

La Joya Middle 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	La Joya Middle School
Street	4711 West La Vida Ave
City, State, Zip	Visalia, California 93277
Phone Number	(559) 730-7921
Principal	Dr. Andrew Bishop
Email Address	abishop@vusd.org
School Website	https://www.vusd.org/lajoya
Grade Span	7-8
County-District-School (CDS) Code	54-72256-6112049

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>La Joya Middle School serves approximately 720 students in grades 7-8. Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school holds high expectations for the academic and social development of all students. Curriculum planning, staff development, and assessment activities are focused on assisting students in mastering the common core state standards, as well as increasing the overall student achievement of all subgroups.</p>

2024-25 School Description and Mission Statement

MISSION

We ensure our students are prepared for a successful future beyond middle school.

VISION

To be a beacon of excellence in middle school education.

Ensuring Learning for All!

School Commitments

Therefore, we commit that:

Grades

Commit to updating grades every two weeks, ensuring a minimum of three assessments per marking period. This provides students with timely feedback and opportunities to improve, while also aligning with the new grading policies

Classroom Expectations

Establish and maintain visible classroom procedures, routines, and expectations. Ensure that all staff enforce policies related to classroom behavior, such as rules for cell phone use, dress code, and overall classroom conduct.

Student Engagement

Consistently use positive engagement strategies in the classroom and work to recognize and celebrate students who meet or exceed expectations. This could include rewards or special incentives for consistent good behavior and academic performance.

Standards, Learning Intentions, and Success Criteria

Ensure that standards, learning intentions, success criteria, and daily agendas are clearly posted and discussed with students. This helps to create a shared understanding of learning goals and expectations.

Collaboration and PLC Growth

Continue to focus on growing and strengthening PLC practices. This includes consistent collaboration among staff, with a specific focus on supporting both new and existing team members to enhance the overall learning environment.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	340
Grade 8	377
Total Enrollment	717

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.3
Asian	2
Black or African American	1.1
Filipino	0.6
Hispanic or Latino	74.3
Two or More Races	1.5
White	18.5
English Learners	7.4
Foster Youth	1
Homeless	1.1
Socioeconomically Disadvantaged	60.1
Students with Disabilities	17.3

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)	33.80	87.12	1187.10	86.89	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	67.90	4.97	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.60	6.70	54.60	4.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.41	31.20	2.29	12115.80	4.41
Unknown/Incomplete/NA	2.20	5.74	25.30	1.86	18854.30	6.86
Total Teaching Positions	38.80	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)	29.00	82.89	1227.70	88.08	234405.20	84.00
Intern Credential Holders Properly Assigned	1.90	5.67	71.60	5.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	1.88	35.30	2.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.85	27.10	1.95	11953.10	4.28
Unknown/Incomplete/NA	2.30	6.64	31.90	2.29	15831.90	5.67
Total Teaching Positions	35.00	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)	29.60	75.61	1166.60	85.45	231142.40	100.00
Intern Credential Holders Properly Assigned	3.90	9.94	70.00	5.13	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.55	47.10	3.46	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	6.58	35.90	2.63	11746.90	4.23
Unknown/Incomplete/NA	2.00	5.30	45.50	3.33	14303.80	5.15
Total Teaching Positions	39.20	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	2.60	0.60	0.5
Misassignments	0.00	0.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.60	0.60	1

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	0.80	2.4
Local Assignment Options	0.10	0.10	0.1
Total Out-of-Field Teachers	0.10	1.00	2.5

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	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.80	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 6-11 Core Program/Pearson (2016) My Perspectives ELD Companion Designated ELD 7-8: iLit Savvas	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%

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

School Facility Conditions and Planned Improvements

La Joya Middle 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, staff workrooms, and grounds. 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 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.

Cleaning Process and Schedule

School Facility Conditions and Planned Improvements

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. Currently, the site is undergoing an HVAC project to update all units by the end of 2023-24 school year.

