

Accelerated Charter 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	Accelerated Charter High School
Street	4136 N. Monney Blvd.
City, State, Zip	Tulare, Ca. 93274
Phone Number	559-687-7303
Principal	Wendi Powell
Email Address	wendi.powell@tulare.k12.ca.us
School Website	https://www.tjuhsd.org/
Grade Span	9-12
County-District-School (CDS) Code	54-72249-0133793

2024-25 District Contact Information

District Name	Accelerated Charter High School
Phone Number	(559) 688-2021
Superintendent	Dr. Lucy Van Scyoc
Email Address	lucy.vanscyoc@tulare.k12.ca.us
District Website	www.tjuhsd.org

2024-25 School Description and Mission Statement

Accelerated Charter High School (ACHS) is located at 4136 North Mooney Blvd. in Tulare. The school's enrollment shall not exceed 180 students, as the small school size is key to the overall success and implementation of Accelerated Charter High School's objectives. The school year will consist of four, 9-week grading periods, where the student can earn 32 credits per grading period, for a total of 148 credits per school year, versus 70 credits earned in a traditional high school setting in the Tulare Joint Union High School District (TJUHS). ACHS serves credit-deficient students within the TJUHS in the 11th and 12th grades. Priority is given to seniors not on track to graduate from the traditional school sites. Sophomores are considered at the last 9-week session of the school year, and Special Education students will be considered on a case-by-case basis,

2024-25 School Description and Mission Statement

depending on the available space. English Language Learners (ELL) with an English Language Proficiency Assessment for California (ELPAC) score of 3 or higher who meet the additional enrollment criteria will be eligible to attend. Expelled students are not allowed at Accelerated Charter High School. Discipline-related issues will be discussed and assessed before admittance, and any other students not meeting this criteria will be considered on a case-by-case basis.

Accelerated Charter High School is nonsectarian in its programs, admission policies, employment practices, and all other operations. Accelerated Charter High School shall not charge tuition nor discriminate against any pupil or applicant based on ethnicity, gender, religion, national origin, sexual orientation, disability, or place of residence. Students attending ACHS are offered an individually designed, standards-based educational program that provides the foundation to graduate high school and be college- and career-ready. College and career readiness will be achieved through a strong partnership with the College of Sequoias (COS) by offering various career technical education (CTE) courses that will lead to opportunities for industry certification, transferrable credits, and matriculation. Students graduating from Accelerated Charter High School will have the skill set necessary to continue their college education and pursue a career of their choice. The Accelerated Charter High School education plans consist of short and long-term goals to meet the specific needs of each student. These goals reflect the Common Core State Standards approved by the California State Board of Education and the graduation requirements of the TJUHSD.

Vision Statement

Accelerated Charter High School provides a safe, positive, and nurturing environment to empower students to achieve personal, educational, and career goals. The uniqueness of each individual will be embraced through a student-centered and engaging curriculum, relevant experiences, community collaboration, and positive relationships.

Mission Statement

The mission of Accelerated Charter High School is to provide a positive learning environment that meets the needs of all students to be college and career-ready by offering hope, direction, and the skills needed to become contributing members of the global community.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	39
Grade 12	140
Total Enrollment	179

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.7
Male	59.8
Non-Binary	0.6
American Indian or Alaska Native	--
Asian	--
Black or African American	1.7
Filipino	--
Hispanic or Latino	91.1
Native Hawaiian or Pacific Islander	0.6
Two or More Races	--
White	6.1
English Learners	17.3
Foster Youth	2.2
Homeless	2.2
Migrant	0.6
Socioeconomically Disadvantaged	94.4
Students with Disabilities	3.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.50	53.24	185.10	71.49	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	11.78	3.40	1.32	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	20.61	15.40	5.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	20.30	7.86	12115.80	4.41
Unknown/Incomplete/NA	1.20	14.37	34.60	13.36	18854.30	6.86
Total Teaching Positions	8.40	100.00	259.00	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)	7.30	72.71	192.40	72.92	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.20	1.98	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	23.01	22.70	8.62	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	25.30	9.59	11953.10	4.28
Unknown/Incomplete/NA	0.40	4.18	18.10	6.88	15831.90	5.67
Total Teaching Positions	10.00	100.00	263.90	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)	6.60	74.33	203.50	74.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.10	0.80	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	20.89	25.30	9.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	22.10	8.11	11746.90	4.23
Unknown/Incomplete/NA	0.40	4.78	20.00	7.33	14303.80	5.15
Total Teaching Positions	9.00	100.00	273.20	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	0.8
Misassignments	1.70	2.30	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.70	2.30	1.8

