

Houston Elementary 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	Houston Elementary School
Street	1200 North Giddings
City, State, Zip	Visalia, California 93291
Phone Number	(559) 730-7772
Principal	Monica Saenz
Email Address	msaenz@vusd.org
School Website	https://www.vusd.org/houston
Grade Span	P-6
County-District-School (CDS) Code	54-72256-6054621

2024-25 District Contact Information	
District Name	Visalia Unified School District
Phone Number	559-730-7300
Superintendent	Kirk Shrum
Email Address	kshrum@vusd.org
District Website	www.vusd.org

2024-25 School Description and Mission Statement
<p>Description of School</p> <p>Houston Elementary School serves approximately 550 students in grades K-6 in 2024-2025. Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning environment. The school holds high expectations for the academic and social-emotional development of all students. Curriculum planning, staff professional learning, and common formative assessments are focused on assisting students in mastering the state academic content standards, as well as increasing the overall student achievement of all subgroups.</p>

2024-25 School Description and Mission Statement

Houston's Mission:
All students will be college and career ready through measurable growth both academically and socially.

Houston's Vision:
Respectful problem solvers striving for success.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	66
Grade 2	80
Grade 3	65
Grade 4	73
Grade 5	71
Grade 6	78
Total Enrollment	508

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
Asian	1.6
Black or African American	0.4
Hispanic or Latino	84.8
Two or More Races	0.8
White	2.2
English Learners	43.3
Foster Youth	1
Homeless	5.3
Migrant	1.6
Socioeconomically Disadvantaged	89.2
Students with Disabilities	15

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)	25.60	96.25	1187.10	86.89	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.75	67.90	4.97	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	54.60	4.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	31.20	2.29	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	25.30	1.86	18854.30	6.86
Total Teaching Positions	26.60	100.00	1366.30	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)	24.70	92.53	1227.70	88.08	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	7.47	71.60	5.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	35.30	2.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	27.10	1.95	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	31.90	2.29	15831.90	5.67
Total Teaching Positions	26.70	100.00	1393.80	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)	24.80	99.20	1166.60	85.45	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	70.00	5.13	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	47.10	3.46	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.80	35.90	2.63	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	45.50	3.33	14303.80	5.15
Total Teaching Positions	25.00	100.00	1365.30	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	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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	0.00	0.00	0.2
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0.2

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)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.20	0	0

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

Year and month in which the data were collected		December 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Language Arts: McGraw Hill Wonders K-5 (2014) Pearson My Perspectives Grade 6 (2017) Heggerty Phonetic Awareness (2022) Foundations, Wilson Language, K-2 (2023) Supplemental: Leveled Guided Reading Books Leveled Literacy Intervention (2015)	Yes	0%
Mathematics	Houghton Mifflin Harcourt Go Math! (2015)	Yes	0%
Science	Base: McGraw Hill Inspire Science (2019)	Yes	0%
History-Social Science	Base: McGraw-Hill IMPACT Social Studies (2018)	Yes	0%
Health	Goodheart-Wilcox Essential Health (2021)	Yes	0%
Visual and Performing Arts	Silver Burdett (Classroom Music Grade 4-6) Strictly Strings (Orchestra) Standard of Excellence (Band)	Yes	0%

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

School Facility Conditions and Planned Improvements

Houston Elementary School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided by classrooms, playgrounds, and staff work rooms. To assist our school in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at

School Facility Conditions and Planned Improvements

the district office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

In 2023, there were no major maintenance or repair projects at Houston Elementary School. No other emergency facilities needs exist at this school. Houston also passed it's William's Visit on 8/25/23.

Cleaning Process and Schedule

In addition to custodial staff on duty during the school day, a team of maintenance specialists comes in after-hours for daily cleaning. District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The deferred maintenance program ensures that all classrooms and facilities are maintained to a degree of adequacy that allows for a good learning environment.

Facilities Improvements

A majority of the issues found in the FIT report were fixed during the 2023 school year. Houston was selected to be part of the new modernization project which was approved on 9/1/23.

