

# Edison High

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

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

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Joey Munoz, Principal

Principal, Edison High

#### About Our School

#### Contact

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Fresno, CA 93706-3736

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Email: [joey.munoz@fresnounified.org](mailto:joey.munoz@fresnounified.org)

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Fresno Unified
<b>Phone Number</b>	(559) 457-3000
<b>Superintendent</b>	Bob Nelson Ed.D.
<b>Email Address</b>	<a href="mailto:bob.nelson@fresnounified.org">bob.nelson@fresnounified.org</a>
<b>Website</b>	<a href="http://www.fresnounified.org">http://www.fresnounified.org</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Edison High
<b>Street</b>	540 East California Ave.
<b>City, State, Zip</b>	Fresno, Ca, 93706-3736
<b>Phone Number</b>	559-457-2650
<b>Principal</b>	Joey Munoz, Principal
<b>Email Address</b>	<a href="mailto:joey.munoz@fresnounified.org">joey.munoz@fresnounified.org</a>
<b>Website</b>	<a href="http://go.fresnou.org/edison">http://go.fresnou.org/edison</a>
<b>County-District-School (CDS) Code</b>	10621661031897

*Last updated: 12/18/2019*

### School Description and Mission Statement (School Year 2019—20)

#### District Core Beliefs

##### Student Learning

- Every student can and must learn at grade level and beyond

##### High Quality Instruction

- Teachers must demonstrate the ability and desire to educate each child at a high level.

##### Leadership

- Leaders must perform courageously and ethically to accomplish stated goals

##### Safety

- A safe learning and working environment is crucial to student learning

##### Culture

- Fresno Unified is a place where:
  - o Diversity is valued
  - o Educational excellence and equity are expected
  - o Individual responsibility and participation by all is required
  - o Collaborative adult relationships are essential
- Parents, students and the community as a whole are vital partners

#### District Commitments

##### Student Learning

- We will provide all students access to high quality options and a variety of activities.
- We will implement, continue or expand practices proven to raise student achievement; and eliminate practices that do not.

##### High Quality Instruction

- We expect all students to achieve their personal best; differences in achievement among socio-economic and ethnic groups are not acceptable.
- We expect effective teacher performance toward desired results.

##### Leadership

- We will require the timely delivery of high quality services to every site.
- We will sustain and monitor a financial plan that ensures the viability of the district.
- We will provide a safe, clean, and orderly learning and working environment.

##### Safety

- We will provide a safe, clean, and orderly learning and working environment

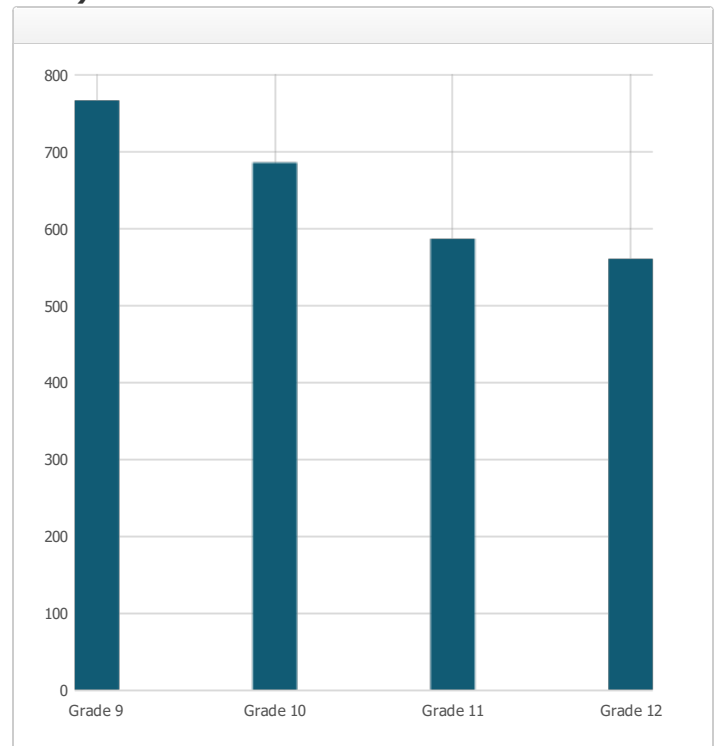
##### Culture

- We will establish collaborative relationships with staff, parents, students, and the community.
- We strongly encourage and welcome the valuable contributions of our families.
- We expect and depend upon individual responsibility.

