Visalia Technical Early College High School (VTEC)

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	Visalia Technical Early College High School (VTEC)
Street	2245 South Linwood
City, State, Zip	Visalia, California 93277
Phone Number	559-622-3212
Principal	Scott Braun
Email Address	sbraun@vusd.org
School Website	https://vtec.vusd.org/
Grade Span	9-12
County-District-School (CDS) Code	54-72256-0120659

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

The Visalia Technical Early College (VTEC) is a dependent charter high school and part of the Visalia Unified School District. It is located on the former Agricultural Farm Campus of the College of the Sequoias (COS). VTEC is accredited through the Western Association of Schools and Colleges and has been recognized as a P21 Exemplar school. VTEC is also a California School Boards Association Golden Bell Award winner for an exemplary college and career readiness program. VTEC was created to allow students to complete the requirements for a high school diploma while pursuing an early college and career-related program. VTEC opened its doors in 2010 to its first class of fifty-five 10th-grade students and now serves grades 9th-12th with a total enrollment of approximately 230 students. Students attend classes in career-specific cohorts toward animal

2024-25 School Description and Mission Statement

science, agriculture systems technology, plant science, or our new pathway, advanced manufacturing. As we cultivate our connection to COS, our students may take College of the Sequoia (COS) courses at VTEC or the COS campuses, both on the main and Tulare campuses. Students at VTEC can make progress towards their A.A. or A.S. two-year degree. As we are an early college, our students enjoy the opportunity to complete classes that are transferrable to the UC and CSU system. VTEC also offers a complete sequence of A-G college preparatory courses.

Visalia Technical Early College High School (VTEC) creates an educational experience that supports students academically and emotionally while helping them develop their plans. The school's philosophy is that students learn best when engaged in high-interest, meaningful curricular activities based on precise academic and career technical standards.
Our Mission:
Visalia Technical Early College High School (VTEC) empowers students through rigorous, hands-on educational experiences in agricultural-related fields that will fast-track students' college and career aspirations.
Our Vision:
VTEC, where ag meets academics, empowers students to fast-track their future.
All students will:
- Complete SAE projects as active members of FFA
- Graduate with at least 4 COS classes completed
- Graduate college and career-ready with technical certifications
- Engage in a rigorous curriculum that includes project-based, hands-on learning experiences
- Experience a positive school culture where individual needs are met

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	60
Grade 10	45
Grade 11	72
Grade 12	54
Total Enrollment	230

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
American Indian or Alaska Native	0.4
Asian	0.9
Black or African American	0.4
Hispanic or Latino	60
Two or More Races	1.7
White	32.6
English Learners	7.4
Foster Youth	0.4
Homeless	1.7
Socioeconomically Disadvantaged	54.8
Students with Disabilities	14.8

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)	12.00	83.10	1187.10	86.89	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	5.72	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)	1.40	10.00	31.20	2.29	12115.80	4.41
Unknown/Incomplete/NA	0.10	1.10	25.30	1.86	18854.30	6.86
Total Teaching Positions	14.50	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)	11.70	83.92	1227.70	88.08	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	5.93	71.60	5.14	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	1.14	35.30	2.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	8.93	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	13.90	100.00	1393.80	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.60	90.29	1166.60	85.45	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	70.00	5.13	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	1.14	47.10	3.46	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	8.50	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	14.00	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	0
Misassignments	0.00	0.10	0.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.10	0.1

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	1.40	1.20	1.1
Total Out-of-Field Teachers	1.40	1.20	1.1

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	2.5	12
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.70	15.1	21.2

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

VTEC uses standards based materials adopted by the VUSD School Board. The school district has established a procedure for materials adoption on a rotating basis following State Board of Education adoption.

