

Tulare Technical Preparatory High School and Countryside 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	Tulare Technical Preparatory High School and Countryside High School
Street	737 West Bardsley Avenue
City, State, Zip	Tulare
Phone Number	(559) 687-7400
Principal	Jonathan Farley
Email Address	jonathan.farley@tulare.k12.ca.us
School Website	tphs.tjuhsd.org
Grade Span	9-12
County-District-School (CDS) Code	CA

2024-25 District Contact Information

District Name	Tulare Joint Union High School District
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

Principal's Message

Since 1994, Tech Prep High School has been committed to offering students a personalized and supportive academic environment as an alternative to larger comprehensive campuses. Our dedicated teaching staff focus on creating a rigorous, relevant, and relationship-driven learning experience, ensuring that each student receives the attention and resources they need to succeed. We pride ourselves on fostering a close-knit community where every student can thrive.

Mission Statement

The Mission of TPHS is to provide students at-risk of not graduating due to attendance, behavior, and/or credits an opportunity to make progress towards earning a high school diploma in a safe and nurturing environment while receiving multiple levels of supports aimed at helping all students navigate life's challenges.

School Profile

TPHS is a Continuation High School within the Tulare Joint Union High School District, catering to both voluntary and involuntary students in grades 9-12. The school offers a seven-period daily schedule. Over 80% of TPHS students are involuntary, with many facing challenges such as poor attendance, disciplinary issues, and/or credit deficiencies. The primary goal of TPHS's support programs is to help students get back on track for graduation and fulfill any terms of expulsion, if applicable. To achieve this, TPHS provides a range of support services, including individual and group counseling. These services address various needs such as academics, behavior, substance abuse, anger management, and mental health. Support is delivered through collaboration with the behavior specialist, school psychologist, school social worker, Recovery Resources, Hope Horizon, Tulare County Office of Education, School Resource Officer, Attendance Officer, and school administration.

Recent student profile data shows the following:

- * Over 95% of the student body are identified as socioeconomically disadvantaged
- * 42 students have been enrolled this school year: 28 male students, 14 female students
- * The student body is largely Hispanic (86%), Whites (7%), African Americans (5%), and Other (2%)
- * Approximately 24% of students are receiving special education services
- * The suspension rate for 2023-2024 was 47% of the student population
- * The graduation rate for 2022-2023 was 73%
- * The attendance rate for 2022-2023 was 86%

Principal's Message

Countryside Community Day High School is dedicated to delivering a high-quality education through a blend of rigorous academics and targeted counseling services. This unique institution caters to students whose academic performance, behaviors, and attitudes require additional support beyond the traditional high school model. At Countryside, educators and mental health professionals collaborate closely to address the needs of Tulare's student population that has faced challenges in conventional educational settings. The school integrates standards-based academics with essential counseling and support, aiming to help students thrive both in high school and in their future endeavors. With a focus on rehabilitation, Countryside Community Day High School offers a range of support services designed to assist students and their families in achieving success.

Mission Statement

Countryside High School is a small community day school that, in conjunction with Tulare Youth Service Bureau (TYSB), helps serve the academic and mental health needs of up to forty high school students in grades 9-12 in the Tulare Joint Union High School District whose academic performance, attitudes, and behaviors warrant immediate and sometimes intense intervention. The staff is a blended team of education and mental health professionals working with parents/guardians to provide a coordinated, structured, nurturing and safe learning environment for all students. Upon graduation all students are expected to meet our PAWS learning outcomes by being Personally Geared, Academically Sound, Well Rounded, and Socially Aware.

School Profile

Countryside High School, a charter school within the Tulare Joint Union High School District, serves voluntary students in grades 9-12 on this campus. The school offers a structured daily schedule with seven classes and provides dual and concurrent enrollment opportunities with the College of the Sequoias campus, allowing students to earn college credits while completing their high school education. Students at Countryside voluntarily enroll, often with a history of poor attendance, mental health challenges, or credit deficiencies. The school's support programs are designed to help students stay on track for graduation and meet the terms of expulsion when applicable. These programs include individual and group counseling to address academic, behavioral, drug and alcohol use, anger management, and mental health needs. Services are provided by a

2024-25 School Description and Mission Statement

team that includes the teachers, school site TYSB Director, school psychologist, school social worker, Recovery Resources, Tulare Youth Services Bureau, Tulare County Office of Education, School Resource Officer, Attendance Officer, and school administration.