*Last updated: 12/17/2019*

**Student Enrollment by Grade Level (School Year 2018—19)**

Grade Level	Number of Students
Grade 9	766
Grade 10	685
Grade 11	586
Grade 12	560
Total Enrollment	2597



Last updated: 12/18/2019

**Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	12.60 %
American Indian or Alaska Native	0.20 %
Asian	10.30 %
Filipino	0.70 %
Hispanic or Latino	65.20 %
Native Hawaiian or Pacific Islander	0.30 %
White	9.70 %
Two or More Races	1.10 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.00 %
English Learners	10.00 %
Students with Disabilities	6.90 %
Foster Youth	0.50 %
Homeless	1.20 %

## A. Conditions of Learning

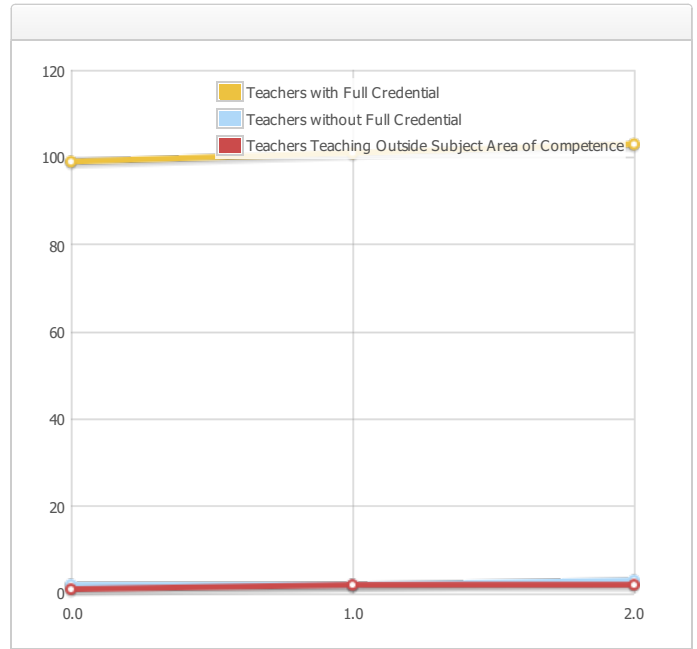
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

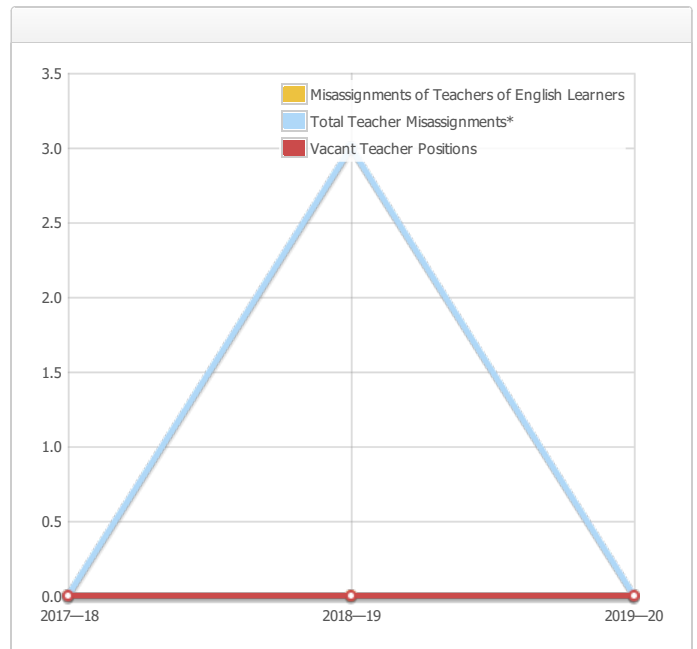
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	99	101	103	2937
Without Full Credential	2	2	3	240
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	2	2	34



Last updated: 1/13/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	3	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/13/2020

