



Tulare Western High School

824 West Maple Avenue • Tulare, CA 93274 • (559) 686-8751 • 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

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(559) 688-2021
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District Governing Board

Kelley Nicholson
Laura Fonseca
Cathy Mederos
Frank Fernandes
Craig Hamilton

District Administration

Tony Rodriguez
Superintendent

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

Barbara Orisio
**Assistant Superintendent
Human Resources**

Tammy Aldaco
**Assistant Superintendent of
Student Services and Special
Programs**

Vivian Hamilton
Business Manager

Donny Trimm
Director of Technology

Chris Stevens
Director of Facilities

Jason Edwards
Director of Special Education

School Description

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 2018-2019 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.

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	541
Grade 10	537
Grade 11	452
Grade 12	493
Total Enrollment	2,023

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.3
Asian	1.3
Filipino	0.6
Hispanic or Latino	76.7
Native Hawaiian or Pacific Islander	0.0
White	16.2
Socioeconomically Disadvantaged	76.8
English Learners	8.5
Students with Disabilities	6.7
Foster Youth	0.8

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 Western High School	16-17	17-18	18-19
With Full Credential	84	82	81
Without Full Credential	0	5	6
Teaching Outside Subject Area of Competence	0	0	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 Western High School	16-17	17-18	18-19
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.

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 March 2017, 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: 01/3/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Collections 9th grade - Houghton Mifflin - Adopted: 2017 (Engl 1A & H) Collections 10th grade - Houghton Mifflin - Adopted: 2017 (Engl 2A & H) READ 180/Edge Level A - Hampton Brown - adopted 2010 (Eng Interv & IS A 9th gr) READ 180/Edge Level B - Hampton Brown - Adopted: 2010 (Eng Interv & IS B 9th gr) Edge Level B - Hampton Brown - Adopted: 2010 (Eng Interv & IS B 10th gr) Pearson Literature - Pearson - Adopted: 2010 (Eng 3A, 11th gr)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Core Connections Algebra 1 - McDougal - Adopted: 2008 (Alg 1 & H) Core Connections Algebra 2 - Mc Dougal - Adopted: 2008 (Alg 2 & H) Core Connections Geometry - CPM - Adopted: 2013 (Geo & H) Core Connections Integrated 1 - CPM- Adopted: 2014 (Integrated Math) Pre-Calculus Graph, Numerical, Algebraic 8th Ed - Pearson - Adopted: 2011 Calculus Graph, Numerical, Algebraic 5th AP 4th Ed - MPS - Adopted: 2012 Statistics - VHS - Adopted: 2008 The Practice of Statistics AP 4th Ed - MPS - Adopted: 2012 Foundations in Personal Finance - Dave Ramsey - Adopted: 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Modern Earth Science - Holt - Adopted 2008 (Intro to Physical Sci) Biology - Prentice Hall/Pearson - Adopted: 2007 (Biology) Intro to Human Body - Wiley - Adopted: 2011 (Human Biology) Chemistry - Prentice Hall/Pearson - Adopted: 2005 (Chemistry & Chem H) Physics: Principles & Problems - McGraw Hill/Glencoe - Adopted: 2009 (Physics)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Modern World History: Patterns of Interaction - Holt McDougal - Adopted: 2012 (World History) History Alive - TCI - Adopted: 2012 (US History) American Pageant - Cengage Learning - Adopted: 2009 (US History AP) Government Alive! - TCI - Adopted: 2009 (Government) AP American Government Institutions - Cengage Learning - Adopted: 2010 (AP Government) Economics in Action - Pearson - Adopted: 2010 (Economics) AP Economics - Worth - Adopted: 2010 (Economics AP)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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
Foreign Language	Espre-sate - Holt - Adopted: 2010 (Spanish 1) Espre-sate - Holt - Adopted: 2013 (Spanish 2) Espre-sate - Holt - Adopted: 2012 (Spanish 3) Asi Se dice - Glencoe/McGraw Hill - Adopted: 2012 (Spanish 4) Abriendo Paso Gramatica - Pearson - Adopted 2014 (Spanish Language AP) Abriendo Paso Temas 7 Lecturas - Pearson - Adopted: 2014 (Spanish Language AP) Abriendo Puertas - Holt, Houghton Mifflin - Adopted: 2012 (Spanish Language AP) Ponto De Encontro - Pearson - Adopted: 2009 (Portuguese 3) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Health Care Science Tech - McGraw Hill- Adopted: 2015 Biotechnology - EMC - Adopted: 2016 The Language of Medicine - Elseveir/Saunders - Adopted: 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Art Through the Ages - Houghlin Mifflin- Adopted 2009 (AP Art History) Art Talk - McGraw Hill/Glencoe - Adopted: 2005 (Art Concepts/Adv Art Concepts)