Year and month of the most recent FIT report	1/4/2024
--	----------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces			X	102: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 7. SWITCH PLATE IS BROKEN. MULTIPLE LIGHTBULBS ARE OUT. ELECTRICAL COVER IS MISSING. 201: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. WALL TILES HAVE WATER STAINS. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER HAS A WATER STAINS. ELECTRICAL COVERS ARE MISSING. 301: 4. CEILING TILE HAS A WATER STAIN. 7. THREE LIGHT PANELS ARE OUT. 302: 4. CEILING TILE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 401: 4. CEILING TILES HAVE HOLES. 7. CORDS ARE CREATING TRIP HAZARDS. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. DOOR LOCK BAR IS STICKING. 402: 4. CEILING TILE HAS A WATER STAIN. PENCIL SHARPENER COVER IS MISSING. WALLPAPER IS TORN. 7. TWO LIGHT PANELS ARE OUT. EXTERIOR OUTLET COVER IS MISSING. 9. DRINKING FOUNTAIN HANDLE IS MISSING. 403: 4. CEILING TILES HAVE WATER STAINS. WATER DAMAGE TO SINK CABINET DOOR. 7. ONE LIGHT PANEL IS OUT. CORD IS CREATING A TRIP HAZARD. 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 404: 4. CEILING TILE IS BROKEN. WALLPAPER IS TORN. 7. THREE LIGHT PANELS ARE OUT. 15. DOOR LOCK BAR IS STICKING. 15. DOOR CLOSER COVER IS MISSING. 405: 4. CEILING TILES HAVE WATER STAINS. PENCIL SHARPENER COVER IS MISSING. FORMICA TRIM IS BROKEN. 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN CANDLE WARMER.

School Facility Conditions and Planned Improvements

			<p>407: 4. WATER DAMAGE TO COUNTERTOP. 7. FOUR LIGHT PANELS ARE OUT. 15. DOOR LOCK BAR IS STICKING.</p> <p>408: 4. CEILING TILES HAVE WATER STAINS. FLOOR IS DAMAGED AT ENTRY. DRAWER HANDLE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. DRINKING FONTAIN HANDLE IS MISSING. 15. DOOR LOCK BAR IS STICKING.</p> <p>601: 4. RUBBER MOULDING IS MISSING. 7. THREE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>604: 4. PENCIL SHARPENER COVER IS MISSING. RUBBER MOULDING IS MISSING. 7. ETHERNET COVER IS MISSING.</p> <p>606: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>607: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>ADMIN: 4. FORMICA TRIM IS CHIPPING PARTITION WALL/DESK. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>BLDG 8/PATHFINDER OFFICE: 4. CEILING TILE IS BROKEN.</p> <p>BOYS LOCKER ROOM: 4. CEILING TILES ARE LOOSE. FLOOR TILES ARE BROKEN. LOCKERS ARE BROKEN. 7. MULTIPLE LIGHT PANELS ARE OUT. LIGHT DIFFUSERS ARE MISSING (STORAGE AND COACHES RR). MULTIPLE LIGHT BULBS ARE OUT. 9. ONE FAUCET HAS NO FLOW. ONE FAUCET HAS A LOW FLOW. ONE FAUCET HAS A DRIP.</p> <p>BOYS RESTROOM (NEAR 408): 4. STALL DOORS ARE UNABLE TO BE SECURED. 8. TOILET IS LOOSE AT BASE. 9. ONE FAUCET HAS NO FLOW. EXTERIOR DRINKING FOUNTAIN HAS A DRIP. 15. DOOR CLOSER COVER IS BROKEN.</p> <p>CONFERENCE ROOM 101: 4. CEILING TILE T-BAR IS LOOSE. 7. CLOCK IS NOT FUNCTIONING.</p> <p>GIRLS LOCKER ROOM: 4. WALL TILES ARE BROKEN IN STALLS AT BASE. 7. MULTIPLE LIGHT PANELS ARE BAD/OUT. 9. ONE FAUCET LEAKS AT HANDLE.</p> <p>GIRLS RESTROOM (NEAR 401): 4. WALL TILES ARE BROKEN IN STALLS. TILES ARE BROKEN/MISSING ON COUNTERTOP. TOILET SEAT COVER DISPENSERS ARE BROKEN. TWO STALL DOORS ARE UNABLE TO BE SECURED. 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>LIBRARY: 4. WALL PAPER IS TORN.</p> <p>LM 1: 4. CEILING TILES HAVE WATER STAINS. 7. FOUR LIGHT PANELS ARE OUT.</p>
--	--	--	--