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Gr. K-6: California Wonders—McGraw-Hill (2016) Gr. 7-12: SpringBoard—CollegeBoard (2016)	Yes	0.00 %
Mathematics	Gr. K-8: Go Math—Houghton-Mifflin Harcourt (2015) Gr. 9-12 AGA: Big Ideas—HMH (2016)	Yes	0.00 %
Science	Gr.K-6: California Science--Harcourt (2008) Gr. 6-8: California Earth, Life, and Physical Science-Holt, Rinehart & Winston, (2007) Gr. 9-12: Biology-Dragon Fly (2007 ), Chemistry (2005, 2007 ), Conceptual Physics (2006 ), Earth Science(2006 )—Prentice Hall; Environmental Science—Holt (2008 )	No	0.00 %
History-Social Science	Gr. K-5: California Vistas--MacMillan/McGraw-Hill (2006) "Gr. 6: Ancient Civilization Student (2006) Holt, Rinehart & Winston California Social Studies Gr.7: McGraw Hill Impact California Social Studies: World History & Geography: Medieval and Early Modern Times (2018)" "Gr.8: McGraw Hill Impact California Social Studies: United States History and Geography: Growth and Conflict (2018) Gr.10: McGraw Hill Impact California Social Studies: World History, Culture & Geography: The Modern World (2018) " "Gr.11: McGraw Hill Impact California Social Studies: US History & Geography: Community & Change (2018) Gr.12: McGraw Hill Impact California Social Studies: Principles of American Democracy (2018) Gr.12: McGraw Hill Impact California Social Studies: Principles of Economics (2018)"	No	0.00 %
Foreign Language	Gr. 6-12: Ven conmigo! (2003), Allez, viens! (2003), Komm mit! (2003), Nuevas Vistas (2003, 2006 )—Holt, Rinehart and Winston; Cag Txuj Ntawv—3 Hmong/Hmong Publishing (2010 ); Signing Naturally—Dawn Sign Press (2008, 2014 ); Learn Chinese with Me—Chinese Mall (2003); Sendas Literarias—Pearson (2005) ; Auf Deutsch!—McDougal, Littell & Company (2003)	Yes	0.00 %
Health	Embedded in other courses.		0.00 %
Visual and Performing Arts	None.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/13/2020

## School Facility Conditions and Planned Improvements

### 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. Emergency and health and safety repairs are given the highest priority.

### Cleaning Process and Schedule

The district governing board has adopted cleaning standards and schedules for all schools in the district. The principal, in conjunction with the Operation Supervisor, work with and monitor the custodial staff to develop cleaning schedules in order to ensure a clean and safe school.

### Deferred Maintenance Budget

The district performs Deferred Maintenance in conjunction with bond funding 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.

### Use of Facilities Inspection Tool (FIT)

To assist in the effort of ensuring that all schools are clean, safe, and functional, the district uses the Facilities Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC). The results of this annual inspection are detailed in the School Facility Good Repair Status section of the SARC.

*Last updated: 12/19/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Deficiency: FLOOR TILES ARE CRACKED WITH HOLES OUTSIDE OF NURSE OFFICE/ WATER STAIN CEILING TILES;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAIN CEILING TILE/ CEILING TILES HAVE HOLES;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAIN CEILING TILES;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAIN CEILING TILES;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAINS CEILING TILES/ CEILING TILE HAS HOLE ;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAIN CEILING TILE;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAIN CEILING TILES;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAIN CEILING TILES IN ROOM 18;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAINS CEILING TILES;Action Taken/Planned: Work order will be input for repair Deficiency: CARPET IS WORN/ WATER STAIN CEILING TILES;Action Taken/Planned: Work order will be input for repair Deficiency: CARPET WORN/STAINED;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAINS CEILING TILES;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAINS CEILING TILES/ WALL PAPER TORN/ OUTLET MISSING AT STAIR ENTRY;Action Taken/Planned: Work order will be input for repair Deficiency: METAL CABINET IS BENT ON STAGE AREA/ INJURY HAZARD;Action Taken/Planned: Work order will be input for repair Deficiency: CEILING TILE HAS HOLE;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAIN CEILING TILE/ FLOOR TILES ARE CRACKED WITH HOLES;Action Taken/Planned: Work order will be input for repair Deficiency: FORMICA IS BROKEN ON COUNTER;Action Taken/Planned: Work order will be input for repair Deficiency: FORMICA IS BROKEN ON COUNTER;Action Taken/Planned: Work order will be input for repair Deficiency: LAMINATE IS CRACKED ON COUNTER/ CEILING TILE IS CRACKED WITH HOLES/ WALLPAPER IS TORN;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAIN CEILING TILE;Action Taken/Planned: Work order will be input for repair Deficiency: SMALL WATER STAIN CEILING TILE BY A/C UNIT;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAINS CEILING TILES;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAINS CEILING TILES;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAINS CEILING TILES / FLOOR TILES ARE CRACKED AT ENTRY;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAINS CEILING TILES;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAINS CEILING TILES;Action Taken/Planned: Work order will be input for repair Deficiency: CEILING TILES ARE LOOSE;Action Taken/Planned: Work order will be input for repair Deficiency: RUST AT BASE OF TOILET;Action Taken/Planned: Work order will be input for repair Deficiency: WATER STAIN CEILING TILE IN HALLWAY BY FREEZER;Action Taken/Planned: Work order will be input for repair Deficiency: WATER DAMAGE ON MAIN BEAM/ NO BLINDS (PER LOCKDOWN PROCEDURES);Action Taken/Planned: Work order will be input for repair Deficiency: MAIN BEAM IS RUSTED/ WATER STAIN CEILING TILES;Action Taken/Planned: Work order will be input for repair Deficiency: CEILING TILES LOOSE/ WALLPAPER IS TORN/ NO BLINDS (PER LOCKDOWN PROCEDURES);Action Taken/Planned: Work order will be input for repair Deficiency: WALLPAPER IS PEELING UNDER WINDOW;Action Taken/Planned: Work order will be input for

