

Taft Union High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Taft Union High School
Street	701 Wildcat Way
City, State, Zip	Taft, CA 93268
Phone Number	(661) 763-2300
Principal	Mary Alice Finn
Email Address	mfinn@taftunion.org
School Website	www.taftunion.org
Grade Span	9-12
County-District-School (CDS) Code	15638181535905

2024-25 District Contact Information	
District Name	Taft Union High School District
Phone Number	(661) 763-2330
Superintendent	Jason Hodgson
Email Address	jhodgson@taftunion.org
District Website	www.taftunion.org

2024-25 School Description and Mission Statement
<p>Taft Union High School is the pride of Taft, California. Situated in the foothills of the San Joaquin Valley, the community of Taft and it's high school is the bright spot in an area of oil production and agriculture. While the economy of Taft has changed dramatically over the years, the community has maintained values from a time lost. Taft Union High School is a reflection of that community. With a growing student population of just over 1000 students, TUHS prides itself on a plethora of opportunities for the students we serve. We are home to a robust CTE program, a Career Partnership Academy, Oil Technology Academy, a longstanding AVID program, and a well established and growing dual enrollment program with Taft College. We strive to offer both a rigorous academic program that complements our In our robust CTE program that includes 12 career pathways. These</p>

2024-25 School Description and Mission Statement

pathways/courses includes: Ag Mechanics, Careers in Education, Culinary Arts, TV Productions, Graphic Communications, Marketing, Agriculture/FFA, Auto Shop, Law Enforcement, Energy & Power, Graphic Design, and Healthcare pathway. In recent years, TUHS is proud to have maintained partnerships with industries in our community despite the changes to those industries.

Due address the growing enrollment and need across campus and within specialized programs, TUHS has added an additional teaching position to the Social Science Department for the 24-25 school year as we prepare for the addition of Introduction to Ethnic Studies graduation requirement in the 25-26 school year. Now in it's eighth year, the Personalized Academic Center (PAC) that replaced the Independent Studies program continues to meet the new and varied needs of the student body. The PAC program provides rigorous online instruction, with the support of a highly qualified English teacher with Special Education credentialing and an additional teacher as well. We are excited for the support that this program is offering our students whether temporarily or long-term based on their individual needs in our current post-COVID educational world. In our support staff, TUHS has added additional instructional aides in both the EL program and Special Education Program. Our two intervention specialists continue to address truancy and chronic absenteeism issues. Additionally, TUHS added a full-time School Social Worker, now in it's 3rd year of implementation. All of these people work alongside our full-time School Psychologist and our contracted licensed drug/alcohol counselor to further meet the needs of our students and support them in their development into adults. As evidenced by the wide array of options for students, we are committed to developing the whole student regardless of academic or athletic ability and work to overcome the barriers placed in the way of students by socioeconomic status or social/emotional needs.

The mission of TUHS mirrors the mission of the entire Taft Union High School District: to collaboratively and deliberately plan and implement learning experiences that will inspire excellence and achievement. With over 100 years of history, Taft Union High School has already made a tradition of excellence and achievement which is why "Excellence by Design" is also the vision of the school and district. As we prepare our students for the 21st century, TUHS has had to broaden the experience of our students so that they may be "college and career ready" for an ever-changing world. Thankfully, TUHS has had multiple years of implementation of our one-to-one devices. Like many schools across the country, there were aspects of distance learning that we have retained to continue to provide a quality education to our students. The Canvas platform continues to be used my the majority of the TUHS faculty so that they may provide direct instruction, but follow up that instruction with supplemental supports and activities through the Canvas platform. This has been a crucial piece of the puzzle as we have served our students since March 2020. The added tool of one-to-one devices has been essential to students, parents, and faculty, to broaden their skills both with the use of technology, but more importantly with the expanded capabilities of instruction that the technology allows.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	277
Grade 10	278
Grade 11	248
Grade 12	242
Total Enrollment	1,045

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.7
American Indian or Alaska Native	0.5
Asian	0.6
Black or African American	0.6
Filipino	0.3
Hispanic or Latino	61.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.4
White	35
English Learners	17.7
Foster Youth	0.7
Homeless	1.5
Migrant	8.6
Socioeconomically Disadvantaged	81.9
Students with Disabilities	13.4

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.00	81.34	47.60	81.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	1.51	0.80	1.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.20	9.95	5.20	9.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.90	5.62	3.70	6.48	12115.80	4.41
Unknown/Incomplete/NA	0.80	1.57	0.80	1.42	18854.30	6.86
Total Teaching Positions	52.80	100.00	58.20	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.00	80.98	48.50	79.47	234405.20	84.00
Intern Credential Holders Properly Assigned	2.50	4.67	2.80	4.70	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.30	7.99	5.00	8.23	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	2.98	2.50	4.15	11953.10	4.28
Unknown/Incomplete/NA	1.80	3.34	2.00	3.42	15831.90	5.67
Total Teaching Positions	54.40	100.00	61.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.60	79.64	49.10	79.60	231142.40	100.00
Intern Credential Holders Properly Assigned	3.00	5.36	3.00	4.99	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	8.05	4.50	7.30	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.90	3.41	3.00	4.89	11746.90	4.23
Unknown/Incomplete/NA	1.90	3.52	1.90	3.19	14303.80	5.15
Total Teaching Positions	56.00	100.00	61.70	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	4.00	1.00	2.4
Misassignments	1.20	3.30	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	5.20	4.30	4.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.10	0.00	0
Local Assignment Options	1.80	1.60	1.9
Total Out-of-Field Teachers	2.90	1.60	1.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.00	5.4	3.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.70	0.2	0.3

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at TUHS are in the process to align with the California Common Core standards. Instructional materials are selected from the state's most recent list of California Common Core standards and are adopted by the State Board of Education. The school follows the State Board of Education's six year cycle for core content materials (English Language Arts, math, science and social science).

Year and month in which the data were collected

11/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature- Savvas Learning Company, MyPerspectives 2022: Grades 9-12 (year of adoption 2022)	Yes	0
Mathematics	Algebra Readiness Prentice Hall: 2009 (Year of adoption 2010), Algebra I – Common Core, Prentice Hall: 2012 (Year of adoption 2012), Geometry Prentice Hall: 2012 (Year of adoption 2012), Algebra 2 - Common Core Glencoe: 2014 (Year of adoption 2015), Pre-Calculus - Common Core, McGraw Hill: 2014 (Year of adoption 2016), Calculus Pearson: 2020 (Year of Adoption 2019)	Yes	0
Science	Integrated Science - Pearson: 2013 (Year of adoption 2010), Biology Pearson: 2020 (Year of Adoption 2019), Chemistry Chemistry in the Earth System, Houghton Mifflin Harcourt, 2020 (adopted 2020), Forensic Science Prentice Hall: 2016 (Year of adoption 2016), Inspire Physics - McGraw Hill: 2020 (Year of adoption 2019), Anatomy Pearson: 2015 (Year of adoption 2019).	Yes	0
History-Social Science	Modern World History - Houghton McDougal: 2018 (Year of adoption 2017), American Reconstruction To The 21st Century Houghton McDougal: 2018 (Year of adoption 2017), Magruder's American Government Pearson: 2016 (Year of adoption 2017), Economics Principles in Action Pearson: 2019 (Year of adoption 2013)	Yes	0
Foreign Language	Autentico 1- Pearson: 2018 (Year of adoption 2017), Autentico 2 - Pearson: 2018 (Year of adoption 2017), Encuentros Curso De Introduccion 6 - Holt, Rinehart, & Winston: 1997 (Year of adoption 2006), Encuentros Primer Curso 7 - Holt, Rinehart & Winston: 1997 (Year of adoption 2006).	Yes	0

