

Annie R Mitchell Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Annie R Mitchell Elementary School
Street	2121 East Laura Avenue
City, State, Zip	Visalia, California 93292
Phone Number	(559) 303-3515 (559) 622-3195
Principal	Natalie Taylor
Email Address	ntaylor@vusd.org
School Website	https://www.vusd.org/armitchell
Grade Span	P-6
County-District-School (CDS) Code	54-72256-6054704

2024-25 District Contact Information	
District Name	Visalia Unified School District
Phone Number	559-730-7300
Superintendent	Kirk Shrum
Email Address	kshrum@vusd.org
District Website	www.vusd.org

2024-25 School Description and Mission Statement
<p>Description of School</p> <p>Annie R. Mitchell Elementary School serves approximately 820 students in grades Pre K through 6 in 2024-25. Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school holds high expectations for the academic and social development of all students. Curriculum planning, staff development, and assessment activities are focused on assisting students in mastering the Common Core academic content standards, as well as increasing the overall student achievement of all subgroups.</p>

2024-25 School Description and Mission Statement

School Mission Statement

Our mission is to promote high academic achievement, maintain a safe and respectful learning environment, value diversity, and foster a strong collaborative partnership between students, parents, staff, and the community.

We will achieve this by ensuring that students:

- will encounter a challenging and interesting curriculum that requires content and instruction ensuring student achievement of agreed-upon academic standards,
- will experience a variety of instructional strategies including the use of technology to enhance learning opportunities,
- will build social emotional skills through training in Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making.

Further:

- We promote mutual respect between home and school.
- We promote respect and appreciation of diverse groups and cultures.
- We promote effective communication between parents and school.
- We implement outreach strategies to provide information, education, and support for parents.

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	119
Grade 1	98
Grade 2	112
Grade 3	100
Grade 4	112
Grade 5	116
Grade 6	116
Total Enrollment	773

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.2
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	4.3
Black or African American	1.2
Filipino	1.2
Hispanic or Latino	73.6
Native Hawaiian or Pacific Islander	0.9
Two or More Races	2.7
White	12.4
English Learners	19.4
Foster Youth	1
Homeless	4
Migrant	0.3
Socioeconomically Disadvantaged	64.8
Students with Disabilities	10.6

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)	28.80	87.19	1187.10	86.89	228366.10	83.12
Intern Credential Holders Properly Assigned	4.00	12.08	67.90	4.97	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	54.60	4.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.76	31.20	2.29	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	25.30	1.86	18854.30	6.86
Total Teaching Positions	33.10	100.00	1366.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.70	87.49	1227.70	88.08	234405.20	84.00
Intern Credential Holders Properly Assigned	3.00	8.83	71.60	5.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.94	35.30	2.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.71	27.10	1.95	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	31.90	2.29	15831.90	5.67
Total Teaching Positions	33.90	100.00	1393.80	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.90	92.59	1166.60	85.45	231142.40	100.00
Intern Credential Holders Properly Assigned	2.20	6.79	70.00	5.13	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.62	47.10	3.46	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	35.90	2.63	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	45.50	3.33	14303.80	5.15
Total Teaching Positions	32.30	100.00	1365.30	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.00	0.2
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	0.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.20	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.20	0.20	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.20	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Language Arts: McGraw Hill Wonders K-5 (2014) Pearson My Perspectives Grade 6 (2017) Heggerty Phonetic Awareness (2022) Foundations, Wilson Language, K-2 (2023) Supplemental: Leveled Guided Reading Books Leveled Literacy Intervention (2015)	Yes	0%
Mathematics	Houghton Mifflin Harcourt Go Math! (2015)	Yes	0%
Science	Base: McGraw Hill Inspire Science (2019)	Yes	0%
History-Social Science	Base: McGraw-Hill IMPACT Social Studies (2018)	Yes	0%
Health	Goodheart-Wilcox Essential Health (2021)	Yes	0%
Visual and Performing Arts	Silver Burdett (Classroom Music Grade 4-6) Strictly Strings (Orchestra) Standard of Excellence (Band)	Yes	0%

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

School Facility Conditions and Planned Improvements

Annie R. Mitchell Elementary School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided by classrooms, playgrounds, and staff workrooms. To assist our school in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey

School Facility Conditions and Planned Improvements

are available at the district office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

In 2018-19, solar panels were installed in the parking lot at Annie R. Mitchell Elementary School. A pipe from the bathroom sink had to be rerouted. No emergency facilities needs exist at this school. For the 2008-09 school year Union Elementary became Annie R. Mitchell Elementary School and we moved into our new school facility at the corner of Laura Ave. and Pinkham St. In 2019, two additional classroom portables were added to the campus for a total of 4 portable buildings. In 2023-24, two additional portables were added to the campus: one for VAPA classes and for the After School Program (ELOP).

