

# Washington Union High School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

#### 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/>.

## 2025-26 School Contact Information

|                                   |                                |
|-----------------------------------|--------------------------------|
| School Name                       | Washington Union High School   |
| Street                            | 6041 South Elm Avenue          |
| City, State, Zip                  | Fresno, CA 93706               |
| Phone Number                      | 559-495-5650                   |
| Principal                         | Javier Gamboa                  |
| Email Address                     | jgamboa@wusd.ws                |
| School Website                    | www.wuhs.washingtonunified.org |
| Grade Span                        | 9-12                           |
| County-District-School (CDS) Code | 1076778 1038306                |

## 2025-26 District Contact Information

|                  |                                    |
|------------------|------------------------------------|
| District Name    | Washington Unified School District |
| Phone Number     | (559) 495-5600                     |
| Superintendent   | Randy R. Morris                    |
| Email Address    | randy.morris@wusd.ws               |
| District Website | www.washingtonunified.org          |

## 2025-26 School Description and Mission Statement

Washington Union serves grades 9-12 and is a comprehensive high school located in the town of Easton. The school was established in 1882, making it one of the oldest high schools in Fresno County. The school educates 1,100 students and prides itself on its excellence, evidenced by continuing academic achievement. School culture is enhanced through positive relationships between staff, students and parents. Washington Union High School is proud to offer countless programs and extracurricular activities that also promote student success.

### Mission Statement

All Washington Union High School graduates will be:

2025-26 School Description and Mission Statement

Academically Successful- demonstrating connections between education and life by using learned comprehensive skills across all content areas to communicate and think critically to overcome personal, community, and global challenges. Students will be prepared to succeed in college and/or their future career through rigorous, engaging, and collaborative expectations and in doing so, they will realize their full potential before graduating from WUHS.

Responsible citizens- Increasing student accountability by assigning roles for students in class and on campus with specific and defined expectations will assist in the understanding of beneficial social skills, appropriate behavior, and make a positive step forward in the motivation needed to become a truly responsible citizen within the community and school. Teachers, staff, and administrators can facilitate in modeling, recognizing, correcting, and praising students. Using a variety of community resources, motivational speakers, and high interest school-wide activities will open a new venue for students to access information that is imperative to become a responsible citizen.

Part of an Engaged Campus- The campus community is engaged in building relationships with pride in our school through shared experiences and promoting unity. Students are supported and encouraged to participate in extracurricular activities and attend school sponsored events. Students and staff are actively involved in improving campus culture through participation in spirit days and competitions.

Vision Statement- Great futures begin at Washington Union High School, a place where all students are educated and empowered for success.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 9          | 301                |
| Grade 10         | 259                |
| Grade 11         | 278                |
| Grade 12         | 258                |
| Total Enrollment | 1,096              |

2024-25 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 46.4                        |
| Male                                | 53.6                        |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 6.4                         |
| Black or African American           | 4.8                         |
| Filipino                            | 0.1                         |
| Hispanic or Latino                  | 82.6                        |
| Native Hawaiian or Pacific Islander | 0.1                         |
| Two or More Races                   | 0.8                         |
| White                               | 5                           |
| English Learners                    | 18.7                        |
| Foster Youth                        | 0.3                         |
| Homeless                            | 0.8                         |
| Migrant                             | 7.5                         |
| Socioeconomically Disadvantaged     | 88.8                        |
| Students with Disabilities          | 10.8                        |

A. Conditions of Learning

State Priority: Basic

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

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 46.6          | 78.95          | 118.1           | 76.48            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 1               | 0.66             | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 6.7           | 11.35          | 12.6            | 8.22             | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 2             | 3.4            | 6.9             | 4.51             | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>   | 3.7           | 6.28           | 15.6            | 10.12            | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>  | 59            | 100            | 154.4           | 100              | 279044.8     | 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.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 48.4          | 82.43          | 120.8           | 79.58            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>   | 1             | 1.7            | 5.8             | 3.87             | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 3.7           | 6.45           | 10.1            | 6.67             | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1             | 1.7            | 7.4             | 4.89             | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>   | 4.5           | 7.69           | 7.5             | 4.96             | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>  | 58.7          | 100            | 151.9           | 100              | 277698       | 100           |

