

Highland 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	Highland Elementary School
Street	701 North Stevenson
City, State, Zip	Visalia, California 93291
Phone Number	(559) 730-7769
Principal	Jessica Peredo
Email Address	jperedo@vusd.org
School Website	https://www.vusd.org/highland
Grade Span	P-6
County-District-School (CDS) Code	54-72256-6054613

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>Highland Elementary School serves approximately 420 students in grades Pre-K-6 including 4 Specialized Learning Center classes. Our dedicated teachers and staff are committed to fostering the academic success and personal growth of every student while ensuring a safe, inclusive, and engaging learning environment. We set high expectations for both academic and social development, encouraging all students to reach their full potential. Our efforts in curriculum planning, staff development, and assessment are strategically aligned to help students master state standards and to enhance the achievement of all</p>

2024-25 School Description and Mission Statement

student subgroups.

School Mission Statement: Highland exists to ensure that all students learn at high levels in a safe and positive environment in order to become lifelong learners.

School Vision Statement: Our vision is to ensure that all students learn at high levels by providing a safe and positive environment, through high quality, data driven and equitable instruction that is delivered by a highly trained and empowering workforce. We will provide a clear, concise and inclusive environment to families and the community.

Highland's purpose is to work together as a team to provide a positive and safe learning environment. We will work together to educate every student academically, emotionally, and socially to their highest potential. Our goal is to cultivate lifelong learners who contribute positively to society.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	66
Grade 2	51
Grade 3	58
Grade 4	73
Grade 5	47
Grade 6	66
Total Enrollment	438

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
American Indian or Alaska Native	0.7
Asian	0.7
Black or African American	0.7
Hispanic or Latino	88.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.6
White	3.4
English Learners	36.1
Foster Youth	1.8
Homeless	7.5
Migrant	0.9
Socioeconomically Disadvantaged	90.6
Students with Disabilities	19.4

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)	21.00	90.15	1187.10	86.89	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	8.57	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)	0.30	1.28	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	23.30	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)	22.50	88.24	1227.70	88.08	234405.20	84.00
Intern Credential Holders Properly Assigned	1.90	7.80	71.60	5.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.92	35.30	2.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	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	25.50	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)	20.60	86.61	1166.60	85.45	231142.40	100.00
Intern Credential Holders Properly Assigned	2.20	9.21	70.00	5.13	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.19	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	23.80	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	1
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	1

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	0.30	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.30	0.00	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)	5.10	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

Highland 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 work rooms. 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 are available

School Facility Conditions and Planned Improvements

below. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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. 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. 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. The school facilities are in fair condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.

Year and month of the most recent FIT report

1/7/2024

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		22: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE BAD/OUT. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING. 25: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EXIT IS BEING BLOCKED. 28: 4. CARPET IS STAINED AND TORN. 10. EVACUATION MAP IS NOT POSTED. 44: 4. FORMICA TRIM IS MISSING AND CHIPPING ON COUNTERTOP. CABINET HANDLE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. ADMIN: 4. CEILING TILES HAVE WATER STAINS. CARPET IS FRAYED. LIBRARY: 4. CEILING TILE HAS A WATER STAIN. 7. MULTIPLE LIGHT BULBS ARE OUT. TWO LIGHT PANELS ARE OUT. MENS RESTROOM : 4. LINOLEUM FLOORING IS LIFTING. 7. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) (RR IS SINGLE USE) NURSE: 4. CEILING TILES HAVE WATER STAINS. 8. URINAL IS OUT OF ORDER. OFFICE: 4. CEILING TILE HAS A WATER STAIN. STAFF WORKROOM/ LOUNGE: 4. CEILING TILES HAVE WATER STAINS. STAGE: 4. CEILING TILES HAVE WATER STAINS. STORAGE: 4. CEILING TILE HAS A WATER STAIN. WOMENS RESTROOM: 4. FLOOR TILES ARE BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) WOMENS RESTROOM: 4. LINOLEUM FLOORING IS LIFTING. (NO MENSTRUAL NOTICE IS POSTED) WORKROOM: 4. CEILING TILES HAVE WATER STAINS.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT/BAD. 9. DRINKING FOUNTAIN HAS A DRIP. 20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 22: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE BAD/OUT. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING. 23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE BAD/OUT. 24: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHERS ARE NOT MOUNTED. 25: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EXIT IS BEING BLOCKED. 32: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 34: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING A TRIP HAZARD. HDMI BOX IS LOOSE. 10. EVACUATION MAP IS NOT POSTED. 38: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED. 39: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. MULTIPLE LIGHTBULBS ARE OUT/BAD. 15. WINDOW SCREEN IS MISSING. 41: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 42: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 43: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 44: 4. FORMICA TRIM IS MISSING AND CHIPPING ON COUNTERTOP. CABINET HANDLE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. BOYS RESTROOM: 5. FECES LEFT IN TOILET. ROOM HAS A STRONG URINE ODOR. ROOM IS UNKEPT.
Electrical		X	12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT/BAD. 9. DRINKING FOUNTAIN HAS A DRIP.