Health	Comprehensive Health - Goodheart Wilcox: 2018 (Year of Adoption 2018)	Yes	0
Visual and Performing Arts	Basic Drama Projects - Perfection Learning Corp: 2015 (Year of Adoption 2017)	Yes	0

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

School Facility Conditions and Planned Improvements

Taft Union High School was built in 1912 and has been updated over the years to be a state-of-the-art facility. The school has a well-stocked library, computer resource center, computers available in every classroom, a television studio, two gyms, an aquatic center, a wood shop, an auto shop, welding shop, food lab, TV production studio and auditorium. The school is impeccably maintained and provides a safe, clean environment for students. Our classrooms and buildings reflect our pride in our school. Our custodial staff provides high-quality maintenance and daily cleaning. We complete routine maintenance work according to a seasonal schedule. All buildings are kept in good shape. In conjunction with the Board of Trustees, the District business manager and MOT director, our principal, and the superintendent have developed a master plan for new facility construction and routine maintenance of existing facilities.

Year and month of the most recent FIT report

11/27/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			233: 2. VENT COVERS ARE MISSING. 4. HOLE IN WALL. CEILING TILE IS BROKEN. 7. TWO LIGHT PANELS ARE OUT. 266: 4. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON DOOR AND INTERIOR WALL. PAINT IS PEELING ON EXTERIOR WALL. 427/ AUTO TECH: 2. VENT COVER IS MISSING. 4. CEILING TILES HAVE WATER STAINS. 7. ETHERNET COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. ACTIVE ROOF LEAK. WELDING SHOP: 2. VENT COVER IS MISSING IN RR (TAPED).
Interior: Interior Surfaces			X	: 102: 4. CARPET IS SEPARSTING AT SEAMS. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN HALLWAY WALL. 104: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. 11. PAINT IS PEELING ON DOOR AND BASEBOARDS. 105: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON DOOR. 133: 4. FLOOR TILES ARE BROKEN (HALLWAY). CARPET IS SEPERATING AT THE SEAM. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL. 134: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. 11. AEROSOL AIR FRESHENER IS PRESENT. 135: 4. CARPET IS SEPERATING AT THE SEAM. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. EXTENSION CORD IS BEING PERMANENTLY USED. 11. PAINT IS PEELING ON INTERIOR WALL.

School Facility Conditions and Planned Improvements

			<p>136: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. FLOOR TILE BROKEN IN HALLWAY AT ENTRY. WALL PAPER IS TORN. CARPET IS SEPARATING AT SEAM.</p> <p>137: 4. CEILING TILES HAVE WATER STAINS.</p> <p>139: 4. CEILING TILE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. AEROSOL AIR FRESHENER PRESENT.</p> <p>140: 4. WALLPAPER IS PEELING. 7. ETHERNET COVER IS LOOSE.</p> <p>141: 4. CEILING TILE HAS A WATER STAIN. WALLPAPER IS PEELING. 7. CORDS ARE CREATING TRIP HAZARDS. 10. EVACUATION MAP IS NOT POSTED.</p> <p>142: 4. CARPET IS SEPERATING AT THE SEAMS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>160: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 11. PAINT IS PEELING ON BASEBOARDS.</p> <p>161: 4. CEILING TILES HAVE WATER STAINS. WALL PANEL IS MISSING. 7. EXTENSION CORD IS BEING PERMANENTLY USED. CONDUIT IS LOOSE FROM WALL.</p> <p>162: 4. HOLE IN WALL. 7. CONDUIT IS LOOSEVFROM WALL.</p> <p>163: 4. CEILING TILES ARE MISSSSING.</p> <p>164: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. FLOOR TILES ARE BROKEN (HALLWAY). WALL PAPER IS TORN/LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>165: 4. CEILING TILES HAVE WATER STAINS.</p> <p>166: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT). CARPET IS SEPERATING AT THE SEAM.</p> <p>167: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CARPET IS SEPERATING AT THE SEAM. WOOD CARPET TRIM IS MISSING. CEILING TILE IS BROKEN. 7. OUTLET COVER IS BROKEN.</p> <p>206: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING</p> <p>207: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). CEILING TILE IS MISSING. WATER DAMAGE TO WALL.</p> <p>212: 4. CEILING TILES ARE MISSING (HALLWAY/STAIRWELL). CEILING TILE IS LOOSE. 7. ONE LIGHT PANEL IS OUT (STAIRWELL). OUTLET COVER IS LOOSE.</p> <p>213: 4. CEILING TILES HAVE WATER STAINS (HALLWAY ALSO). CEILING TILE IS LOOSE. CEILING TILE HAS A HOLE (HALLWAY ALSO). 7. TWO LIGHT PANELS ARE OUT. ALL LIGHT DIFFUSERS ARE MISSING. 9. FAUCET IS LOOSE AT BASE.</p> <p>215: 4. CEILING TILES HAVE WATER STAINS.</p>
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School Facility Conditions and Planned Improvements

216: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT.

220: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. TWO LIGHT PANELS ARE OUT. ALL LIGHT DIFFUSERS ARE MISSING. 10. BURNED CANDLE IS PRESENT.

230: 4. CEILING TILES HAVE WATER STAINS (ALSO THROUGHOUT HALLWAY). CEILING TILES ARE LOOSE. 5. CARPET IS STAINED. 7. ONE LIGHT PANEL IS OUT.

233: 2. VENT COVERS ARE MISSING. 4. HOLE IN WALL. CEILING TILE IS BROKEN. 7. TWO LIGHT PANELS ARE OUT.

235: 4. CEILING TILES ARE LOOSE. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. ISLAND FAUCETS HAVE CONSTANT DRIPS (BASIN IS DETERIORATED).

237: 4. CEILING TILE HAS A WATER STAIN(HALLWAY). 13. ACTIVE ROOF LEAK(HALLWAY).

238: 4. CEILING TILE HAS A WATER STAIN.

258: 4. HOLE IN CEILING. PENCIL SHARPENER COVER IS MISSING. FLOOR TILES ARE BROKEN(HALLWAY).

261: 4. PENCIL SHARPENER COVER IS MISSING. 7. SURGE PROTECTORS ARE DAISY CHAINED CREATING TRIP HAZARDS..