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 43.9          | 84.21          | 117.1           | 80.5             | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>   | 1             | 1.91           | 6.6             | 4.54             | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 2.1           | 4.12           | 6.3             | 4.36             | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 5.1             | 3.54             | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>   | 5             | 9.74           | 10.2            | 7.05             | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>  | 52.2          | 100            | 145.4           | 100              | 278927.1     | 100           |

Note: The data in this table is based on 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                                     | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 1.00    | 0       | 0       |
| <b>Misassignments</b>  | 5.70    | 3.7     | 2.1     |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 6.70    | 3.7     | 2.1     |

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

| Indicator   | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 1.00    | 1       | 0       |
| <b>Local Assignment Options</b>                               | 1.00    | 0       | 0       |
| <b>Total Out-of-Field Teachers</b>                            | 2.00    | 1       | 0       |

## Class Assignments

| Indicator  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 9.4     | 5.8     | 4.1     |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 1.9     | 0       |

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected |   | December 2025                                    |
|---|---|--|
| Subject   | List of Textbooks and Other Instructional Materials /<br>Indicate if from Most Recent Adoption / Year of Adoption | Percent Students<br>Lacking Own<br>Assigned Copy |
| Reading/Language Arts                           | ERWC Expository Reading and Writing Curriculum  | 0  |
| Mathematics                                     | Saavas  | 0  |
| Science   | McGraw Hill   | 0  |
| History-Social Science                          | Pearson-Prentice Hall<br>Teacher Created Institute  | 0  |
| Foreign Language                                | Descubre Text from Vista Higher Learning  | 0  |
| Health  | Health Publishing Co.   | 0  |
| Visual and Performing Arts                      |   | 0  |

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

## School Facility Conditions and Planned Improvements

### General Information

The district takes great efforts to ensure that all schools are clean, safe, and functional. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

### Age of School Buildings:

The school facilities include an auditorium, library, multipurpose room, cafeteria, gymnasiums, music room, classrooms and school administrative offices. The classrooms were modernized in 2013-2015. Walls, floors, ceilings, and cabinets were installed. New roofs and canopies were done as a part of modernization and a deferred maintenance hardship.

### 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. Our most recent Williams Inspection validates our overall score of good in all perimeters of the

School Facility Conditions and Planned Improvements

school. This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

|  |            |
|--|------------|
| Year and month of the most recent FIT report | 11/24/2025 |
|--|------------|

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces   | X         |           |           |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X         |           |           |   |
| <b>Electrical</b>   | X         |           |           |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X         |           |           |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X         |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X         |           |           |   |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X         |           |           |   |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|           | X    |      |      |



State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.

| Subject   | School<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 57                | 55                | 31                  | 30                  | 47               | 48               |
| Mathematics<br>(grades 3-8 and 11)                    | 24                | 21                | 19                  | 20                  | 35               | 37               |

2024-25 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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students                                  | 264                           | 262                        | 99.24                       | 0.76                            | 54.96                                   |
| Female  | 117                           | 115                        | 98.29                       | 1.71                            | 61.74                                   |
| Male  | 147                           | 147                        | 100.00                      | 0.00                            | 49.66                                   |
| American Indian or Alaska Native              | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Asian   | 17                            | 17                         | 100.00                      | 0.00                            | 64.71                                   |
| Black or African American                     | 13                            | 12                         | 92.31                       | 7.69                            | 33.33                                   |
| Filipino                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Hispanic or Latino                            | 219                           | 219                        | 100.00                      | 0.00                            | 54.34                                   |
| Native Hawaiian or Pacific Islander           | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Two or More Races                             | --                            | --                         | --                          | --                              | --                                      |
| White   | 12                            | 12                         | 100.00                      | 0.00                            | 66.67                                   |
| English Learners                              | 38                            | 37                         | 97.37                       | 2.63                            | 16.22                                   |
| Foster Youth                                  | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Homeless                                      | --                            | --                         | --                          | --                              | --                                      |
| Military                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Socioeconomically Disadvantaged               | 189                           | 188                        | 99.47                       | 0.53                            | 52.13                                   |
| Students Receiving Migrant Education Services | 15                            | 15                         | 100.00                      | 0.00                            | 73.33                                   |
| Students with Disabilities                    | 30                            | 30                         | 100.00                      | 0.00                            | 26.67                                   |