Year and month of the most recent FIT report

1/7/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: STAFF RESTROOM: 2. VENT COVER IS LOOSE. 4. HOLE IN BASE OF WALL. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)
Interior: Interior Surfaces			X	1: 4. CARPET IS WORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 11. PAINT IS PEELING ON COVERED WALKWAY. 10: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 10. MULTIPLE PLUG IN AIR FRESHENERS. 15. DOOR DOESN'T SHUT PROPERLY. 11: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON THE DOOR FRAME. 12: 4. CEILING TILES HAVE HOLES. LINOLEUM FLOORING HAS HOLES AND IS LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9.

School Facility Conditions and Planned Improvements

			<p>FAUCET HAS A DRIP. 11. PAINT IS PEELING ON COVERED WALKWAY (ENTIRE WING). 13/ MEDIA CENTER: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. 9. ONE FAUCET HAS A LOW FLOW. 2: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CARPET IS WORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 20: 4. CARPET IS TORN. HOLES IN THE WALL. RUBBER MOLDING IS MISSING. 7. ONE LIGHT DIFFUSER IS BROKEN. 10.PLUGIN CANDLE WARMER. 22: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. 15. WINDOW SCREENS ARE MISSING. 23: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. 15. WINDOW SCREENS ARE MISSING. 25: 4. CEILING TILE IS TORN. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. TWO LIGHT PANELS ARE OUT. 12. DRY ROT ON SIDING AND WINDOW FRAME. 15. WINDOW SCREEN IS MISSING. 26: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 15. WINDOW SCREEN IS MISSING. 27: 4. CEILING TILES HAVE HOLES. WALL PAPER IS TORN. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. 28: 4. CARPET IS WORN AND STAINED. RUBBER MOULDING IS CHIPPING. 7. ALARM KEY PAD PANEL IS LOOSE. 29: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 15. WINDOW SCREENS ARE MISSING. 3: 4. CARPET IS WORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON COVERED WALKWAY. 15. DOOR DOESN'T SHUT PROPERLY. 30: 4. CEILING TILE HAS A HOLE. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 15. WINDOW SCREENS ARE MISSING. 31: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 15. WINDOW SCREENS ARE MISSING. 32: 4. CEILING TILE IS TORN. 7. TWO LIGHT PANELS ARE OUT. ETHERNET COVER IS TAPED/LOOSE. ELECTRICAL COVER IS MISSING. OUTLET COVER IS MISSING. 33: 4. CEILING TILE IS TORN. 7. LIGHT DIFFUSER IS BROKEN. 36: 4. FORMICA TRIM IS MISSING ON CABINET DOOR (DOOR IS ALSO SPLITTING). 10.</p>
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School Facility Conditions and Planned Improvements

			<p>EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREENS ARE MISSING.</p> <p>37: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP.</p> <p>4: 4. CARPET IS WORN. 7. MULTIPLE LIGHTBULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON CABINETS AND COVERED WALKWAY.</p> <p>5: 4. HOLES IN LINOLEUM FLOORING. CEILING TILE HAS A WATER STAIN 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON COVERED WALKWAY.</p> <p>6: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT.</p> <p>7: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW.</p> <p>8: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP AND LOW FLOW.</p> <p>9: 4. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP.</p> <p>ASSISTANT PRINCIPAL: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS BROKEN.</p> <p>CUSTIDIAL OFFICE (NEAR NURSE): 4. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER HAS A WATER STAIN. 11. PAINT IS PEELING ON COVERED WALKWAY.</p> <p>NURSE: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ALARM PAD IS LOOSE (TAPED TO WALL).</p> <p>PRINCIPAL: 4. CEILING TILES HAVE WATER STAINS.</p> <p>STAFF RESTROOM: 2. VENT COVER IS LOOSE. 4. HOLE IN BASE OF WALL. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>UNISEX REST ROOM: 4. FLOOR TILES ARE BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	<p>1: 4. CARPET IS WORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 11. PAINT IS PEELING ON COVERED WALKWAY.</p> <p>10: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 10. MULTIPLE PLUG IN AIR FRESHENERS. 15. DOOR DOESN'T SHUT PROPERLY.</p>