Recent student profile data shows the following:

- * Over 95% of the student body are identified as socioeconomically disadvantaged
- * 27 students are currently enrolled: 20 Female Students, 5 Male Students, 2 Other Gender
- * The student body population is the following: Hispanic (60%), Whites (26%), Other Asian (3%), Chinese (3%), African American (3%), and Intentionally Left Blank (3%) of the population.
- * Approximately 19% of students are receiving special education services
- * The suspension rate for 2023-2024 was 22% of the student population
- * The graduation rate for 2022-2023 was 85%
- * The attendance rate for 2022-2023 was 83%

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	3
Grade 10	9
Grade 11	15
Grade 12	8
Total Enrollment	35

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	31.4
Male	68.6
Black or African American	5.7
Hispanic or Latino	85.7
White	8.6
English Learners	22.9
Foster Youth	2.9
Homeless	11.4
Socioeconomically Disadvantaged	97.1
Students with Disabilities	20

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)	0.60	21.26	185.10	71.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.40	1.32	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	15.40	5.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	59.47	20.30	7.86	12115.80	4.41
Unknown/Incomplete/NA	0.50	18.94	34.60	13.36	18854.30	6.86
Total Teaching Positions	3.00	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)	1.10	34.00	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)	0.00	0.00	22.70	8.62	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.90	54.29	25.30	9.59	11953.10	4.28
Unknown/Incomplete/NA	0.40	11.43	18.10	6.88	15831.90	5.67
Total Teaching Positions	3.50	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)	0.70	22.29	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)	0.00	0.00	25.30	9.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	61.14	22.10	8.11	11746.90	4.23
Unknown/Incomplete/NA	0.50	16.29	20.00	7.33	14303.80	5.15
Total Teaching Positions	3.50	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
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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	1.70	1.90	2.1
Total Out-of-Field Teachers	1.70	1.90	2.1

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	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Tulare Joint Union High School District held a public hearing on September 19, 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	Yes	0.0%

	<p>Exp Rdg & Wrtg: ERWC Expository Reading & Writing Curriculum, (California State University) 12th grade, All Sites English 4 AP: Literature Reading, Reacting, Writing, 5th Edition, (Thompson Wadsworth), 12th Grade, Tulare Union English 4 AP: How to Read Literature Like a Professor, (Harper Collins), 2017, 12th grade Mission Oak & Tulare Union 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 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 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 ELD 1: Edge Level Fundamentals, (Houghton Mifflin); 2014, Mission Oak, Tulare Union, Tulare Western ELD 2: Edge Level B, (Houghton Mifflin); 2014, Mission Oak, Tulare Union, Tulare Western 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 Geometry & Honors: Reveal Math Geometry, (McGraw Hill), 9th-12th, All Sites Algebra 2 & Honors: Reveal Math Algebra 2, (McGraw Hill), 9th-12th, All Sites Pre-Calculus - Pre-Calculus: Graphical, Numerical, Algebraic AP Edition 11th edition 2024 (Pearson-Savvas) 11th & 12th, All Sites Pre-Calculus AP - Pre-Calculus: Graphical, Numerical, Algebraic AP Edition 11th edition 2024 (Pearson-Savvas) 11th & 12th, All Sites Calculus A/B & B/C AP: Calculus for AP: A Complete Course 1st edition 2019 (Cengage), 11th & 12th, All Sites Statistics: Statistics and Probability with Applications, 3rd edition (Bedford, Freeman & Worth), 12th grade, Mission Oak & Tulare Union AP Statistics: The Practice of Statistics for AP 7th Edition, (Bedford Freeman), 12th grade, All Sites Tech Math: Foundation in Personal Finance, (Ramsey Solutions), 9th-12th, All Sites 2022</p>	Yes	0.0%
Science	<p>Intro to Physical Science: Inspire Physical Science with Earth (McGraw Hill), 9th-12th, All Sites 2021 Biology: Inspire Biology (McGraw Hill), 9th-12th, All Sites Biology Honors: Inspire Biology (McGraw Hill), 9th-12th, All Sites Biology Honors: Biology for the AP Course, 2022 (Bedford/Freeman/Worth), 10th – 12th, Mission Oak</p>	Yes	0.0%