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Administration interior needs painting. Counseling needs new carpet. Room 502 needs interior paint. Room 504 needs interior paint. Room 505 needs interior paint. Room 506 needs interior paint. Room 507 needs interior paint. Room 508 needs interior paint. Room 308 needs interior painting.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Room 309 needs interior painting. Room 201 needs interior painting. Main Gym interior needs to be painted. Room 611 needs new carpet. P.E. Health Room needs interior paint. Room 811 (Drama) needs new carpet. Room 803 interior painting. Room 804 needs interior painting. Room 805 needs interior painting. Room 806 needs interior painting.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restroom (400 Bldg.) needs new tile. Girls Locker Room needs new tile. Boys Locker Room & Restroom needs new tile and showers.
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

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	58.0	60.0	52.0	54.0	48.0	50.0
Math	27.0	26.0	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	19.8	19.8	42.0

* 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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	423	419	99.05	59.67
Male	195	192	98.46	50.00
Female	228	227	99.56	67.84
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	313	310	99.04	56.77
White	78	78	100.00	78.21
Socioeconomically Disadvantaged	332	328	98.80	57.32
English Learners	97	96	98.97	30.21
Students with Disabilities	32	31	96.88	9.68
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	422	418	99.05	25.84
Male	195	193	98.97	21.76
Female	227	225	99.12	29.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	312	308	98.72	23.05
White	78	78	100	38.46
Socioeconomically Disadvantaged	331	328	99.09	22.87
English Learners	97	95	97.94	4.21
Students with Disabilities	32	30	93.75	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 Western High School. Tulare Western parents annually participate in Parent Institute for Quality Education (PIQE). For the 2018-2019 school year, this event starts on January 15th, 2019. 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.

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

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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	5.1	5.5	6.6
Expulsions Rate	0.2	0.5	0.2
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	6
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.2
Other	
Average Number of Students per Staff Member	
Academic Counselor	338

* 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	27.0	29.0	27.0	17	17	23	31	22	22	25	31	34
Mathematics	26.0	29.0	28.0	17	13	12	32	29	33	18	22	25
Science	28.0	30.0	27.0	8	5	14	17	24	19	21	18	26
Social Science	33.0	30.0	27.0	3	5	13	9	20	21	30	19	20

* 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. All teachers at Tulare Western participate in Professional Learning Communities and Instructional Rounds. The dialogue that takes place during these meetings drives the professional development activities at Tulare Western High School. Tulare Western teachers are spending significant time on critical reading strategies and implementing ELD strategies in Math, Social Science, and Science courses.

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 in the spring of each school year.

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/.

Types of Services Funded

Based on 2016-2017 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 Western 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	7492	985	6507	78249
District	◆	◆	9724	\$80,568
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-39.6	-2.9
Percent Difference: School Site/ State			-9.1	-9.2

* 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 Western High School	2014-15	2015-16	2016-17
Dropout Rate	10.5	6.7	3.2
Graduation Rate	88.5	92.6	95.8
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	444
% of pupils completing a CTE program and earning a high school diploma	61.7
% 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	97.8
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	39.6

* 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	7	♦
Fine and Performing Arts	1	♦
Foreign Language	5	♦
Mathematics	5	♦
Science	5	♦
Social Science	6	♦
All courses	29	18.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	97.9	93.1	88.7
Black or African American	100.0	91.8	82.2
American Indian or Alaska Native	0.0	91.7	82.8
Asian	100.0	100.0	94.9
Filipino	0.0	75.0	93.5
Hispanic or Latino	96.1	92.9	86.5
Native Hawaiian/Pacific Islander	0.0	66.7	88.6
White	100.0	94.2	92.1
Two or More Races	0.0	66.7	91.2
Socioeconomically Disadvantaged	99.0	92.7	88.6
English Learners	52.4	50.3	56.7
Students with Disabilities	100.0	91.2	67.1
Foster Youth	100.0	90.0	74.1

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:

- Keyboarding/Typing
- Agricultural Business Management
- Agricultural Science

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 Marie Pinto, Assistant Superintendent for Student Services and Special Programs.

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.