

2018 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and complete each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2018-19)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Torch Middle School
Street	751 N. Vineland Ave.
City, State, Zip	City of Industry, CA 91746
Phone Number	626-931-2700
Principal	Dr. Monica Murray
E-mail Address	mmurray@bassettusd.org
School Website	http://www.bassettusd.org/torch
CDS Code	19-6057491

District Contact Information (School Year 2018-19)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Bassett Unified School District
Street	904 N. Willow Avenue
City, State, Zip	La Puente, CA 91746
Phone Number	626-931-3000
Superintendent	Debra French
Web Site	http://www.bassettusd.org
E-mail Address	erojas@bassettusd.org

School Description and Mission Statement (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Torch Middle School serves students in grades 6th-8th with an enrollment of 600 for the 2018-2019 school year. Torch Middle School is located in the City of Industry, 751 N. Vineland Avenue, and is nestled in-between industry and residential housing. Torch Middle School has a demographic of 93.4% Hispanic, 4.12% Asian, 1.34% White, less than 1% African American and/or Native American, and 25% English Learners. Torch Middle school has a mission statement that reinforces the expectation for all scholars, "Our mission: to empower all students to be productive, respectful, responsible, and successful life-long learners in a global community". We keep our student expectations high through a rigorous common core curriculum that provides students with real-world problems. Every family is provided with: a student handbook and Torch expectation registration documents prior to the start of the year, a detailed syllabus for every subject that includes common core expectations, grading system, is presented to students and parents during Back to School Night (BTSN) and reminded throughout the school year in both student and parent conferences. Teachers keep excellent work samples to provide exemplars for students and use project based learning, technology, and common core claims and targets to guide instruction. Everyday we design new ways to ensure that students are provided with constructive feedback on state and local assessments. At Torch...ALL students will grow and be successful!

Torch Middle School is the 2016-2019 Schools to Watch awardee for providing academic and enrichment support for students in all levels. The California Schools to Watch program selects middle schools across the state to serve as model schools by critiquing their academics, developmental responsiveness, social equity, and organizational structures and processes. At Torch, we have established structures and an environment where all students are working towards reaching their potential.

Opportunities for Parental Involvement (School Year 2018-19)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Torch provides regular opportunities for parents to participate in decisions on school site issues through parent organizations such as School Site Council, English Learner Advisory Council, and multiple volunteer opportunities. Coffee with the Principal, Back to School Night, Open House and student led parent teacher conferences are available for parents to get involved in their child's academic progress. School staff use an automated phone system and monthly mailers to send messages in English and Spanish on school news and other important information. Teachers also send student and/or class information to the parents via email or phone. Parents have opportunities to attend various parent workshops provided by Bassett Unified School District, site instructional trainings, and through our school based counseling program. Furthermore, this year we launched Parent Portal where parents can view their child's academic progress, attendance, and behavior data.

School Safety Plan (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The Comprehensive School Safety Plan (CSSP) was developed for Torch Middle School in collaboration with outside agencies and the district office to fulfill Senate Bill 187 & 334 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, the sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated, and shared with school staff annually in August and January. Campus culture promotes a secure learning environment that encourages mutual respect, safe and healthy relationships, dignity, and equality. The district has employed policies, procedures, and practices to establish safe learning environments for students and staff. Students and their parents receive information annually regarding district policies.

The Bassett Unified School District is utilizing Positive Behavior Intervention and Supports (PBIS) to establish a positive school climate. PBIS is a proactive, system-wide framework for creating and maintaining safe and effective learning environments in schools, and ensuring that all students have the social skills needed to ensure their success at school and beyond. Each school site has established a Behavioral Statement of Purpose and School-Wide Behavioral Expectations. Torch is committed to fostering a positive learning environment, where students are safe, respectful, and responsible. As part of our PBIS program, we have a school student store, Trojan Dollars, and PBIS assemblies.

Torch has one full-time Campus Safety Officers, two full-time Campus Monitor, and the assistance of additional personnel that support with student supervision before, during, and after school. In addition, the Los Angeles County Probation Office provides the school with an on-campus officer and other personnel as needed. The school conducts monthly drills to prepare for a disaster or emergency situations. Each drill is designed to ensure that students and employees understand how to implement emergency procedures in an effective and swift manner. At Torch our number one priority is the safety of our students and all stakeholders.