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	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.00	24.1	14.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	24.60	8.5	8.6

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

The Tulare Joint Union High School District held a public hearing on September 19 of 2024 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in September, 2024 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

9/19/24

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1 & Honors: Collections, (Houghton-Mifflin), 9th grade, All Sites English 1A: Intervention: Read 180, (Houghton-Mifflin), EDGE Level A, Hampton-Brown, 9th grade, (Cengage) All Sites 2014 English 1B Intervention: EDGE Level B, (Cengage), 9th grade, All Sites 2014 English 1 C IS: Read 180 Level 1 & 2, (Houghton-Mifflin), 9th grade, All Sites English 2 & Honors: Collections, (Houghton-Mifflin), 10th grade, All Sites English 2 C IS: Read 180 Level 4 & 5, (Houghton-Mifflin), 10th grade, All Sites English 3: Study Sync, (McGraw Hill), 11th grade, All Sites, 2021 English 3 AP: Everything's An Argument w/Readings, 8th Edition (Bedford Freeman) 11th grade, Tulare Western English 3 AP: Language of Composition 3rd edition, (Bedford Freeman), 11th grade, Mission Oak & Tulare Union English 3 AP: The Norton Reader, 14th Edition, (W.W. Norton & Company); 50 Essays: A Portable Anthology, 3rd Edition, (Bedford/St. Martin), 11th, Tulare Union Exp Rdg & Wrtg: ERWC Expository Reading & Writing Curriculum, (California State University) 12th grade, All Sites	Yes	0%

	<p>English 4 AP: Literature Reading, Reacting, Writing, 5th Edition, (Thompson Wadsworth), 12th Grade, Tulare Union</p> <p>English 4 AP: How to Read Literature Like a Professor, (Harper Collins), 2017, 12th grade Mission Oak & Tulare Union</p> <p>COS 1 English: The Writers Way, 9th Edition, (Cengage); They Say I Say, 3rd Edition, (Norton); Future Politics, 1st Edition (Oxford); Logic and Contemporary Rhetoric (Cengage) 12th grade Tulare Union</p> <p>COS English 1 & 2: They Say / I Say, 5th edition 2021, (W.W. Norton), 1st semester: Logic & Contemporary Rhetoric: The Use of Reason of Everyday Life (Cengage), 2nd Semester, Mission Oak 2021</p> <p>COS English 1: The Writer's Way, 9th Edition (Cengage); A Guide to MLA Documentation, 7th Edition (Houghton Mifflin); They Say/I Say, 5th edition (W.W. Norton), 12th Grade, 1st Semester 2021; Logic & Contemporary Rhetoric: The Use of Reason of Everyday Life (Cengage), 12th Grade, 2nd Semester, Tulare Western</p> <p>ELD 1: Edge Level Fundamentals, (Houghton Mifflin); 2014, Mission Oak, Tulare Union, Tulare Western</p> <p>ELD 2: Edge Level B, (Houghton Mifflin); 2014, Mission Oak, Tulare Union, Tulare Western</p> <p>ELD 3: Edge Level B & C, (Houghton Mifflin); 2014, Mission Oak, Tulare Union, Tulare Western</p>		
Mathematics	<p>Algebra I & Honors: Reveal Math Algebra 1, (McGraw Hill), 9th-12th, All sites</p> <p>Geometry & Honors: Reveal Math Geometry, (McGraw Hill), 9th-12th, All Sites</p> <p>Algebra 2 & Honors: Reveal Math Algebra 2, (McGraw Hill), 9th-12th, All Sites</p> <p>Pre-Calculus - Pre-Calculus: Graphical, Numerical, Algebraic AP Edition 11th edition 2024 (Pearson-Savvas) 11th & 12th, All Sites</p> <p>Pre-Calculus AP - Pre-Calculus: Graphical, Numerical, Algebraic AP Edition 11th edition 2024 (Pearson-Savvas) 11th & 12th, All Sites</p> <p>Calculus A/B & B/C AP: Calculus for AP: A Complete Course 1st edition 2019 (Cengage), 11th & 12th, All Sites</p> <p>Statistics: Statistics and Probability with Applications, 3rd edition (Bedford, Freeman & Worth), 12th grade, Mission Oak & Tulare Union</p> <p>AP Statistics: The Practice of Statistics for AP 7th Edition, (Bedford Freeman), 12th grade, All Sites</p> <p>Tech Math: Foundation in Personal Finance, (Ramsey Solutions), 9th-12th, All Sites 2022</p>	Yes	0%
Science	<p>Intro to Physical Science: Inspire Physical Science with Earth (McGraw Hill), 9th-12th, All Sites 2021</p> <p>Biology: Inspire Biology (McGraw Hill), 9th-12th, All Sites</p> <p>Biology Honors: Inspire Biology (McGraw Hill), 9th-12th, All Sites</p> <p>Biology Honors: Biology for the AP Course, 2022 (Bedford/Freeman/Worth), 10th – 12th, Mission Oak</p> <p>Biology AP: Biology For The AP Course, 2022 (Bedford/Freeman/Worth) 9th-12th, All Sites</p> <p>Chemistry: Inspire Chemistry (McGraw Hill), 9th-12th, All Sites</p>	Yes	0%