School Facility Conditions and Planned Improvements

			<p>21: 7. LIGHT DIFFUSER IS BROKEN. 15. DRY ROT AT BASE OF DOOR.</p> <p>22: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE BAD/OUT. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING.</p> <p>23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE BAD/OUT.</p> <p>24: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHERS ARE NOT MOUNTED.</p> <p>30/ CUSTODIAL: 7. ELECTRICAL COVERS ARE BROKEN.</p> <p>33: 7. ELECTRICAL COVER IS MISSING. 10. PLUG IN CANDLE WARMER.</p> <p>34: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING A TRIP HAZARD. HDMI BOX IS LOOSE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>36: 7. MULTIPLE LIGHT BULBS ARE OUT. EXTENSION CORD IS BEING PERMANENTLY USED CREATING A TRIP HAZARD.</p> <p>37: 7. ONE LIGHT PANEL IS BAD/PINK. 10. EVACUATION MAP IS NOT POSTED.</p> <p>38: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>39: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. MULTIPLE LIGHTBULBS ARE OUT/BAD. 15. WINDOW SCREEN IS MISSING.</p> <p>40: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING.</p> <p>41: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>42: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT.</p> <p>KITCHEN: 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>LIBRARY: 4. CEILING TILE HAS A WATER STAIN. 7. MULTIPLE LIGHT BULBS ARE OUT. TWO LIGHT PANELS ARE OUT.</p> <p>MENS RESTROOM : 4. LINOLEUM FLOORING IS LIFTING. 7. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) (RR IS SINGLE USE)</p> <p>STORAGE: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>24: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHERS ARE NOT MOUNTED.</p> <p>35: 9. DRINKING FOUNTAIN IS LOOSE AT BASE. 10. EVACUATION MAP IS NOT POSTED.</p>

School Facility Conditions and Planned Improvements

			<p>44: 4. FORMICA TRIM IS MISSING AND CHIPPING ON COUNTERTOP. CABINET HANDLE IS BROKEN.</p> <p>5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>GIRLS RESTROOM: 9. SINK IS LOOSE FROM WALL (WALL TILE ALSO). (COIN OPERATED MENSTRUAL PRODUCT DISPENSER,MUST BE FREE)</p> <p>MENS RESTROOM: 9. FAUCET HANDLE IS BROKEN.</p> <p>MENS RESTROOM: 9. FAUCET HAS A LOW FLOW.</p> <p>NURSE: 4. CEILING TILES HAVE WATER STAINS. 8. URINAL IS OUT OF ORDER.</p> <p>WOMENS RESTROOM: 4. FLOOR TILES ARE BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p>
Safety: Fire Safety, Hazardous Materials		X	<p>26:00:00</p> <p>13: 10. PLUG IN CANDLE WARMER. EVACUATION MAP IS NOT POSTED.</p> <p>15: 10. EVACUATION MAP IS NOT POSTED.</p> <p>24: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHERS ARE NOT MOUNTED.</p> <p>25: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EXIT IS BEING BLOCKED.</p> <p>28: 4. CARPET IS STAINED AND TORN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>29: 10. EVACUATION MAP IS NOT POSTED. 13. DRY ROT ON BACK EAVES.</p> <p>31: 10. TEACHER HAS TAPED OVER EMERGENCY EXIT LIGHT. EVACUATION MAP IS NOT POSTED.</p> <p>33: 7. ELECTRICAL COVER IS MISSING. 10. PLUG IN CANDLE WARMER.</p> <p>34: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING A TRIP HAZARD. HDMI BOX IS LOOSE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>35: 9. DRINKING FOUNTAIN IS LOOSE AT BASE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>37: 7. ONE LIGHT PANEL IS BAD/PINK. 10. EVACUATION MAP IS NOT POSTED.</p> <p>38: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED.</p>

School Facility Conditions and Planned Improvements

				<p>40: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING.</p> <p>41: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>43: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>44: 4. FORMICA TRIM IS MISSING AND CHIPPING ON COUNTERTOP. CABINET HANDLE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>8: 10. EVACUATION MAP IS NOT POSTED. PLUG IN AIR FRESHENER IS PRESENT. 11. AEROSOL AIR FRESHENER IS PRESENT.</p> <p>9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER.</p>
Structural: Structural Damage, Roofs	X			<p>22: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE BAD/OUT. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING.</p> <p>29: 10. EVACUATION MAP IS NOT POSTED. 13. DRY ROT ON BACK EAVES.</p> <p>6: 12. DRY ROT ON SIDING.</p>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			<p>21: 7. LIGHT DIFFUSER IS BROKEN. 15. DRY ROT AT BASE OF DOOR.</p> <p>22: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE BAD/OUT. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING.</p> <p>27: 15. HOLES ARE RUSTED THROUGH DOOR.</p> <p>39: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. MULTIPLE LIGHTBULBS ARE OUT/BAD. 15. WINDOW SCREEN IS MISSING.</p> <p>40: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING.</p> <p>MPR: 15. DOOR CLOSER COVERS ARE MISSING.</p>