Cleaning Process and Schedule

In addition to our one custodian on duty during the school day, a team of maintenance specialists comes in after-hours for daily cleaning. District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school. Additional yard staff is provided to maintain the grounds.

Deferred Maintenance Program

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The deferred maintenance program ensures that all classrooms and facilities are maintained to a degree of adequacy that allows for a good learning environment.

Facilities Improvements

During the 2021-22 school year, routine maintenance was completed. Two additional portable buildings were installed as well. At the beginning of 2023, an additional portable was installed for VAPA and PE classes. During the 2023-24 school year, an additional portable building is being installed for Extended Learning Opportunities Programs/HEART after school program.

Year and month of the most recent FIT report	1/6/2024
--	----------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		14: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A DRIP. 15: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 23: 4. CARPET IS STAINED. 26: 4. CEILING TILE HAS A HOLE. 28: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 34: 4. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING IN CEILING. SWITCH PLATE IS BROKEN. 15. WINDOW SCREENIS MISSING. 5: 4. FORMICA TRIM IS MISSING ON COUNTERTOP.

School Facility Conditions and Planned Improvements

			<p>8: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>9: 4. PENCIL SHARPENER COVER IS MISSING. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>BOYS RESTROOM: 4. STALL DOOR LOCK IS MISSING/UNABLE TO BE SECURED. 10. FIRE SPRINKLER CAP IS MISSING.</p> <p>CUSTODIAN (HEART OFFICE): 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>K-31: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>MPR: 4. CEILING TILE HAS A WATER STAIN. 7. LIGHT SWITCH IS LOOSE.</p> <p>STAFF WORKROOM: 4. CEILING TILE HAS A WATER STAIN.</p> <p>STAGE: 4. CEILING TILE IS BROKEN.</p> <p>UNISEX RESTROOM: 4. CEILING TILE HAS A WATER STAIN.</p> <p>WORKROOM: 4. CEILING TILES HAVE WATER STAINS.</p> <p>WORKROOM: 4. WATER STREAKS ON WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		<p>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>14: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A DRIP.</p> <p>15: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>19: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>28: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>29: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>34: 4. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING IN CEILING. SWITCH PLATE IS BROKEN. 15. WINDOW SCREEN IS MISSING.</p> <p>ADMIN: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>K-32: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>PLAY FIELDS: 6. GOPHER HOLES ARE PRESENT.</p> <p>RSP: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

School Facility Conditions and Planned Improvements

				<p>UNISEX RESTROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>WORKROOM: 4. WATER STREAKS ON WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
Electrical		X		<p>14: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A DRIP.</p> <p>21: 7. SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>25: 7. CORDS ARE CREATING A TRIP HAZARD. 10. PLUG IN AIR FRESHENER.</p> <p>29: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>34: 4. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING IN CEILING. SWITCH PLATE IS BROKEN. 15. WINDOW SCREEN IS MISSING.</p> <p>35: 7. MULTIPLE LIGHT BULBS ARE OUT. 13. HOLE IN GUTTER. 14. RAMP IS RUSTED.</p> <p>9: 4. PENCIL SHARPENER COVER IS MISSING. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>BOYS RESTROOM: 7. ONE LIGHT FIXTURE IS OUT. TWO LIGHT DIFFUSERS ARE BROKEN. 8. ONE STALL IS LOCKED/OUT OF ORDER.</p> <p>ELECTRICAL: 7. ONE LIGHT DIFFUSER IS MISSING.</p> <p>ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS.</p> <p>GIRLS RESTROOM: 7. ONE LIGHT FIXTURE IS OUT. 8. TWO TOILETS LEAK AT FITTING. (COIN OPERATED MENSTRUAL PRODUCT DISPENSER, MUST BE FREE TO ALL) (MENSTRUAL NOTICE NOT POSTED)</p> <p>GIRLS RESTROOM: 7. ONE LIGHT FIXTURE IS OUT. 8. TWO TOILETS LEAK AT FITTING. ONE TOILET IS LOOSE AT BASE. (COIN OPERATED MENSTRUAL PRODUCT DISPENSER, MUST BE FREE TO ALL) (MENSTRUAL NOTICE NOT POSTED)</p> <p>LIBRARY: 7. TWO CAN LIGHTS ARE OUT.</p> <p>MPR: 4. CEILING TILE HAS A WATER STAIN. 7. LIGHT SWITCH IS LOOSE.</p> <p>WORKROOM: 7. ACCESS TO ELECTRICAL ROOM IS BLOCKED. 8. TOILET LEAKS AT FITTING. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR)</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	<p>1/ COMPUTER LAB: 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p>