	<p>Chemistry Honors: Inspire Chemistry, (McGraw Hill), 10th-12th, All Sites</p> <p>Chemistry AP: AP Chemistry Chang 13th edition (McGraw Hill) 11th & 12th, Mission Oak, Tulare Western</p> <p>AP Environmental Science: Environmental Science for the AP Course 2023 (Bedford/Freeman/Worth), 10th-12th, Tulare Union, Tulare Western</p> <p>Human Biology: Essentials of Human Anatomy & Physiology 13th edition, 2022, (Savvas), 9th-12th, All Sites</p> <p>Physics, Principles & Problems, (Glencoe/McGraw-Hill) 10th-12th, All Sites Page 2 of 6 Sufficient Determination</p> <p>Physics AP C: Physics for Scientists & Engineers, A Strategic Approach w/ Modern Physics, AP Edition w/Mastering Physics eText, 4th Edition, (Pearson-Savvas) 9th-12th, Tulare Union, Tulare Western</p> <p>AP Physics: College Physics: A Strategic Approach AP Edition, 3rd Edition, (Pearson-Savvas), 2015 with Mastering Physics with Pearson eText, Tulare Union & Tulare Western</p> <p>Forensic Science: Forensic Science 3rd edition (Cengage), 10th-12th, Mission Oak</p> <p>Intro to Robotics: Basic Robotics, 1st Edition, (Cengage), 9th-12th Tulare Union</p>		
History-Social Science	<p>World History: The Modern World, (Pearson-Savvas) 10th grade, All Sites, 2019</p> <p>World History Honors: California Modern History, The World, (McDougal Littell) 10th grade, Mission Oak 2019</p> <p>World History Honors: World History, (Houghton Mifflin Harcourt), 10th, Tulare Western & Tulare Union 2018</p> <p>AP World History: Ways of the World for the AP World History: Modern Course Since 1200, Bedford, Freeman & Worth), 10-12th grade, Tulare Union 2023</p> <p>US History: California America Through the Lens, (Cengage) 11th grade, All Sites 2019</p> <p>US History AP: America's History 9th edition (Bedford Freeman & Worth), 11th grade, All Sites</p> <p>COS History 17 & 18: Give Me Liberty 6th edition (W.W. Norton), 11th-12th, Voices of Freedom, 6th edition, (W.W. Norton) volume 1, 1st semester & Volume 2, 2nd semester Mission Oak & Tulare Western</p> <p>AP European History: A History of Western Society for the AP Course 13th Edition (Bedford, Freeman & Worth) 10th-12th, Tulare Union</p> <p>Government: Government Alive!, (TCI) 2020, 12th grade, All Sites</p> <p>Government AP: American Government Institutions & Policies 2022 (Cengage), All Sites</p> <p>Government AP: American Government Readings & Cases, (SAVVAS), 12th 2022 Tulare Western</p> <p>Economics: Economics, (Houghton Mifflin), 12th grade, All Sites</p> <p>Economics Honors: Economics, (Houghton Mifflin), 12th Grade, Tulare Western & Mission Oak</p> <p>Macro Economics: Krugman's Economics for the AP Course, (Bedford, Freeman & Worth), 12th, Tulare Western, 2019</p> <p>Cultural History: People's History of the U.S. (Harper Collins), Mission Oak</p> <p>AP Psychology: Psychology AP Myers 3rd edition (Bedford, Freeman & Worth) All Sites</p>	Yes	0%