### 2024-25 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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students                                  | 263                           | 260                        | 98.86                       | 1.14                            | 21.15                                   |
| Female  | 117                           | 116                        | 99.15                       | 0.85                            | 20.69                                   |
| Male  | 146                           | 144                        | 98.63                       | 1.37                            | 21.53                                   |
| American Indian or Alaska Native              | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Asian   | 17                            | 16                         | 94.12                       | 5.88                            | 43.75                                   |
| Black or African American                     | 13                            | 12                         | 92.31                       | 7.69                            | 8.33                                    |
| Filipino                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Hispanic or Latino                            | 218                           | 217                        | 99.54                       | 0.46                            | 18.89                                   |
| Native Hawaiian or Pacific Islander           | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Two or More Races                             | --                            | --                         | --                          | --                              | --                                      |
| White   | 12                            | 12                         | 100.00                      | 0.00                            | 41.67                                   |
| English Learners                              | 38                            | 38                         | 100.00                      | 0.00                            | 10.53                                   |
| Foster Youth                                  | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Homeless                                      | --                            | --                         | --                          | --                              | --                                      |
| Military                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Socioeconomically Disadvantaged               | 188                           | 185                        | 98.40                       | 1.60                            | 18.92                                   |
| Students Receiving Migrant Education Services | 15                            | 15                         | 100.00                      | 0.00                            | 26.67                                   |
| Students with Disabilities                    | 30                            | 29                         | 96.67                       | 3.33                            | 3.45                                    |

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

| Subject                                  | School<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science<br>(grades 5, 8 and high school) | 29.37             | 23.31             | 22.58               | 20.18               | 30.73            | 32.52            |

| 2024-25 CAASPP Test Results in Science by Student Group   |                  |               |                |                    |                         |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer. |                  |               |                |                    |                         |
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
| All Students  | 521              | 516           | 99.04          | 0.96               | 26.55                   |
| Female  | 227              | 227           | 100.00         | 0.00               | 26.87                   |
| Male  | 294              | 289           | 98.30          | 1.70               | 26.30                   |
| American Indian or Alaska Native  | 0                | 0             | 0              | 0                  | 0                       |
| Asian   | 38               | 37            | 97.37          | 2.63               | 37.84                   |
| Black or African American   | 27               | 26            | 96.30          | 3.70               | 7.69                    |
| Filipino  | 0                | 0             | 0              | 0                  | 0                       |
| Hispanic or Latino  | 422              | 419           | 99.29          | 0.71               | 25.30                   |
| Native Hawaiian or Pacific Islander   | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races   | --               | --            | --             | --                 | --                      |
| White   | 30               | 30            | 100.00         | 0.00               | 43.33                   |
| English Learners  | 67               | 66            | 98.51          | 1.49               | 6.06                    |
| Foster Youth  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless  | --               | --            | --             | --                 | --                      |
| Military  | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged   | 370              | 366           | 98.92          | 1.08               | 24.04                   |
| Students Receiving Migrant Education Services   | 29               | 28            | 96.55          | 3.45               | 25.00                   |
| Students with Disabilities  | 52               | 52            | 100.00         | 0.00               | 0.00                    |

### 2024-25 Career Technical Education Programs

Washington High Career Pathways prepare students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Washington High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Washington Union currently has 11 pathways that students can choose to participate in: Patient Care, Law and Justice Institute, Building Trades, Agriculture Mechanics, Floral Design, Robotic Engineering, Digital Media, Business, Education, Athletics, and Illustration. Students in these pathways participate in college prep classes that directly relate to their field of interest. They also participate in CTE courses throughout their four years to give them on-the-job training. Embedded in eight of the pathways are Patient Care, Law and Justice, Agriculture Mechanics, Floral Design, Building Trades, Robotic Engineering, Digital Media, and Business. Students are also offered dual enrollment courses offered through Fresno City College and Reedley College. WUHS offers up to thirty-two college courses including an IGETC college track.

