

# Linwood 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Linwood Elementary School
<b>Street</b>	3129 South Linwood
<b>City, State, Zip</b>	Visalia, California 93277
<b>Phone Number</b>	(559) 730-7776
<b>Principal</b>	Mike Yates
<b>Email Address</b>	myates@vusd.org
<b>School Website</b>	www.vusd.org/linwood
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	54-72256-6092795

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

2024-25 School Description and Mission Statement
<p>Description of School:  Linwood Elementary School served approximately 575 students in grades TK-6 in 2024-2025. 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 state academic content standards, as well as increasing the overall student achievement of all student demographic groups.</p>

2024-25 School Description and Mission Statement

Our Collective Commitments for 24-25:  
Focus on Learning  
Collaboration is our Culture  
Results guide our decisions

Our Mission: Every student learning every day

Our Vision: Every student empowered to achieve future success

2024-25 Linwood Goals Are...  
Develop grade level Common Formative Assessments on Math Priority Standards  
Review the data produced from these CFAs  
Develop in class re-teach/intervention base on the CFA results

Our Tier 1 Embedded Practices are focused on engagement structures and student goal setting.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	73
Grade 2	68
Grade 3	73
Grade 4	64
Grade 5	85
Grade 6	90
Total Enrollment	524

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
Asian	2.1
Black or African American	1.9
Filipino	1
Hispanic or Latino	69.3
Native Hawaiian or Pacific Islander	0.6
Two or More Races	2.5
White	21.8
English Learners	9.2
Foster Youth	1.3
Homeless	2.1
Socioeconomically Disadvantaged	62.4
Students with Disabilities	10.7

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.30	91.19	1187.10	86.89	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.30	5.02	67.90	4.97	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.75	54.60	4.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	31.20	2.29	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	25.30	1.86	18854.30	6.86
<b>Total Teaching Positions</b>	26.60	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.80	96.28	1227.70	88.08	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.72	71.60	5.14	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	35.30	2.53	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	27.10	1.95	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	31.90	2.29	15831.90	5.67
<b>Total Teaching Positions</b>	26.80	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.40	100.00	1166.60	85.45	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	70.00	5.13	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	47.10	3.46	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	35.90	2.63	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	45.50	3.33	14303.80	5.15
<b>Total Teaching Positions</b>	21.40	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
<b>Permits and Waivers</b>	1.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.00	0.00	0

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

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

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.90	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
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	Houghton Mifflin Harcourt Go Math! (2015)	Yes	0%
<b>Science</b>	Base: McGraw Hill Inspire Science (2019)	Yes	0%
<b>History-Social Science</b>	Base: McGraw-Hill IMPACT Social Studies (2018)	Yes	0%
<b>Health</b>	Goodheart-Wilcox Essential Health (2021)	Yes	0%
<b>Visual and Performing Arts</b>	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

Linwood 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

School Facility Conditions and Planned Improvements

developed by the State of California Office of Public School Construction. The results of this survey 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.

The school's office is in the process of being updated to include an entry camera and autolocking door.

**Cleaning Process and Schedule**  
In addition to custodial staff on duty during the school day, a team of maintenance specialists come 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.

**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.

Year and month of the most recent FIT report	1/8/2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			: 102: 4. CEILING TILE HAS A WATER STAIN. 212: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. BOYS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 4. SOAP DISPENSER IS BROKEN. 5. ROOM HAS A STRONG URINE ODOR. MENS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 7. ONE OF TWO LIGHTBULBS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE) NURSE: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 8. TOILET LEAKS AT FITTING. WET AREA (101 & 102): 2. EXHAUST FANS ARE NOT WORKING. WOMENS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. (NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE)
<b>Interior:</b> Interior Surfaces			X	101: 4. CEILING TILES HAVE WATER STAINS. 10. PLUG IN AIR FRESHENER IS PRESENT. 14: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 203: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW.



## School Facility Conditions and Planned Improvements

			<p>204: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>210: 4. RUBBER MOULDING IS LOOSE/CHIPPED. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET IS LOOSE AT BASE. 10. EMERGENCY EXIT IS BLOCKED.</p> <p>212: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT.</p> <p>301: 4. WALLPAPER IS TORN. 7. CORDS ARE CREATING TRIP HAZARDS. 9. DRINKING FOUNTAIN HAS A DRIP.</p> <p>302: 4. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL COVER IS BROKEN.</p> <p>303: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>305: 4. CEILING TILE HAS A WATER STAIN.</p> <p>ADMIN: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>BOYS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 4. SOAP DISPENSER IS BROKEN. 5. ROOM HAS A STRONG URINE ODOR.</p> <p>CAFETERIA: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT). FLOOR TILES ARE BROKEN. 7. LIGHT DIFFUSER IS MISSING. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT PANEL IS OUT.</p> <p>OFFICE: 4. CEILING TILES HAVE WATER STAINS.</p> <p>STAFF WORKROOM: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING/LOOSE ON COUNTERTOP. 7. TWO CAN LIGHTS ARE OUT.</p> <p>WORKROOM: 4. CEILING TILES HAVE WATER STAINS.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X	<p>14: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN.</p> <p>201: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD.</p> <p>202: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD.</p> <p>203: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>204: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>205: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>206: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE BAD. 10. EVACUATION MAP IS NOT POSTED.</p>