School Facility Conditions and Planned Improvements

			<p>10: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN CANDLE WARMER.</p> <p>14: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A DRIP.</p> <p>16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.</p> <p>22: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.</p> <p>8: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>9: 4. PENCIL SHARPENER COVER IS MISSING. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>BOYS RESTROOM: 7. ONE LIGHT FIXTURE IS OUT. TWO LIGHT DIFFUSERS ARE BROKEN. 8. ONE STALL IS LOCKED/OUT OF ORDER.</p> <p>BOYS RESTROOM: 8. ONE TOILET LEAKS AT FITTING.</p> <p>BOYS RESTROOM: 9. ONE FAUCET IS LOOSE AT THE BASE AND HAS HIGH PRESSURE.</p> <p>GIRLS RESTROOM: 7. ONE LIGHT FIXTURE IS OUT. 8. TWO TOILETS LEAK AT FITTING. (COIN OPERATED MENSTRUAL PRODUCT DISPENSER, MUST BE FREE TO ALL) (MENSTRUAL NOTICE NOT POSTED)</p> <p>GIRLS RESTROOM: 7. ONE LIGHT FIXTURE IS OUT. 8. TWO TOILETS LEAK AT FITTING. ONE TOILET IS LOOSE AT BASE. (COIN OPERATED MENSTRUAL PRODUCT DISPENSER, MUST BE FREE TO ALL) (MENSTRUAL NOTICE NOT POSTED)</p> <p>GIRLS RESTROOM: 8. ONE TOILET LEAKS AT FITTING. 10. FIRE SPRINKLER CAP IS MISSING.</p> <p>15. DOOR STRIKE PLATE IS MISSING. (COIN OPERATED MENSTRUAL PRODUCT DISPENSER, MUST BE FREE TO ALL) (MENSTRUAL NOTICE NOT POSTED)</p> <p>GIRLS RESTROOM: 8. THREE TOILETS LEAK AT FITTING. (COIN OPERATED MENSTRUAL PRODUCT DISPENSER, MUST BE FREE TO ALL) (MENSTRUAL NOTICE NOT POSTED)</p> <p>K-33: 9. FAUCET IS LOOSE AT BASE. FAUCET HAS A DRIP.</p> <p>UNISEX RESTROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>WOMENS RESTROOM: 8. ONE TOILET IS LOOSE AT BASE. (COIN OPERATED MENSTRUAL PRODUCT DISPENSER, MUST BE FREE TO ALL) (MENSTRUAL NOTICE NOT POSTED)</p> <p>WORKROOM: 7. ACCESS TO ELECTRICAL ROOM IS BLOCKED. 8. TOILET LEAKS AT FITTING. MENSTRUAL PRODUCTS ARE NOT READILY</p>
--	--	--	---