265: 4. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON INTERIOR WALL.

267: 4. CEILING TILE HAS A HOLE. CARPET IS LOOSE ALONG COVE BASE. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.

277: 4. HOLES IN FLOOR.

278: 4. CEILING TILES ARE LOOSE (INTERIOR HALLWAY).

283: 4. WALL TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. INGRESS/EGRESS IS BLOCKED AT EXIT. PLUG IN AIR FRESHENER.

314: 4. CEILING TILE HAS A WATER STAIN. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/1/2022)

317: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCHPLATE IS BROKEN. TWO LIGHT PANELS ARE OUT.

341/ COPY ROOM: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL.

401: 4. CEILING TILE IS BROKEN. 9. FAUCET LEAKS AT HANDLE.

403: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH IS

School Facility Conditions and Planned Improvements

MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. (NO ROOM ID) 427/ AUTO TECH: 2. VENT COVER IS MISSING. 4. CEILING TILES HAVE WATER STAINS. 7. ETHERNET COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. ACTIVE ROOF LEAK.

451 SHOP: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE.

452/ CLASSROOM: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY.

481/ FFA CLASSROOM: 4. CEILING TILES HAVE WATER STAINS (ALSO IN FOYER). 8. ONE STALL IS UNABLE TO BE SECURED IN RR.

483/ WELDING CLASSROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

536: 4. CEILING TILE HAS A WATER STAIN. 10. FIRE EXTINGUISHER IS MISSING. 13. GUTTER IS RUSTED. 15. DOOR WINDOW IS BROKEN.

ALL GENDER RESTROOM: 4. FLOOR TILES ARE BROKEN IN HALLWAY. 7. LIGHT DIFFUSER IS MISSING.

ATHLETICS OFFICE: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER TAG IS OUTDATED(JULY/31/2023). 11. PAINT IS PEELING ON INTERIOR WALL.

AUDITORIUM: 4. RUBBER IS CHIPPING ON STAIRS TO STAGE. 9. DRINKING FOUNTAINS HAVE NO FLOW(FOYER). 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY THROUGHOUT BUILDING. 15. DOOR DOESN'T OPEN/SHUT PROPERLY (FOYER).

BOOK ROOM: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN/MISSING. 7. MULTIPLE LIGHT PANELS ARE OUT. ALL LIGHT DIFFUSERS ARE MISSING.

BOYS LOCKER ROOM & SHOWERS: 4. FLOORING IS PEELING. DRYWALL IS CHIPPING EXPOSING METAL. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 15. DOOR CLOSER COVER IS MISSING.

BOYS RESTROOM: 4. STALL DIVIDER IS BROKEN AT BASE. 7. ONE LIGHT PANEL IS OUT. 8. ONE STALL IS OUT OF ORDER. 9. THREE FAUCETS HAVE NO FLOW. 11. PAINT IS PEELING ON DOOR.

CAFETERIA: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). CEILING TILES ARE MISSING (HALLWAY). FLOOR TILES ARE BROKEN (HALLWAY). 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING.

COACHES OFFICE: 4. FLOOR TILES ARE BROKEN.

CUSTODIAN: 4. CEILING TILES HAVE WATER STAINS. 5. LADDER IS UNSECURED.

DANCE/552: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. SECTION OF RUBBER MOULDING IS MISSING.

FARLOW GYM: 4. WOOD PANELING IS LOOSE. 11. PAINT IS PEELING ON EXTERIOR WALL.

School Facility Conditions and Planned Improvements

				<p>FOOTBALL TEAM ROOM: 4. HOLE IN WALL. FLOORING IS DAMAGED (FOYER). 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING.</p> <p>GIRLS LOCKER ROOM: 4. FLOOR TILES ARE BROKEN AT ENTRY.</p> <p>GIRLS RESTROOM: 4. WALL TILE IS BROKEN. 8. ONE STALL IS LOCKED/OUT OF ORDER. 9. FAUCETS ARE LOOSE AT BASE. 11. PAINT IS PEELING ON THE CEILING.</p> <p>GIRLS RESTROOM: 4. WALL TILE IS BROKEN. FORMICA TRIM IS MISSING ON SHELF. 9. ONE FAUCET HAS NO FLOW. 15. DOOR DOES NOT SHUT PROPERLY.</p> <p>GIRLS TEAM ROOM (2 ROOMS): 4. CEILING TILES ARE MISSING. 7. LIGHT DIFFUSER IS MISSING IN RR.</p> <p>GUIDANCE CENTER/ ADMIN: 4. FLOOR TILES ARE BROKEN (HALLWAY). CEILING TILES HAVE WATER STAINS (HALLWAY). CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON DOOR.</p> <p>KITCHEN: 4. CEILING TILES ARE MISSING. CEILING TILE HAS A WATER STAIN.</p> <p>MENS RESTROOM: 4. WALL TILE IS BROKEN. 7. ONE LIGHT DIFFUSER IS BROKEN.</p> <p>MENS RESTROOM: 4. WALL TILES ARE BROKEN.</p> <p>MULLEN GYM: 4. CEILING TILE HAS A HOLE (FOYER). 7. LIGHT SWITCH IS BROKEN (FOYER). 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>NURSE: 4. CEILING TILES HAVE WATER STAINS.</p> <p>OFFICES: 4. CEILING TILES HAVE WATER STAINS.</p> <p>OIL TECH CLASSROOM: 4. CEILING TI</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X			<p>142: 4. CARPET IS SEPERATING AT THE SEAMS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>220: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. TWO LIGHT PANELS ARE OUT. ALL LIGHT DIFFUSERS ARE MISSING. 10. BURNED CANDLE IS PRESENT.</p> <p>230: 4. CEILING TILES HAVE WATER STAINS (ALSO THROUGHOUT HALLWAY). CEILING TILES ARE LOOSE. 5. CARPET IS STAINED. 7. ONE LIGHT PANEL IS OUT.</p> <p>283: 4. WALL TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. INGRESS/EGRESS IS BLOCKED AT EXIT. PLUG IN AIR FRESHENER.</p> <p>317: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCHPLATE IS BROKEN. TWO LIGHT PANELS ARE OUT.</p> <p>403: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH IS</p>