## School Facility Conditions and Planned Improvements

				<p>207: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT/BAD. 13. SECTION OF BACK EAVES TRIM IS LOOSE.</p> <p>208: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD.</p> <p>209: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED.</p> <p>211: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>213: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 10. EVACUATION MAP IS NOT POSTED.</p> <p>214: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>302: 4. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL COVER IS BROKEN.</p> <p>303: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>304: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>307: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>308: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD. MULTIPLE LIGHTBULBS ARE OUT.</p> <p>401: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>402: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>BOYS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 4. SOAP DISPENSER IS BROKEN. 5. ROOM HAS A STRONG URINE ODOR.</p>
Electrical			X	<p>14: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN.</p> <p>201: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD.</p> <p>202: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD.</p> <p>204: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>206: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE BAD. 10. EVACUATION MAP IS NOT POSTED.</p> <p>207: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT/BAD. 13. SECTION OF BACK EAVES TRIM IS LOOSE.</p> <p>208: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD.</p>

## School Facility Conditions and Planned Improvements

			<p>209: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED.</p> <p>210: 4. RUBBER MOULDING IS LOOSE/CHIPPED. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET IS LOOSE AT BASE. 10. EMERGENCY EXIT IS BLOCKED.</p> <p>211: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>212: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT.</p> <p>213: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 10. EVACUATION MAP IS NOT POSTED.</p> <p>215: 7. MULTIPLE LIGHT BULBS ARE OUT/BAD.</p> <p>301: 4. WALLPAPER IS TORN. 7. CORDS ARE CREATING TRIP HAZARDS. 9. DRINKING FOUNTAIN HAS A DRIP.</p> <p>302: 4. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL COVER IS BROKEN.</p> <p>308: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD. MULTIPLE LIGHTBULBS ARE OUT.</p> <p>401: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>402: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>CAFETERIA: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT). FLOOR TILES ARE BROKEN. 7. LIGHT DIFFUSER IS MISSING. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT PANEL IS OUT.</p> <p>CONFERENCE ROOM: 7. MULTIPLE LIGHT BULBS ARE BAD/OUT.</p> <p>MENS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 7. ONE OF TWO LIGHTBULBS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE)</p> <p>STAFF WORKROOM: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING/LOOSE ON COUNTERTOP. 7. TWO CAN LIGHTS ARE OUT.</p> <p>WOMENS RESTROOM: 7. MULTIPLE LIGHT BULBS ARE OUT.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>203: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>210: 4. RUBBER MOULDING IS LOOSE/CHIPPED. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET IS</p>

## School Facility Conditions and Planned Improvements

				<p>LOOSE AT BASE. 10. EMERGENCY EXIT IS BLOCKED.</p> <p>301: 4. WALLPAPER IS TORN. 7. CORDS ARE CREATING TRIP HAZARDS. 9. DRINKING FOUNTAIN HAS A DRIP.</p> <p>401: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>MENS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 7. ONE OF TWO LIGHTBULBS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE)</p> <p>MENS RESTROOM: 8. TOILET LEAKS AT FITTING.</p> <p>NURSE: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 8. TOILET LEAKS AT FITTING.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X			<p>101: 4. CEILING TILES HAVE WATER STAINS. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>206: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE BAD. 10. EVACUATION MAP IS NOT POSTED.</p> <p>209: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED.</p> <p>210: 4. RUBBER MOULDING IS LOOSE/CHIPPED. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET IS LOOSE AT BASE. 10. EMERGENCY EXIT IS BLOCKED.</p> <p>211: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>213: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 10. EVACUATION MAP IS NOT POSTED.</p> <p>304: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>306: 10. PLUG IN AIR FRESHENER.</p> <p>ADMIN: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>CUSTODIAL: 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>STORAGE/ ELECTRICAL: 11. PAINT IS PEELING ON CEILING.</p>
<b>Structural:</b> Structural Damage, Roofs	X			<p>207: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT/BAD. 13. SECTION OF BACK EAVES TRIM IS LOOSE.</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p><b>Statewide Assessments</b>            (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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> <li><b>Smarter Balanced Summative Assessments and CAAs for ELA</b> in grades three through eight and grade eleven.</li> <li><b>Smarter Balanced Summative Assessments and CAAs for mathematics</b> in grades three through eight and grade eleven.</li> <li><b>California Science Test (CAST) and CAAs for Science</b> in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).</li> </ol> <p><b>College and Career Ready</b>            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.</p>

