

Cutler-Orosi Community Day School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Cutler-Orosi Community Day School
Street	12724 Avenue 392
City, State, Zip	Cutler, CA 93615
Phone Number	(559) 528-4703
Principal	Victoria Guzman
Email Address	viguzman@cojUSD.org
School Website	http://lov.cojUSD.org/Cutler-Orosi-Community-Day-School/index.html
County-District-School (CDS) Code	54718605430244

2023-24 District Contact Information

District Name	Cutler-Orosi Joint Unified
Phone Number	5595284703
Superintendent	Yolanda Valdez
Email Address	yovaldez@cojUSD.org
District Website	http://www.cojUSD.org

2023-24 School Description and Mission Statement

Community Day School (CDS) is an alternative educational placement for students who have been expelled from school, have problems with attendance and/or behavior, and/or need a specific learning environment. CDS is safe, secure, and accepting of our students while receiving an education that is standards-based, rigorous and relevant. The goal of CDS is to ensure students get the best opportunity for learning and behavior adjustment to ensure they will be successful. CDS has a teacher, instructional aide, and school campus security. CDS shares a principal, learning director, resource specialist, secretary, and

2023-24 School Description and Mission Statement

part-time counselors available to students and staff with the alternative high school.

CDS serves at-risk students in many ways, offering challenging classes to a small student population while teaching important educational and life skills. The students are offered counseling and an opportunity for credit recovery. CDS has the capacity to serve up to 15 students in a one-room classroom setting. The classroom is equipped with computers for student use as well as for credit recovery through Cyber High and Acellus. We are constantly working with students and looking for alternative resources to assist them during their time at CDS. Some of the opportunities include pull-out interventions and check-in. CDS students are offered the same curriculum as the comprehensive high school and the alternative schools. Counselors meet with students on a pull-out basis, but also check-in on a regular basis to ensure students have the opportunity to discuss any issues they might be facing. Our approach is to provide the same learning opportunities and enrichment.

Students enrolling at CDS have the opportunity for "New Beginning and a Fresh Start" to reach their graduation goals. CDS staff adheres to the district mission statement of Educating Minds and Inspiring Futures.

Victoria Guzman, Alternative Education Administrator

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 10	1
Grade 11	2
Grade 12	1
Total Enrollment	5

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40%
Male	60%
Hispanic or Latino	100%
English Learners	40%
Foster Youth	20%
Migrant	20%
Socioeconomically Disadvantaged	100%
Students with Disabilities	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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.20	25.00	149.00	77.04	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	23.60	12.23	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.40	4.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	75.00	5.80	3.00	12115.80	4.41
Unknown	0.00	0.00	5.50	2.87	18854.30	6.86
Total Teaching Positions	1.00	100.00	193.50	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.30	30.00	155.60	82.87	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	13.70	7.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.20	4.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	70.00	7.80	4.18	11953.10	4.28
Unknown	0.00	0.00	2.20	1.20	15831.90	5.67
Total Teaching Positions	1.00	100.00	187.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.70	0.70
Total Out-of-Field Teachers	0.70	0.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Community Day School currently uses all state-approved curriculum adopted by the Cutler-Orosi School District. For example, in the English Language Arts courses, the following materials are being used Expository Reading and Writing Course, Cyber High, and Acellus. CDS also currently uses EnVision Integrated Math I and II- SAVVAS Learning Company. CDS currently uses the following text in science: Prentice Hall Earth Science, Biology and Cyber High, and Acellus. At CDS, the Social Science department uses the following state and district-adopted material: United States History and Geography- Continuity and Change- McGraw Hill, The Modern Era: Prentice Hall, Cyber High and Acellus.

Year and month in which the data were collected	September 2023		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	Expository Reading and Writing Course, Cyber High and Acellus	Yes	0.0%
Mathematics	EnVision Integrated Math I and II- SAVVAS Learning Company, Cyber High, Acellus	Yes	0.0%
Science	Pearson Earth Science CA Edition Pearson Biology CA Edition, Cyber High, Acellus	Yes	0.0%
History-Social Science	United States History and Geography- Continuity and Change- McGraw Hill, The Modern Era: Prentice Hall, Cyber High and Acellus	Yes	0.0%
Foreign Language	Acellus	Yes	0.0%
Health	N/A		0.0%
Visual and Performing Arts	Glencoe, Arts in Focus	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0%

School Facility Conditions and Planned Improvements

Community Day School had a rating of 100% on safety, cleanliness, and adequacy. In addition, the school received a ranking of good on all these categories and overall school rating of Exemplary. At this time, the school is not in need of any facility improvements.