School Facility Conditions and Planned Improvements

			<p>MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. (NO ROOM ID) 483/ WELDING CLASSROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>534/ TRAINING ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>OIL TECH CLASSROOM: 4. CEILING TILES HAVE WATER STAINS. 5. CARPET IS STAINED.</p> <p>LADDERS ARE UNSECURED. 11. PAINT IS PEELING ON RR WALL AND CEILING.</p>
Electrical		X	<p>135: 4. CARPET IS SEPERATING AT THE SEAM. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. EXTENSION CORD IS BEING PERMANENTLY USED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>141: 4. CEILING TILE HAS A WATER STAIN. WALLPAPER IS PEELING. 7. CORDS ARE CREATING TRIP HAZARDS. 10. EVACUATION MAP IS NOT POSTED.</p> <p>160: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 11. PAINT IS PEELING ON BASEBOARDS.</p> <p>161: 4. CEILING TILES HAVE WATER STAINS. WALL PANEL IS MISSING. 7. EXTENSION CORD IS BEING PERMANENTLY USED. CONDUIT IS LOOSE FROM WALL.</p> <p>162: 4. HOLE IN WALL. 7. CONDUIT IS LOOSEVFROM WALL.</p> <p>167: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CARPET IS SEPERATING AT THE SEAM. WOOD CARPET TRIM IS MISSING. CEILING TILE IS BROKEN. 7. OUTLET COVER IS BROKEN.</p> <p>212: 4. CEILING TILES ARE MISSING (HALLWAY/STAIRWELL). CEILING TILE IS LOOSE. 7. ONE LIGHT PANEL IS OUT (STAIRWELL). OUTLET COVER IS LOOSE.</p> <p>213: 4. CEILING TILES HAVE WATER STAINS (HALLWAY ALSO). CEILING TILE IS LOOSE. CEILING TILE HAS A HOLE (HALLWAY ALSO). 7. TWO LIGHT PANELS ARE OUT. ALL LIGHT DIFFUSERS ARE MISSING. 9. FAUCET IS LOOSE AT BASE.</p> <p>216: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT.</p> <p>220: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. TWO LIGHT PANELS ARE OUT. ALL LIGHT DIFFUSERS ARE MISSING. 10. BURNED CANDLE IS PRESENT.</p> <p>230: 4. CEILING TILES HAVE WATER STAINS (ALSO THROUGHOUT HALLWAY). CEILING TILES ARE LOOSE. 5. CARPET IS STAINED. 7. ONE LIGHT PANEL IS OUT.</p> <p>231: 7. OUTLET COVER IS LOOSE.</p>

School Facility Conditions and Planned Improvements

			<p>233: 2. VENT COVERS ARE MISSING. 4. HOLE IN WALL. CEILING TILE IS BROKEN. 7. TWO LIGHT PANELS ARE OUT.</p> <p>235: 4. CEILING TILES ARE LOOSE. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. ISLAND FAUCETS HAVE CONSTANT DRIPS (BASIN IS DETERIORATED).</p> <p>261: 4. PENCIL SHARPENER COVER IS MISSING. 7. SURGE PROTECTORS ARE DAISY CHAINED CREATING TRIP HAZARDS..</p> <p>317: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCHPLATE IS BROKEN. TWO LIGHT PANELS ARE OUT.</p> <p>378: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 14. TRIP HAZARDS ON ASPHALT. 15. DOOR DOES NOT OPEN/SHUT PROPERLY.</p> <p>403: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH IS MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. (NO ROOM ID)</p> <p>426/ AUTO SHOP: 7. ELECTRICAL COVER IS MISSING. OUTLET COVER IS MISSING. 9. FAUCET LEAKS AT FITTING IN RR. 11. PAINT IS PEELING ON EXTERIOR WALL. 15. WINDOW IS BROKEN.</p> <p>427/ AUTO TECH: 2. VENT COVER IS MISSING. 4. CEILING TILES HAVE WATER STAINS. 7. ETHERNET COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. ACTIVE ROOF LEAK.</p> <p>ALL GENDER RESTROOM: 4. FLOOR TILES ARE BROKEN IN HALLWAY. 7. LIGHT DIFFUSER IS MISSING.</p> <p>ASSISTANT PRINCIPAL: 7. ONE LIGHT PANEL IS OUT.</p> <p>ATTENDANCE OFFICE: 7. ONE LIGHT PANEL IS OUT.</p> <p>BOOK ROOM: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN/MISSING. 7. MULTIPLE LIGHT PANELS ARE OUT. ALL LIGHT DIFFUSERS ARE MISSING.</p> <p>BOYS RESTROOM: 4. STALL DIVIDER IS BROKEN AT BASE. 7. ONE LIGHT PANEL IS OUT. 8. ONE STALL IS OUT OF ORDER. 9. THREE FAUCETS HAVE NO FLOW. 11. PAINT IS PEELING ON DOOR.</p> <p>BOYS RESTROOM: 7. ONE OF TWO LIGHT BULBS IS OUT.</p> <p>BREAKROOM: 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>CHOIR OFFICE: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p> <p>COUNSELOR: 7. ONE LIGHT PANEL IS OUT.</p> <p>GIRLS RESTROOM: 7. ONE OF TWO LIGHT BULBS IS OUT.</p> <p>GIRLS TEAM ROOM (2 ROOMS): 4. CEILING TILES ARE MISSING. 7. LIGHT DIFFUSER IS MISSING IN RR.</p>
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School Facility Conditions and Planned Improvements

			<p>MENS RESTROOM: 4. WALL TILE IS BROKEN. 7. ONE LIGHT DIFFUSER IS BROKEN.</p> <p>MULLEN GYM: 4. CEILING TILE HAS A HOLE (FOYER). 7. LIGHT SWITCH IS BROKEN (FOYER). 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>OFFICE: 7. ONE LIGHT PANEL IS OUT.</p> <p>PSYCH: 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER.</p> <p>STAFF WELLNESS CENTER: 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>TEACHERS WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 7. OUTLET COVER IS BROKEN. ELECTRICAL COVER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN THE WALL.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>213: 4. CEILING TILES HAVE WATER STAINS (HALLWAY ALSO). CEILING TILE IS LOOSE. CEILING TILE HAS A HOLE (HALLWAY ALSO). 7. TWO LIGHT PANELS ARE OUT. ALL LIGHT DIFFUSERS ARE MISSING. 9. FAUCET IS LOOSE AT BASE.</p> <p>235: 4. CEILING TILES ARE LOOSE. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. ISLAND FAUCETS HAVE CONSTANT DRIPS (BASIN IS DETERIORATED).</p> <p>401: 4. CEILING TILE IS BROKEN. 9. FAUCET LEAKS AT HANDLE.</p> <p>426/ AUTO SHOP: 7. ELECTRICAL COVER IS MISSING. OUTLET COVER IS MISSING. 9. FAUCET LEAKS AT FITTING IN RR. 11. PAINT IS PEELING ON EXTERIOR WALL. 15. WINDOW IS BROKEN.</p> <p>481/ FFA CLASSROOM: 4. CEILING TILES HAVE WATER STAINS (ALSO IN FOYER). 8. ONE STALL IS UNABLE TO BE SECURED IN RR.</p> <p>ALL GENDER RESTROOM: 9. FAUCET IS LOOSE AT BASE. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>AUDITORIUM: 4. RUBBER IS CHIPPING ON STAIRS TO STAGE. 9. DRINKING FOUNTAINS HAVE NO FLOW(FOYER). 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY THROUGHOUT BUILDING. 15. DOOR DOESN'T OPEN/SHUT PROPERLY (FOYER).</p> <p>BOYS RESTROOM: 4. STALL DIVIDER IS BROKEN AT BASE. 7. ONE LIGHT PANEL IS OUT. 8. ONE STALL IS OUT OF ORDER. 9. THREE FAUCETS HAVE NO FLOW. 11. PAINT IS PEELING ON DOOR.</p> <p>BOYS RESTROOM: 8. ONE STALL IS LOCKED/OUT OF ORDER. 9. FAUCETS HAVE NO FLOW.</p> <p>GIRLS RESTROOM: 4. WALL TILE IS BROKEN. 8. ONE STALL IS LOCKED/OUT OF ORDER. 9. FAUCETS ARE LOOSE AT BASE. 11. PAINT IS PEELING ON THE CEILING.</p> <p>GIRLS RESTROOM: 4. WALL TILE IS BROKEN. FORMICA TRIM IS MISSING ON SHELF. 9. ONE FAUCET HAS NO FLOW. 15. DOOR DOES NOT SHUT PROPERLY.</p>