		<p>repair</p> <p>Deficiency: MAIN BEAM IS RUSTED/ WATER DAMAGE;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: WALLPAPER IS TORN;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: CEILING TILES ARE MISSING/ FLOOR TILES ARE CRACKED WITH HOLES;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: FLOOR TILES ARE CRACKED WITH HOLES;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: FLOOR TILES ARE CRACKED AT ENTRY;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: CEILING TILES ARE LOOSE;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: CEILING TILES LOOSE/ WATER STAIN CEILING TILES/ CEILING TILE IS MISSING;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: HOLE IN WALL/ WATER STAIN CEILING TILE ;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: CEILING TILE IS CRACKED/ FLOOR TILES ARE CRACKED WITH HOLES/ TRIP HAZARD;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: FLOOR TILES ARE CRACKED WITH HOLES;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: WATER STAIN CEILING TILES;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: CEILING TILE IS LOOSE/ GAP IN CEILING;Action Taken/Planned: Work order will be input for repair</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	<p>Deficiency: BIRD NEST IN STAIRWELL (BIRD DROPPING ON STAIRS);Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: RAT/MICE DROPPINGS;Action Taken/Planned: Work order will be input for repair</p>
<b>Electrical:</b> Electrical	Good	<p>Deficiency: WATER STAIN IN LIGHT DIFFUSER;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: WATER STAIN IN LIGHT DIFFUSER;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: LIGHT DIFFUSER IS MISSING/ LIGHT PANELS ARE OUT;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: LIGHT DIFFUSER IS CRACKED;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: WATER STAIN IN LIGHT DIFFUSER/ LIGHT DIFFUSERS ARE CRACKED AND BROKEN;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: LIGHT DIFFUSERS ARE MISSING THROUGHOUT;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: LIGHT DIFFUSERS ARE MISSING;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: 2 LIGHT DIFFUSERS ARE MISSING;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: LIGHT DIFFUSER IS MISSING;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: EITHER NET BOX AT ENTRY IS LOOSE AND HANGING;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: OUTLET COVERS ARE MISSING;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: ALL LIGHT DIFFUSERS ARE MISSING;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: LIGHT DIFFUSER IS MISSING;Action Taken/Planned: Work order will be input for repair</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	<p>Deficiency: FAUCET IS LEAKING;Action Taken/Planned: Work order will be input for repair</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	<p>Deficiency: PAINT IS CHIPPING AT BASE OF OFFICE DOORS;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: PAINT IS CHIPPING ON DOOR;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: PAINT IS CHIPPING ON DOOR;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: PAINT IS CHIPPING ON FLOOR;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: PAINT IS CHIPPING ON EXTERIOR OF DOOR TO COURTS;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: PAINT IS CHIPPING ON GUTTER ;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: PAINT IS CHIPPING ON POLES IN HALLWAY;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: PAINT IS CHIPPING ON DOOR FRAME AND DOOR;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: PAINT IS CHIPPING ON DOOR FRAME;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: PAINT CHIPPING ON CEILING THROUGHOUT;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: PAINT IS CHIPPING ON DOOR;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: PAINT IS CHIPPING ON DOOR;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: PAINT CHIPPING BELOW MAIN BEAM;Action Taken/Planned: Work order will be input for repair</p>
<b>Structural:</b> Structural Damage, Roofs	Good	<p>Deficiency: DRY ROT ON SIDING;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: DRY ROT ON DOOR FRAME;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: DRY ROT AT BASE OF DOOR FRAME;Action Taken/Planned: Work order will be input for repair</p> <p>Deficiency: METAL CAP IS FALLING OFF AT COUNTER;Action Taken/Planned: Work order will be input for repair</p>