Percentage of Students Meeting or Exceeding the State Standard on CAASPP						
<p>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.</p> <p>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</p> <p>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.</p>						
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)	47	50	42	43	46	47
Mathematics (grades 3-8 and 11)	48	46	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	324	311	95.99	4.01	49.84
Female	152	144	94.74	5.26	53.47
Male	171	166	97.08	2.92	46.99
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	229	218	95.20	4.80	46.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	72	71	98.61	1.39	61.97
English Learners	38	33	86.84	13.16	27.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	11	10	90.91	9.09	--
Socioeconomically Disadvantaged	209	200	95.69	4.31	43.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	35	81.40	18.60	22.86

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	325	312	96.00	4.00	45.83
Female	152	144	94.74	5.26	38.19
Male	172	167	97.09	2.91	52.10
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	230	219	95.22	4.78	42.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	72	71	98.61	1.39	53.52
English Learners	38	33	86.84	13.16	24.24
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	11	10	90.91	9.09	--
Socioeconomically Disadvantaged	210	202	96.19	3.81	37.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	37	84.09	15.91	21.62

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)	34.12	42.53	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	89	87	97.75	2.25	42.53
Female	30	29	96.67	3.33	37.93
Male	59	58	98.31	1.69	44.83
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	63	62	98.41	1.59	40.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	21	95.45	4.55	38.10
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	49	96.08	3.92	34.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	8.33

**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%	99%	98%	100%	98%

**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. Linwood 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, including but not limited to, attending school functions (including PTA sponsored functions such as Family Game Night, Grandparents Day, Dads and Donuts/Moms and Muffins, Fall Carnival, ect...), participating in parent-teacher conferences in the Fall and Spring, volunteering in classrooms, and chaperoning field trips. Parents may also serve on advisory committees and leadership teams, including, but not limited to, the Parent Teacher Association, the English Learners Advisory Committee (ELAC), School Site Council (SSC), our Counselor Advisory Committee, ect... Additional opportunities for parental involvement also exist at the district level.</p> <p>Parents who would like more information on how to become involved may contact Principal, Mike Yates at (559) 730-7776.</p>

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	586	566	104	18.4
Female	287	277	52	18.8
Male	298	288	51	17.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	11	2	18.2
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	401	388	71	18.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	4	26.7
White	134	128	22	17.2
English Learners	62	58	8	13.8
Foster Youth	--	--	--	--
Homeless	22	16	3	18.8
Socioeconomically Disadvantaged	387	371	81	21.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	76	74	17	23.0

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
2.46	2.59	2.22	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
0.18	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	2.22	0.00
Female	0.70	0.00
Male	3.69	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	2.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.24	0.00
English Learners	3.23	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.58	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. Linwood's SSC will review a draft of the plan in the Fall of 2024 and will review and approve the plan in January 2025.

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. Including:

- -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

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	26		3	
1	21	1	2	
2	21		3	
3	27		3	
4	27		9	
5	27	1	6	1
6	25	3	7	
Other	36			1

### 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	27		3	
1	21	1	2	
2	24		3	
3	32		2	
4	29		8	
5	29		8	1
6	25	2	8	

### 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		2	
1	24		3	
2	23		3	
3	27		2	
4	21		3	
5	29		3	
6	26		3	
Other	28		1	

### 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	524

## 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	1

## 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	6,133.59	186.18	5,947.41	90,470.42
District	N/A	N/A	4,172.81	\$86,565
Percent Difference - School Site and District	N/A	N/A	35.1	4.4
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-57.7	-4.5

## 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

One "Teacher on Special Assignment" provides instructional coaching support for staff.  
Paraprofessionals support our interventions for targeted students.  
A Behavior Intervention Technician is employed to coordinate and provide data driven Interventions to Tier 2 students.  
Linwood offers a library that is accessible every day. Each class gets a bi weekly trip as well as after school accessibility.  
The district/site offers professional development afterschool and also 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

The following areas of professional development have been provided to staff: ALICE stafety training, professional learning communities best practices via Solution Tree, PBIS, math and literacy instruction. 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.

New for 2024-25 school year is a professional collaboration between Linwood, Veva Blunt, Crestwood, and Cottonwood Creek Elementary Schools. Staff from these four elementary schools collobrate during full VUSD Professional Development days around grade level curriculum.

Support for Novice Teachers: Due to a shortage of highly qualified teachers in our area, twenty percent of Visalia Unified's certificated educators do not yet hold a clear credential and are considered "novice" educators. In response to this challenge and 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 mentors at their respective school sites. Mentors and district teachers-on-assignment support the implementation of new knowledge by providing in-class coaching, collaborating on lesson design, accompanying novice



Professional Development

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.

In collaborative teams, teachers meet to review goals, academic performance, and student achievement data. Grade level teams meet as a professional learning community to review data and plan lessons according to state standards and district pacing guides. Early release days provide time for school-level activities targeting student achievement and engagement.

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