School Facility Conditions and Planned Improvements

			<p>11: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON THE DOOR FRAME.</p> <p>12: 4. CEILING TILES HAVE HOLES. LINOLEUM FLOORING HAS HOLES AND IS LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON COVERED WALKWAY (ENTIRE WING).</p> <p>2: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CARPET IS WORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>23: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. 15. WINDOW SCREENS ARE MISSING.</p> <p>26: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 15. WINDOW SCREEN IS MISSING.</p> <p>3: 4. CARPET IS WORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON COVERED WALKWAY. 15. DOOR DOESN'T SHUT PROPERLY.</p> <p>30: 4. CEILING TILE HAS A HOLE. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 15. WINDOW SCREENS ARE MISSING.</p> <p>31: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 15. WINDOW SCREENS ARE MISSING.</p> <p>34: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A SPORADIC FLOW. 10. PLUG IN CANDLE WARMER.</p> <p>5: 4. HOLES IN LINOLEUM FLOORING. CEILING TILE HAS A WATER STAIN 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON COVERED WALKWAY.</p> <p>6: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT.</p> <p>7: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW.</p> <p>8: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP AND LOW FLOW.</p> <p>9: 4. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP.</p>
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School Facility Conditions and Planned Improvements

<p>Electrical</p>			<p>X</p>	<p>1: 4. CARPET IS WORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 11. PAINT IS PEELING ON COVERED WALKWAY.</p> <p>10: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 10. MULTIPLE PLUG IN AIR FRESHENERS. 15. DOOR DOESN'T SHUT PROPERLY.</p> <p>11: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON THE DOOR FRAME.</p> <p>20: 4. CARPET IS TORN. HOLES IN THE WALL. RUBBER MOLDING IS MISSING. 7. ONE LIGHT DIFFUSER IS BROKEN. 10.PLUGIN CANDLE WARMER.</p> <p>25: 4. CEILING TILE IS TORN. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. TWO LIGHT PANELS ARE OUT. 12. DRY ROT ON SIDING AND WINDOW FRAME. 15. WINDOW SCREEN IS MISSING.</p> <p>26: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 15. WINDOW SCREEN IS MISSING.</p> <p>27: 4. CEILING TILES HAVE HOLES. WALL PAPER IS TORN. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT.</p> <p>28: 4. CARPET IS WORN AND STAINED. RUBBER MOULDING IS CHIPPING. 7. ALARM KEY PAD PANEL IS LOOSE.</p> <p>29: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 15. WINDOW SCREENS ARE MISSING.</p> <p>3: 4. CARPET IS WORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON COVERED WALKWAY. 15. DOOR DOESN'T SHUT PROPERLY.</p> <p>30: 4. CEILING TILE HAS A HOLE. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 15. WINDOW SCREENS ARE MISSING.</p> <p>31: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 15. WINDOW SCREENS ARE MISSING.</p> <p>32: 4. CEILING TILE IS TORN. 7. TWO LIGHT PANELS ARE OUT. ETHERNET COVER IS TAPED/LOOSE. ELECTRICAL COVER IS MISSING. OUTLET COVER IS MISSING.</p> <p>33: 4. CEILING TILE IS TORN. 7. LIGHT DIFFUSER IS BROKEN.</p>
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School Facility Conditions and Planned Improvements

