROC/P
- Vocational & Applied Technology
- Special Education
- Gifted & Talented Pupils
- Economic Impact Aid
- Vocational Ed, Handicapped Students
- Title I
- Drug/Alcohol/Tobacco Funds
- Class Size Reduction
- Safe & Drug Free Schools & Communities

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9182	1052	8130	81649
District	◆	◆	9724	\$80,568
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-17.9	1.3
Percent Difference: School Site/ State			13.2	-5.0

\* Cells with ◆ do not require data.

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Tulare Union High School	2014-15	2015-16	2016-17
Dropout Rate	11.7	7.9	5.0
Graduation Rate	88.3	91.6	93.4
Tulare Joint Union High School District	2014-15	2015-16	2016-17
Dropout Rate	13.6	11.8	6.5
Graduation Rate	85.6	87.2	90.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	376
% of pupils completing a CTE program and earning a high school diploma	78.5
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100.0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	99.2
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	47.3

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	♦
English	5	♦
Fine and Performing Arts	3	♦
Foreign Language	5	♦
Mathematics	4	♦
Science	4	♦
Social Science	9	♦
All courses	30	19.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	91.5	93.1	88.7
Black or African American	83.3	91.8	82.2
American Indian or Alaska Native	100.0	91.7	82.8
Asian	100.0	100.0	94.9
Filipino	66.7	75.0	93.5
Hispanic or Latino	92.8	92.9	86.5
Native Hawaiian/Pacific Islander	0.0	66.7	88.6
White	88.0	94.2	92.1
Two or More Races	0.0	66.7	91.2
Socioeconomically Disadvantaged	90.7	92.7	88.6
English Learners	55.8	50.3	56.7
Students with Disabilities	90.9	91.2	67.1
Foster Youth	0.0	90.0	74.1

### 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

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).

### **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.