School Facility Conditions and Planned Improvements

				<p>LM 3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>LOUNGE: 4. CEILING TILE IS MISSING. 7. TWO LIGHT PANELS ARE OUT. 12. LARGE CRACK IN COURTYARD WALL.</p> <p>MPR: 4. WALL PADS HAVE BEEN CUT.</p> <p>NURSE: 4. CEILING TILES ARE MISSING. 9. FAUCET LEAKS AT HANDLE.</p> <p>OFFICE 4: 4. CEILING TILE HAS A WATER STAIN (HALLWAY).</p> <p>P1: 4. WALLPAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>P2: 4. CEILING TILE T-BAR IS LOOSE. CEILING TILE HAS A HOLE.</p> <p>P3: 4. CEILING TILE IS TORN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 14. RAMP IS RUSTED.</p> <p>P5: 4. RUBBER MOULDING IS LOOSE. 7. OUTLET COVERS ARE MISSING.</p> <p>P6: 4. WALL PAPER IS TORN. CEILING TILES ARE LOOSE. RUBBER MOULDING IS LOOSE.</p> <p>P7: 4. CEILING TILES ARE TORN. 7. TWO LIGHT PANELS ARE BAD/OUT.</p> <p>P8: 4. WALL PAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>STAGE: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			<p>201: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. WALL TILES HAVE WATER STAINS. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER HAS A WATER STAINS. ELECTRICAL COVERS ARE MISSING.</p> <p>202/ BAND: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT DIFFUSERS ARE MISSING. LIGHT DIFFUSER IS LOOSE. MULTIPLE LIGHTBULBS ARE OUT.</p> <p>408: 4. CEILING TILES HAVE WATER STAINS. FLOOR IS DAMAGED AT ENTRY. DRAWER HANDLE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. DRINKING FONTAIN HANDLE IS MISSING. 15. DOOR LOCK BAR IS STICKING.</p> <p>STAGE: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
Electrical			X	<p>102: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 7. SWITCH PLATE IS BROKEN. MULTIPLE LIGHTBULBS ARE OUT. ELECTRICAL COVER IS MISSING.</p> <p>201: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. WALL TILES HAVE WATER STAINS. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED</p>

School Facility Conditions and Planned Improvements

TOO HIGH. 7. ONE LIGHT DIFFUSER HAS A WATER STAINS. ELECTRICAL COVERS ARE MISSING.

202/ BAND: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT DIFFUSERS ARE MISSING. LIGHT DIFFUSER IS LOOSE. MULTIPLE LIGHTBULBS ARE OUT.

301: 4. CEILING TILE HAS A WATER STAIN. 7. THREE LIGHT PANELS ARE OUT.

401: 4. CEILING TILES HAVE HOLES. 7. CORDS ARE CREATING TRIP HAZARDS. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. DOOR LOCK BAR IS STICKING.

402: 4. CEILING TILE HAS A WATER STAIN. PENCIL SHARPENER COVER IS MISSING. WALLPAPER IS TORN. 7. TWO LIGHT PANELS ARE OUT. EXTERIOR OUTLET COVER IS MISSING. 9. DRINKING FOUNTAIN HANDLE IS MISSING.

403: 4. CEILING TILES HAVE WATER STAINS. WATER DAMAGE TO SINK CABINET DOOR. 7. ONE LIGHT PANEL IS OUT. CORD IS CREATING A TRIP HAZARD. 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.

404: 4. CEILING TILE IS BROKEN. WALLPAPER IS TORN. 7. THREE LIGHT PANELS ARE OUT. 15. DOOR LOCK BAR IS STICKING. 15. DOOR CLOSER COVER IS MISSING.

405: 4. CEILING TILES HAVE WATER STAINS. PENCIL SHARPENER COVER IS MISSING. FORMICA TRIM IS BROKEN. 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN CANDLE WARMER.

406: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. EXTERIOR OUTLET COVER IS MISSING. 15. DOOR LOCK BAR IS STICKING.

407: 4. WATER DAMAGE TO COUNTERTOP. 7. FOUR LIGHT PANELS ARE OUT. 15. DOOR LOCK BAR IS STICKING.

408: 4. CEILING TILES HAVE WATER STAINS. FLOOR IS DAMAGED AT ENTRY. DRAWER HANDLE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. DRINKING FONTAIN HANDLE IS MISSING. 15. DOOR LOCK BAR IS STICKING.

601: 4. RUBBER MOULDING IS MISSING. 7. THREE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.