			<p>35: 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREEN IS MISSING.</p> <p>4: 4. CARPET IS WORN. 7. MULTIPLE LIGHTBULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON CABINETS AND COVERED WALKWAY.</p> <p>5: 4. HOLES IN LINOLEUM FLOORING. CEILING TILE HAS A WATER STAIN 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON COVERED WALKWAY.</p> <p>6: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT.</p> <p>ASSISTANT PRINCIPAL: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS BROKEN.</p> <p>BOYS RESTROOM: 7. LIGHT DIFFUSER IS BROKEN. 9. FAUCET HAS A DRIP.</p> <p>CUSTIDIAL OFFICE (NEAR NURSE): 4. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER HAS A WATER STAIN. 11. PAINT IS PEELING ON COVERED WALKWAY.</p> <p>NURSE: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ALARM PAD IS LOOSE (TAPED TO WALL).</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>12: 4. CEILING TILES HAVE HOLES. LINOLEUM FLOORING HAS HOLES AND IS LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON COVERED WALKWAY (ENTIRE WING).</p> <p>13/ MEDIA CENTER: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. 9. ONE FAUCET HAS A LOW FLOW.</p> <p>22: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. 15. WINDOW SCREENS ARE MISSING.</p> <p>23: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. 15. WINDOW SCREENS ARE MISSING.</p> <p>3: 4. CARPET IS WORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON COVERED WALKWAY. 15. DOOR DOESN'T SHUT PROPERLY.</p> <p>34: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A SPORADIC FLOW. 10. PLUG IN CANDLE WARMER.</p> <p>7: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW.</p> <p>8: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP AND LOW FLOW.</p>

School Facility Conditions and Planned Improvements

			<p>9: 4. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP.</p> <p>BOYS RESTROOM: 7. LIGHT DIFFUSERBIS BROKEN. 9. FAUCET HAS A DRIP.</p> <p>BOYS RESTROOM: 9. FAUCET HANDLE IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 15. WINDOW IS BROKEN. WINDOWS ARE MISSING.</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 11. PAINT IS PEELING ON THE CEILING. 15. WINDOWS ARE MISSING.</p> <p>RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>STAFF RESTROOM: 2. VENT COVER IS LOOSE. 4. HOLE IN BASE OF WALL. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>STUDENT RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>UNISEX REST ROOM: 4. FLOOR TILES ARE BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>UNISEX RESTROOM (NEAR 21): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p>
Safety: Fire Safety, Hazardous Materials		X	<p>1: 4. CARPET IS WORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 11. PAINT IS PEELING ON COVERED WALKWAY.</p> <p>10: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 10. MULTIPLE PLUG IN AIR FRESHENERS. 15. DOOR DOESN'T SHUT PROPERLY.</p> <p>11: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON THE DOOR FRAME.</p> <p>12: 4. CEILING TILES HAVE HOLES. LINOLEUM FLOORING HAS HOLES AND IS LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON COVERED WALKWAY (ENTIRE WING).</p> <p>20: 4. CARPET IS TORN. HOLES IN THE WALL. RUBBER MOLDING IS MISSING. 7. ONE LIGHT DIFFUSER IS BROKEN. 10.PLUGIN CANDLE WARMER.</p>

School Facility Conditions and Planned Improvements

			<p>3: 4. CARPET IS WORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON COVERED WALKWAY. 15. DOOR DOESN'T SHUT PROPERLY.</p> <p>34: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A SPORADIC FLOW. 10. PLUG IN CANDLE WARMER.</p> <p>36: 4. FORMICA TRIM IS MISSING ON CABINET DOOR (DOOR IS ALSO SPLITTING). 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREENS ARE MISSING.</p> <p>4: 4. CARPET IS WORN. 7. MULTIPLE LIGHTBULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON CABINETS AND COVERED WALKWAY.</p> <p>5: 4. HOLES IN LINOLEUM FLOORING. CEILING TILE HAS A WATER STAIN 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON COVERED WALKWAY.</p> <p>BOYS RESTROOM: 9. FAUCET HANDLE IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 15. WINDOW IS BROKEN. WINDOWS ARE MISSING.</p> <p>CUSTIDIAL OFFICE (NEAR NURSE): 4. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER HAS A WATER STAIN. 11. PAINT IS PEELING ON COVERED WALKWAY.</p> <p>GIRLS RESTROOM: 11. PAINT IS PEELING ON CEILING. 15. WINDOWS ARE MISSING.</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 11. PAINT IS PEELING ON THE CEILING. 15. WINDOWS ARE MISSING.</p> <p>STORAGE: 10. IMPROPERLY STORED FLAMMABLE MATERIALS.</p>
Structural: Structural Damage, Roofs	X		<p>25: 4. CEILING TILE IS TORN. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. TWO LIGHT PANELS ARE OUT. 12. DRY ROT ON SIDING AND WINDOW FRAME. 15. WINDOW SCREEN IS MISSING.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	<p>10: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 10. MULTIPLE PLUG IN AIR FRESHENERS. 15. DOOR DOESN'T SHUT PROPERLY.</p> <p>22: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. 15. WINDOW SCREENS ARE MISSING.</p> <p>23: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE IS TORN. 5.</p>

