

Crowley Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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.

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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Crowley Elementary School
Street	214 East Ferguson Street
City, State, Zip	Visalia, CA 93291
Phone Number	(559) 730-7758
Principal	Courtney Jimenez
Email Address	njimenez@vusd.org
Website	vusd.org
County-District-School (CDS) Code	54-72256-6054548

Entity	Contact Information
District Name	Visalia Unified School District
Phone Number	(559) 730-7300
Superintendent	Dr. Tamara Ravalín
Email Address	travalin@vusd.org
Website	www.vusd.org

School Description and Mission Statement (School Year 2019-20)

Description of District

Visalia Unified School District is the oldest school district in Tulare County. Our family of schools includes 26 elementary schools, a newcomer language center, five middle schools, four comprehensive high schools, a continuation high school, an adult school, a charter independent study school, a K-8 charter home school, and a charter technical early college high school. Over 32,000 students Pre-K to adult are served through Visalia Unified School District.

Description of School

Crowley Elementary School serves approximately 600 students in grades Pre-K in 2019-2020. Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school holds high expectations for the academic and social development of all students. Curriculum planning, staff development and assessment activities are focused on assisting students in mastering the state academic content standards, as well as increasing the overall student achievement of all subgroups.

School Mission Statement

Crowley students, parents, teachers, and staff work together to create an environment where we all learn at high levels. At Crowley Elementary, we create conditions where "all learners" reflect and work towards achieving their goals. A) We have high expectations of ourselves and our students B) We are a community of learners and C) We all learn. To create conditions of learning and risk-taking for all, we strive to maintain a safe and a collaborative learning environment where everyone belongs. At Crowley Elementary, students and adults are R.E.A.L. We "Respect" ourselves and others. We "Explore Learning Opportunities". We "Achieve" our Goals and we "Lead" by serving others.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	89
Grade 1	72
Grade 2	72
Grade 3	100
Grade 4	61
Grade 5	93
Grade 6	79
Total Enrollment	566

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.4
Asian	12.7
Filipino	0.7
Hispanic or Latino	78.4
White	2.1
Two or More Races	0.7
Socioeconomically Disadvantaged	88.9
English Learners	43.8
Students with Disabilities	6
Foster Youth	3.4
Homeless	0.5

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	22	21	1293
Without Full Credential	3	2	3	152
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	53

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August/September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Language Arts McGraw Hill Wonders K-5 (2014) Pearson My Perspectives Grade 6 (2017) Supplemental Leveled Guided Reading Books- Differentiated, small group classroom instruction Leveled Literacy Intervention (2015)- Learning Center Intervention material	Yes	0%
Mathematics	Houghton Mifflin Harcourt Go Math! (2015)	Yes	0%
Science	Base: MacMillan/McGraw Hill (2007) Supplemental: Houghton Mifflin Science Leveled Readers	Yes	0%
History-Social Science	Base: Harcourt School Publishers (2006) Supplemental: Houghton Mifflin HSS Leveled Readers	Yes	0%
Health	Materials based on Health Topics	Yes	0%
Visual and Performing Arts	Silver Burdett (Classroom Music (Fourth through Sixth Grade) Strictly Strings (Orchestra) Standard of Excellence (Band)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Crowley Elementary School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided by classrooms, playgrounds, and staff work rooms. To assist our school in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Maintenance and Repair

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

In 2019, there were no major maintenance and repair projects at Crowley School.

Cleaning Process and Schedule

In addition to custodial staff on duty during the school day, a team of maintenance specialists come in after hours for daily cleaning. District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program

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

Facilities Improvement

During the summer of 2013, three large solar panels were installed at Crowley School. These panels provide electrical power and excellent shade for our students.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 1/12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Ceiling tiles are damaged. Formica flooring is chipping and cracking. Window screens are missing. Paint chipping on window frames.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Wall tiles are missing in RR. Light panel needs repair. Ceiling tile has a hole.
Safety: Fire Safety, Hazardous Materials	Fair	Sidewalks have uneven areas, tripping hazard.
Structural: Structural Damage, Roofs	Good	Ceiling tiles have water damage, tiles are loose.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Water fountain is loose from wall. Handle is loose as well. Gopher holes are present. Large cracks in the parking lot creating a trip hazard.
Overall Rating	Fair	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	39	42	48	50	50	50
Mathematics (grades 3-8 and 11)	20	22	31	33	38	39

Note: Percentages are not calculated 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	337	333	98.81	1.19	42.17
Male	170	168	98.82	1.18	35.71
Female	167	165	98.80	1.20	48.78
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00	0.00	46.34
Filipino	--	--	--	--	--
Hispanic or Latino	266	264	99.25	0.75	41.44
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	296	292	98.65	1.35	41.92
English Learners	180	176	97.78	2.22	41.71
Students with Disabilities	27	26	96.30	3.70	7.69
Students Receiving Migrant Education Services	15	15	100.00	0.00	46.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	338	338	100.00	0.00	22.49
Male	170	170	100.00	0.00	25.29
Female	168	168	100.00	0.00	19.64
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00	0.00	26.83
Filipino	--	--	--	--	--
Hispanic or Latino	267	267	100.00	0.00	21.35
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	297	297	100.00	0.00	22.22
English Learners	180	180	100.00	0.00	18.89
Students with Disabilities	27	27	100.00	0.00	3.70
Students Receiving Migrant Education Services	15	15	100.00	0.00	33.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	27.4	20.0	5.3