	<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> <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>	Yes	0.0%

	<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> <p>Psychology: Introduction to Psychology: Gateways to Mind & Behavior (Cengage), 16th ed., 9th - 12th, Tulare Western</p> <p>AP Human Geography: The Cultural Landscape, An Introduction to Human Geography, 13thEdition (SAVVAS), 11th-12th, Tulare Western & Mission Oak</p> <p>Freshman Studies: Glencoe Health & Sexuality, (McGraw Hill), 9th-12th grade, All sites</p> <p>How to Drive 15th edition, (AAA), All Sites</p> <p>Geography Alive! (TCI) digital 2018 , All Sites</p>		
Foreign Language	<p>Spanish 1: ¡Qué chévere! Level 1 2nd edition (Carnegie Learning) 9th -12th, All Sites</p> <p>Spanish 2: ¡Qué chévere! Level 2 2nd edition, (Carnegie Learning) 9th -12th, All Sites</p> <p>Spanish 3: ¡Qué chévere! Level 3, (Carnegie Learning) 2nd edition: , 9th -12th, All Sites</p> <p>Spanish 4: ¡Qué chévere! Level 3, (Carnegie Learning) 2nd edition:, 9th -12th, All Sites</p> <p>Spanish for Heritage Speakers: En Voz Alta,(Carnegie Learning), 9th -12th, All Sites</p> <p>Spanish for Heritage Speakers 2: En Voz Alta, (Carnegie Learning), 9th-12th, MO, Tulare Union</p> <p>AP Spanish Language 5: Abriendo Paso: Gramatica, 2014, (Pearson), 10th -12th, Abriendo Paso: Temas Y lecturas, 2014, (Pearson), 10th -12th, All Sites;</p> <p>Triangulo Aprobado, 2013 (Wayside Publications), 10th -12th, Tulare Western & Mission Oak</p> <p>AP Spanish Literature 7: Abriendo Puertas, 2013, (Houghton Mifflin), 11th -12th, All Sites</p> <p>Portuguese 1: Bom Dia 1, 2002, (Spinner Publications), 9th -12th, All Sites</p> <p>Portuguese 2: Bom Dia 2, 2002, (Spinner Publications), 9th -12th, All Sites</p> <p>Portuguese 3:Cidades do Mar - Nivel B1, (Porto Editora-Portugual), 9th-12th, All Sites</p> <p>Portuguese 4 Honors: Cidades do Mar - Nivel B2, (Porto Editora-Portugual), 9th -12th, All Sites</p>	Yes	0%
Health	<p>Freshman Studies: Glencoe Health & Sexuality, (McGraw Hill), 9th-12th grade, All sites</p>	Yes	0.0%

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

School Facility Conditions and Planned Improvements

Situated on approximately two acres Tulare Tech Prep High School was originally constructed in 1968. The campus is currently comprised of eight classrooms. In 2019 the entire exterior of campus received a fresh coat of paint.

Cleaning Process

Tulare Tech Prep High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial/maintenance staff to ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Tulare Tech Prep High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Tulare Joint Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority while repair requests are completed efficiently and in the order in which they are received.

At the time of publication, 100% of the school's restrooms were in working order. The following chart displays the results of the most recent school facilities inspection.