School Facility Conditions and Planned Improvements

				UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. 15. WINDOW SCREENS ARE MISSING. 25: 4. CEILING TILE IS TORN. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. TWO LIGHT PANELS ARE OUT. 12. DRY ROT ON SIDING AND WINDOW FRAME. 15. WINDOW SCREEN IS MISSING. 26: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 15. WINDOW SCREEN IS MISSING. 29: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 15. WINDOW SCREENS ARE MISSING. 3: 4. CARPET IS WORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON COVERED WALKWAY. 15. DOOR DOESN'T SHUT PROPERLY. 30: 4. CEILING TILE HAS A HOLE. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 15. WINDOW SCREENS ARE MISSING. 31: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 15. WINDOW SCREENS ARE MISSING. 35: 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREEN IS MISSING. 36: 4. FORMICA TRIM IS MISSING ON CABINET DOOR (DOOR IS ALSO SPLITTING). 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREENS ARE MISSING. 8: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP AND LOW FLOW. BOYS RESTROOM: 15. WINDOWS ARE MISSING. BOYS RESTROOM: 9. FAUCET HANDLE IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 15. WINDOW IS BROKEN. WINDOWS ARE MISSING. GIRLS RESTROOM: 11. PAINT IS PEELING ON CEILING. 15. WINDOWS ARE MISSING. GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 11. PAINT IS PEELING ON THE CEILING. 15. WINDOWS ARE MISSING. OFFICE: 15. DOOR HANDLE IS LOOSE.
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Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

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)	22	31	42	43	46	47
Mathematics (grades 3-8 and 11)	12	16	26	28	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	286	265	92.66	7.34	31.32
Female	141	131	92.91	7.09	35.11
Male	145	134	92.41	7.59	27.61
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	231	214	92.64	7.36	31.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	45	42	93.33	6.67	26.19
White	--	--	--	--	--
English Learners	126	108	85.71	14.29	18.52
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	253	236	93.28	6.72	30.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	39	84.78	15.22	5.13

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	285	273	95.79	4.21	16.48
Female	141	137	97.16	2.84	17.52
Male	144	136	94.44	5.56	15.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	230	222	96.52	3.48	14.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	45	42	93.33	6.67	19.05
White	--	--	--	--	--
English Learners	126	117	92.86	7.14	8.55
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	252	243	96.43	3.57	17.28
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	38	84.44	15.56	2.63

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)	7.69	10.45	26.54	25.54	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	72	67	93.06	6.94	10.45
Female	37	35	94.59	5.41	14.29
Male	35	32	91.43	8.57	6.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	63	59	93.65	6.35	6.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	34	30	88.24	11.76	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	62	93.94	6.06	11.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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 5	65%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement
<p>Parent involvement and communication are essential to our students' success. Houston Elementary School communicates with parents by sharing information that helps parents understand and support school goals and by providing opportunities for parent participation in school activities.</p> <p>There are numerous and varied opportunities for parent involvement, including but not limited to, attending and participating in parent-teacher conferences, Back To School Night, Open House, Math and Literacy Nights, volunteering opportunities, and chaperoning field trips. Parents may also serve on advisory committees and leadership teams, including, but not limited to, the English Learners Advisory Committee (ELAC), School Safety Committee, School Site Council (SSC), and the parent support group (Juntos). At Literacy Nights, parents will receive training on how to help their students with reading strategies and will also learn about social-emotional learning and how they can help their students at home. Additional opportunities for parental involvement also exist at the district level. Parents may participate in the District English Learners Advisory Committee (DELAC).</p> <p>Parents who would like more information on how to become involved may contact Principal Monica Saenz at (559) 730-7772.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	572	541	146	27.0
Female	295	277	73	26.4
Male	277	264	73	27.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	485	459	119	25.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	12	12	6	50.0
English Learners	261	251	60	23.9
Foster Youth	--	--	--	--
Homeless	42	39	15	38.5
Socioeconomically Disadvantaged	510	485	133	27.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	92	89	31	34.8