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	Core Program 6-11: Pearson (2016) My Perspectives ELD Companion	Yes	0%
Mathematics	9-12 McGraw Hill/Glencoe Integrated Math 1,2,&3 11-12 Adv. Classes* - see course outline (*Math Adoption 2015)	Yes	0%
Science	9th G-W Publisher Essential Health (2021) Positive Prevention Plus (2018) 9-12 Biology: HMH Dimensions Biology (2022) Chemistry: HMH Dimensions Chemistry (2022) Earth Science: HMH Dimensions Earth & Space (2022) Physics: Holt Physics Conceptual Physics: Addison Wesley Publisher AP: see course outline	Yes	0%
History-Social Science	Grade 10: McGraw Hill World History, Culture, & Geography: The Modern World (2019) Grade 11: McGraw Hill Impact! US History & Geography (2019) Grade 12: Pearson Civics: Magruder's American Government (2016) Grade 12: McGraw Hill Understanding Economics Grade 10-12 AP: see course outline	Yes	0%

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

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

School Facility Conditions and Planned Improvements

VTEC is located on the former College of Sequoia school farm. The facilities have been remodeled both in and outside of the classroom. We have 11 relocated portable classrooms and a school shop with the latest technology. There is a new pavement on campus and a new parking lot has been added. In addition to modern classrooms and laboratories, VTEC has an ornamental horticulture nursery, vegetable garden, chicken coop, and several livestock barns and pastures where students learn by doing. Many students can keep their FFA show animals on campus. In the Fall of 2018, VTEC added one more portable classroom and updated fencing. More recently wiring and lighting have been updated to the facility where students take care of the animals.

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

Cleaning Process and Schedule
A team of maintenance specialists comes in after hours for daily cleaning. District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school. VTEC also has a full-time day custodian who cleans the campus each morning, after break, and after lunch in addition to maintaining the Arboretum on campus.

Year and month of the most recent FIT report	1/7/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces			X	10: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLE. CEILING TILES ARE BROKEN. RUBBER MOULDING IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11: 4. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. PLUG IN CANDLE WARMER. 13. GUTTER DOWNSPOUT IS MISSING. 15. WINDOW SCREENS ARE MISSING.

School Facility Conditions and Planned Improvements

				3: 4. FLOOR TILE IS BROKEN. RUBBER MOULDING IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 5: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. DIRTY DISHES IN SINK. 7. CORDS ARE CREATING TRIP HAZARDS. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED. EMERGENCY EXIT INGRESS/EGRESS IS PARTIALLY BLOCKED. 14. BENCH NEAR ENTRY IS BROKEN. 7: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 8: 4. CEILING TILE HAS A WATER STAIN. CARPET IS STAINED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME. 15. WINDOW SCREENS ARE MISSING. 9: 4. CARPET IS TORN/SEPERATING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME. (WILLIAMS NOTICE NOT POSTED) ADMIN: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL CONDUIT END CAP IS MISSING. DATA: 4. CEILING TILES HAVE WATER STAINS. NURSE/ 10A: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT AT BASE OF SIDING. PRINCIPAL: 4. CEILING TILE HAS A HOLE. STAFF RESTROOM : 4. FORMICA BACKSPLASH IS LOOSE. SOAP DISPENSER IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET HAS A DRIP. (MENSTRUAL NOTICE NOT POSTED) UNISEX RESTROOM: 4. LINOLEUM COVE BASE IS LOOSE FROM WALL. (MENSTRUAL NOTICE NOT POSTED)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			5: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. DIRTY DISHES IN SINK. 7. CORDS ARE CREATING TRIP HAZARDS. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED. EMERGENCY EXIT INGRESS/EGRESS IS PARTIALLY BLOCKED. 14. BENCH NEAR ENTRY IS BROKEN. ELECTRICAL: 5. ROOM IS UNKEPT.
Electrical		X		11: 4. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. PLUG IN CANDLE WARMER. 13. GUTTER DOWNSPOUT IS MISSING. 15. WINDOW SCREENS ARE MISSING. 14: 7. ELECTRICAL COVER IS MISSING IN CEILING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)