**External:** Playground/School Grounds,  
Windows/Doors/Gates/Fences

Good

Deficiency: TRIP HAZARD ON WALKWAY AT MAIN ENTRY;Action Taken/Planned: Work order will be input for repair

Deficiency: TRIP HAZARDS ON WALKWAY;Action Taken/Planned: Work order will be input for repair

Deficiency: WINDOW IS BROKEN ON DOUBLE DOORS IN HALLWAY;Action Taken/Planned: Work order will be input for repair

Deficiency: CONCRETE IS CRACKED WITH HOLES ON WALKWAY/ TRIP HAZARD;Action Taken/Planned: Work order will be input for repair

Deficiency: HOLE IN CONCRETE WALKWAY/ TRIP HAZARD;Action Taken/Planned: Work order will be input for repair

Deficiency: TRIP HAZARD AT DOOR ENTRY;Action Taken/Planned: Work order will be input for repair

Deficiency: PLASTIC COVER IS MISSING ON STAIR IN HALL;Action Taken/Planned: Work order will be input for repair

### Overall Facility Rate

Year and month of the most recent FIT report: 2019

Overall Rating	Good
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*Last updated: 1/13/2020*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	63.0%	62.0%	37.0%	38.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	38.0%	31.0%	27.0%	30.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

*Last updated: 1/7/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	561	557	99.29%	0.71%	61.58%
Male	278	276	99.28%	0.72%	58.33%
Female	283	281	99.29%	0.71%	64.77%
Black or African American	65	65	100.00%	0.00%	46.15%
American Indian or Alaska Native	--	--	--	--	
Asian	58	57	98.28%	1.72%	75.44%
Filipino	--	--	--	--	
Hispanic or Latino	378	375	99.21%	0.79%	58.13%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	49	49	100.00%	0.00%	89.80%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	427	424	99.30%	0.70%	54.01%
English Learners	78	78	100.00%	0.00%	7.69%
Students with Disabilities	26	25	96.15%	3.85%	8.00%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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

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

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

*Last updated: 1/7/2020*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	561	557	99.29%	0.71%	30.70%
Male	277	274	98.92%	1.08%	32.12%
Female	284	283	99.65%	0.35%	29.33%
Black or African American	65	65	100.00%	0.00%	12.31%
American Indian or Alaska Native	--	--	--	--	
Asian	58	57	98.28%	1.72%	54.39%
Filipino	--	--	--	--	
Hispanic or Latino	378	375	99.21%	0.79%	24.80%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	49	49	100.00%	0.00%	69.39%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	427	424	99.30%	0.70%	22.41%
English Learners	78	78	100.00%	0.00%	2.56%
Students with Disabilities	26	26	100.00%	0.00%	3.85%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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

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

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

*Last updated: 1/7/2020*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/7/2020*