Year and month of the most recent FIT report

November 2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	--	--	39	40	47	46
Mathematics (grades 3-8 and 11)	--	--	23	25	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	--	16.96	16.45	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2022-23 Career Technical Education Programs

Community Day School has internal practices and programs such as "College and Career Readiness" to work on preparing students to meet graduation requirements.

Credit recovery efforts include being innovative to find opportunities to empower students to meet eligibility requirements for career pathway coursework opportunities that align to our Alternative Ed. CTE Career Pathways in Fire, Nursing, and Careers in Education. Community Day School has initiated the following practices and college and career initiatives by partnering with the Foundation for California Community Colleges to implement the California Colleges Guidance Initiative (CCGI) Program to ensure student college and career readiness and improve successful transitions to secondary and post-secondary education. Community Day School provides grade-level college and career preparation lessons such as career research, college research, students taking a career interest profile, financial aid, awareness of A-G preparation, and many more initiatives detailed in a District-Wide CCGI Implementation Plan. In addition, by the time students transition out of 8th grade students have also started the initial elements of a portfolio, which includes a resume, letters of recommendation, SMART Goal setting and a brag sheet noting their accomplishments and achievements. This introductory portfolio aligns with the secondary senior exit interview and portfolio presentation high school graduation requirement; as well as part of the process to apply to a Career Pathway and or Academy Program of Study. Community Day School informs parents and students of Career Pathway opportunities and College and Career Readiness via activities, events, and meetings such as a Career Pathway Expo and Registration Night, LCAP Forums, and parent workshops. Community Day School students are required to complete five hours of community service for each year of enrollment at Community Day School as a graduation requirement. Students also participate in our College and Career Day.

2022-23 Career Technical Education (CTE) Participation

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

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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
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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.

2023-24 Opportunities for Parental Involvement

The Cutler-Orosi Joint Unified School District has six Parent Involvement goals:

1. Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between the school and the family as to school programs and children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision-makers and develop their leadership in governance, advisory, and advocacy roles.

Parents are invited to participate in a variety of school activities including how to navigate through online platforms. For example, parents receive information regarding their students' Google Classroom and parent access to our new parent communication platform, Parent Square. Other parent nights include: Report Card Night, PBIS, Coffee with the Counselor and Admin. Parents are invited to be involved with School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. In addition, parents attend athletic events on our campus. Parents are encouraged to enroll in our district adult school ESL and diploma programs. If you would like to participate in any school activities, please contact the administrator, Mrs. Victoria Guzman.

Victoria Guzman, Alternative Education Administrator (559) 528-4703

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	--	--	--	4.1	4.9	4.4	9.4	7.8	8.2
Graduation Rate	--	--	--	87	93.3	92.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	16	14	8	57.1
Female	7	6	4	66.7
Male	9	8	4	50.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	16	14	8	57.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	9	8	4	50.0
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	15	13	8	61.5
Students Receiving Migrant Education Services	2	2	2	100.0
Students with Disabilities	1	1	1	100.0

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	30.43	0.00	0.10	4.57	4.93	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.15	0.37	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Our top priority is to maintain a school environment that is safe, clean, and orderly. Administration and staff members (certificated and classified) provide student supervision on the grounds before school, during breaks, during lunch, and after school. Students who do not follow school rules receive the consequences according to the California Education Codes and policies adopted by the School Board. We implement PBIS (Positive Behavior Intervention Support) at our school. We emphasize positive reinforcement and good choices. A school safety plan has been developed, approved, and put into operation. On July 27, 2023, all district administration was trained on ActVnet for all drills and the staff was trained on September 6, 2023. The safety plan is updated annually and was most recently updated and reviewed by the staff on August 7, 2023. Emergency procedures and safety drills are reviewed as needed at weekly staff meetings. Lovell High School also employs a part-time security guard and has a resource officer from the Tulare County Sheriff's Department to ensure safety. Regular drills are conducted via the ActVnet platform to ensure that all students and staff know how to respond in case of any type of emergency. On October 2, 2023, we reviewed our Single Plan for Student Achievement with School Site Council (SSC) English Language Advisory Committee (ELAC) which includes staff, parents and a student representative. We discussed our safety procedures to maintain a secure site. On December 6, 2023, the SSC and ELAC approved the 2023-2024 plan and goals.--

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	10	2		
Mathematics	10	1		
Science	10	1		
Social Science	10	1		

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	3		
Mathematics	11	1		
Science	11	1		
Social Science	11	2		

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	5	2	0	0
Mathematics	5	1	0	0
Science	5	1	0	0
Social Science	5	2	0	0

2022-23 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	0

2022-23 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$19,141.21	\$ 1,725.60	\$ 13,165.09	\$ 79,132
District	N/A	N/A	\$4,250.52	\$79,507
Percent Difference - School Site and District	N/A	N/A	51.7	-34.8
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-200.0	-35.6

Fiscal Year 2022-23 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.