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
2.48	2.78	4.2	5.15	5.4	5.88	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	0	0	0.19	0.25	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.20	0.00
Female	1.69	0.00
Male	6.86	0.00
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	4.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.33	0.00
English Learners	3.07	0.00
Foster Youth	0.00	0.00
Homeless	2.38	0.00
Socioeconomically Disadvantaged	4.51	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.70	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 Visalia Unified School District Board of Education has stated that a primary goal of the school district is to ensure positive and safe learning environments. Our safe school environment is a place where learning is maximized. All Visalia Unified School District staff participate in maintaining this safe and positive environment. Each school site has developed a comprehensive

2024-25 School Safety Plan

safe school plan with the input from parents, staff, students and community agencies such as law enforcement and fire departments. These plans address key safety improvement needs and are evaluated on a regular basis. They address all aspects of school safety such as the physical facilities and grounds, conduct codes, staffing needs, positive learning approaches and character education. The safety plans are reviewed and approved by the sites' School Site Council and are fully compliant with federal and state regulations.

The Visalia Unified School District Board of Education reviews and approves all site plans by March 1st as per the state's deadline. Houston's SSC reviewed the CSSP on 11/19/24 and will approve on 1/28/25. This plan has also been reviewed with staff along with renewal of trainings.

This year's updates include a complete reformatting of the comprehensive school safety plans for each site in addition to adding in all the new safety changes that were implemented within the last school year. That includes:

- -Language with ALICE active shooter training
- -Language with Raptor, our emergency response system
- -Safety procedural changes
- -Reunification location changes
- -Evacuation map changes now called Four Corners
- -Updated Incident Command System for each site and district
- -And many more smaller changes

Students have the right to a safe campus and learning environment. Prevention of school safety problems is a priority of all school staff, parents and students. These plans are in place, but hopefully never needed. Each day students come to school to learn, be safe and enjoy the learning environment. Keeping safety in mind, in all we do, makes this possible.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	20	3	1	
2	22	1	2	
3	26		3	
4	22		9	
5	24	2	7	
6	20	5	5	

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	2	
1	26		3	
2	25		3	
3	25		3	
4	25		9	
5	25		8	
6	20	4	6	
Other	24		1	

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	22		3	
2	27		3	
3	22	1	2	
4	24		6	
5	24	2	4	1
6	28	2	3	2

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	508

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

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	6,709.39	336.88	6,372.51	83,428.71
District	N/A	N/A	4,172.81	\$86,565
Percent Difference - School Site and District	N/A	N/A	41.7	-3.7
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-51.3	-12.6

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, the District received federal and state aid for the following categorical, special education, and support programs:

Federal Programs

Title I, Part A, School & District Discretionary Block Grants
 Title I, Part C, Migrant Education
 Title II, Part A, Improving Teacher Quality
 Title II, Part D, Enhancing Education Through Technology
 Title III, Limited English Proficient
 Title IV Part A SSAE
 ESSER I, II, & III
 IDEA, Special Education