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)	21	29	42	43	46	47
Mathematics (grades 3-8 and 11)	17	19	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	251	241	96.02	3.98	29.05
Female	121	117	96.69	3.31	32.48
Male	130	124	95.38	4.62	25.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	220	210	95.45	4.55	30.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	11.76
White	--	--	--	--	--
English Learners	99	89	89.90	10.10	7.87
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	234	225	96.15	3.85	28.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	47	100.00	0.00	12.77

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	250	249	99.60	0.40	18.88
Female	121	121	100.00	0.00	21.49
Male	129	128	99.22	0.78	16.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	219	218	99.54	0.46	20.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	0.00
White	--	--	--	--	--
English Learners	99	99	100.00	0.00	6.06
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	233	232	99.57	0.43	18.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	47	100.00	0.00	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)	7.25	19.15	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	47	47	100.00	0.00	19.15
Female	22	22	100.00	0.00	22.73
Male	25	25	100.00	0.00	16.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	42	42	100.00	0.00	19.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	18	100.00	0.00	5.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	44	100.00	0.00	15.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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%	100%	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. Highland 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.</p> <p>There are numerous and varied opportunities for parent involvement at Highland Elementary. Participating in parent-teacher conferences, serving on advisory committees and leadership teams, including, but not limited to, the English Learners Advisory Committee (ELAC), School Safety Committee, Positive Behavior Intervention System (PBIS Team), and School Site Council (SSC). Additional opportunities for parental involvement also exist at the district level.</p> <p>Parent events this year have been well attended. Opportunities for parent involvement are:</p> <ul style="list-style-type: none">Back to School NightParent Teacher ConferencesCoffee with the PrincipalDonuts with GrownupsLiteracy NightMath NightPadres Y PandulceOpen House <p>Parents who would like more information on how to become involved may contact Principal Jessica Peredo at (559) 730-7769 or email at jperedo@vusd.org</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	527	499	125	25.1
Female	235	228	52	22.8
Male	292	271	73	26.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	470	445	100	22.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	17	15	7	46.7
English Learners	226	216	36	16.7
Foster Youth	19	19	9	47.4
Homeless	65	62	21	33.9
Socioeconomically Disadvantaged	481	457	114	24.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	118	111	38	34.2

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
2.52	5.33	3.61	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	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	3.61	0.00
Female	0.43	0.00
Male	6.16	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.40	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.88	0.00
English Learners	3.54	0.00
Foster Youth	10.53	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.93	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. Highland's SSC reviewed the CSSP on February 1, 2024 and approved on February 1, 2024. It was also reviewed with staff on February 5, 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	15	3	1	
1	14	4		
2	18	1	3	
3	16	1	2	
4	24		9	
5	22	1	7	
6	23	4	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	16	5		
1	14	2	2	
2	13	5		
3	19	1	3	
4	26		5	
5	19	5	6	
6	23	2	6	

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	16	8		
1	20	2	5	
2	15	3	5	
3	20	2	5	
4	20	1	7	
5	15	5	2	
6	17	4	4	
Other	7	3		

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	438

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	6,495.81	298.16	6,197.65	79,645.63
District	N/A	N/A	4,172.81	\$86,565
Percent Difference - School Site and District	N/A	N/A	39.1	-8.3
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-53.9	-17.2

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 Highland Elementary School benefit from many other research based interventions that are designed to address individual needs of all students. They are:

Two on site intervention teachers
Behavior Intervention Technician
On site counselor
On site Social Worker two days a week
Fun Friday once a month; positive reinforcement tier 1 opportunities school-wide
Monthly iReady incentives
Special Friends on site daily

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

The following areas of professional development have been provided to staff: professional learning communities, PBIS, effective math and literacy instruction 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 Teachers on Special Assignment at all grade levels to provide on-site coaching and support after professional development has occurred.

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.

Professional Development is held each Monday after school. Classified employees have professional development every other week.

The principal provides ongoing feedback and coaching. Part of this process is goal setting for each teacher. Administration has one on one meetings with each teacher to set goals for the trimester, look at data, and reflect on the trimester. These meetings

Professional Development

take place 3 times a year, one each trimester.

Each month teachers participate in instructional rounds. One teacher from each grade level forms a team that observes in each classroom. This process enables us to collect data and continuously improve on the problem of practice. The instructional coach visits classrooms daily and provides ongoing feedback. The coach uses the coaching cycle to help teachers plan, support, and reflect.

Professional development focuses on creating an effective Professional Learning Community and data-driven instruction process by providing clear guidance on the cycle of inquiry through the Guiding Coalition team.

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	8