Guidance Counselors offer additional support through various programs, including career units in each grade level, various community classrooms, and college workshops. Washington Union High School increases and develops students' overall career awareness by teaching Career Units in grades 9-11. These career units are taught by counselors and teachers. During these career units, students participate in activities that help them research careers, match their personalities with compatible career areas, and research the training necessary for particular careers. In addition, during the 12th grade, students are required to take a class called "Senior Projects" where students take a more in depth look at a particular career and complete fifteen hours of job shadowing. Senior Projects culminates with students making a formal presentation on their chosen career to

2024-25 Career Technical Education Programs

teachers and community members.

Administration conducts walkthroughs on a daily basis. The walkthrough is a method used to determine if research based instructional practices are being utilized and how often. Data for walkthroughs is collected, tabulated, and shared with teachers. The data is also used to determine overall teaching and course effectiveness as well as areas of strength and weakness. Professional Learning Communities have been formed for each course where the PLC reviews student performance data to determine course effectiveness, among other things.

2024-25 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 893                       |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 57.3                      |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 21.3                      |

2024-25 Course Enrollment/Completion

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

| UC/CSU Course Measure   | Percent |
|---|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission          | 98.99   |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 47.41   |

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.

2024-25 California Physical Fitness Test Participation Rates

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

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 9     | 97                            | 96  | 96   | 97   | 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.

2025-26 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Washington Union High School. The school community is committed to providing a quality education, which meets the needs of Washington Union High School's diverse population. Parent support groups are very active and include the School Site Council, Migrant Advisory Council, English Learner Advisory Committee, and Academy parent meetings.

Other forms of parent involvement provided by WUHS include, Multilingual Family Night, Cash 4 College night, Parent Support sessions, athletic ceremonies, and parent committees such as SSC, Band, Ag., and sports.

C. Engagement

State Priority: Pupil Engagement

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

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

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

| Indicator       | School<br>2022-23 | School<br>2023-24 | School<br>2024-25 | District<br>2022-23 | District<br>2023-24 | District<br>2024-25 | State<br>2022-23 | State<br>2023-24 | State<br>2024-25 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate    | 2.8               | 7.7               | 4.1               | 9.7                 | 12.4                | 9.6                 | 8.2              | 8.9              | 8                |
| Graduation Rate | 94.7              | 92.3              | 94.3              | 88.2                | 87.6                | 89.3                | 86.2             | 86.4             | 87.5             |

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

| Student Group                                 | Number of<br>Students in Cohort | Number of<br>Cohort Graduates | Cohort<br>Graduation Rate |
|---|---------------------------------|-------------------------------|---------------------------|
| All Students                                  | 245                             | 231                           | 94.3                      |
| Female  | 106                             | 100                           | 94.3                      |
| Male  | 139                             | 131                           | 94.2                      |
| Non-Binary                                    | 0.0                             | 0.0                           | 0.0                       |
| American Indian or Alaska Native              | 0                               | 0                             | 0.00                      |
| Asian   | 22                              | 21                            | 95.5                      |
| Black or African American                     | 16                              | 15                            | 93.8                      |
| Filipino                                      | 0                               | 0                             | 0.00                      |
| Hispanic or Latino                            | 189                             | 178                           | 94.2                      |
| Native Hawaiian or Pacific Islander           | 0                               | 0                             | 0.00                      |
| Two or More Races                             | --                              | --                            | --                        |
| White   | 17                              | 16                            | 94.1                      |
| English Learners                              | 76                              | 68                            | 89.5                      |
| Foster Youth                                  | 0.0                             | 0.0                           | 0.0                       |
| Homeless                                      | --                              | --                            | --                        |
| Socioeconomically Disadvantaged               | 228                             | 215                           | 94.3                      |
| Students Receiving Migrant Education Services | 18                              | 16                            | 88.9                      |
| Students with Disabilities                    | 24                              | 20                            | 83.3                      |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 1161                  | 1120                                    | 247                       | 22.1                     |
| Female  | 537                   | 517                                     | 140                       | 27.1                     |
| Male  | 624                   | 603                                     | 107                       | 17.7                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | 72                    | 70                                      | 15                        | 21.4                     |
| Black or African American                     | 58                    | 57                                      | 21                        | 36.8                     |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 950                   | 921                                     | 193                       | 21.0                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | --                    | --                                      | --                        | --                       |
| White   | 64                    | 57                                      | 14                        | 24.6                     |
| English Learners                              | 225                   | 210                                     | 58                        | 27.6                     |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | 13                    | 13                                      | 4                         | 30.8                     |
| Socioeconomically Disadvantaged               | 1042                  | 1004                                    | 228                       | 22.7                     |
| Students Receiving Migrant Education Services | 89                    | 85                                      | 19                        | 22.4                     |
| Students with Disabilities                    | 126                   | 118                                     | 37                        | 31.4                     |