			15: 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR DOESN'T SHUT PROPERLY. 16: 7. ELECTRICAL PANEL IS HIDDEN/OBSCURED. 10. EVACUATION MAP IS NOT POSTED. 5: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. DIRTY DISHES IN SINK. 7. CORDS ARE CREATING TRIP HAZARDS. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED. EMERGENCY EXIT INGRESS/EGRESS IS PARTIALLY BLOCKED. 14. BENCH NEAR ENTRY IS BROKEN. ADMIN: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL CONDUIT END CAP IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		MENS RESTROOM: 9. FAUCET HANDLE IS BROKEN. STAFF RESTROOM : 4. FORMICA BACKSPLASH IS LOOSE. SOAP DISPENSER IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET HAS A DRIP. (MENSTRUAL NOTICE NOT POSTED)
Safety: Fire Safety, Hazardous Materials		X	10: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLE. CEILING TILES ARE BROKEN. RUBBER MOULDING IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11: 4. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. PLUG IN CANDLE WARMER. 13. GUTTER DOWNSPOUT IS MISSING. 15. WINDOW SCREENS ARE MISSING. 12: 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING. 14: 7. ELECTRICAL COVER IS MISSING IN CEILING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 15: 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR DOESN'T SHUT PROPERLY. 16: 7. ELECTRICAL PANEL IS HIDDEN/OBSCURED. 10. EVACUATION MAP IS NOT POSTED. 17: 10. EVACUATION MAP IS NOT POSTED. 3: 4. FLOOR TILE IS BROKEN. RUBBER MOULDING IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 4: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 5: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. DIRTY DISHES IN SINK. 7. CORDS ARE CREATING TRIP HAZARDS. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED. EMERGENCY EXIT

				INGRESS/EGRESS IS PARTIALLY BLOCKED. 14. BENCH NEAR ENTRY IS BROKEN. 6: 10. EVACUATION MAP IS NOT POSTED. 6A: 10. EVACUATION MAP IS NOT POSTED. 6B (OFFICE): 10. PLUG IN AIR FRESHENER. 8: 4. CEILING TILE HAS A WATER STAIN. CARPET IS STAINED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME. 15. WINDOW SCREENS ARE MISSING. 9: 4. CARPET IS TORN/SEPERATING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME. (WILLIAMS NOTICE NOT POSTED) COUNSELING OFFICE: 11. USB CHARGED AIR FRESHENER. NURSE/ 10A: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT AT BASE OF SIDING. P-1: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) STAFF ROOM/ 1: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.
Structural: Structural Damage, Roofs	X			11: 4. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. PLUG IN CANDLE WARMER. 13. GUTTER DOWNSPOUT IS MISSING. 15. WINDOW SCREENS ARE MISSING. NURSE/ 10A: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT AT BASE OF SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			11: 4. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. PLUG IN CANDLE WARMER. 13. GUTTER DOWNSPOUT IS MISSING. 15. WINDOW SCREENS ARE MISSING. 12: 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING. 15: 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR DOESN'T SHUT PROPERLY. 5: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. DIRTY DISHES IN SINK. 7. CORDS ARE CREATING TRIP HAZARDS. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED. EMERGENCY EXIT INGRESS/EGRESS IS PARTIALLY BLOCKED. 14. BENCH NEAR ENTRY IS BROKEN. 8: 4. CEILING TILE HAS A WATER STAIN. CARPET IS STAINED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME. 15. WINDOW SCREENS ARE MISSING.

