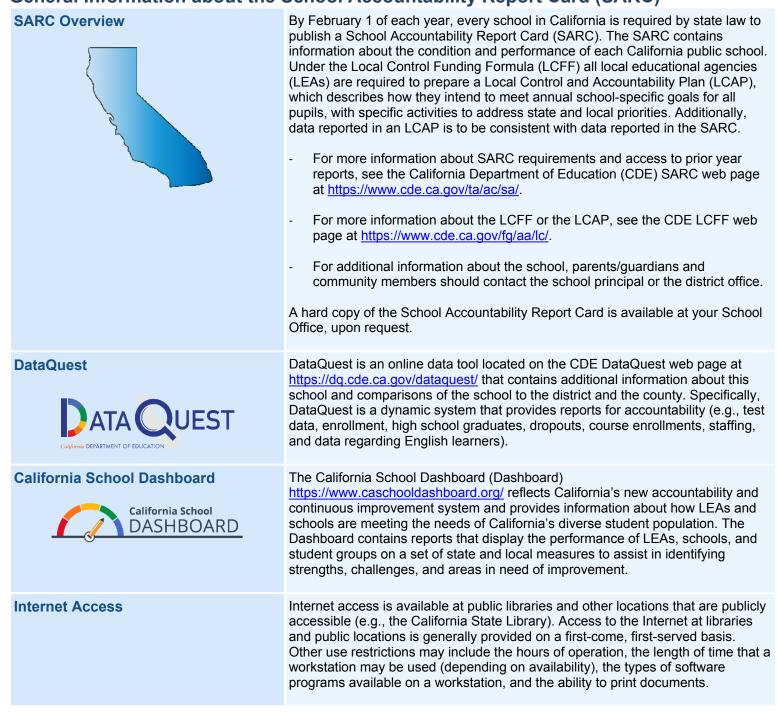# Sequoia High School
## 2023-2024 School Accountability Report Card
## (Published During the 2024-2025 School Year)

## 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 | Sequoia High School |
| Street | 1040 N. Woodland Ave |
| City, State, Zip | Visalia |
| Phone Number | 5597307648 |
| Principal | Adolfo Reyes Jr. |
| Email Address | areyes@vusd.org |
| School Website | https://www.vusd.org/sequoia |
| Grade Span | 9-12 |
| County-District-School (CDS) Code | 54 72256 5435839 |

## 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

Description of School:
Sequoia High School believes in the "Promise of a Fresh Start." Our goal is to empower students to find their purpose and potential so that they can be prepared for life after high school. Sequoia High School is a unique academic community—a close-knit continuation program dedicated to serving the whole student. We are located in California's Central Valley within driving distance of Sequoia National Park at 1040 N. Woodland Street in Visalia. We pride ourselves on having a safe and caring learning environment that is culturally and linguistically diverse with small class sizes. Sequoia educators and staff provide an academic, social & emotional learning environment that fosters a familial community dedicated to meeting the needs

## 2024-25 School Description and Mission Statement

of students and families. We aim to allow all students to earn a high school diploma and enroll in community college, a military branch, or a trade program.

Sequoia High School is the largest continuation school in Tulare County and the largest single continuation school in Los Angeles County, Kern County, and other surrounding counties. Sequoia High School services Visalia's students. Sequoia currently serves approximately 350-400 students in grades 10-12. Curriculum planning, staff development, and assessment activities are focused on assisting students in mastering the state academic content standards and increasing the overall student achievement of all student demographic groups. SHS provides numerous social, mental health, and educational services for students. Our after-school program provides enrichment, athletics, academic, college, and career support, online courses, and parenting support services. Sequoia upholds "Sequoia STRONG" (Success That Requires Our Need To Grow), and we grow with the three "Rs": Respect, Responsibility, and Readiness. Sequoia STRONG is in alignment with our MTSS work. It is also a direct link to our student incentive program.

School Mission Statement: "I believe in the power of a fresh start, to have faith in restoration, to live Sequoia STRONG, and flourish and lead in a diverse world to create positive change." We strive to uphold this mission in all aspects of our service to students, families, and staff.