	Psychology: Introduction to Psychology: Gateways to Mind & Behavior (Cengage), 16th ed., 9th - 12th, Tulare Western AP Human Geography: The Cultural Landscape, An Introduction to Human Geography, 13thEdition (SAVVAS), 11th-12th, Tulare Western & Mission Oak Freshman Studies: Glencoe Health & Sexuality, (McGraw Hill), 9th-12th grade, All sites How to Drive 15th edition, (AAA), All Sites Geography Alive! (TCI) digital 2018 , All Sites		
Foreign Language	Spanish 1: ¡Qué chévere! Level 1 2nd edition (Carnegie Learning) 9th -12th, All Sites Spanish 2: ¡Qué chévere! Level 2 2nd edition, (Carnegie Learning) 9th -12th, All Sites Spanish 3: ¡Qué chévere! Level 3, (Carnegie Learning) 2nd edition: , 9th -12th, All Sites Spanish 4: ¡Qué chévere! Level 3, (Carnegie Learning) 2nd edition:, 9th -12th, All Sites Spanish for Heritage Speakers: En Voz Alta,(Carnegie Learning), 9th -12th, All Sites Spanish for Heritage Speakers 2: En Voz Alta, (Carnegie Learning), 9th-12th, MO, Tulare Union AP Spanish Language 5: Abriendo Paso: Gramatica, 2014, (Pearson), 10th -12th, Abriendo Paso: Temas Y lecturas, 2014, (Pearson), 10th -12th, All Sites; Triangulo Aprobado, 2013 (Wayside Publications), 10th -12th, Tulare Western & Mission Oak AP Spanish Literature 7: Abriendo Puertas, 2013, (Houghton Mifflin), 11th -12th, All Sites Portuguese 1: Bom Dia 1, 2002, (Spinner Publications), 9th -12th, All Sites Portuguese 2: Bom Dia 2, 2002, (Spinner Publications), 9th -12th, All Sites Portuguese 3:Cidades do Mar - Nivel B1, (Porto Editora-Portugual), 9th-12th, All Sites Portuguese 4 Honors: Cidades do Mar - Nivel B2, (Porto Editora-Portugual), 9th -12th, All Sites	Yes	0%
Health	Freshman Studies: Glencoe Health & Sexuality, (McGraw Hill), 9th-12th grade, All sites	Yes	0%

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

School Facility Conditions and Planned Improvements

Accelerated Charter High School has a custodian to ensure the safety and cleanliness of the facility on a daily basis. The campus is well maintained and the grounds are kept up to date and cleaned on a weekly basis. The fire alarm system has been updated, enhanced, and tested multiple times to ensure the safety of the ACHS students and staff. The intercom system has been updated and tested to allow for emergency messages to be broadcast campus wide. Improvements have been made in classrooms as well as two shop facilities on campus. Recently the HVAC system has been updated on campus with up to date systems throughout.

Year and month of the most recent FIT report

November 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	8	11	51	53	46	47
Mathematics (grades 3-8 and 11)	0	0	18	18	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	99	97	97.98	2.02	11.34
Female	34	33	97.06	2.94	24.24
Male	65	64	98.46	1.54	4.69
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	86	85	98.84	1.16	7.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0

White	--	--	--	--	--
English Learners	28	27	96.43	3.57	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	75	97.40	2.60	9.33
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	99	97	97.98	2.02	0.00
Female	34	33	97.06	2.94	0.00
Male	65	64	98.46	1.54	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	86	85	98.84	1.16	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	28	27	96.43	3.57	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	77	75	97.40	2.60	0.00
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)	2.22	3.13	16.79	17.74	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	65	64	98.46	1.54	3.13
Female	30	30	100.00	0.00	0.00
Male	35	34	97.14	2.86	5.88
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	56	55	98.21	1.79	1.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	54	98.18	1.82	1.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Our mission is to empower all students to graduate with college, career, and life-readiness skills. The school addresses the needs of all students including career preparation through student CTE programs, Teacher professional development, industry collaboration, as well as student guidance and counseling from school personnel regarding career paths and courses of study. Job fairs, work experience and work-based learning activities, career internships, use of technology, hands-on projects, and community service projects are made available to heighten student awareness and provide relevant experience to foster success in education, training, and employment beyond high school.

Accelerated Charter High School provides an electrical program to all interested students. We have partnered with our local community college, College of the Sequoias (COS), to provide two courses to ACHS students. This dual enrollment course provides not only high school credit but college units as well. Students can take two out of the five necessary courses to become certified electricians. They are encouraged to continue in the postsecondary field, receive their certification, or continue at COS for eight more classes to become licensed electricians. These courses are provided during a student's regular day schedule on the ACHS campus. The school also includes entry-level courses in horticulture, welding, and small engines from a credentialed high school instructor. All program courses are aligned with the California (CTE) Career Technical Education Curriculum Standards.