602: 7. FOUR LIGHT PANELS ARE OUT. 9. FAUCET HAS A SPORADIC FLOW. 10. EVACUATION MAP IS NOT POSTED.

603: 7. FOUR LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.

604: 4. PENCIL SHARPENER COVER IS MISSING. RUBBER MOULDING IS MISSING. 7. ETHERNET COVER IS MISSING.

605: 7. TWO LIGHT PANELS ARE OUT. 15. DOOR CLOSER COVER IS MISSING.

School Facility Conditions and Planned Improvements

			<p>606: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>607: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>608: 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS MISSNG.</p> <p>ADMIN: 4. FORMICA TRIM IS CHIPPING PARTITION WALL/DESK. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>BOYS LOCKER ROOM: 4. CEILING TILES ARE LOOSE. FLOOR TILES ARE BROKEN. LOCKERS ARE BROKEN. 7. MULTIPLE LIGHT PANELS ARE OUT. LIGHT DIFFUSERS ARE MISSING (STORAGE AND COACHES RR). MULTIPLE LIGHT BULBS ARE OUT. 9. ONE FAUCET HAS NO FLOW. ONE FAUCET HAS A LOW FLOW. ONE FAUCET HAS A DRIP.</p> <p>BOYS RESTROOM (MPR): 7. ONE LIGHT PANEL IS OUT. 8. ONE TOILET IS LOOSE AT THE BASE. TOILET PIPE FLANGE IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>CONFERENCE ROOM 101: 4. CEILING TILE T-BAR IS LOOSE. 7. CLOCK IS NOT FUNCTIONING.</p> <p>GIRLS LOCKER ROOM: 4. WALL TILES ARE BROKEN IN STALLS AT BASE. 7. MULTIPLE LIGHT PANELS ARE BAD/OUT. 9. ONE FAUCET LEAKS AT HANDLE.</p> <p>GIRLS RESTROOM (MPR): 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. ONE FAUCET IS LOOSE AT BASE. 11. PAINT IS PEELING ON THE CEILING.</p> <p>GIRLS RESTROOM (NEAR 401): 4. WALL TILES ARE BROKEN IN STALLS. TILES ARE BROKEN/MISSING ON COUNTERTOP. TOILET SEAT COVER DISPENSERS ARE BROKEN. TWO STALL DOORS ARE UNABLE TO BE SECURED. 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>LM 1: 4. CEILING TILES HAVE WATER STAINS. 7. FOUR LIGHT PANELS ARE OUT.</p> <p>LM 3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>LOUNGE: 4. CEILING TILE IS MISSING. 7. TWO LIGHT PANELS ARE OUT. 12. LARGE CRACK IN COURTYARD WALL.</p> <p>MENS RESTROOM: 7. LIGHT DIFFUSER IS MISSING. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE)</p> <p>OFFICE 3: 7. OUTLET COVER IS MISSING.</p>
--	--	--	---

School Facility Conditions and Planned Improvements

				<p>OFFICE: 7. ELECTRICAL COVER IS MISSING.</p> <p>P3: 4. CEILING TILE IS TORN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>14. RAMP IS RUSTED.</p> <p>P4: 4. CEILING TILES ARE TORN. 7. THREE LIGHT PANELS ARE OUT. SWITCHPLATE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>P5: 4. RUBBER MOULDING IS LOOSE. 7. OUTLET COVERS ARE MISSING.</p> <p>P7: 4. CEILING TILES ARE TORN. 7. TWO LIGHT PANELS ARE BAD/OUT.</p> <p>STAFF ROOM: 7. TWO LIGHT PANELS ARE OUT.</p> <p>WOMENS RESTROOM: 7. LIGHT DIFFUSER IS MISSING. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE)</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	<p>401: 4. CEILING TILES HAVE HOLES. 7. CORDS ARE CREATING TRIP HAZARDS. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. DOOR LOCK BAR IS STICKING.</p> <p>402: 4. CEILING TILE HAS A WATER STAIN. PENCIL SHARPENER COVER IS MISSING. WALLPAPER IS TORN. 7. TWO LIGHT PANELS ARE OUT. EXTERIOR OUTLET COVER IS MISSING. 9. DRINKING FOUNTAIN HANDLE IS MISSING.</p> <p>403: 4. CEILING TILES HAVE WATER STAINS. WATER DAMAGE TO SINK CABINET DOOR. 7. ONE LIGHT PANEL IS OUT. CORD IS CREATING A TRIP HAZARD. 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>408: 4. CEILING TILES HAVE WATER STAINS. FLOOR IS DAMAGED AT ENTRY. DRAWER HANDLE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. DRINKING FONTAIN HANDLE IS MISSING. 15. DOOR LOCK BAR IS STICKING.</p> <p>602: 7. FOUR LIGHT PANELS ARE OUT. 9. FAUCET HAS A SPORADIC FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>606: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>608: 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS MISSNG.</p> <p>ADMIN: 4. FORMICA TRIM IS CHIPPING PARTITION WALL/DESK. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>BOYS LOCKER ROOM: 4. CEILING TILES ARE LOOSE. FLOOR TILES ARE BROKEN. LOCKERS ARE BROKEN. 7. MULTIPLE LIGHT PANELS ARE OUT. LIGHT DIFFUSERS ARE MISSING (STORAGE AND COACHES RR). MULTIPLE LIGHT BULBS ARE</p>