# About this School

## 2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 11 | 94 |
| Grade 12 | 241 |
| Total Enrollment | 335 |

## 2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 35.8 |
| Male | 64.2 |
| American Indian or Alaska Native | 1.5 |
| Asian | 1.8 |
| Black or African American | 2.4 |
| Hispanic or Latino | 82.7 |
| Native Hawaiian or Pacific Islander | 0.3 |
| Two or More Races | 3 |
| White | 7.5 |
| English Learners | 19.1 |
| Foster Youth | 1.5 |
| Homeless | 3 |
| Socioeconomically Disadvantaged | 84.5 |
| Students with Disabilities | 14 |

## 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) | 13.40 | 83.40 | 1187.10 | 86.89 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 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) | 2.60 | 16.54 | 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 | 16.00 | 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) | 9.60 | 64.20 | 1227.70 | 88.08 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 71.60 | 5.14 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.00 | 6.67 | 35.30 | 2.53 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 4.30 | 29.07 | 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 | 15.00 | 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) | 11.70 | 55.98 | 1166.60 | 85.45 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 2.00 | 9.53 | 70.00 | 5.13 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.00 | 4.76 | 47.10 | 3.46 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 6.20 | 29.73 | 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 | 20.90 | 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 | 0.00 | 1 |
| Misassignments | 0.00 | 1.00 | 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 | 0.00 | 0.00 | 0 |
| Local Assignment Options | 2.60 | 4.30 | 6.2 |
| Total Out-of-Field Teachers | 2.60 | 4.30 | 6.2 |

## 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 | 6.9 | 0 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 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** | ERWC | Yes | 0% |
| **Mathematics** | 9-12 McGraw Hill/Glencoe Integrated Math 1,2,&3<br><br>11-12 Adv. Classes* - see course outline (*Math Adoption 2015) | Yes | 0% |
| **Science** | 9th G-W Publisher Essential Health (2021)<br>Positive Prevention Plus (2018)<br>9-12 Biology: HMH Dimensions Biology (2022)<br>Chemistry: HMH Dimensions Chemistry (2022)<br>Earth Science: HMH Dimensions Earth & Space (2022)<br>Physics: Holt Physics<br>Conceptual Physics: Addison Wesley Publisher<br>AP: see course outline | Yes | 0% |
| **History-Social Science** | Grade 10: McGraw Hill World History, Culture, & Geography: The Modern World (2019)<br><br>Grade 11: McGraw Hill Impact! US History & Geography (2019)<br><br>Grade 12: Pearson Civics: Magruder's American Government (2016)<br><br>Grade 12: McGraw Hill Understanding Economics<br><br>Grade 10-12 AP: see course outline<br><br>Supplemental: DBQ/TCI DIgital Resources | Yes | 0% |

| Foreign Language | 9-12 Spanish: Vista Higher Learning Senderos Level 1, 2, 3 (2022)<br><br>9-12 Spanish for Spanish Speakers: Cengage<br><br>9-12 French: Carnegie Learning T'es braché (2022)<br><br>9-12 ASL: Sign Media Master ASL! (2021)<br><br>AP: see course outline | Yes | 0% |
|---|---|---|---|
| Health | Goodheart-Wilcox Essential Health  (2021) | Yes | 0% |

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

## School Facility Conditions and Planned Improvements

In June of 2019, Sequoia High School moved into the new Sequoia High campus located at 1040 N. Woodland.  This is a state of of the art facility.  We have two buildings that have 8 classrooms in each building.  Each room is furnished with new desks, chairs, technology, materials, and supplies.   The multipurpose building houses a gym, cafeteria, weight room, kitchen serving room, locker rooms, and restrooms.  There is a well-stocked library, a career center, and a beautiful staff workroom.   The administration building has multiple office spaces, a reception area, a conference room, and a nurse's room.  There is also a large building that houses a preschool class and office space that operates the district-wide Preschool program.   Within the past three years, we have worked to ensure that all classrooms and office spaces have technology devices, furniture, and work-related materials.  The site and the district continue to conduct continues facility checks to ensure our facility is in top working order.