### Career Technical Education (CTE) Programs (School Year 2018—19)

Fresno Unified School District has an aligned College and Career Readiness (CCR) Continuum that begins in elementary school and continues through high school and into post-secondary programs, degrees and certification. Fresno Unified is committed to reshaping the role of Career Technical Education (CTE) as an engine of educational reform, as well as workforce and economic development in our community. CCR emphasizes career awareness, exploration, and preparation through coherent and integrated Linked Learning pathways, academies, CTE courses, and work-based learning opportunities through our focus on meaningful and sustainable partnerships with all relevant stakeholders. Students have the opportunity to obtain college credit and/or industry-recognized certifications through CTE courses and experiences. Business and industry partners are an integral part of learning for both our teachers and students as they provide industry connections to curriculum that engage students in the world of work. CTE also helps employers fill needs in high-skill, high-wage, and high-demand areas. CTE programs are offered at each high school in Fresno Unified and focus on the challenging technical and academic skills needed to attain and maintain high-skill, high-demand careers. High school CTE courses, including Regional Occupational Program (ROP) courses, are essential components of Linked Learning pathways, Career Partnership Academies and the International Baccalaureate (IB) Career Programme and give students extra preparation for college and careers. Students can also join a club on campus that reinforces skill development and includes competitive opportunities. Many of the district's middle schools offer CTE courses and clubs that introduce students to the various options available to them upon entering high school.

Our focused work provides enhanced opportunities for ALL students and ultimately fulfills the Fresno Unified mission of Preparing Career-Ready Graduates. For more information on Career Technical Education in the District, please contact Kristen Boroski, CTE Director at (559) 248-7466.

Pathways and programs: Biomedical Sciences & Technology Pathway: a Linked Learning pathway nationally recognized in STEM education broadening the students' understanding of the careers and collegiate majors associated with the medical field. Computer Science Program: 4-year sequence of courses focusing on object-oriented programming, scripting, and web and application design. Engineering Design & Development Pathway: a Linked Learning pathway emphasizing project-based learning through hands-on courses in CADD (Computer Aided Drafting and Design), Electronics, Robotics, and Manufacturing. Green Energy & Technology Academy: a California Partnership Academy providing skills and knowledge in the growing Energy and Utilities industry with unparalleled access to industry mentors and internships with the support of industry partner PG&E.

*Last updated: 1/22/2020*

### Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1565
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	52.40%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/22/2020*

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.46%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	74.33%

# 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

## California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: 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.

Last updated: 1/22/2020

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019—20)

State Priority: Parent Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

You are very important. Your involvement makes a difference. Your support ensures your child's achievement in school, graduation, preparation for a career or college, and success in life.

Six Ways to Get Involved at Your Child's School:

- Communicating
- Learning at Home
- Parenting
- Volunteering
- Leadership and Decision Making
- Collaborating with the Community

Volunteer to support school goals and children's learning in any way, any time.

### State Priority: Pupil Engagement

*Last updated: 1/13/2020*

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

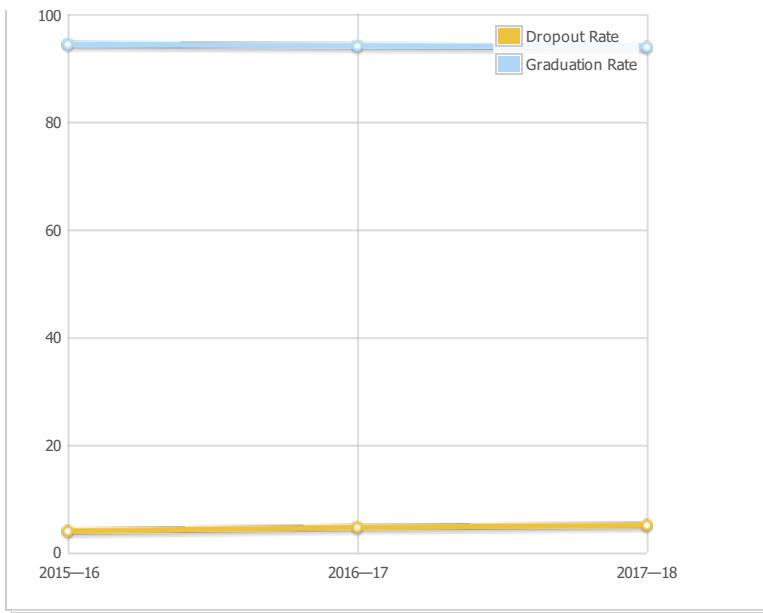
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	4.00%	10.70%	9.70%
Graduation Rate	94.40%	85.50%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	4.70%	5.10%	11.10%	9.10%	9.10%	9.60%
Graduation Rate	94.10%	93.90%	82.00%	84.30%	82.70%	83.00%

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/7/2020*

# 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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	5.00%	4.50%	6.80%	6.90%	7.10%	7.10%	3.60%	3.50%	3.50%
Expulsions	0.20%	0.00%	0.20%	0.20%	0.20%	0.20%	0.10%	0.10%	0.10%

*Last updated: 1/6/2020*

## School Safety Plan (School Year 2019—20)

### Comprehensive Safe School Plan

The Fresno Unified School District (FUSD) Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have emergency management responsibilities. The CSSP is used during all emergency incidents involving a FUSD School facility.