School Facility Conditions and Planned Improvements (School Year 2018-19)

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, Please review and complete the information below as needed.

Year and month of the most recent FIT report: December 2018

This section should be kept to 1-2 paragraphs.

The last site inspection performed by LACOE in September 2014. The inspection was conducted as part of the William's case annual review. Based on this inspection, Torch received a rating of "Good." This rating indicates that there are no major problems with the school facilities. All rooms and buildings were inspected and found to be in good condition. The report did identify two minor problems.

Over the summer break of 2015, all Torch Middle School classrooms were modernized. Teaching technology was installed, including 80" touch screen monitors and voice projection systems. New, modular furniture, providing fast and flexible seating configurations to support collaboration, were installed in every room. Also each classroom was painted and received new flooring.

School Facility Good Repair Status (School Year 2018-19)

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent):

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No problems to report with the MEP on the campus
Interior: Interior Surfaces	X			New flooring was installed during the modernization of the summer of 2015. New flooring was installed in all classrooms and designated locations. A New CTE Lab was installed in M4. The Facilities department renovated a classroom for the robotics program on the campus.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		The school site is under a cleaning program with three assigned custodians performing required cleaning assignments on a daily basis.
Electrical: Electrical	X			New 440/220 volt electrical service for the robotics lab was during the fall of 2018 to increase the academic program for the STEM programs. Lighting in classrooms was updated summer 2018. New exterior LED building lighting is needed to provide additional lighting on he campus.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			All restroom and drink fountains are in good working order for the staff, students and faculty.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			During the summer of 2018 ASCIP JPA conducted a comprehensive security and camera analysis to determine the needs to install cameras and other security enhancements on the campus. When funding becomes available a plan will be developed to include the scope of work. During Christmas of 2016 recess ASCIP conducted a chemical & hazardous material inventory of the science classrooms.
Structural: Structural Damage, Roofs	X			No structural problems to report.
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X		During the summer of 2016 the exterior of the school site was painted by in-house facilities staff members.

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	27		24	24
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	13	0	0
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0		0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0		0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0		0

Academic Counselors and Other Support Staff (School Year 2017-18)

The data that is currently displayed in this table was carried over from last year’s SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	592
Counselor (Social/Behavioral or Career Development)	0	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	1.0	♦
Psychologist	.64	♦
Social Worker	0	♦
Nurse	0	♦
Speech/Language/Hearing Specialist	.33	♦
Resource Specialist (non-teaching)	.5	♦
Other	0	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2018-19)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

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

This section should be kept to 1-2 paragraphs.

Bassett Unified and Torch Middle School ensure that all students have access to the required curriculum materials in all core content areas. In addition, funds are set aside from LCFF and Title I funding to purchase supplementary materials to assist with implementation of Common Core.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>6 McGraw Hill "StudySync Grade 6 California Reading and Writing Companion for ELA/ELD Unit 1" 2017</p> <p>6 McGraw Hill "StudySync Grade 6 California Reading and Writing Companion for ELA/ELD Unit 2" 2017</p> <p>6 McGraw Hill "StudySync Grade 6 California Reading and Writing Companion for ELA/ELD Unit 3" 2017</p> <p>6 McGraw Hill "StudySync Grade 6 California Reading and Writing Companion for ELA/ELD Unit 4" 2017</p> <p>7 McGraw Hill "StudySync Grade 7 California Reading and Writing Companion for ELA/ELD Unit 1" 2017</p> <p>7 McGraw Hill "StudySync Grade 7 California Reading and Writing Companion for ELA/ELD Unit 2" 2017</p> <p>7 McGraw Hill "StudySync Grade 7 California Reading and Writing Companion for ELA/ELD Unit 3" 2017</p> <p>7 McGraw Hill "StudySync Grade 7 California Reading and Writing Companion for ELA/ELD Unit 4" 2017</p> <p>8 McGraw Hill "StudySync Grade 8 California Reading and Writing Companion for ELA/ELD Unit 1" 2017</p> <p>8 McGraw Hill "StudySync Grade 8 California Reading and Writing Companion for ELA/ELD Unit 2" 2017</p> <p>8 McGraw Hill "StudySync Grade 8 California Reading and Writing Companion for ELA/ELD Unit 3" 2017</p> <p>8 McGraw Hill "StudySync Grade 8 California Reading and Writing Companion for ELA/ELD Unit 4" 2017</p>	<p>Yes</p>	<p>0</p>