For the 2022-2023 school year, the SHS student population has increased, surpassing over 465 students.  We have no more space to add additional classrooms to service students.  A request has been made to acquire back the childcare facility in order to support students with academic course offerings, social and emotional services, and family support services.

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

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | : |
| **Interior:**<br>Interior Surfaces | X | | | 503: 4. WALL PAPER IS TORN. (WILLIAMS NOTICE NOT POSTED)<br>GIRLS REST ROOM: 4. MENSTRUAL PRODUCT DISPENSER IS BROKEN. 7. TWO LIGHT PANELS ARE OUT. 9. ONE FAUCETS HAS NO FLOW. (MENSTRUAL NOTICE NOT POSTED) |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | BOYS LOCKER ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.<br>LACTATION ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.<br>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. |
| **Electrical** | X | | | 404: 7. ONE LIGHT PANEL IS OUT.<br>405: 7. FLOOR OUTLET COVERS ARE BROKEN/MISSING.<br>406: 7. ELECTRICAL COVER IS MISSING.<br>506: 7. ELECTRICAL COVERS ARE MISSING. |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| | | | | 508: 7. ELECTRICAL COVER IS MISSING.<br>509: 7. ELECTRICAL COVER IS MISSING.<br>BOYS REST ROOM: 7. ONE LIGHT PANEL IS OUT.<br>9. TWO FAUCETS ARE LOOSE AT BASE.<br>BOYS REST ROOM: 7. SWITCH PLATE IS LOOSE.<br>9. TWO FAUCETS HAVE NO FLOW.<br>GIRLS REST ROOM: 4. MENSTRUAL PRODUCT<br>DISPENSER IS BROKEN. 7. TWO LIGHT PANELS<br>ARE OUT. 9. ONE FAUCETS HAS NO FLOW.<br>(MENSTRUAL NOTICE NOT POSTED)<br>GIRLS REST ROOM: 7. ONE LIGHT PANEL IS OUT.<br>9. TWO FAUCETS HAVE NO FLOW. (MENSTRUAL<br>NOTICE NOT POSTED)<br>KITCHEN: 7. ONE LIGHT PANEL IS OUT. ONE<br>LIGHT PANEL IS OUT IN RR. (MENSTRUAL NOTICE<br>NOT POSTED IN RR)<br>MPR/ GYM: 7. ONE LIGHT FIXTURE COVER IS<br>MISSING.<br>OFFICE: 7. EXTENSION CORD AND SURGE<br>PROTECTOR ARE DAISY CHAINED.<br>RESTROOM: 7. ONE LIGHT PANEL IS OUT.<br>STORAGE: 7. ONE LIGHT PANEL IS BAD/DIM.<br>STORAGE: 7. ONE LIGHT PANEL IS OUT.<br>STORAGE: 7. TWO LIGHT PANELS ARE BAD/DIM. |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | 302: 9. FAUCET HAS A LOW FLOW.<br>BOYS REST ROOM: 7. ONE LIGHT PANEL IS OUT.<br>9. TWO FAUCETS ARE LOOSE AT BASE.<br>BOYS REST ROOM: 7. SWITCH PLATE IS LOOSE.<br>9. TWO FAUCETS HAVE NO FLOW.<br>CONFERENCE: 9. FAUCET HAS A LOW FLOW. 10.<br>PLUG IN AIR FRESHENER.<br>GIRLS REST ROOM: 4. MENSTRUAL PRODUCT<br>DISPENSER IS BROKEN. 7. TWO LIGHT PANELS<br>ARE OUT. 9. ONE FAUCETS HAS NO FLOW.<br>(MENSTRUAL NOTICE NOT POSTED)<br>GIRLS REST ROOM: 7. ONE LIGHT PANEL IS OUT.<br>9. TWO FAUCETS HAVE NO FLOW. (MENSTRUAL<br>NOTICE NOT POSTED)<br>KITCHEN: 9. FAUCET HAS A LOW FLOW.<br>NURSE: 9. FAUCET HAS A LOW FLOW.<br>(MENSTRUAL NOTICE NOT POSTED IN RR)<br>WORKROOM: 9. FAUCET HAS A LOW FLOW. |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | 401: 10. EVACUATION MAP IS NOT POSTED.<br>(WILLIAMS NOTICE NOT POSTED)<br>407: 10. EVACUATION MAP IS NOT POSTED. PLUG<br>IN CANDLE WARMER.<br>505: 10. MULTIPLE PLUG IN AIR FRESHENERS.<br>507: 10. MULTIPLE PLUG IN AIR FRESHENERS.<br>ASSISTANT PRINCIPAL: 10. PLUG IN AIR<br>FRESHENER.<br>CONFERENCE: 9. FAUCET HAS A LOW FLOW. 10.<br>PLUG IN AIR FRESHENER.<br>CUSTODIAL: 10. FLAMMABLE MATERIALS ARE<br>IMPROPERLY STORED. 14. IRRIGATION BOX IS<br>BROKEN (MOWED OVER) IN GRASSY AREA. |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| | | | | STAFF ROOM: 11. AEROSOL AIR FRESHENER IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR) |
| **Structural:** Structural Damage, Roofs | | X | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | CUSTODIAL: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 14. IRRIGATION BOX IS BROKEN (MOWED OVER) IN GRASSY AREA. PLAYGROUND (1): 14. NON-PUBLIC USE PLAY EQUIPMENT PRESENT. |