School Facility Conditions and Planned Improvements

				AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR) WORKROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR)
Safety: Fire Safety, Hazardous Materials	X			10: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN CANDLE WARMER. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 22: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 25: 7. CORDS ARE CREATING A TRIP HAZARD. 10. PLUG IN AIR FRESHENER. 36: 11. MULTIPLE AEROSOL AIR FRESHENERS. BOYS RESTROOM: 4. STALL DOOR LOCK IS MISSING/UNABLE TO BE SECURED. 10. FIRE SPRINKLER CAP IS MISSING. CUSTODIAN (HEART OFFICE): 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. GIRLS RESTROOM: 8. ONE TOILET LEAKS AT FITTING. 10. FIRE SPRINKLER CAP IS MISSING. 15. DOOR STRIKE PLATE IS MISSING. (COIN OPERATED MENSTRUAL PRODUCT DISPENSER, MUST BE FREE TO ALL) (MENSTRUAL NOTICE NOT POSTED) K-31: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. P-5: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)
Structural: Structural Damage, Roofs	X			35: 7. MULTIPLE LIGHT BULBS ARE OUT. 13. HOLE IN GUTTER. 14. RAMP IS RUSTED.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			34: 4. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING IN CEILING. SWITCH PLATE IS BROKEN. 15. WINDOW SCREEN IS MISSING. 35: 7. MULTIPLE LIGHT BULBS ARE OUT. 13. HOLE IN GUTTER. 14. RAMP IS RUSTED. GIRLS RESTROOM: 8. ONE TOILET LEAKS AT FITTING. 10. FIRE SPRINKLER CAP IS MISSING. 15. DOOR STRIKE PLATE IS MISSING. (COIN OPERATED MENSTRUAL PRODUCT DISPENSER, MUST BE FREE TO ALL) (MENSTRUAL NOTICE NOT POSTED)

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	42	44	42	43	46	47
Mathematics (grades 3-8 and 11)	33	33	26	28	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	446	440	98.65	1.35	44.09
Female	223	218	97.76	2.24	46.79
Male	223	222	99.55	0.45	41.44
American Indian or Alaska Native	0	0	0	0	0
Asian	23	22	95.65	4.35	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	327	322	98.47	1.53	42.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	33	100.00	0.00	39.39
White	52	52	100.00	0.00	53.85
English Learners	92	87	94.57	5.43	20.69
Foster Youth	--	--	--	--	--
Homeless	16	14	87.50	12.50	35.71
Military	--	--	--	--	--
Socioeconomically Disadvantaged	301	297	98.67	1.33	38.72
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	49	100.00	0.00	12.24

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	446	442	99.10	0.90	32.81
Female	223	222	99.55	0.45	32.43
Male	223	220	98.65	1.35	33.18
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100.00	0.00	52.17
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	327	323	98.78	1.22	30.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	33	100.00	0.00	21.21
White	52	52	100.00	0.00	36.54
English Learners	92	92	100.00	0.00	13.04
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	301	298	99.00	1.00	26.51
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	47	95.92	4.08	10.64

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	30.17	31.86	26.54	25.54	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	114	113	99.12	0.88	31.86
Female	55	55	100.00	0.00	32.73
Male	59	58	98.31	1.69	31.03
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	90	89	98.89	1.11	30.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	36.36
English Learners	24	24	100.00	0.00	12.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	77	76	98.70	1.30	26.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	18.18

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	99%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement
<p>Parent involvement and communication are essential to our school success. Annie R. Mitchell Elementary School continually strives to involve parents by sharing information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities. Parents are notified of events by use of Blackboard Connect (phone/email/text); VUSD App; ARM Website; Class Dojo App; and flyers.</p> <p>There are numerous and varied opportunities for parent involvement, including but not limited to: attending school functions and participating in parent-teacher conferences. Parents may also serve on advisory committees and leadership teams, including, but not limited to: the English Learners Advisory Committee (ELAC); School Safety Committee; and School Site Council (SSC). In addition we have a very active PTA (Parent/Teacher Association) which is open to all members of the school community. Parent Training and University programs has been offered for parents to learn more about learning through the VUSD Adult School. Additional opportunities for parental involvement also exist at the district level.</p> <p>Family Nights are scheduled throughout the year for the entire Annie R. Mitchell Community. For the 2024-25 school year, the following ARM Family Nights are scheduled: Back to School Night, Literacy Night, Trunk or Treat/Movie Night, Craft Night, Science Technology Engineering Art Math (STEAM) Night, and Open House Night.</p> <p>Parents who would like more information on how to become involved may contact Principal Natalie Taylor at (559) 622-3195.</p>

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	828	809	152	18.8
Female	417	409	71	17.4
Male	410	399	81	20.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	34	6	17.6
Black or African American	11	11	1	9.1
Filipino	--	--	--	--
Hispanic or Latino	614	598	108	18.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	21	6	28.6
White	101	100	24	24.0
English Learners	181	180	29	16.1
Foster Youth	--	--	--	--
Homeless	42	42	20	47.6
Socioeconomically Disadvantaged	553	541	110	20.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	95	93	17	18.3