Categorical

Supplemental instructional programs (instructional aides, Read 180, Edpuzzles)

Supplemental books and reference materials

Supplemental services (Wifi services, program licenses)

Professional Learning (Instructional Coaches, travel and conference, professional services)

Supplemental materials and supplies Non Cap Equipment (technology)

LCFF/LCAP

The majority of supplemental funds are comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems). A link to the District LCAP plan can be found on the District Website (www.cojUSD.org).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$53,130	\$50,875
Mid-Range Teacher Salary	\$ 77,686	\$79,761
Highest Teacher Salary	\$101,579	\$103,045
Average Principal Salary (Elementary)	\$126,825	\$128,154
Average Principal Salary (Middle)	\$128,939	\$131,774
Average Principal Salary (High)	\$143,735	\$142,676
Superintendent Salary	\$227,051	\$211,462
Percent of Budget for Teacher Salaries	24%	30.11%
Percent of Budget for Administrative Salaries	9.65%	5.49%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

The CDS staff has participated in a variety of Professional Learning this past year to address the need of our English Learners, Student Engagement and Positive Behaviors. Staff received re-training in Google Classroom, Parent Square App, and Integrated ELD. Since we are a small site, our teachers are considered "singletons." We recently contracted with Global PD and Solution Tree to provide targeted training for "singletons" to run effective PLCs. We continue to encourage writing across all content areas and support for our English Language Learners. We have purchased online training in engagement strategies and GLAD strategies through Fall 2024. The District provides 35 Late Start Wednesdays for professional collaboration. In

Professional Development

In addition, all staff members participate in monthly extended days of professional development to work with colleagues in the implementation of best practices.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4



SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Cutler Orosi Joint Unified School District		COUNTY Tulare County	
SCHOOL SITE Lovell High/ Community Day School/ Esperanza High School		SCHOOL TYPE (GRADE LEVELS) Alternative Education	NUMBER OF CLASSROOMS ON SITE: 10
INSPECTOR'S NAME Juan Garcilazo		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
INSPECTOR'S TITLE: Lead Custodian CONSULTANT		NUMBER OF RESTROOMS ON SITE:	6
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):		TIME OF INSPECTION 8:00 AM	SITE ENROLLMENT 97
TOTAL ESTIMATED SITE SQUARE FOOTAGE/ ACREAGE:	5.62		
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE:	1450	SUNNY	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
11	Number of "OK"s:	11	11	5	11	11	11	11	6	6	11	2	11	11	1	11
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	6	0	0	0	0	5	5	0	9	0	0	10	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	100.00%	SCHOOL RATING**	EXEMPLARY
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75. %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING

EXPLANATION:

Everything looks good and will check back in a month.

DISTRICT'S RESPONSES TO REPORT (Attach

additional pages if necessary):

PART IIa: EVALUATION DETAIL

Date of Inspection: 11/07/2023

School Name: **Lovell High/ Community Day School/ Esperanza High School**

Building Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCE

District's Plan to Address:

Deficiencies Noted In Prior Year?

Marks: OK = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use Additional Area Lines as necessary.

OK D X NA

PART IIb: CLEANLINESS DETAIL Date of Inspection: 11/07/2023 School Name: Lovell High/ Community Day School/ Esperanza High School

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 2

Building Area Name	Area Characteristics (Grade level serves, events, traffix volume, public usage, etc.)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		Floors	Walls & Doors	Desks & Counters	Furniture	Baseboards/ Window Sill	Light Fixtures	Sinks	Trash / Refuse	Windows	Water Fountains	Toilets	Mirrors & Hand Dryers	Bathroom Supplies	Graffiti	Landscaping	Rating
Admin		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Multi-Room		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Adult Education		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Esperanza Room		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Student Restrooms		TRUE	TRUE	NA	NA	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Rm 6 & 7		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100
Rm 8: CDS		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Rm 9 & 10		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100
Room 107 & Library		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100
Rm 111 & 112		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100
Grounds		TRUE	TRUE	NA	NA	NA	TRUE	NA	TRUE	TRUE		NA	NA	NA	TRUE	TRUE	100

District's Plan to Address:

Deficiencies Noted In Prior Year?