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<br>2022-23 | School<br>2023-24 | School<br>2024-25 | District<br>2022-23 | District<br>2023-24 | District<br>2024-25 | State<br>2022-23 | State<br>2023-24 | State<br>2024-25 |
| 4.91              | 3.45              | 4.31              | 5.03                | 3.87                | 3.48                | 3.6              | 3.28             | 2.94             |

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.

This table displays expulsions data.

| Expulsions        |                   |                   |                     |                     |                     |                  |                  |                  |
|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| School<br>2022-23 | School<br>2023-24 | School<br>2024-25 | District<br>2022-23 | District<br>2023-24 | District<br>2024-25 | State<br>2022-23 | State<br>2023-24 | State<br>2024-25 |
| 0                 | 0                 | 0                 | 0                   | 0                   | 0                   | 0.08             | 0.07             | 0.06             |

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 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 4.31             | 0.00            |
| Female  | 2.05             | 0.00            |
| Male  | 6.25             | 0.00            |
| Non-Binary                                    | 0.00             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 0.00             | 0.00            |
| Black or African American                     | 8.62             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 4.32             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 0.00             | 0.00            |
| White   | 6.25             | 0.00            |
| English Learners                              | 4.00             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 15.38            | 0.00            |
| Socioeconomically Disadvantaged               | 4.51             | 0.00            |
| Students Receiving Migrant Education Services | 4.49             | 0.00            |
| Students with Disabilities                    | 5.56             | 0.00            |

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

## 2025-26 School Safety Plan

Safety of students and staff is a primary concern of Washington Union High School. Before, during, and after school, responsibility for monitoring the campus is shared by instructional support staff and certificated staff. All visitors must sign in at the office and wear appropriate identification while on campus. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan includes procedures for emergencies, individual staff responsibilities during an incident, exit routes, and inventories of emergency supplies. We make the plan available on our school website and keep copies in the office for parents. We ensure all staff are properly trained throughout the year, practice fire drills each semester, and individual crisis drills twice per year. Lock down drills, earthquake drills, and fire drills are all performed by staff and students. A copy of the Teacher Handbook/School Safety Plan is available at the school office for viewing upon request. School Safety Plan was updated and was approved on November 13, 2025. Washington Union High School also contracts with Proactive K-9 for campus safety. Trained safety dogs and their handlers are contracted through Proactive K-9 and searches around the campus for explosives or contraband. Furthermore, Washington Union High School employed a School Resource Officer, who is contracted through the Fresno County Sheriff Department. He contributes to the safety of campus, students, and staff.

## 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 | 25                 | 14                                   | 42                                    | 4                                   |
| Mathematics           | 22                 | 21                                   | 26                                    | 2                                   |
| Science               | 25                 | 11                                   | 24                                    | 3                                   |
| Social Science        | 26                 | 9                                    | 27                                    | 6                                   |

## 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 | 23                 | 17                                   | 27                                    | 8                                   |
| Mathematics           | 24                 | 16                                   | 24                                    | 1                                   |
| Science               | 23                 | 8                                    | 12                                    | 7                                   |
| Social Science        | 24                 | 15                                   | 17                                    | 9                                   |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 23                 | 23                                   | 33                                    | 2                                   |
| Mathematics           | 21                 | 25                                   | 23                                    |                                     |
| Science               | 22                 | 8                                    | 13                                    | 1                                   |
| Social Science        | 24                 | 11                                   | 27                                    | 1                                   |

2024-25 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 | 223   |

2024-25 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) | 4                                |
| Library Media Teacher (Librarian)                             | 1                                |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  | 1                                |
| Social Worker   | 1                                |
| Nurse   | 1                                |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other   | 2                                |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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                                   | 20,461                       | 6,894                               | 13,567                                | 78,973                 |
| District                                      | N/A                          | N/A                                 | 13,609                                | \$83,177               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -0.3                                  | -4.4                   |
| State   | N/A                          | N/A                                 | \$11,146                              | \$92,686               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 23.0                                  | -10.4                  |