### Safe School Plan

The Safe School Plan looks at strategies for improving school safety/climate using district/school site data and plan specific strategies to minimize problems and promote a positive learning environment for all of students on campus. Below includes the following key elements:

- Safe School Leadership Team
  - o The safe school leadership team is led by a campus administrator (usually the principal or designee). The team consists of the Principal, the office manager, the school nurse, the School Resource Officer (if applicable), an additional certificated employee, and an additional classified employee. Each person on the team is backed up by an alternate in case they are not on campus. This team develops the Safe School Plan for their school site.
- Threat Assessment Team/Student Wellness Team
  - o This team is responsible for evaluating and mitigating threats posed by students or outside individuals. The principal, school nurse, school psychologists, and police officer are the members of this team.
- First Aid Responders
  - o Individuals who have been trained in cardiopulmonary resuscitation (CPR) and First Aid act as first responders at each campus.
- Student Release Team
  - o In the event of an emergency at each campus that requires the evacuation of students from the campus, this team reunites the students with their parent/guardian in a safe designated area.
- Strategies for improving school safety/climate
  - o Using district and school site data, the school plans specific strategies to minimize problems and to promote a positive learning environment for all of students on campus.

### Drill Schedule

Fire Drills are conducted once per month at the elementary and middle schools and three times per year at high schools. Lockdown Drills are conducted three times per year at all schools. Lockdown drills are strategically planned to ensure that drills account for a variety of situations. Both fire and lockdown drills are performed: 1. before/after school, 2. during instructional time, and 3. during lunch.

Earthquake Drills: Elementary/Middle schools are conducted once a quarter, during the school year.

High schools conduct a drill once a semester with the first drill for everyone taking place in October (during the statewide California Shakeout) and the remainder at the schools discretion during the current school year.

Reunification Drills are conducted two times a year for each school site.

### Coordination with First Responders

Copies of the school facilities map are provided to the Fresno Police Department, the Fresno Fire Department, and American Ambulance Emergency Medical Services.

*Last updated: 1/13/2020*



## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.



**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	24.00	36	38	38
Mathematics	30.00	9	26	49
Science	32.00	5	23	42
Social Science	27.00	18	28	34

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	25.00	32	34	40
Mathematics	30.00	10	35	39
Science	32.00	6	22	43
Social Science	28.00	17	24	39

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	23.00	42	36	36
Mathematics	29.00	9	46	33
Science	29.00	14	28	38
Social Science	24.00	29	37	28

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/7/2020*

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	432.80

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/7/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.00
Other	1.00

\*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.

*Last updated: 1/7/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8145.34	\$1090.62	\$7054.72	\$69425.28
District	N/A	N/A	\$8693.00	\$78444.00
Percent Difference – School Site and District	N/A	N/A	-20.81%	-12.20%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	173.20%	-17.10%

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

*Last updated: 1/13/2020*

**Types of Services Funded (Fiscal Year 2018–19)****Gifted and Talented Education:**

Program that supports unique learning opportunities for students who are identified as Gifted and Talented. Use of funds may include any or all of the following: professional development that focuses on meeting the needs of the advanced students; supplemental contracts for teachers who serve GATE students beyond contract time; supplementary textbooks and supplies for Honors, Advanced Placement, or International Baccalaureate classes; transportation and admission for student study trips or competitions.

**Title I:**

Federal categorical program designed to ensure that all children have an equitable opportunity to obtain a high quality education and reach, at a minimum, proficiency on the state content standards and assessments. Title I funds can be used to supplement all areas of the curriculum except physical education. Use of funds may include any or all of the following: supplemental staff to reduce class size, professional learning, supplemental academic tutors/materials, technology to support instruction, home school liaisons, parent training, parent centers and babysitting.