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in “good repair” as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as “other.”

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an “X” on the Evaluation Detail) resulting in a “poor” rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

OK	No Deficiency - Good Repair: Mark "OK" if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	Deficiency: Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	Extreme Deficiency: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	Not Applicable: If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.

- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.

- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.

- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."

- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."

- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

When completing Part III of the FIT, the school district should be provided the opportunity to provide comments and utilize the Comments and Rating Explanation Section if needed.

FACILITY INSPECTION TOOL**SCHOOL FACILITY CONDITIONS EVALUATION**

(REV 04/22)

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks.

Examples include but are not limited to the following:

- There is no odor that would indicate a gas leak. (X)
- Gas pipes are not broken and appear to be in good working order. (X)
- Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed.

Examples include but are not limited to the following:

- The HVAC system is operable. (X)
- The facilities are ventilated (via mechanical or natural ventilation).
- The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- Interior temperatures appear to be maintained within normally accepted ranges.
- The ventilation units are not generating any excessive noise or vibrations.
- Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- The sanitary system controls odors as designed.
- Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- Walls are free of hazards from tears and holes.
- Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- Ceiling is free of hazards from missing ceiling tiles and holes.
- There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.

Examples include but are not limited to the following:

- Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

- An area should appear to be clean with minimal dirt, dust, or buildup. Floors and carpets should appear to have been swept or cleaned within the last week. Light fixtures and all bulbs are working properly. Facilities area adequately stocked and odor free. (OK)
- An area marked as "Deficiency" would appear to not have been cleaned in the last two weeks and carpet may look dull, matted, or stained. Corners of the room may have a recognizable amount of dirt or grime buildup. Floors do not appear to have been swept or vacuumed in two weeks. Some light fixtures are dirty and fewer than five percent of the bulbs have burned out. Daily trash has not been taken out. (D)
- An area marked as having an "Extreme Deficiency" would appear to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Floors have not been swept or vacuumed in over two weeks. Light fixtures are dirty and more than five percent of the bulbs have burned out. There is trash overflow and the area being evaluated has a foul odor. (X)
- Area(s) evaluated is free of unabated graffiti.
- Other

Part IIb (Optional) - The Cleanliness Detail worksheet may be used to evaluate the Overall Cleanliness of each area. Based on Part IIb, use the following to complete Part IIa:

- If 75.0 percent or more of the review is "Yes", the area should be rated clean (OK).
- If 50 - 74.9 percent of the review is "Yes", the area should be rated "Deficient (D)".
- If 49.9 percent or less of the review is "Yes", the area should be rated Extreme Deficiency (X)

- Floors swept, vacuumed, and/or mopped. Free of spots stains, and build up.
- Walls and Doors free of spots and grime.
- Desk and Counters clean.
- Furniture dusted and clean.
- Baseboards and window sills dusted and clean.
- Light fixtures clean.
- Sink clean and drains working properly.
- Trash cans are empty and clean. The ground is free of trash. Floors and furniture are free
- Windows are free from damage, clean, and in working condition.
- Water fountains, including handles/buttons, are clean and in working condition.
- Toilets and bathroom sinks are clean and in working condition.
- Mirrors and Hand Dryers are clean, intact, and in working condition.
- Bathroom supplies are stocked and in working condition.
- Area is free of graffiti.
- Landscaping - Maintained sufficiently to not hinder student and staff.

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- There is no evidence of a major pest or vermin infestation. (X)
- There are no holes in the walls, floors, or ceilings.
- Rodent droppings or insect skins are not evident.
- Odor caused by a pest or vermin infestation is not evident.
- There are no live rodents observed.
- Other

FACILITY INSPECTION TOOL**SCHOOL FACILITY CONDITIONS EVALUATION**

(REV 04/22) Adapted by CSI 6/2022

Electrical (Interior and Exterior)

- There is no evidence that any portion of the school has a power failure. (X)
- Electrical systems, components, and equipment appear to be working properly. Examples include but are not

- There does not appear to be damaged tiles or other circumstances that may
- Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

limited to the following:

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. *Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:*

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.

- to be free of mildew, mold odor and visible mold.
- e. Other

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly.

Examples include but are not limited to the following:

- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident.

Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.
- f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- g. Gates and fences appear to be functional.
- h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
- i. Other