## Fiscal Year 2024-25 Types of Services Funded

WUSD provides programs and services to support and assist students with core instruction, RTI, intervention, Tutoring, Migrant, After School Programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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                      | \$49,000        | \$57,978                                     |
| Mid-Range Teacher Salary                      | \$78,614        | \$89,612                                     |
| Highest Teacher Salary                        | \$109,936       | \$117,194                                    |
| Average Principal Salary (Elementary)         | \$118,946       | \$143,632                                    |
| Average Principal Salary (Middle)             | \$145,377       | \$149,447                                    |
| Average Principal Salary (High)               | \$148,105       | \$162,334                                    |
| Superintendent Salary                         | \$204,416       | \$234,076                                    |
| Percent of Budget for Teacher Salaries        | 23.99%          | 27.81%                                       |
| Percent of Budget for Administrative Salaries | 4.46%           | 5.47%  |

2024-25 Advanced Placement (AP) Courses

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

|                                   |      |
|-----------------------------------|------|
| Percent of Students in AP Courses | 12.3 |
|-----------------------------------|------|

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

| Subject                  | Number of AP Courses Offered |
|--------------------------|------------------------------|
| Computer Science         | 1                            |
| English                  | 1                            |
| Fine and Performing Arts | 1                            |
| Foreign Language         | 1                            |
| Mathematics              | 3                            |
| Science                  | 1                            |
| Social Science           | 3                            |
| Total AP Courses Offered | 11                           |

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

Professional Development

Professional development at Washington Union is designed to meet the individual needs of teachers as well as broader school concerns. It is designed to assist staff members in refining existing skills and learning new skills to achieve district and state accountability goals. The professional development program is ongoing and clearly reflects the vision and mission of our school. Our Administration team, department leads, Staff Development Team members, and teachers are committed to the ongoing practices of a Professional Learning Community (PLC) Model. Our Administrators and Department Leads have all been trained by Advanced Collaborative Solutions on the implementation of Achievement Teams. Administrators, Department Leads, and Teachers analyze assessment data and student work to ensure accurate reflections of academic growth. This information is in turn utilized to infuse learning strategies, lesson design, and best teaching and student engagement practices to increase levels of student proficiency.

Washington Union has 2 hours of PLC time per week embedded in the master schedule for teachers. Also required are three days of district and site professional development prior to the start of the school year and four days of optional professional development offered each summer. Teachers are paid for their participation. Topics for these sessions are selected based on greatest areas of needs outlined in the LCAP using data from the dashboard and other local indicators.

Academic Coaching is also offered to teachers at Washington Union. Three coaches share their time between the five district sites. Areas of coaching focus are: classroom management for new teachers, math lesson engagement, ELD, and lesson design and delivery for all subjects.

Our teachers also provide each other with numerous teaching strategies and focused professional development in areas such writing skills, creating Constructed Responses for SBAC, and graphic organizers. In addition, our curriculum directors have facilitated district-wide trainings with an emphasis in technology.

Our district also adopted a systematic ELD instruction initiative by providing professional learning and coaching to teachers in partnership with The English Learner Group. This professional development will enable teachers to infuse research based learning strategies for language development in the classroom.

The science department has been involved in district PLCs for implementation of a new science adopted curriculum at each site. All sites participate in professional development and PLCs by gathering data and evidence for the implementation of the new science curriculum.

The English department for the 2023-2024 school year was trained by Fresno County Superintendent of Schools personnel

Professional Development

with the adoption of ERWC curriculum developed by California State University. It was a nine day training spread throughout the school calendar year. For the school year of 2024-2025, ELA teachers are continuing to develop ERWC curriculum designed by the training.

The math department team for the 2023-2024 school year was trained by Building Thinking Classrooms, a student centered collaborative teaching philosophy. The math department continues their collaboration during PLC time to implement such tactics.

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

| Subject   | 2023-24 | 2024-25 | 2025-26 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 12.5    | 11.75   | 11.75   |