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	6 McGraw Hill California Student Edition Consumables 2015 7 McGraw Hill California Student Edition Consumables 2015 8 McGraw Hill California Student Edition Consumables 2015	Yes	0
Science	6 Glencoe McGraw-Hill, 2008 Focus on Earth Science 7 Glencoe McGraw-Hill, 2008 Focus on Life Science 8 Glencoe McGraw-Hill, 2008 Focus on Physical Science	Yes	0
History-Social Science	McDougal Littell, Adopted 2007 6-8 McDougal Littell, 2007 6 - World History: Ancient Civilization 7 - World History: Medieval & Early Modern Times 8 - Creating America: A History of the United States	Yes	0
Foreign Language	Spanish 1 MS 2011 Pearson Realidades	Yes	0
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

The fields that are highlighted yellow are populated for you with data provided by CDE.

Percent differences, highlighted light-blue, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 16-17.

The most recent data available from CDE is for fiscal year 2016-17. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	5648	117	5530	61452
District	♦	♦	10390	\$80,977
Percent Difference: School Site and District	♦	♦	-61.1	-27.4
State	♦	♦	\$7,125	\$71,392
Percent Difference: School Site and State	♦	♦	-25.2	-15.0

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2017-18)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

The programs and services funded through funds in 2018-2019 are:

1. A full time health aide to ensure that students are provided with access to health and social services.
2. English Learner Development Program-Teacher training to facilitate English Language testing and assist students in the acquisition of the English language.
3. Advancement Via Individual Determination (AVID) – The program provides appropriate accelerated interventions and support for standard-based education and the importance of learning college expectation.
4. Project Lead the Way- The program provides opportunities for students to examine the development of

automation and robotics as they learn about the, "mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms" (PLTW).

6. Visual and Performing Arts Program- students develop perceptual skills and visual arts as they analyze art elements and principals of design. Students will apply artistic processes and skills using a variety of media to communicate meaning and create works of art. In addition to Art, we offer Drama where students delve into the dynamics of theater, monologues, and musicals. Students learn to perform, practice and develop scripts while working together collaboratively.

7. GATE Program- students in the GATE program receive accelerated instruction and additional resources to address the learning styles of students who have been identified as gifted and talented.

8. Band Program- In addition to art, we have a band program. Students have the opportunity to be part of beginning band, orchestra band, and symphonic band. Students in band receive instruments for the year to practice with regularly and perform twice a year to a large audience.

9. World Language Pathway- students have the opportunity to learn Spanish within middle school. We offer one course, Spanish I, for students to learn a second language during their middle school experience. By learning a world language in middle school, students are gaining a foundational understanding of a foreign language as well as building cultural relevance.

10. An extended day program to maintain a dynamic student-centered culture and to provide appropriate enrichment programs like Think Essential, organized sports teams, GATE Saturday Academy, LTEL Saturday, and tutoring.

11. Professional Development- Teachers assigned to provide expert professional training.

12. Career Technical Education CTE Pathway for Middle School Students: We are partnered with ROP and Paxton Systems in providing our students with career exploratory opportunities. The program provides engaging hands-on STEM learning education programs- from Alternative Energy to Robotics. Prepares middle school and high school students for careers related to medicine, nursing, and health science programs - from Biomedical Engineering to Veterinary. The program is directly linked to Bassett High Schools Career Technical Education Program. Our goal is to ensure all Trojans exit Torch Middle School with a career and college plan.

13. Sports Program: At TMS, we have a wide range of competitive sports for our students: football, volleyball, softball, soccer, basketball, and track. Our school continues to win many tournament and regional championships.

Professional Development (2016-17, 2017-18 and 2018-19)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2016-17, 2017-18 and 2018-19.

Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Professional development is led by our school instructional leadership team dedicated to the purpose of specialized trainings and reinforced at the site by grade-level/content area collaborating teachers. Topics are developed by the leadership team and training is done by school personnel, district personnel, or outside

consultants and trainers. Trainings range from Project-Based Learning development, AVID, Thinking Maps, Positive Behavioral Intervention and Support development, program implementation, English learner strategies, assessments and classroom management topics. Professional development occurs staff-wide once a month, with additional training scheduled for varying staff. Summer is also a time a professional development, with our teacher-led summer institute. Recently, we have included teacher released days to conduct data analysis, identify essential learning standards, and develop units of study.

BUSD 2016-17 Professional Development Focus

3 district level teacher duty days were used to support PD throughout the 2016-17 school year.

- Individual sites utilized early release/late start days to continue site and district level initiatives

PBL 101 training continued.

- March 2016, teachers that had already gone through the PBL 101 training, received site support based on initial teacher feedback of PBL implementation
- Site Admins and site PBL leads continued with training in understanding the components of Project Based learning to support site implementation

Every site PBL Lead team was responsible for developing a PBL Lead Action

PBL School Level Coaches were trained to support the site in building peer relationships, de-privatizing practice and encouraging informal teacher leadership.

- PBL Dinner dates were launched, on a volunteer basis, for any teacher that wanted to get additional support and ideas in PBL

Topics included project design overview, managing activities and aligning standards to the PBL

District committees further supported instructional programs at the site. Teachers in these committees received additional PD to support their sites and administrators, as well as a pathway to bring site challenges to the DO.

- English Learner Leads, GATE Leads, Curriculum Committee, and PBL Steering Committee

BUSD 2017-18 Professional Development Focus

State assessment data indicates that overall, we have made gains in the areas of ELA and math.

3 district level teacher duty days were used to support PD throughout the 2017-18 school year.

- Individual sites utilized early release/late start days to continue site and district level initiatives
- Site admins used their second staff PD day to compliment the DO PD tailored to their site

Introduced Professional Learning Community (PLC) concepts and practices.

- PD was provided through attendance in PLC Institutes:
- PLC @ Work Institute, October 10-12, 2017

Site admin and teacher leaders from each site attended

- PLC Leadership Now Institute, April 11-13

Site and district level administration attended

Identification of viable curriculum and essential standards began at each school site under the support of the Instructional leadership team (ILT).

Book shares were conducted with the administrative team.

- Concepts and practices aligned with district initiative of essential learning and viable curriculum and the role of the administrator and the Instructional Leadership team in the development of a PLC culture

District Wide Teacher Planning days June 4-6, 2018.

- Using CCSS blueprints for every grade levels/content area teacher team, essential standards were initially identified.

District committees further supported instructional programs at the site. Teachers in these committees received additional PD to support their sites and administrators, as well as a pathway to bring site challenges to the DO.

- English Learner Leads, GATE Leads, Curriculum Committee, and PBL Steering Committee
- Teacher Specialists provided additional support in the areas of ELA, Math, PBL, AVID, Educational technology and early literacy based on the site need

BUSD 2018-19 Professional Development Focus

State assessment data indicates that we have continued to make gains in the areas of ELA and math and will continue to focus on good first instructional delivery and a multi-tiered system of support for students that require intervention, as well as those that can benefit from acceleration.

3 district level teacher duty days are used to support PD throughout the 2018-19 school year

- Individual sites utilized early release/late start days to continue site and district level initiatives
- Site admins used their second staff PD day to compliment the DO PD tailored to their site

Primary focus:

- Implementation of the identified essential learning standards
- Implementation and monitoring of PLC practices
- Additional support and leadership on the mission and vision of the district

Implementation of viable curriculum and essential standards at each school site under the support of the Instructional leadership team (ILT).

- Grade level collaboration to develop common formative assessments (CFA)
- Grade level collaboration for data analysis after selected formative and summative assessments

District committees further support instructional programs at the site. Teachers in these committees received additional PD to support their sites and administrators, as well as a pathway to bring site challenges to the DO.

- English Learner Leads, GATE Leads, Curriculum Committee, and PBL Steering Committee

- Teacher Specialists provided additional support in the areas of ELA, Math, and early literacy based on the site need
- Teacher Specialist provided additional support at sites or PLC meetings in grade level collaborations

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2017-18)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2017-18)

Please review and complete the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year’s SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 17-18, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The unduplicated count of pupils that completed one or more CTE programs and graduated ÷ the total number of pupils (grades nine through 12) that completed a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	

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)(l), 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:

✓	No Deficiency - Good Repair: Insert a check mark 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.