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.12	3.88	2.78	5.15	5.4	5.88	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.12	0	0	0.19	0.25	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.78	0.00
Female	0.72	0.00
Male	4.88	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.94	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.26	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.55	0.00
White	0.00	0.00
English Learners	2.76	0.00
Foster Youth	0.00	0.00
Homeless	7.14	0.00
Socioeconomically Disadvantaged	3.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.26	0.00

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

2024-25 School Safety Plan

The Visalia Unified School District Board of Education has stated that a primary goal of the school district is to ensure positive and safe learning environments. A safe school environment provides the basic atmosphere where learning is maximized. All Visalia Unified School District staff participate in maintaining this safe and positive environment. Each school site has

2024-25 School Safety Plan

developed a comprehensive safe school plan with the input from parents, staff, students and community agencies such as law enforcement and fire departments. These plans address key safety improvement needs and are evaluated on a regular basis. They address all aspects of school safety such as the physical facilities and grounds, conduct codes, staffing needs, positive learning approaches and character education. The safety plans are reviewed and approved by the sites' School Site Council and are fully compliant with federal and state regulations.

The Visalia Unified School District Board of Education reviews and approves all site plans by March 1st as per the state's deadline. Annie R Mitchell Elementary School SSC reviewed and approved the CSSP on September 26, 2024. The safety planning and training was provided on August 12, 2024 and September 30, 2024.

This year's updates include a complete reformatting of the comprehensive school safety plans for each site in addition to adding in all the new safety changes that were implemented within the last school year. That includes:

- -Language with ALICE active shooter training
- -Language with Raptor, our emergency response system
- -Safety procedural changes
- -Reunification location changes
- -Evacuation map changes now called Four Corners
- -Updated Incident Command System for each site and district
- -And many more smaller changes

Students have the right to a safe campus and learning environment. Prevention of school safety problems is a priority of all school staff, parents and students. These plans are in place, but hopefully never needed. Each day students come to school to learn, be safe and enjoy the learning environment. Keeping safety in mind, in all we do, makes this possible.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		5	
1	21	2	2	
2	28		4	
3	27		4	
4	27		10	
5	29	2	7	2
6	26	2	7	1
Other	27		2	

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		5	
1	26		4	
2	24		4	
3	29		4	
4	30		8	1
5	37		6	3
6	33	1	7	2
Other	86			1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		7	
1	24		10	
2	28		10	
3	25		10	
4	28		10	
5	32		7	1
6	27	1	8	
Other	24		2	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	773

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5,814.93	249.33	5,565.59	88,758.12
District	N/A	N/A	4,172.81	\$86,565
Percent Difference - School Site and District	N/A	N/A	28.6	2.5
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-63.7	-6.4

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, the District received federal and state aid for the following categorical, special education, and support programs:

Federal Programs

Title I, Part A, School & District Discretionary Block Grants
 Title I, Part C, Migrant Education
 Title II, Part A, Improving Teacher Quality
 Title II, Part D, Enhancing Education Through Technology
 Title III, Limited English Proficient
 Title IV Part A SSAE
 ESSER I, II, & III
 IDEA, Special Education

State Programs

Fiscal Year 2023-24 Types of Services Funded

Supplemental and Concentration Funds Child Development Programs

The students at Annie R. Mitchell Elementary School benefit from many other research-based interventions that are designated to address the individual needs of all our students as follows:

An onsite Student Success Teacher who organizes and oversees the response to reading intervention, along with two Education Specialists, for all students performing below proficiency.

Our school library is open from 7:30 am - 4:30 pm and students are welcome to check out books anytime.

Our Learning Centers have been created to work with all students specifically identified with a special need.

Student Study Team Meetings using the Beyond SST online system are held to determine best practices for students who need help academically, behaviorally, or socially.

A Behavior Intervention Technician works full time to coordinate and facilitate behavior expectations.

Certificated Teacher COACH is provided to teachers with support in the area of instruction specifically phonics, class management, and assessment.

A school counselor who helps students achieve academic success, develop an understanding of career opportunities and develop social/ emotional skills in response to issues they face.

Professional Development for teachers has included Foundations Phonics Training, Writing, English Language Learners, Number Talks, Mathematical Fluency, Interactive Read Alouds, Positive Behavior Expectations, and more.