School Facility Conditions and Planned Improvements

			<p>MENS RESTROOM: 8. RESTROOM IS SINGLE USE.(LABELED AS MENS RR)</p> <p>MENS RESTROOM: 9. ONE FAUCET HAS A LOW FLOW.</p> <p>MENS RESTROOM: 9. ONE FAUCET HAS NO FLOW.</p> <p>STAFF MENS RESTROOM: 8. ONE STALL IS LOCKED/OUT OF ORDER. 15. DOOR CLOSER IS MISSING.</p> <p>STAFF WOMENS RESTROOM: 9. ONE FAUCET HAS A LOW FLOW.</p> <p>WOMENS RESTROOM: 4. WALL TILES ARE BROKEN. 8. TWO STALLS ARE LOCKED/OUT OF ORDER. 9. ONE FAUCET HAS A LOW FLOW.</p> <p>WOMENS RESTROOM: 8. RESTROOM IS SINGLE USE.(LABELED AS WOMANS RR)</p> <p>WOMENS RESTROOM: 9. ONE FAUCET HAS A LOW FLOW. TWO FAUCETS ARE LOOSE AT BASE.</p>
Safety: Fire Safety, Hazardous Materials		X	<p>101: 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>102: 4. CARPET IS SEPARATING AT SEAMS. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN HALLWAY WALL.</p> <p>103: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>104: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. 11. PAINT IS PEELING ON DOOR AND BASEBOARDS.</p> <p>105: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON DOOR.</p> <p>119: 11. PAINT IS PEELING ON DOOR.</p> <p>133: 4. FLOOR TILES ARE BROKEN (HALLWAY). CARPET IS SEPARATING AT THE SEAM. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>135: 4. CARPET IS SEPARATING AT THE SEAM. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. EXTENSION CORD IS BEING PERMANENTLY USED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>138: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.</p> <p>139: 4. CEILING TILE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. AEROSOL AIR FRESHENER PRESENT.</p> <p>141: 4. CEILING TILE HAS A WATER STAIN. WALLPAPER IS PEELING. 7. CORDS ARE CREATING TRIP HAZARDS. 10. EVACUATION MAP IS NOT POSTED.</p> <p>142: 4. CARPET IS SEPARATING AT THE SEAMS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>164: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. FLOOR TILES ARE BROKEN (HALLWAY). WALL PAPER IS TORN/LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>201/ BOILER ROOM: 11. PAINT IS PEELING ON EXTERIOR WALL OF (200) BUILDING.</p> <p>259: 11. PAINT IS PEELING ON THE DOOR.</p>

School Facility Conditions and Planned Improvements

			<p>265: 4. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>266: 4. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON DOOR AND INTERIOR WALL. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>267: 4. CEILING TILE HAS A HOLE. CARPET IS LOOSE ALONG COVE BASE. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>283: 4. WALL TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. INGRESS/EGRESS IS BLOCKED AT EXIT. PLUG IN AIR FRESHENER.</p> <p>314: 4. CEILING TILE HAS A WATER STAIN. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/1/2022)</p> <p>341/ COPY ROOM: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>376: 11. PAINT IS PEELING ON INTERIOR WALL AND EXTERIOR WALL NEAR BRICK WALL. 12. CRACK IN EXTERIOR WALL.</p> <p>426/ AUTO SHOP: 7. ELECTRICAL COVER IS MISSING. OUTLET COVER IS MISSING. 9. FAUCET LEAKS AT FITTING IN RR. 11. PAINT IS PEELING ON EXTERIOR WALL. 15. WINDOW IS BROKEN.</p> <p>427/ AUTO TECH: 2. VENT COVER IS MISSING. 4. CEILING TILES HAVE WATER STAINS. 7. ETHERNET COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. ACTIVE ROOF LEAK.</p> <p>536: 4. CEILING TILE HAS A WATER STAIN. 10. FIRE EXTINGUISHER IS MISSING. 13. GUTTER IS RUSTED. 15. DOOR WINDOW IS BROKEN.</p> <p>ATHLETICS OFFICE: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER TAG IS OUTDATED(JULY/31/2023). 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>AUDITORIUM: 4. RUBBER IS CHIPPING ON STAIRS TO STAGE. 9. DRINKING FOUNTAINS HAVE NO FLOW(FOYER). 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY THROUGHOUT BUILDING. 15. DOOR DOESN'T OPEN/SHUT PROPERLY (FOYER).</p> <p>BOARD ROOM/ 107: 10. EVACUATION MAP IS NOT POSTED.</p> <p>BOYS LOCKER ROOM & SHOWERS: 4. FLOORING IS PEELING. DRYWALL IS CHIPPING EXPOSING METAL. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS LOCKER ROOM: 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>BOYS RESTROOM: 4. STALL DIVIDER IS BROKEN AT BASE. 7. ONE LIGHT PANEL IS OUT. 8. ONE STALL IS OUT OF ORDER. 9. THREE FAUCETS HAVE NO FLOW. 11. PAINT IS PEELING ON DOOR.</p> <p>CAFETERIA: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). CEILING TILES ARE MISSING</p>
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School Facility Conditions and Planned Improvements