**Local Control Funding Formula:**

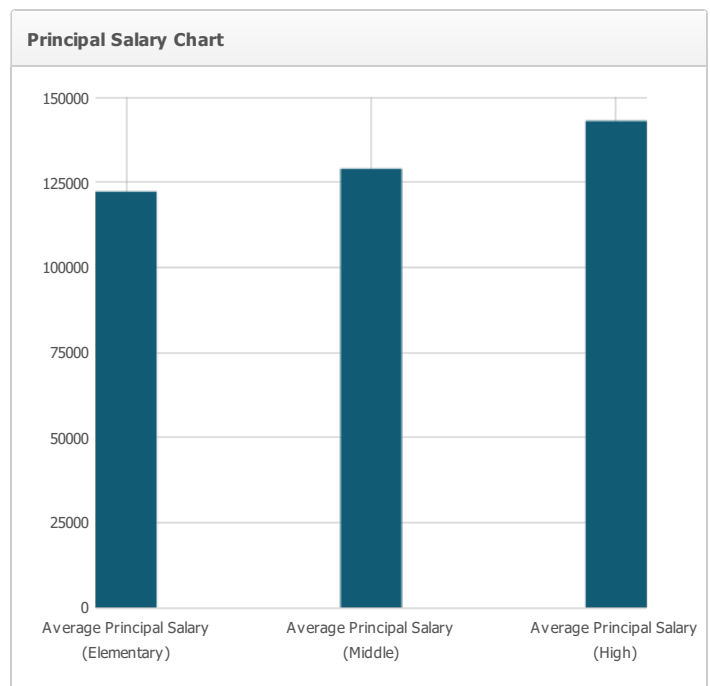
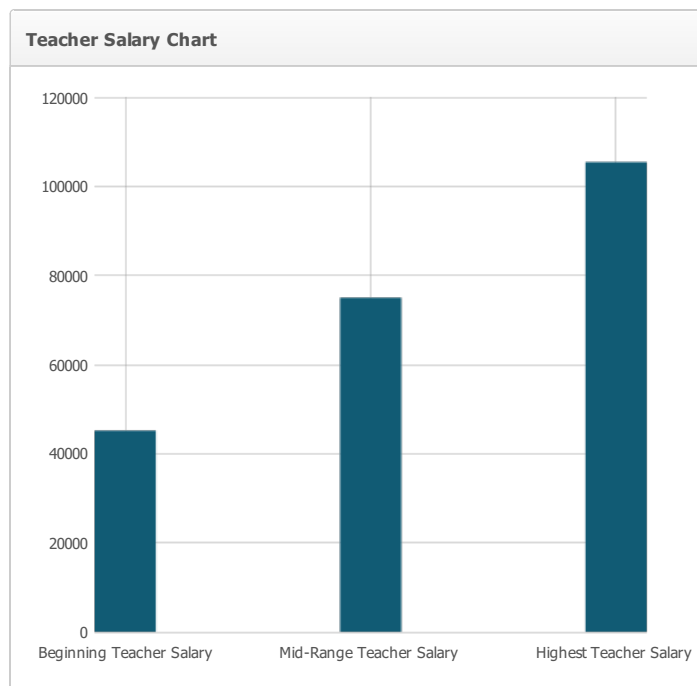
LCFF Supplemental and Concentration Grant Funding –Funds are intended to provide services and supports for economically disadvantaged students, English Learners and Foster Youth. Funds may be used to support instruction, professional development, implement state standards, improve school climate, or meet the social/emotional needs of students, and related expenses detailed in the SPSA and the District's supplemental and concentration funding plan (LCAP).

*Last updated: 1/13/2020*

## Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,182	\$48,612
Mid-Range Teacher Salary	\$75,003	\$74,676
Highest Teacher Salary	\$105,423	\$99,791
Average Principal Salary (Elementary)	\$122,230	\$125,830
Average Principal Salary (Middle)	\$128,951	\$131,167
Average Principal Salary (High)	\$143,010	\$144,822
Superintendent Salary	\$295,000	\$275,796
Percent of Budget for Teacher Salaries	34.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/7/2020*

**Advanced Placement (AP) Courses (School Year 2018—19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	15	N/A
Fine and Performing Arts	2	N/A
Foreign Language	8	N/A
Mathematics	10	N/A
Science	13	N/A
Social Science	24	N/A
All Courses	72	45.80%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/7/2020*

**Professional Development**

Partial Days:

2017-18: 54

2018-19: 45

2019-20: 45

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3