School Facility Conditions and Planned Improvements

			<p>OUT. 9. ONE FAUCET HAS NO FLOW. ONE FAUCET HAS A LOW FLOW. ONE FAUCET HAS A DRIP.</p> <p>BOYS RESTROOM (MPR): 7. ONE LIGHT PANEL IS OUT. 8. ONE TOILET IS LOOSE AT THE BASE. TOILET PIPE FLANGE IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS RESTROOM (NEAR 408): 4. STALL DOORS ARE UNABLE TO BE SECURED. 8. TOILET IS LOOSE AT BASE. 9. ONE FAUCET HAS NO FLOW. EXTERIOR DRINKING FOUNTAIN HAS A DRIP. 15. DOOR CLOSER COVER IS BROKEN.</p> <p>GIRLS LOCKER ROOM: 4. WALL TILES ARE BROKEN IN STALLS AT BASE. 7. MULTIPLE LIGHT PANELS ARE BAD/OUT. 9. ONE FAUCET LEAKS AT HANDLE.</p> <p>GIRLS RESTROOM (MPR): 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. ONE FAUCET IS LOOSE AT BASE. 11. PAINT IS PEELING ON THE CEILING.</p> <p>GIRLS RESTROOM (NEAR 401): 4. WALL TILES ARE BROKEN IN STALLS. TILES ARE BROKEN/MISSING ON COUNTERTOP. TOILET SEAT COVER DISPENSERS ARE BROKEN. TWO STALL DOORS ARE UNABLE TO BE SECURED. 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>MENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE)</p> <p>MENS RESTROOM: 7. LIGHT DIFFUSER IS MISSING. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE)</p> <p>MENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. FAUCET HAS A LOW FLOW.(RR IS SINGLE USE)</p> <p>NURSE: 4. CEILING TILES ARE MISSING. 9. FAUCET LEAKS AT HANDLE.</p> <p>WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE)</p>
Safety: Fire Safety, Hazardous Materials		X	<p>101: 10. PLUG IN AIR FRESHENER. 15. DOOR SLAMS SHUT.</p> <p>203: 10. EVACUATION MAP IS NOT POSTED.</p> <p>204: 10. EVACUATION MAP IS NOT POSTED.</p> <p>302: 4. CEILING TILE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>303: 10. EVACUATION MAP IS NOT POSTED.</p> <p>304: 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>403: 4. CEILING TILES HAVE WATER STAINS. WATER DAMAGE TO SINK CABINET DOOR. 7. ONE LIGHT PANEL IS OUT. CORD IS CREATING A TRIP</p>