## 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) | 12 | 10 | 42 | 43 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 1 | 1 | 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 | 212 | 144 | 67.92 | 32.08 | 10.49 |
| Female | 84 | 56 | 66.67 | 33.33 | 10.91 |
| Male | 128 | 88 | 68.75 | 31.25 | 10.23 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 170 | 113 | 66.47 | 33.53 | 5.36 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |

| | | | | | |
|---|---|---|---|---|---|
| White | 22 | 15 | 68.18 | 31.82 | 26.67 |
| English Learners | 57 | 43 | 75.44 | 24.56 | 2.33 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 171 | 113 | 66.08 | 33.92 | 8.93 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 23 | 13 | 56.52 | 43.48 | 0.00 |

## 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<br>Student Groups | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|---|---|---|---|---|
| All Students | 232 | 166 | 71.55 | 28.45 | 1.22 |
| Female | 95 | 65 | 68.42 | 31.58 | 1.54 |
| Male | 137 | 101 | 73.72 | 26.28 | 1.01 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 186 | 130 | 69.89 | 30.11 | 1.56 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 12 | 12 | 100.00 | 0.00 | 0.00 |
| White | 24 | 17 | 70.83 | 29.17 | 0.00 |
| English Learners | 61 | 48 | 78.69 | 21.31 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| **Socioeconomically Disadvantaged** | 183 | 127 | 69.40 | 30.60 | 0.00 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 25 | 15 | 60.00 | 40.00 | 0.00 |

## 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) | 4.84 | 3.70 | 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 | 391 | 28 | 7.16 | 92.84 | 3.70 |
| Female | 152 | 10 | 6.58 | 93.42 | -- |
| Male | 239 | 18 | 7.53 | 92.47 | 0.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 15 | 0 | 0.00 | 100.00 | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 314 | 26 | 8.28 | 91.72 | 4.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 18 | 0 | 0.00 | 100.00 | -- |
| White | 36 | 2 | 5.56 | 94.44 | -- |
| English Learners | 91 | 5 | 5.49 | 94.51 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 12 | 0 | 0.00 | 100.00 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 319 | 22 | 6.90 | 93.10 | 4.76 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 38 | 4 | 10.53 | 89.47 | -- |

## 2023-24 Career Technical Education Programs

Sequoia High School has established the Foods and Nutrition's CTE Certificated Program. Sequoia is currently working on the creation of a CTE program in Educational Development, Media Production, and Graphic Design.