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)	51	70	42	43	46	47
Mathematics (grades 3-8 and 11)	4	24	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	55	54	98.18	1.82	70.37
Female	30	30	100.00	0.00	80.00
Male	25	24	96.00	4.00	58.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	30	30	100.00	0.00	53.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	90.91
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100.00	0.00	64.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	55	54	98.18	1.82	24.07
Female	30	30	100.00	0.00	26.67
Male	25	24	96.00	4.00	20.83
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	30	30	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	31.82
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100.00	0.00	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)	13.10	24.00	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	102	100	98.04	1.96	24.00
Female	53	52	98.11	1.89	21.15
Male	49	48	97.96	2.04	27.08
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	58	58	100.00	0.00	15.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	40	38	95.00	5.00	28.95
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	52	98.11	1.89	17.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	9.09

2023-24 Career Technical Education Programs

VTEC High School offers each student career counseling in the Freshmen Success 101 course. Students develop a 10-year plan, which they revisit each year. More recently, our counseling team has worked to introduce a shorter, termed 4-year plan to support the 10-year plan and a progress monitoring tool that will be revisited yearly and adjusted by the student as they reflect on their A-G progress. All freshmen also take Introduction to Agricultur,e which introduces students to Ag-related careers. During their 10th-grade year, students chose a CTE pathway. VTEC offers three pathways: Animal Science, Ag Systems Technology, and Plant Science. We received the K-12 Strong Workforce Grant and have begun the development of a new Advanced Manufacturing pathway in collaboration with the Tulare Campus of COS. Students are in cohorts together in pathway classes and academic classes. The Animal Science pathway program of study is as follows: 9th grade, Intro to Ag, 10th grade, Animal Science, 11th grade, Livestock Health/Biology, 12th grade, Veterinary Terminology, and Veterinary Science. The Ag Systems Technology program of study is as follows: 9th grade, Intro to Ag, 10th grade, Ag Systems 1, 11th grade, Ag Systems 2, 12th grade, Ag Systems 3 and 4.

The Plant Science program of study is as follows: 9th grade, Intro to Ag, 10th grade, Introduction to Plant Science, and 11th grade, Plant and Soil Science, if they can fit into their schedule the students take Farm and Ranch Management to complete with a concentrator. Other CTE courses not listed above include Plant Science, Advanced Manufacturing Pathway (in development), and Advanced Environmental Horticulture.

2023-24 Career Technical Education Programs

VTEC has an active CTE advisory group comprised of business and industry professionals who provide guidance and direction to teachers and staff as they develop and refine VTEC CTE pathways and certifications to align with the current employability needs in the industry sectors. VTEC is also working to establish guidelines around externships for our agricultural teachers to support them in accessing industry standards as they change.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	221
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	92.3
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	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	47.73

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 9	100%	100%	100%	92%	100%

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

2024-25 Opportunities for Parental Involvement

Parent involvement and communication are essential to our school's success. VTEC continually strives to involve parents by sharing information that helps parents understand and support school programs and by creating opportunities for parent participation in school activities. Parents are informed of school activities and their student's progress through an automated dialing system, and the online daily bulletin, announcement flyers, and weekly communication via SMORE are sent to all parents. Communication with parents is also available on the school website under parent communications and the calendar and news updates on the web. VTEC invested in the Parent University program this fall and has opportunities for parents. The Bulletin is sent daily to all parents who opt into the communication.

VTEC has an active School Site Council that meets quarterly. Elections to SSC are held at Back to School Night at the beginning of each school year. VTEC also has a Scholarship Foundation composed of parents and VTEC supporters, which meets monthly to support the students and the school's mission. The Scholarship Foundation may be contacted through the school office or their Facebook page. Each year, this foundation supports students with their books, classes, and scholarships for graduates. Opportunities available through the school district include PIQE (Parent Institute for Quality Education), Parent University, and Latino Family Literacy.

Parents who want more information on how to become involved may contact Principal Scott Braun at (559) 622-3212.