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:

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

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. 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)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

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

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

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

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident. Examples include but are not limited to the following:

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

Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not 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). The following are examples of compliance with SB 892:

- Restrooms are maintained and cleaned regularly.
- Restrooms are fully operational.
- Restrooms are stocked with toilet paper, soap, and paper towels.
- Restrooms are open during school hours.
- 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:

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

Fire Safety

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

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

- Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- Paint is not peeling, chipping, or cracking.
- There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
- 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:

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

- Roofs, gutters, roof drains, and down spouts are free of visible damage.
- Roofs, gutters, roof drains, and down spouts are intact.
- 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:

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

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

PART II: EVALUATION DETAIL Date of Inspection: 12/03/18 School Name: All schools site locations

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	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/FENCES
Bassett HS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	Additional work for electrical, HVAC, restrooms/plumbing, roof replacement and windows will beed to be incorporated on future modernization program													
Torch MS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	Additional work for electrical, HVAC, restrooms/plumbing, roof replacement and windows will beed to be incorporated on future modernization program													
Sunkist ES	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Additional work for electrical, HVAC, restrooms/plumbing, roof replacement and windows will beed to be incorporated on future modernization program													
Van Wig ES	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Additional work for electrical, HVAC, restrooms/plumbing, roof replacement and windows will beed to be incorporated on future modernization program													
Don Julian ES	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Additional work for electrical, HVAC, restrooms/plumbing, roof replacement and windows will beed to be incorporated on future modernization program													
Esdgewood Academy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Additional work for electrical, HVAC, restrooms/plumbing, roof replacement and windows will beed to be incorporated on future modernization program													
Nueva Vista HS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	Additional work for electrical, HVAC, restrooms/plumbing, roof replacement and windows will beed to be incorporated on future modernization program													
CDCComplex (Erwin)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	ü
	COMMENTS:	Additional work for electrical, HVAC, restrooms/plumbing, roof replacement and windows will beed to be incorporated on future modernization program													
District Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	Additional work for electrical, HVAC, restrooms/plumbing, roof replacement and windows will beed to be incorporated on future modernization program													
Adult Ed/Erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Additional work for electrical, HVAC, restrooms/plumbing, roof replacement and windows will beed to be incorporated on future modernization program													
Facilities Department (FD&T)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	Additional work for electrical, HVAC, restrooms/plumbing, roof replacement and windows will beed to be incorporated on future modernization program													

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

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Bassett Unified School District		COUNTY Los Angeles County
SCHOOL SITE Torch Middle School, 14135 Fairgrove Avenue, La Puente, CA 91746		SCHOOL TYPE (GRADE LEVELS) 6th, 7th & 8th grades
INSPECTOR'S NAME Ian M. Guajardo		NUMBER OF CLASSROOMS ON SITE 37
INSPECTOR'S TITLE Director of Facilities, Development & Transportation		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Ian M. Guajardo, Director of FD&T
TIME OF INSPECTION Annual Inspection / FIT reporting		WEATHER CONDITION AT TIME OF INSPECTION Normal weather conditions, sunny, clear and cold

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 "✓'s":	11	11	11	11	11	11	10	11	11	11	11	11	7	11	
	Number of "D's":	0	0	0	0	0	0	1	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	
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	4	0	
Percent of System in Good Repair Number of "✓'s divided by (Total Areas - "NA"s)"		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	90.91%	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%		90.91%	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	→	98.86%	SCHOOL RATING**	→	GOOD
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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

COMMENTS AND RATING EXPLANATION:

Torch Middle School is maintained and in good working order. During FY 2016-2017 the school sites was modernized and upgraded which included the installation of new furniture, technology in the classrooms, painting, carpeting, abatement, and related. All teaching stations were modernized and brought up the the 21st century classroom standards. Additional work included irrigation repairs and tree trimming of large trees on campus. The school sites is on a routine PM & General maintenance program. The District has hired a consultant (Cenergistic) to monitor and manage the energy program in the areas of electricity, water consumption & sewer, and natural gas costs. The program started in October 2018 as part of the initial implementation phase of the program.