## 2023-24 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| Number of Pupils Participating in CTE | 488 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission | 92.71 |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

## 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 |
|---|---|---|---|---|---|

## 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

Parent involvement and communication are essential to our school's success. Sequoia High 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. As part of the enrollment process, students and/ or parent/guardian(s) must attend the 3-hour New Student Orientation that provides a detailed overview of all the programs and services available to students and families. Sequoia High School wants to ensure a smooth transition for students by reviewing the Sequoia student conduct/dress code guidelines, social and emotional support groups/services, academic and graduation requirements, and XL after-school programs available at Sequoia. In addition, each student will have an academic planning session with their academic counselor to review their transcripts and graduation progress. In 2024-2025, VUSD secured a full-time attendance liaison staff member to work with families who have truant students.  This person provides families and students with interventions, support, and outreach services.

In addition to New Student Orientation, there are numerous and varied opportunities for parent involvement, such as school functions and parent conferences. School activities, including coed sports and ASB, also allow parents to participate as volunteers or visitors. Sequoia has held attendance support meetings for families whose students are consistently truant. Parents may also serve on advisory committees and leadership teams, including, but not limited to, the English Learners Advisory Committee (ELAC), School Safety Committee, and School Site Council (SSC). Additional opportunities for parental involvement also exist at the district level. Most of our parent participation is established through counseling and intervention support. There is also consistent student recognition through assemblies, which aid in establishing and developing a positive

## 2024-25 Opportunities for Parental Involvement

alliance between home and school.

Parents and families can also access Sequoia's firm social and emotional services that connect families with community-based mental health and social support services.

Parents/Caregivers can contact the front office at (559)730-7649 for more information on how to connect with the exemplary service.  Parents/Caregivers can also communicate with school services through email, a webpage, and the Blackboard system.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 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 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | 4.5 | 19.7 | 15.0 | 2.3 | 7.0 | 5.3 | 7.8 | 8.2 | 8.9 |
| Graduation Rate | 57.2 | 69.7 | 73.5 | 92.2 | 90.4 | 92.5 | 87.0 | 86.2 | 86.4 |

## 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| All Students | 260 | 191 | 73.5 |
| Female | 96 | 78 | 81.3 |
| Male | 164 | 113 | 68.9 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 209 | 157 | 75.1 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | 25 | 16 | 64.0 |
| English Learners | 61 | 44 | 72.1 |
| Foster Youth | -- | -- | -- |
| Homeless | 32 | 18 | 56.3 |
| Socioeconomically Disadvantaged | 247 | 181 | 73.3 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 30 | 17 | 56.7 |

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.

## 2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 650 | 620 | 496 | 80.0 |
| Female | 247 | 237 | 191 | 80.6 |
| Male | 403 | 383 | 305 | 79.6 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | 18 | 17 | 14 | 82.4 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 532 | 506 | 405 | 80.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 20 | 19 | 14 | 73.7 |
| White | 60 | 58 | 47 | 81.0 |
| English Learners | 162 | 155 | 114 | 73.5 |
| Foster Youth | 15 | 12 | 11 | 91.7 |
| Homeless | 29 | 29 | 27 | 93.1 |
| Socioeconomically Disadvantaged | 520 | 499 | 408 | 81.8 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 87 | 84 | 74 | 88.1 |

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): <br><br> • Pupil suspension rates; <br> • Pupil expulsion rates; and <br> • 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 |
| 16.14 | 13.89 | 23.38 | 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 |
| 0.15 | 1.02 | 1.69 | 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** | 23.38 | 1.69 |
| **Female** | 21.86 | 1.21 |
| **Male** | 24.32 | 1.99 |
| **Non-Binary** | 0.00 | 0.00 |
| **American Indian or Alaska Native** | 0.00 | 0.00 |
| **Asian** | 0.00 | 0.00 |
| **Black or African American** | 38.89 | 5.56 |
| **Filipino** | 0.00 | 0.00 |
| **Hispanic or Latino** | 24.25 | 1.88 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 30.00 | 0.00 |
| **White** | 15.00 | 0.00 |
| **English Learners** | 16.05 | 0.62 |
| **Foster Youth** | 33.33 | 13.33 |
| **Homeless** | 41.38 | 6.90 |
| **Socioeconomically Disadvantaged** | 24.81 | 1.92 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 28.74 | 1.15 |

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 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 regularly. 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.