The CTE District Advisory Partners play an important role ensuring that CTE programs are effective, relevant, and aligned with

2023-24 Career Technical Education Programs

industry standards and needs. They assist with preparing our students to be college and career ready, bridging school education and the workforce by bringing industry expertise, resources, and connections. They ensure students receive relevant, high-quality training. These partners are representatives from our local businesses, industries, higher education, and community organizations. Their involvement ensures that CTE programs meet both the current and future demands of the job market. Below are some key roles and responsibilities of CTE Advisory Partners:

- Curriculum Development and Evaluation
- Workforce Trends and Labor Market Information
- Work-Based Learning Opportunities such as job-shadowing, internships, etc.
- Industry Certifications
- Program Evaluation and Improvement
- Networking and Community Engagement
- Resource and Equipment Donations/Recommendations
- Professional Development and Training for Educators
- Employer Engagement - Connecting Students with potential employers
- Ensuring Student Equity and Inclusivity

Below are the Tulare Joint Union High School District CTE Advisory Partners:

- Tulare Chamber of Commerce
- CSET-Community Services Employment Training
- COS - College of the Sequoias
- TCOE -Tulare County Office of Education
- WIB - Workforce Investment Board of Tulare County
- ECCU- Educational Employees Credit Union
- College of the Sequoias
- Valley Strong Credit Union
- Eden's Cafe
- MainLink Printing
- LunchBox Cafe
- Pro Youth Expanding Learning
- Palo Verde Elementary School
- Tulare Adult School
- Milan Institute of Cosmetology
- Frank's Automotive
- COS Instructors
- TF Tire
- Deloitte
- Galaxy Theatre
- Tulare Police Department
- Tulare Fire Department
- Tulare Sheriff's Department
- State Senator's Office Representative
- State Farm Insurance
- Adventist Health Tulare
- Kaweah Health Hospital Visalia
- Tulare District Hospital
- Altura Centers for Health
- Ag Commissioner

For more information about Career/Technical Education, please contact:

CTE District Representative - Maria Bueno, Assistant Superintendent of Student Services and Special Projects.

maria.bueno@tulare.k12.ca.us

CTE Site Administrator - Wendi Powell, ACHS Principal wendi.powell@tulare.k12.ca.us

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	287
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	27.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	15

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	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

ACHS has a unique population of students and families. Many of our students come from blended families or single-family households. Several students come from homes where grandparents, aunts, and sisters raise them. We provide "Back to School Night" to meet our new students and families each year. We also do a one-on-one intake meeting with every student and primary caregiver before enrollment to give them an overview of our program and provide them with opportunities to be involved with their student's academics. Families can also participate in our School Site Council, which meets quarterly and our

2024-25 Opportunities for Parental Involvement

English Learner Advisory Committee. We provide Titan Celebrations every nine weeks to celebrate students' success, inform all families about activities at ACHS, and receive input on how we can best serve our students and families. The admin staff provides essential information during these meetings, such as Title 1, SSC, ELAC, LCAP, PBIS, and College Enrollment (FAFSA), CTE Programs, and other critical information about opportunities for students and families to be involved in the success of their students.

SSC- Principal, Wendi Powell

ELAC- Dean of Student, Cecilia Moraza

Titan Celebration- Principal Wendi Powell and Dean Cecilia Moraza

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	0.6	1.3	2.7	2.0	2.5	2.4	7.8	8.2	13.3
Graduation Rate	99.4	98.7	97.3	97.1	96.2	97.6	87.0	86.2	86.7

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	149	145	97.3
Female	62	60	96.8
Male	85	83	97.6
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	137	135	98.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	--	--	--
English Learners	37	37	100.0
Foster Youth	--	--	--
Homeless	18	17	94.4
Socioeconomically Disadvantaged	143	139	97.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	11	10	90.9

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	303	300	112	37.3
Female	123	122	55	45.1
Male	178	176	57	32.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	272	271	100	36.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	21	20	8	40.0
English Learners	58	58	18	31.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	292	289	108	37.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	17	17	10	58.8

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
10.56	13.17	17.16	6.03	7.12	6.18	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	0.31	0.33	0.35	0.25	0.46	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	17.16	0.33
Female	15.45	0.81
Male	18.54	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	17.65	0.37
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	19.05	0.00
English Learners	17.24	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	17.12	0.34
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	29.41	5.88