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	0.0	2.3	4.3	2.3	7.0	5.3	7.8	8.2	8.9
Graduation Rate	100.0	97.7	95.7	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	44	44	95.7
Female	26	25	96.2
Male	20	19	95.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	25	25	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	19	18	94.7
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	33	32	97.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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	243	236	41	17.4
Female	126	123	25	20.3
Male	117	113	16	14.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	144	141	19	13.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	81	78	18	23.1
English Learners	19	19	1	5.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	139	135	26	19.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	36	35	5	14.3

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
8.03	11.79	12.35	5.15	5.4	5.88	3.17	3.6	3.28

This table displays expulsions data.

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

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.35	0.00
Female	7.14	0.00
Male	17.95	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	9.03	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	16.05	0.00
English Learners	26.32	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	11.51	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	19.44	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 essential 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. This year we began groups with students that were previously suspended to support them with social skills or coping skills to deal with conflict.

The Visalia Unified School District Board of Education reviews and approves all site plans by March 1st, the state deadline. VTEC SSC reviewed the CSSP on 9/19/24 and approved it. Staff also reviewed it on 10/26/24.

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 more minor changes

Students have the right to a safe campus and learning environment. Prevention of school safety problems is a priority for all school staff, parents, and students. These plans are in place, but hopefully, they will never be needed. Students come to school daily 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	15	14	2	
Mathematics	13	13	1	
Science	1	3		
Social Science	11	14	1	

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	20	5	7	
Mathematics	16	10	3	
Science				
Social Science	14	8	4	

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	8	4	1
Mathematics	16	10	2	
Science	1	1		
Social Science	16	8	4	

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	230

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	

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	14,978.10	2,213.07	12,765.03	96,247.33
District	N/A	N/A	3,543.77	$86,565
Percent Difference - School Site and District	N/A	N/A	113.1	10.6
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	16.9	1.7

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

CTE Incentive Grant
Perkins CTE Grant
Agricultural Incentive Grant
K-12 Smarter Workforce Grant

The students at VTEC are all engaged in Agriculture initially as all 9th graders take the Intro to Ag courses. Students are also expected to take a minimum of 4 COS classes while at VTEC. This is monitored through the 4-year plans. Our students also benefit from a Behavior Intervention Technician (BIT) who works full-time to support the students with behavioral support as well as social-emotionally. Groups are run by the BIT in partnership with our School Social Worker to support students with skills of coping. Our teachers attend various trainings to support the growth of literacy and math skills throughout the year. Our school has also instituted a guiding coalition team to develop cycles of inquiry and training to support the first best instruction. In addition, this team will lead the direction our school will go to build commitments to guarantee our mission and vision are lived in support of all students.

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 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 practical math and literacy instruction and other areas as indicated by school data. The ELA department has attended the Tulare County Office of Education readership and has begun to design engaging lessons to support students in literacy. Our district provides professional development based on data from the district and school levels to ensure that areas of need are addressed. Depending on teacher goals, professional Development occurs at the district, school, and classroom levels. The district provides teachers on special assignments (TOSA) in math, science, literacy, and social science to provide on-site coaching and support after professional development has occurred. We also have an instructional coach that we share with VCIS. This coach guides teachers with the first best instruction in a variety of ways: coaching cycles, class observations, co-teaching topics, lesson design, and support through instructional walks with teachers to see exemplars.

Support for Novice Teachers: Due to a shortage of highly qualified teachers in our area, twenty percent of VUSD'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, which includes differentiated professional development and continuous professional growth opportunities. The professional learning system begins with the New Certificated Staff Summer Institute, a five-day interactive training one week before school starts in August. This training covers classroom management, 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 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 to facilitate novice teachers' individualized professional growth. Novice teachers with preliminary credentials participate in the VUSD Teacher Induction Clear Credential Program, accredited by the Commission and offered at no cost to the candidate.

Support for Veteran Teachers: Veteran teachers who need classroom management assistance also have access to one-on-one mentor support, which may be necessary for a new grade-level assignment or challenging class. Visalia Unified offers a

Professional Development

Peer Assistance and Review (PAR) program and a formal mentoring and accountability system.

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