Sequoia High School has two staff development days on August 12th and 13th. We have five minimum days with PD (September 16, October 21, December 9, January 27, and March 17th with one additional day on May 5
At Sequoia each Monday, except on Holidays, we have staff meetings throughout the year that align with our SPSA Goals 1 and 2.

The Visalia Unified School District Board of Education reviews and approves all site plans by March 1st as per the state's deadline. The Sequoia HS School Site Council reviewed the Safety Plan in December 2024 and approved the School Site Safety Plan in January 2025. It was also reviewed with site staff.

This year's updates include a complete reformatting of the comprehensive school safety plans for each site and adding in all the new safety changes 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.

## 2021-22 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 27 | 6 | 9 | 5 |
| Mathematics | 32 | | 4 | 2 |
| Science | | | | |
| Social Science | 31 | 3 | 4 | 8 |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 21 | 11 | 9 | |
| Mathematics | 28 | | 9 | |
| Science | | | | |
| Social Science | 28 | 2 | 16 | |

## 2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 18 | 13 | 6 | |
| Mathematics | 19 | 4 | 1 | |
| Science | | | | |
| Social Science | 27 | 2 | 15 | 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 | 167.5 |

## 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) | 2 |
| 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 | 8,969.95 | 328.50 | 8,641.46 | 84,879.52 |
| District | N/A | N/A | 3,543.77 | $86,565 |
| Percent Difference - School Site and District | N/A | N/A | 83.7 | -2.0 |
| State | N/A | N/A | $10,771 | $94,625 |
| Percent Difference - School Site and State | N/A | N/A | -21.9 | -10.9 |

## 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


Sequoia High School students have access to numerous academic support and intervention services that are are designated to each student's needs.  The following are some of the service we support with our designated Title 1 alcoations:
Reading support services for our students reading bellow grade level.
Literacy training for staff to increase service and support for our bellow reading level students.
ELD training for Sequoia staff to increase the level of service and support for our English Language Learners.
The implementation of the Co-Teaching Model that support our Skills level and IEP students.  Increase in staff training and increase in materials and supplies for classrooms to best serve these students.
Increase in Mutli-Tiered services for students through the creation of support groups, community partners, and other intervention/support services.
SHS implemented the new Quarter System, thus teachers needed additional time to prepare their courses, power standards, set pacing guides, align assessments, and obtain additional materials and supplies.

## 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 |

## 2023-24 Advanced Placement (AP) Courses

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

| Percent of Students in AP Courses | 0 |
|---|---|

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

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

## Professional Development

The following areas of professional development have been provided to staff:  Professional Learning Communities (PLCs), Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS), Career Technical Education (CTE) High-Quality pathway development, CTE Project-Based Learning (PBL), CTE Work-Based Learning (WBL), and 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 levels 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 (TOSA) in Math, Science, Literacy, and Social Science to provide onsite coaching and support.  the following are Professional Developments that we have had this year:

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 implementation of new knowledge by providing in-class coaching, collaborating on lesson design, accompanying novice teachers on classroom tours, and assisting with student data analysis to drive instructional decisions.  In addition, novice teachers and their mentors attend monthly after-school training in action research and are provided time to reflect on their instructional practice.  Mentors and teachers on assignment are carefully selected experienced educators trained in how to facilitate the individualized professional growth of novice teachers.  Novice teachers who have preliminary credentials participate in the VUSD Teacher Induction Clear Credential Program which is accredited by the Commission and is offered at no cost to the candidate.

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

## Professional Development

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 |