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 safety of students and staff is a primary concern of Accelerated Charter High School. All guests who arrive are greeted in an isolated reception area and cannot enter the school until they are allowed in. All guests who visit the campus must sign in before approval of entrance. ACHS has a full-time Sheriff Deputy and two security guards on campus. They provide safety and

2024-25 School Safety Plan

awareness of all the expectations on campus. Student supervision is provided by all administration staff, security guards, and school SRO. All staff are trained yearly in ALICE: Active Shooter Response Training and receive CPI training: Crisis Prevention Intervention every other year. Staff and students participate in four fire drills, two active shooter Drills, an Earthquake drill, and a disaster drill yearly. Staff are re-trained each year in August and receive their red “In Case of Emergency” folder, with up-to-date guides and roll sheets. Each folder provides a quick reference sheet on what to do in a disaster or emergency. These folders are provided to all substitutes when they arrive for the safety of the students.

Administration staff updated The Safety Plan in August and brought it to the school board for approval in December.

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	26	3	6	3
Mathematics	18	6	2	0
Science	17	5	1	0
Social Science	28	3	6	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	22	5	9	
Mathematics	20	7	1	
Science	17	5	1	
Social Science	27	1	9	

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	25	0	10	0
Mathematics	18	9	0	0
Science	15	6	0	0
Social Science	28	0	5	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	1/179

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)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
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	18359	2939	15420	102931
District	N/A	N/A	18541	\$102,422
Percent Difference - School Site and District	N/A	N/A	-18.4	0.5
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	35.5	-2.2

Fiscal Year 2023-24 Types of Services Funded

Based on 2023-2024 audited financial statements, Tulare Joint Union High School District and the board of trustees have done a great job of managing district finances as well as mediating state budget shortfalls. The list below shows how Accelerated Charter High School per pupil funding (from both restricted and unrestricted sources) is used.

State and federal categorical funding for the following support programs:

- Instructional Materials
- Home-to-School Transportation
- CTEIG
- Special Education
- Workability
- Title I
- Title II
- Title III
- Title IV
- ESSER II
- GEER
- LCAP
- K12 Strong Workforce
- Learning Loss Mitigation Funds
- In Person Instruction Grant
- Medical
- MAA
- School Climate Grant
- EPA-Education Grant
- AG Incentive Grant
- Low-Performing Schools Block Grant
- Lottery
- Community Schools Grant

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	\$66,099	\$62,635
Mid-Range Teacher Salary	\$92,344	\$101,698
Highest Teacher Salary	\$123,184	\$128,982
Average Principal Salary (Elementary)	\$0	\$0
Average Principal Salary (Middle)	\$0	\$162,013
Average Principal Salary (High)	\$161,274	\$182,697
Superintendent Salary	\$200,998	\$298,748
Percent of Budget for Teacher Salaries	29%	30%
Percent of Budget for Administrative Salaries	5%	5%

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
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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

Student Achievement Data is monitored regularly by the District and sites. Based on the data we have a number of areas that have been the focus of professional development. We continue to refine the PLC process and focus on aligning curriculum, grading, instructional practices, and interventions. In addition, ensuring appropriate supports for our Emerging Bilinguals, Special Education, and other minority student groups is in the forefront of our professional development activities.

Professional Development activities are provided to staff at the beginning of the school year. There are several online trainings

Professional Development

that staff must complete that are mandatory training activities. There are also in-person professional development activities that are provided, based on feedback from both teachers and administrators. These activities are centered on supporting classroom instruction, student behavior, and other supports needed.

The math program has changed their curriculum in Algebra 1, Geometry, and Algebra 2 therefore there has been extensive professional development in the new curriculum and the strategies to be utilized with this new curriculum. The District provides Instructional Coaches in the areas of math and ELD.

The district has contracted with Solution Tree to provide training and support to our PLCs as they continue to focus on the hard work of Collaborative Teams. The District continues to provide professional development to the core departments providing support in their process of aligning curriculum with the California Common Core State Standards, instructional strategies, and intervention practices. Instructional Technology is another highly supported area. A majority of the professional development activities are conducted during the school day with teachers being provided substitutes so they can attend the PD sessions required by the District. There are also opportunities to teachers to participate or request individual support from the coaches or access to workshops, seminars and conferences.

Additionally, staff are trained in Youth Mental Health training, CPI (Crisis Prevention Institute) training, PBIS (positive behavior interventions) and much more.

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	5	5	5