School Facility Conditions and Planned Improvements

			<p>HAZARD. 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>405: 4. CEILING TILES HAVE WATER STAINS. PENCIL SHARPENER COVER IS MISSING. FORMICA TRIM IS BROKEN. 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN CANDLE WARMER.</p> <p>602: 7. FOUR LIGHT PANELS ARE OUT. 9. FAUCET HAS A SPORADIC FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>603: 7. FOUR LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>607: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>GIRLS RESTROOM (MPR): 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. ONE FAUCET IS LOOSE AT BASE. 11. PAINT IS PEELING ON THE CEILING.</p> <p>LM 3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>OFFICE: 10. PLUG IN CANDLE WARMER.</p> <p>P1: 4. WALLPAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>P3: 4. CEILING TILE IS TORN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>14. RAMP IS RUSTED.</p> <p>P4: 4. CEILING TILES ARE TORN. 7. THREE LIGHT PANELS ARE OUT. SWITCHPLATE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>P8: 4. WALL PAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED.</p>
Structural: Structural Damage, Roofs	X		<p>LOUNGE: 4. CEILING TILE IS MISSING. 7. TWO LIGHT PANELS ARE OUT. 12. LARGE CRACK IN COURTYARD WALL.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>101: 10. PLUG IN AIR FRESHENER. 15. DOOR SLAMS SHUT.</p> <p>401: 4. CEILING TILES HAVE HOLES. 7. CORDS ARE CREATING TRIP HAZARDS. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. DOOR LOCK BAR IS STICKING.</p> <p>404: 4. CEILING TILE IS BROKEN. WALLPAPER IS TORN. 7. THREE LIGHT PANELS ARE OUT. 15. DOOR LOCK BAR IS STICKING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>406: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. EXTERIOR OUTLET COVER IS MISSING. 15. DOOR LOCK BAR IS STICKING.</p>

School Facility Conditions and Planned Improvements

				407: 4. WATER DAMAGE TO COUNTERTOP. 7. FOUR LIGHT PANELS ARE OUT. 15. DOOR LOCK BAR IS STICKING. 408: 4. CEILING TILES HAVE WATER STAINS. FLOOR IS DAMAGED AT ENTRY. DRAWER HANDLE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. DRINKING FONTAIN HANDLE IS MISSING. 15. DOOR LOCK BAR IS STICKING. 605: 7. TWO LIGHT PANELS ARE OUT. 15. DOOR CLOSER COVER IS MISSING. ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) BOYS RESTROOM (MPR): 7. ONE LIGHT PANEL IS OUT. 8. ONE TOILET IS LOOSE AT THE BASE. TOILET PIPE FLANGE IS MISSING. 15. DOOR CLOSER COVER IS MISSING. BOYS RESTROOM (NEAR 408): 4. STALL DOORS ARE UNABLE TO BE SECURED. 8. TOILET IS LOOSE AT BASE. 9. ONE FAUCET HAS NO FLOW. EXTERIOR DRINKING FOUNTAIN HAS A DRIP. 15. DOOR CLOSER COVER IS BROKEN. P3: 4. CEILING TILE IS TORN. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 14. RAMP IS RUSTED.
--	--	--	--	--

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)	32	42	42	43	46	47
Mathematics (grades 3-8 and 11)	16	23	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	720	685	95.14	4.86	42.29
Female	352	333	94.60	5.40	44.71
Male	368	352	95.65	4.35	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	60.00
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	534	506	94.76	5.24	38.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	21	95.45	4.55	65.00
White	131	126	96.18	3.82	56.35
English Learners	58	53	91.38	8.62	15.09
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	455	433	95.16	4.84	37.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	132	119	90.15	9.85	9.24

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	721	670	92.93	7.07	22.64
Female	352	322	91.48	8.52	20.87
Male	369	348	94.31	5.69	24.28
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	46.67
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	535	497	92.90	7.10	17.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	19	86.36	13.64	47.37
White	131	122	93.13	6.87	38.52
English Learners	58	53	91.38	8.62	3.77
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	456	420	92.11	7.89	17.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	133	117	87.97	12.03	5.17

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)	16.34	16.67	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	383	355	92.69	7.31	16.62
Female	191	175	91.62	8.38	15.43
Male	192	180	93.75	6.25	17.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	281	259	92.17	7.83	12.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	13	86.67	13.33	30.77
White	68	64	94.12	5.88	29.69
English Learners	38	34	89.47	10.53	2.94
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	238	220	92.44	7.56	10.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	64	91.43	8.57	4.69