			<p>(HALLWAY). FLOOR TILES ARE BROKEN (HALLWAY). 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING.</p> <p>CONFERENCE ROOM: 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. FIRE EXTINGUISHER IS MISSING.</p> <p>FARLOW GYM: 4. WOOD PANELING IS LOOSE. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>FOOTBALL TEAM ROOM: 4. HOLE IN WALL. FLOORING IS DAMAGED(FOYER). 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING.</p> <p>GIRLS RESTROOM: 4. WALL TILE IS BROKEN. 8. ONE STALL IS LOCKED/OUT OF ORDER. 9. FAUCETS ARE LOOSE AT BASE. 11. PAINT IS PEELING ON THE CEILING.</p> <p>GUIDANCE CENTER/ ADMIN: 4. FLOOR TILES ARE BROKEN (HALLWAY). CEILING TILES HAVE WATER STAINS (HALLWAY). CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON DOOR.</p> <p>MENS RESTROOM: 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>MULLEN GYM: 4. CEILING TILE HAS A HOLE (FOYER). 7. LIGHT SWITCH IS BROKEN (FOYER). 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>OIL TECH CLASSROOM: 4. CEILING TILES HAVE WATER STAINS. 5. CARPET IS STAINED. LADDERS ARE UNSECURED. 11. PAINT IS PEELING ON RR WALL AND CEILING.</p> <p>PSYCH: 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER.</p> <p>RECEPTION/ I.S. (132): 10. EVACUATION MAP IS NOT POSTED.</p> <p>STAFF WELLNESS CENTER: 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>STAFF WOMENS RESTROOM: 11. PAINT IS PEELING ON CEILING.</p> <p>STAFF WOMENS RESTROOM: 4. WALL TILE IS BROKEN. 11. PAINT IS PEELING ON CEILING.</p> <p>TEACHERS WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 7. OUTLET COVER IS BROKEN. ELECTRICAL COVER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN THE WALL.</p> <p>WOMENS RESTROOM: 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.</p>
Structural: Structural Damage, Roofs	X		<p>102: 4. CARPET IS SEPARSTING AT SEAMS. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN HALLWAY WALL.</p> <p>237: 4. CEILING TILE HAS A WATER STAIN(HALLWAY). 13. ACTIVE ROOF LEAK(HALLWAY).</p> <p>376: 11. PAINT IS PEELING ON INTERIOR WALL AND EXTERIOR WALL NEAR BRICK WALL. 12. CRACK IN EXTERIOR WALL.</p> <p>427/ AUTO TECH: 2. VENT COVER IS MISSING. 4. CEILING TILES HAVE WATER STAINS. 7. ETHERNET COVER IS MISSING. 11. PAINT IS</p>

School Facility Conditions and Planned Improvements

				PEELING ON EXTERIOR WALL. 13. ACTIVE ROOF LEAK. 536: 4. CEILING TILE HAS A WATER STAIN. 10. FIRE EXTINGUISHER IS MISSING. 13. GUTTER IS RUSTED. 15. DOOR WINDOW IS BROKEN. TEACHERS WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 7. OUTLET COVER IS BROKEN. ELECTRICAL COVER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN THE WALL. WOMENS LOCKER ROOM: 12. CRACK IN WALL AT ENTRY.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			378: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 14. TRIP HAZARDS ON ASPHALT. 15. DOOR DOES NOT OPEN/SHUT PROPERLY. 426/ AUTO SHOP: 7. ELECTRICAL COVER IS MISSING. OUTLET COVER IS MISSING. 9. FAUCET LEAKS AT FITTING IN RR. 11. PAINT IS PEELING ON EXTERIOR WALL. 15. WINDOW IS BROKEN. 536: 4. CEILING TILE HAS A WATER STAIN. 10. FIRE EXTINGUISHER IS MISSING. 13. GUTTER IS RUSTED. 15. DOOR WINDOW IS BROKEN. AUDITORIUM: 4. RUBBER IS CHIPPING ON STAIRS TO STAGE. 9. DRINKING FOUNTAINS HAVE NO FLOW(FOYER). 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY THROUGHOUT BUILDING. 15. DOOR DOESN'T OPEN/SHUT PROPERLY (FOYER). BOYS LOCKER ROOM & SHOWERS: 4. FLOORING IS PEELING. DRYWALL IS CHIPPING EXPOSING METAL. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 15. DOOR CLOSER COVER IS MISSING. GIRLS RESTROOM: 15. DOOR CLOSER COVER IS MISSING. GIRLS RESTROOM: 4. WALL TILE IS BROKEN. FORMICA TRIM IS MISSING ON SHELF. 9. ONE FAUCET HAS NO FLOW. 15. DOOR DOES NOT SHUT PROPERLY. MULLEN GYM: 4. CEILING TILE HAS A HOLE (FOYER). 7. LIGHT SWITCH IS BROKEN (FOYER). 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. DOOR CLOSER COVERS ARE MISSING. STAFF MENS RESTROOM: 8. ONE STALL IS LOCKED/OUT OF ORDER. 15. DOOR CLOSER IS MISSING.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	33	47	30	41	46	47
Mathematics (grades 3-8 and 11)	8	15	7	13	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	251	241	96.02	3.98	46.89
Female	128	123	96.09	3.91	51.22
Male	123	118	95.93	4.07	42.37
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	150	143	95.33	4.67	45.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	88	85	96.59	3.41	47.06
English Learners	45	42	93.33	6.67	9.52
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	209	200	95.69	4.31	46.50
Students Receiving Migrant Education Services	23	23	100.00	0.00	13.04
Students with Disabilities	33	30	90.91	9.09	20.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	251	242	96.41	3.59	14.88
Female	128	124	96.88	3.12	13.71
Male	123	118	95.93	4.07	16.10
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	150	143	95.33	4.67	11.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	88	86	97.73	2.27	18.60
English Learners	45	41	91.11	8.89	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	209	201	96.17	3.83	14.43
Students Receiving Migrant Education Services	23	23	100.00	0.00	0.00
Students with Disabilities	33	31	93.94	6.06	6.45

CAASPP Test Results in Science for All Students

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

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	15.12	19.02	13.46	17.16	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	487	475	97.54	2.46	19.37
Female	246	242	98.37	1.63	16.53
Male	241	233	96.68	3.32	22.32
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	287	279	97.21	2.79	13.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	179	175	97.77	2.23	26.86
English Learners	74	70	94.59	5.41	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	355	347	97.75	2.25	17.29
Students Receiving Migrant Education Services	35	35	100.00	0.00	5.71
Students with Disabilities	41	38	92.68	7.32	15.79

2023-24 Career Technical Education Programs

Career Technical Education (CTE) courses are offered at Taft Union High School. Students choose to follow a career path as defined by district graduation requirements. To complete the pathways, students must take at least 20 units in that pathway composed of courses from school course offerings comprised of District funded CTE programs. Taft Union High School District (TUHSD) is home to twelve CTE pathways for students on the TUHSD campus and the Career Technical Education Center (CTEC) site. Agriculture Mechanics, Agriculture Science, Education, Energy and Power Technology, Food Service and Hospitality, Graphics Production Technologies, Patient Care, Graphic Production and Managerial Arts, Professional Sales, Public Safety, System Diagnostics Service and Repair, Web and Social Media Programming and Design have been developed from existing programs and expanded programs to offer our students exposure to many different industry sectors as they begin to explore their plans for their future. All classes offered are open to all students regardless of language or ability. All CTE courses offered at TUHSD meet the Eleven Elements of a High-Quality CTE Program, academic standards, and the A-G entrance requirements for UC and CSU.