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement and communication are essential to our school success. Crowley Elementary School continually strives to involve parents by sharing information to help parents support their child, asking for input and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement, including but not limited to, attending school functions, participating in parent-teacher conferences, volunteering in classrooms and opportunities for parents to serve as chaperones on school field trips. Crowley Elementary School will continue with "Coffee with the Principal" (informational parent meetings with Principal). Our meetings will focus on: Social Emotional Learning, Reading Strategies, Growth Mindset, and parental support. Parents will receive training on how to help their students with reading strategies and will also learn about social emotional learning and how they can help their students at home. Additionally, parental involvement opportunities include: School Site Council Meetings, English Learner Advisory Committee Meetings, Coffee with the Principal, Academic Awards Assemblies, Concerts, Dance Club, Kinder Workshops, Kinder Orientations, Parent Book Clubs, Mom's Club (meetings with our regularly volunteers). Parents may also serve on advisory committees and leadership teams, including, but not limited to, the English Learner Advisory Committee (ELAC) and School Site Council (SSC). Additional opportunities for parental involvement also exist at the district level. Parents who would like more information on how to become involved may contact Principal Nikki Jimenez at (559) 730-7758 or email njimenez@vusd.org.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.0	2.5	1.4	4.9	5.2	6.5	3.6	3.5	3.5
Expulsions	0.0	0.2	0.2	0.1	0.3	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Crowley Elementary School. Campus-wide supervision ensures students are safe on school grounds before, during, and after school. Entrances to school grounds are secured or monitored during the school day. Supervising staff wear neon vests for easy identification. Students, parents and other staff are able to easily find a staff member that is assisting with supervision and ask for assistance. To ensure safety, all visitors must sign in at the office and wear appropriate identification while on campus.

The Comprehensive School Safety Plan is designed to assist in maintaining a safe school environment and preparing for emergencies. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. An updated copy is available to the public at the school office.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

The school's safety plan was updated, reviewed, and approved by the School Site Council on October 2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		4		24		4		22	1	3	
1	25		4		26		3		24		3	
2	23		3		31		3		24		3	
3	23		4		22		3		25		4	
4	27		3		30		3		31		2	
5	26		4		27		3		31		4	
6	28		3		24		4		65		4	3
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.5

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,119	\$753	\$6,366	\$66,446
District	N/A	N/A	\$6,610	\$69,631
Percent Difference - School Site and District	N/A	N/A	-3.8	-4.7
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-16.4	-21.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to general state funding, the district receives state and federal categorical funding for special programs. For the 2018-2019 school year, the district received federal and state funding 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 III, Immigrant
- IDEA, Special Education - TCOVE

State Programs

- Local Control Funding Formula
- Local Control Accountability Plan
- Child Development Programs
- Discretionary Block Grants

The students at Crowley Elementary School benefit from numerous differentiation and interventions opportunities that are designed to address the individual needs of all of our students, and they are:

- 1) Quality First Instruction-Staff commitments for lesson delivery
- 2) Guided reading and guided math/small group instruction
- 3) AVID Elementary strategies 4th-6th
- 4) Reading Lab-led by a primary teacher and 4 instructional aides. This intervention targets students that are struggling in 1st and 2nd grade, The aides are trained by our primary teacher. Data is analyzed every 6 weeks.

- 5) Reading Intervention teacher works with students in 2nd and 3rd grade that need intensive intervention in reading. This intervention is intense with no more than 3 students per group. Data is analyzed every 4 weeks.
- 6) Rotary Readers read with second grade students that need that additional support.
- 7) All grades TK-6th provide daily small group intervention in reading and in math based on current data.
- 8) Our Learning Center provides instruction based on IEP goals to students with special needs in math and/or reading.
- 9) Our Learning Center also provides Tier 3 intervention to students that need intensive support. Data is monitored carefully and reviewed every 4 weeks.
- 10) Our school also provides behavior intervention to Tier 2 and Tier 3. Data is analyzed and reviewed to meet the individual targeted needs of each student.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,967	\$48,612
Mid-Range Teacher Salary	\$72,210	\$74,676
Highest Teacher Salary	\$95,695	\$99,791
Average Principal Salary (Elementary)	\$129,970	\$125,830
Average Principal Salary (Middle)	\$134,184	\$131,167
Average Principal Salary (High)	\$146,148	\$144,822
Superintendent Salary	\$241,915	\$275,796
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	7%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			20

The following areas of professional development has been provided to staff:

- Teacher Clarity- Unwrapping Standards review, Learning Intentions and Learning Progressions
- Depth of Knowledge
- 21st Century Learning
- Balanced Literacy in K-2nd-writing focus
- Balanced Literacy in 3rd-6th
- Professional Learning Communities
- Math Practices
- Positive Behavior Intervention
- Social Emotional Learning
- Cognitive Guided Instruction (CGI) MATH
- English Language Development Training (ELD)
- Book Clubs
- Guided Reading

Our district provides professional development based on data from both the district and school level to ensure that areas of need are being addressed. Professional Development occurs at the district, school and classroom level dependent on teacher goals. The district provides Teachers on Special Assignment at all grade levels to provide on-site coaching and support after professional development has occurred.

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

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