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
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)	0	6	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	18	16	88.89	11.11	6.25
Female	--	--	--	--	--
Male	15	15	100.00	0.00	6.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	16	88.89	11.11	6.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	15	88.24	11.76	6.67
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	18	16	88.89	11.11	0.00
Female	--	--	--	--	--
Male	15	15	100.00	0.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	16	88.89	11.11	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	15	88.24	11.76	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)	0.00	0.00	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	13	12	92.31	7.69	0.00
Female	--	--	--	--	--
Male	11	10	90.91	9.09	--
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	12	92.31	7.69	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Tech Prep And Countryside High School at this time do not offer a CTE Program Pathway. In prior years students interested in CTE coursework would take courses in Health Occupations and/or Certified Nursing Assistant classes at the comprehensive school site. Tech Prep is regularly exploring avenues to providing a CTE Program Pathway to its students on campus.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	65.71
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	80.0%	80.0%	80.0%	80.0%	80.0%

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

TPHS parents are sometimes apprehensive when first enrolling their child but later are often very appreciative and supportive of the educational and mental health programs at both campuses. Parents are given school and staff contact information upon enrollment and receive either notices, personal phone calls, or automated calls regarding opportunities to participate in

2024-25 Opportunities for Parental Involvement

organized activities such as Back To School Night, School Site Council, Safety Committee, WASC Accreditation, and Sporting events. Parents who wish to sit-in on their child's class are expected to notify the principal in advance and arrangements will be made with the teacher or teachers. Also, parents with internet access can access student information such as grades and attendance via the Aeries parent portal. The administration and staff at Tech Prep High School maintain an open door policy and are available to meet and discuss parent/student concerns at almost any time of the school day.

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	18.2	26.7	--	2.0	2.5	1.4	7.8	8.2	8.9
Graduation Rate	72.7	73.3	--	97.1	96.2	98.3	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	--	--	--
Female	--	--	--
Male	--	--	--
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	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
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	57	50	43	86.0
Female	18	14	14	100.0
Male	39	36	29	80.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	51	45	40	88.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	12	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	56	49	42	85.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	11	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.

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
46.51	37.04	28.07	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	0	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	28.07	0.00
Female	44.44	0.00
Male	20.51	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	29.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	8.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	28.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	27.27	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 safety of students and staff is a primary concern of TPHS administration. The addition of a full time School Resource Officer in 2013-14 has helped to increase feelings of physical safety among students, staff, and parents. The school currently

2024-25 School Safety Plan

follows the ALICE model for responding to an intruder on campus and a metal detector is used on all students upon entry to campus to deter anyone from bringing a weapon onto school grounds. All guests to the campus must sign in at the administration office for approval to be on campus. Student supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among administration, school resource officer, security, and staff. Numerous cameras are used for additional campus monitoring and security.

To safeguard the well-being of students and staff a comprehensive School Site Safety Plan has been developed with updates occurring every fall. Any revisions made to the plan are reviewed with the staff at schoolwide staff meetings and with students during announcements or student assemblies. Key elements of the Safety Plan focus on the following: disaster response procedures, child abuse reporting procedures, suspension and expulsion policy, sexual harassment policy, teacher notification of dangerous pupils procedures, and safe ingress and egress of pupils, parents, and school employees. Tech Prep and Countryside High School have implemented Positive Behavior Intervention and Support program which includes an incentive plan for positive behavior, attendance, and successful course completion.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills including fire, earthquake, and intruder drills are practiced during multiple times during the school year. ALICE scenarios are practiced with staff in the Fall and Spring semesters. Students participate in an ALICE presentation where the ALICE philosophy is explained.

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	8	3		
Mathematics	5	4		
Science	6	2		
Social Science	7	2		

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	7	6		
Mathematics	9	4		
Science	12	2		
Social Science	12	2		

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	8	2		
Mathematics	13	1		
Science	9	3		
Social Science				

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
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	45164	6872	38292	109776
District	N/A	N/A	18541	\$102,422
Percent Difference - School Site and District	N/A	N/A	69.5	6.9
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	112.2	4.2

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 Tulare Tech Prep 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/csl/>.

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	
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

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