Our CTE Advisory Board and Comprehensive Local Needs Assessment (CLNA), a requirement for the Perkins grant, consists of K-12 Administrators, teachers, business partners, parents, and students. Traditionally, we have one meeting a year and several collaboration meetings with our local community colleges. This allows multiple opportunities to meet and build strong bonds with our program supporters. Our CLNA and Advisory meetings were conducted on April 18, 2024. We had fifty-eight participants attend our meeting and it included our Superintendent, High School Principal, High School Assistant Principal, High

2023-24 Career Technical Education Programs

School Dean of Discipline, High School Counselor, CTE Administrator, K-12 Pathway Coordinator, CTE Administrative Assistant, three Board Members, one Community College Representatives, twenty-four Advisory Members, eleven CTE Teachers, six students, two parents and three community supporters. In addition, we had students serve as greeters at the sign-in table, and all participants signed and filled out a contract for functions, duties, and future participation commitment for our annual CNLA and Advisory Board. All categories of stakeholders attended, and because we are a one-school district high school, we had several members who filled more than one category.

All students are required to take a course titled Success 101. This course is the first step in the exploration of college and career and is required for all freshman students. It is essential to TUHS that students starting their first year with us begin thinking about their future, enabling them to be college and career ready. Success 101 and the Get Focused, Stay Focused curriculum begins that conversation with our students and expose them to our CTE pathways.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	888
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	55.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	1

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.22
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	21.46

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97.3	98.5	98.9	97.7	98.9

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents are an essential piece in the education of their children. We are proud to have multiple opportunities for parents to partner with us through various advisory committees: School Site Council (SSC) and District English Learner Advisory Committee (DELAC). The SCC reviews our achievement data, receives regular reports on initiatives new to the school each year, and is intimately involved in the Student Plan for Student Achievement (SPSA) that they review and approve along with the associated federal dollars. We are excited at the growing involvement in DELAC. Based upon the feedback from our parents on DELAC we cover a wide variety of topics of interest to parents of English Learners and parents interested in the programs for our English Learner students. In addition to those specific topics, DELAC receives updates on the initiatives new to the school. In the 22-23 school year, TUHS completed the WASC process. Through this process, parents were engaged in a focus group that gave us specific feedback on areas for improvement at our school. The input of these groups continues to be an integral part of our support of the students and their families.

TUHS has found success in fostering relationships with families even before the students start their first day of class. This relationship starts in the Spring preceding a student's freshmen year with Freshmen Registration. This one-night event invites families to come on to campus and preview all that we have to offer both extra-curricular and academic. The conversation continues before the start of school with our registration event which is open to parents. Students pick up their books, class schedules, and get all the necessary logistics out of the way so that on the first day of school students feel comfortable and prepared. As we prepare for the Class of 2029 for the 24-25 school year, there is increased engagement with incoming student parents planned in the Spring of 2025 that will allow parents to be informed of the student pathways through TUHS and into our local community college, Taft College.

Beginning the 21-22 school year, TUHSD engaged with Fresno State in their Parent University. Now in it's 3rd year, classes have expanded to include virtual opportunities for parents to get additional information and training on digital literacy, conversational English and Spanish, financial literacy, and social and emotional wellness. These classes are held in both Spanish and English and begin throughout the year for 6-week sessions.

Throughout the school year, regular communication with families continues to be achieved through the use of Parent Square and Aeries Portal which allows parents to view their student's academic progress, attendance, and engage with teachers regarding concerns they may have. The expectations of students are communicated annually through the Student Handbook reviewed by parents through the online portal used to register students at the start of each school year. TUHS regularly uses Parent Square and our social media platforms as our primary means of communication both at the school-wide level and through individual classes, sports, and clubs. While born out of school closure, the Principal's Forum continues to allow for regular communication with students and their parents with periodic updates. The use of Canvas has remained for all classes and this has allowed the engagement with students to be both in person through daily classes, but also virtually through the Canvas classroom. Additionally, the system also allows for parent observers to be present virtually in the classroom and see all that is happening in the classrooms. Clubs and groups on campus like AVID, FFA, Oil Tech Academy, Choir, Band and our sports teams continue to adapt to how they interact with parents. We are fortunate that we have an impressive amount of parent involvement in these groups.

Parents wishing to get more information about opportunities for involvement can contact Dianne Kaszycki, Administrative Assistant at 661-763-2326.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	5.1	5.4	7.4	6.9	5.3	8.9	7.8	8.2	8.9
Graduation Rate	91.0	92.8	90.2	90.2	92.4	88.9	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	244	220	90.2
Female	124	114	91.9
Male	120	106	88.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	150	132	88.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	87	81	93.1
English Learners	52	41	78.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	214	193	90.2
Students Receiving Migrant Education Services	30	25	83.3
Students with Disabilities	32	23	71.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1195	1124	226	20.1
Female	591	563	114	20.2
Male	604	561	112	20.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	742	703	121	17.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	413	383	98	25.6
English Learners	261	242	39	16.1
Foster Youth	14	13	6	46.2
Homeless	27	27	9	33.3
Socioeconomically Disadvantaged	990	934	201	21.5
Students Receiving Migrant Education Services	122	115	20	17.4
Students with Disabilities	153	150	52	34.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.5	4.6	2.59	3.37	4.73	2.83	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.18	0.33	0.33	0.16	0.32	0.32	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.59	0.33
Female	0.85	0.00
Male	4.30	0.66
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.43	0.13
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.91	0.73
English Learners	3.07	0.38
Foster Youth	7.14	0.00
Homeless	3.70	0.00
Socioeconomically Disadvantaged	3.03	0.40
Students Receiving Migrant Education Services	0.82	0.82
Students with Disabilities	6.54	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Comprehensive School Safety Plan, which also includes a disaster preparedness plan, was updated in October 2024. This plan is regularly revised and communicated to the faculty and staff through training and finally went for final approval to the Board of Trustees in November 2024. School Site Council reviewed and approved the plan on December 4th, 2024. This plan

2024-25 School Safety Plan

includes the policies related to school discipline and student expectations, evacuation plans, emergency shut-off locations, procedures for the conducting of drills, and procedures in case of an actual emergency. Earthquake drills, fire drills, and lockdown drills are conducted annually and all students and staff participate.