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 7	94%	93%	96%	92%	96%

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 school success. La Joya Middle School continually strives to involve parents by sharing information that helps parents understand and support school programs 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 school functions (e.g. Back to School Night, Open House, registration opportunities, and A.V.I.D. information nights), participating in parent-teacher conferences as scheduled by the school and as requested by the parents, assisting with co-curricular and extra-curricular activities, chaperoning field trips, and volunteering at school events. Parents may also serve on advisory committees and leadership teams, including, but not limited to, the English Learners Advisory Committee (E.L.A.C.), Parent Teacher Student Association (P.T.S.A.), and School Site Council (S.S.C.) Additional opportunities for parental involvement also exist at the district level.</p> <p>Parents who would like more information on how to become involved may contact Principal Dr. Andrew Bishop . at (559) 730-7921 or abishop@vusd.org.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	777	745	93	12.5
Female	384	371	53	14.3
Male	393	374	40	10.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	15	1	6.7
Black or African American	12	11	5	45.5
Filipino	--	--	--	--
Hispanic or Latino	569	551	60	10.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	2	18.2
White	149	138	23	16.7
English Learners	69	65	6	9.2
Foster Youth	12	--	--	--
Homeless	14	13	5	38.5
Socioeconomically Disadvantaged	494	475	65	13.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	144	136	28	20.6

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
9.33	12.04	8.88	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
0.59	0.85	0.39	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	8.88	0.39
Female	6.25	0.26
Male	11.45	0.51
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	33.33	8.33
Filipino	0.00	0.00
Hispanic or Latino	8.96	0.35
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	18.18	0.00
White	6.71	0.00
English Learners	13.04	0.00
Foster Youth	16.67	0.00
Homeless	14.29	0.00
Socioeconomically Disadvantaged	11.34	0.61
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.28	1.39

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. A safe school environment provides the basic atmosphere where learning is maximized. All Visalia Unified School District staff participate in maintaining this safe and positive environment. Each school site has

2024-25 School Safety Plan

developed a comprehensive 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. LJMS SSC reviewed the CSSP on November 6th, 2024 and approved on November 6th, 2024. It was also reviewed with staff on August 13th, 2024.

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.

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	27	6	21	3
Mathematics	26	8	13	9
Science	27	6	14	9
Social Science	26	6	17	6

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	24	15	11	8
Mathematics	23	12	16	5
Science	26	11	11	7
Social Science	25	7	20	2

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	27	7	11	10
Mathematics	23	13	18	
Science	30	4	11	9
Social Science	30	2	14	8

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	717

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	7,663.13	639.24	7,023.89	78,357.88
District	N/A	N/A	3,769.52	\$86,565
Percent Difference - School Site and District	N/A	N/A	60.3	-10.0
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-42.1	-18.8

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

On site La Joya Middle School has AVID, ELD intervention classes, and OCI intervention for students that need additional support. La Joya Middle School also implements RTI school wide every Thursday to support students that need additional support. ASI (after school intervention) and ALL (Academic Lunch Lab) is another intervention that teachers and counselors work with students of need.

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 staff has been provided with comprehensive professional development in various areas, including Professional Learning Communities (PLCs), Positive Behavior Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), and effective math and literacy instruction, identified through school data analysis. Our district ensures targeted professional development based on both district and school-level data to address specific needs. Professional development activities occur at the district, school, and classroom levels, aligned with individual teacher goals.

To enhance ongoing support, Teachers on Special Assignment (TOSA) in Math, Science, Literacy, Social Science, SPED, and SEL offer on-site coaching and assistance following professional development sessions. New Teachers benefit from the Teacher Induction Program in VUSD and our on-site New Teacher Program, "Flight Crew," providing additional support, coaching, and collaboration opportunities throughout the year.

To address this challenge of having novice teachers, the district offers a robust support and training system, including differentiated professional development and continuous growth opportunities. The New Certificated Staff Summer Institute, a five-day interactive training in August, covers classroom management, culture, curriculum frameworks, and lesson design. A four-day workshop on student engagement and cooperative learning during winter break supports implementation in the spring semester. Novice teachers receive ongoing support through weekly meetings with mentors, in-class coaching, collaboration on lesson design, classroom tours, and assistance with data analysis. Monthly after-school training in action research and reflection time further enhances professional growth. Mentors and teachers on assignment, experienced educators trained for this role, facilitate individualized development.

This year our district has provided an on site instructional coach who supports new and veteran teachers on a coaching cycle

Professional Development

to improve on their instructional practices.

For veteran teachers requiring classroom management assistance, one-on-one mentor support is available, particularly for new grade level assignments or challenging classes. The Peer Assistance and Review (PAR) program formalizes mentoring and accountability for veteran teachers seeking additional support.

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	9	8