The school district offers optional Professional Development after school, as well as staff trainings on minimum days.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,666	\$56,573
Mid-Range Teacher Salary	\$87,672	\$87,186
Highest Teacher Salary	\$117,330	\$119,665
Average Principal Salary (Elementary)	\$158,625	\$148,486
Average Principal Salary (Middle)	\$151,260	\$154,835
Average Principal Salary (High)	\$169,694	\$170,008
Superintendent Salary	\$302,702	\$338,699
Percent of Budget for Teacher Salaries	28.54	31.41
Percent of Budget for Administrative Salaries	6.11	4.86

Professional Development

Led by the Annie R. Mitchell Guiding Coalition, a team of teacher leaders supporting Professional Learning Communities, we are focused on 3 Big Rocks for the 2024-25 school year.

Rock 1: Professional Learning Community: Working together to map math priority standards using a common form.

Rock 2: Math Practices: Using supplementary materials for instruction.

Rock 3: Embedded Practice: Students demonstrating learning in standards-based experiences that foster communication, collaboration, creativity, and critical thinking through research-based instructional strategies and intentional engagement structures.

To focus on best instructional practices and high quality instruction, the following areas of professional development have been

Professional Development

provided to staff: professional learning communities (PLC), SEL, Literacy Block including guided reading and interactive read aloud books, Designated English Language Development, effective math instruction, use of supplemental math workbooks, instructional technology and other areas as indicated by school data. Our district provides professional development based on data from both the district and school level to ensure that areas of need are being addressed. Professional Development occurs at the district, school and classroom level dependent on teacher goals. The district provides a Student Success Teacher and an Instructional Coach to provide on-site coaching and support after professional development has occurred.

Support for Novice Teachers: In compliance with the California Commission on Teacher Credentialing, Visalia Unified offers a robust support and training system for these novice educators including differentiated professional development and continuous professional growth opportunities. The professional learning system begins with the New Certificated Staff Summer Institute which is a five-day interactive training offered in August one week before school begins. This training covers classroom management, classroom culture, curriculum frameworks, and lesson design. In addition, a four-day workshop on student engagement and cooperative learning is offered during winter break so that teachers may implement new structures and strategies during the spring semester. All novice teachers receive ongoing support and individualized training throughout the year via weekly meetings with their assigned mentor at their respective school sites. Mentors and district teachers-on-assignment support implementation of new knowledge by providing in-class coaching, collaborating on lesson design, accompanying novice teachers on classroom tours, and assisting with student data analysis to drive instructional decisions. In addition, novice teachers and their mentors attend monthly after school training in action research and are provided time to reflect on their instructional practice. Mentors and teachers on assignment are carefully selected experienced educators trained in how to facilitate the individualized professional growth of novice teachers. Novice teachers who have preliminary credentials participate in the VUSD Teacher Induction Clear Credential Program which is accredited by the Commission and is offered at no cost to the candidate.

Support for Veteran Teachers: Veteran teachers in need of classroom management assistance also have access to one-on-one mentor support as may be needed in the case of a new grade level assignment or challenging class. Visalia Unified also offers a Peer Assistance and Review (PAR) program which is a formal system of mentoring and accountability.

Professional Development for certificated staff is held one time a week after school to train teachers in best practices, review data on behavior and academic progress, verify alignment with the school's SPSA goals, then determine next steps. Teachers participate in grade level professional learning community teams every Wednesday for 50 minutes. Teachers also have 8 additional 40-50 minute opportunities for individualized professional development each month based on their VAPA and PE schedules.

Paraprofessionals are also trained once a month on instruction support and student supervision. All staff is trained in social-emotional wellness. An instructional coach and a student success teacher (for guided reading) provide teachers with support in the areas of instruction, classroom management, curriculum, and assessment. The principal and assistant principals provide feedback and coaching to teachers individually during instruction as well as in meetings. The principal and assistant principals meets with grade level PLC's to understand data and plan next steps and needs. The principal supports teachers' academic goals for students by meeting with students individually and in small groups to provide academic feedback and praise. The site principal also receives coaching from the area superintendent, as well as active participation in PLC's. To guide site decision making, the certificated site staff meet one time a month in collaborative Focus Teams (Guiding Coalition, Culture and Climate, Cultural Proficiency, and Instruction). Teachers participate in grade level professional learning community teams every Wednesday for 50 minutes.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	7