Additionally, in light of COVID-19, we have worked closely with public health and the Department of Education to ensure that our protocols and procedures related to on-campus safety and hygiene are compliant with local and national guidance.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	49	22	2
Mathematics	15	41	19	
Science	15	36	19	
Social Science	13	49	15	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	43	26	3
Mathematics	15	40	22	
Science	14	44	15	
Social Science	15	38	15	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	49	27	
Mathematics	14	50	13	
Science	13	47	12	
Social Science	12	55	10	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	348.33

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11627.50	1173.67	10453.83	94192.96
District	N/A	N/A	24318.84	94307.75
Percent Difference - School Site and District	N/A	N/A	-79.7	-0.1
State	N/A	N/A	\$10,771	\$93,742
Percent Difference - School Site and State	N/A	N/A	-3.0	0.5

Fiscal Year 2023-24 Types of Services Funded

The need for student support has continued to be a priority. There are varied approaches to these interventions and a student's involvement in programs are based upon their needs so involvement in multiple programs is feasible for a student.

a. Academic Supports —TUHSD recognized that student needs are exceptional and has continued to use both in person and virtual academic supports through Homework Club and tutor.com. Both avenues have groups of students that regularly use them and engage in the assistance.

b. Group Counseling—TUHS has continued its contract with New Vision Recovery Inc. to provide counseling to students in need on the TUHS campuses. These meetings were both individual and group to help students with addiction, self-injury behavior, and for those who have been affected by the destructive behaviors of others.

c. Personalized Academic Center (PAC)—PAC continues to serve students who are not able to access the traditional educational model. The PAC allows students to maintain the rigorous academic classes that we expect, while also accommodating their personalized academic needs. Students met virtually daily with a highly qualified teacher who is also credentialed in Special Education.

d. Intervention Specialists--TUHS has 2 intervention specialists that work closely with students. Their role is to facilitate communication with families regarding attendance and truancy issues. They regularly monitor student attendance, conduct home visits, and provided one-on-one support to students as they navigate students social, emotional, and academic needs.

e. School Social Worker--Beginning in the 22-23 school year, TUHS has added a full-time School Social Worker. The need of students has been exceptional and our School Social Worker has spent countless hours providing ongoing support to students on varied topics as well as intervening with a student in crisis.

f. Academic Interventions & Data Analysis Tools--An area of significant need for the 22-23 school year has been the need to gather data and make instructional adjustments based on that data. Types of expenditures for this need include: Illuminate, No Red Ink, Read 180, Accelerated Reader, Renaissance Learning, SSICA

g. Instructional Professional Development--In addition to instructional tools and data analysis, TUHS has increased the professional development to teachers and administrators around instructional needs. Types of expenditures for this need include: Trust Based Observation Training, Teacher Clarity Professional Development, Kagan Winter Academy

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,654	\$56,629
Mid-Range Teacher Salary	\$86,407	\$92,603
Highest Teacher Salary	\$119,800	\$116,417
Average Principal Salary (Elementary)	\$0	\$141,349
Average Principal Salary (Middle)	\$0	\$156,338
Average Principal Salary (High)	\$150,570	\$159,410
Superintendent Salary	\$185,000	\$213,044
Percent of Budget for Teacher Salaries	19%	28%
Percent of Budget for Administrative Salaries	4%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	1.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

Professional Development

The goals of professional development in the last 3 years have been to meet the exceptional needs of the students due to school closure. Beginning in the 22-23 school year, the shift has been to addressing areas of need for our students and instructional-focused professional development to support teachers and instructional staff in that focus. This year, each Tuesday of this schedule is dedicated to department meeting time. During this time departments are developing common assessments, reviewing data gathered from those and other assessments, and having discussions about the learning targets that will be tracked for progress through the year. Here is a summary of the professional development efforts for the past three

Professional Development

years that include teachers and administrators who have been engaged in staff training to increase student achievement and engagement based upon the review of CAASPP scores and combatting school closure impact:

All Faculty:

Educational Technology Training - 2 days

Instructional Engagement - 1 day

Throughout the 20-21, 21-22, 22-23, 23-24, and 24-25 school years the following trainings have occurred to ensure that all staff and faculty are aware of safety protocols in addition to the mandated trainings:

All Faculty/Staff:

Mandated Reporter Training - modules completed

Job Specific Safety Training - modules completed

Safety Training for COVID-19 - 1 partial day

Job specific training for COVID-19 - 1 partial day

Traditionally, the majority of the professional development offered at TUHS is done through full teacher in-service days or teacher pull out. Teachers are selected for attendance by either invitation or expressed interest based upon their subject matter and the grade of students they teach. Teachers attend conferences based on their subject matter or their interest with consideration given to the previous conferences attended and this is encouraged. Beginning with the 2019-20 school year, all professional development days are planned by the District Leadership Team. This team is made up of members of classified staff, certificated staff, administration, and members of the board. This team uses feedback from their colleagues and the needs of the district based on data to drive professional development for the next planned day. Examples of professional development offered at TUHS over the last 3 years are as follows:

All Faculty & Staff:

Suicide Prevention Training - 1 partial day or training modules

Safety Procedures Training - 1 partial day or training modules

Sexual Harassment Training - 1 partial day or training modules

Human Trafficking Prevention - training modules

FERPA Training - training modules

Digital Citizenship and Preventative Programs - 1 partial day

Epi-Pen Training and First Aid - 1 partial day

Narcan Training - 1 partial day

All Faculty:

WASC Training & Focus Group Work - 2 partial day

Steve Ventura Instructional Training - 1 partial day with department follow-up

Kagan Training - 1 full day

Selected Faculty:

Special Education Tips and Legal - partial day break out session

Supporting students in Distress or Crisis - partial day breakout session

ELD Framework and Teaching Strategies - partial day break out session

ELD Rise - 6 full days

Steve Ventura (English & Math) - 3 partial days & 1 full day

Alternative to Suspension: Training for new faculty and administration - 1 all day trainings

Student Discipline: Training for administrators, counselors, school psychologist, and faculty - 1 all day training

WASC Action Plan Development - Leadership Team - 2 full day

IEP Development for new special education teachers: 3 full days

Collaboration Special Education Model Training - 5 full days

Leadership Retreats for Leadership Team (setting district vision, analyzing data, and LCAP review) - beginning 2019-20 school year this was called the School Leadership Team (SLT) & District Leadership Team (DLT)

SEP Process to develop SEP Plan - 3 partial days

Continuous Improvement Process - 4 partial days, 3 full days

Student Engagement Bootcamp - 1 partial day

Administrative Retreat - all executive admin team - 4 days each year

Conferences attended:

State and National Subject Matter Specific Trainings/Conferences - Various

Professional Development

AVID Training Yearly (12 faculty/1 administrator trained) -- 3 days
Kagan Winter Academy -- 4 days 22-23 - 7 faculty/3 administrators, 23-24 8 faculty/2 administrators, 24-25 7 faculty/1 administrator
Achievement Teams (6 faculty/1 administrators) - 3 days
California Association of Directors of Activities alternating years (4 faculty/1 administrator) -- 4 days
California Partnership Academies Conference yearly (4 faculty/1 administrator) -- 3 days
Coaching Conferences - Various
Updated Policy Conference (CASBO, etc)
ACSA Special Education Academy (1 School Psychologist) -- 10 two-day weekend trainings
AERIES Conference (1 counselor/2 administrators/5 classified staff)
CAPP Grant Convening (5 conferences - 1 administrator/up to 15 certificated staff) - 2019-20 - 2 days & 2020-21 - 3 partial days & 21-22 - 1 partial day, 2022-23 - 3 full days, 23-24 - 3 full days, 24-25 - 3 full days

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4