State Programs

Fiscal Year 2023-24 Types of Services Funded

Supplemental and Concentration Funds
Child Development Programs

Site Based Support Programs

At Houston Elementary we provide students and staff additional support with our site based Student Success Teachers and Instructional Coach. We currently have 1 reading Student Success Teacher and 1 math Student Success Teacher. These teachers provide intervention for struggling students during the school day. The Student Success Teachers support our teachers by attending their PLC's collaborative teams and collaborating with different grade levels. They also model lessons in teacher's classrooms. We also have a (B.I.T.) Behavior Intervention Technician that supports students with behavior issues. The B.I.T. collaborates with our teachers to support students. We have a counselor to support our students as well, both socially and academically. Our counselor collaborates with our teachers to support students. Our counselor provides social emotional lessons to all students. We also use Para Professionals to provide targeted academic support for students under the guide of our Student Success Teachers based on data. Every Kindergarten class gets Para Professional support daily. The Para Professionals collaborate daily with our Student Success Teachers. SST meetings are held monthly for our students who require more support based on data. We use SST meetings to set up support systems for our students.

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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,666	\$56,573
Mid-Range Teacher Salary	\$87,672	\$87,186
Highest Teacher Salary	\$117,330	\$119,665
Average Principal Salary (Elementary)	\$158,625	\$148,486
Average Principal Salary (Middle)	\$151,260	\$154,835
Average Principal Salary (High)	\$169,694	\$170,008
Superintendent Salary	\$302,702	\$338,699
Percent of Budget for Teacher Salaries	28.54	31.41
Percent of Budget for Administrative Salaries	6.11	4.86

Professional Development

The following areas of professional learning have been provided to staff: (PLC) professional learning communities, (ELD) English Language Development, Schoology, I-Ready, Zoom, PBIS, effective balanced instruction, Teacher Clarity, Common Formative Assessments, and other areas as indicated by school data. Our district provides professional learning based on data from both the district and school level to ensure that areas of need are being addressed. Professional Learning occurs at the district, school and classroom level dependent on teacher goals. The district provides content specialists who work with various grades to provide on-site coaching and support after professional learning has occurred to support transfer of learned strategies into practice.

Support for Novice Teachers: Due to a shortage of highly qualified teachers in our area, twenty percent of Visalia Unified's certificated educators do not yet hold a clear credential and are considered "novice" educators. In response to this challenge and in compliance with the California Commission on Teacher Credentialing, Visalia Unified offers a robust support and training system for these novice educators including differentiated professional development and continuous professional growth

Professional Development

opportunities. The professional learning system begins with the New Certificated Staff Summer Institute which is a five-day interactive training offered in August one week before school begins. This training covers classroom management, classroom culture, curriculum frameworks, and lesson design. In addition, a two-day workshop on student engagement and cooperative learning is offered during winter break so that teachers may implement new structures and strategies during the spring semester. All novice teachers receive ongoing support and individualized training throughout the year via weekly meetings with their assigned mentor at their respective school sites. Mentors and district teachers-on-assignment support implementation of new knowledge by providing in-class coaching, collaborating on lesson design, accompanying novice teachers on classroom tours, and assisting with student data analysis to drive instructional decisions. In addition, novice teachers and their mentors attend monthly after school training in action research and are provided time to reflect on their instructional practice. Mentors and teachers on assignment are carefully selected experienced educators trained in how to facilitate the individualized professional growth of novice teachers. Novice teachers who have preliminary credentials participate in the VUSD Teacher Induction Clear Credential Program which is accredited by the Commission and is offered at no cost to the candidate.

Support for Veteran Teachers: Veteran teachers in need of classroom management assistance also have access to one-on-one mentor support as may be needed in the case of a new grade level assignment or challenging class. Visalia Unified also offers a Peer Assistance and Review (PAR) program which is a formal system of mentoring and accountability.

The site supports all teachers by providing weekly time for Professional Learning Communities and weekly professional learning. Teachers and principal have scheduled data chats to discuss the academic progress of all students. Instructional strategies are discussed during the data chats. Teachers are given the opportunity to observe other teachers. Teachers participate in Interactive Read Aloud training to support continuous growth in reading, along with Guided Reading K-6. Student Success Teachers provide reading and math intervention to struggling students. Student Success Teachers and the Instructional Coach support teachers by modeling lessons in their classrooms, observing the teachers as they teach lessons, provide feedback, and debrief next steps for growth.

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	8	8	8