



*"We Create Futures"*

2017-18  
Year End Summary  
For the Period Ending June 30, 2018

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Administrative Services  
September 11, 2018

# Table of Contents

<b>I. 2017-18 Year End Summary</b>	
a. Board Members and Administration.....	3
b. VUSD Belief Statement.....	4
c. Executive Summary and Year in Review .....	7
d. Highlights of 2017-18.....	8
e. Department Highlights.....	9
i. Administrative Services.....	9
ii. Human Resources Development.....	21
iii. Instructional Services.....	29
f. Enrollment and Average Daily Attendance (ADA).....	39
g. Unaudited Actuals.....	40
i. Unrestricted General Fund.....	40
ii. Restricted General Fund.....	44
iii. Other District Funds.....	46

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This and other financial & Budget documents of the Visalia Unified School District are  
posted on the web site:

[www.vusd.org](http://www.vusd.org)

For questions, please contact Kyla Johnson, Finance Director at (559) 730-7534 or  
kjohnson02@vusd.org

# Board Members

Board President – William A. Fulmer, Area 7  
Board Clerk – John L. Crabtree, Area 4  
Member – Juan R. Guerrero, Area 2  
Member – Jim L. Qualls, Area 3  
Member – Charles E. Ulmschneider, Area 1  
Member – Lucia D. Vazquez, Area 6  
Member – Vacant, Area 5

Additional information regarding the governing board is available at [www.vusd.org](http://www.vusd.org)

# Administration

Todd Oto, Ed.D. – Superintendent  
Robert Gröeber – Assistant Superintendent, Administrative Services  
Tamara Ravalín, Ed.D. – Assistant Superintendent, Human Resources Development  
Melanie Stringer, Ed.D. – Assistant Superintendent, Instructional Services  
Judy Burgess, Ed.D. – Area Superintendent  
Jacquie Gaebe – Area Superintendent  
Angela Sanchez – Area Superintendent  
Nathan Hernandez – Chief Financial Officer  
Dedi Somavia – Administrator, Human Resources Development

Report prepared by: Kyla Johnson, Finance Director



# BELIEFS of the Visalia Unified School District

**WE EXIST TO PROVIDE STUDENTS WITH AN EDUCATION THAT AFFORDS THEM LIMITLESS OPPORTUNITIES FOR THE FUTURE**

## **We Believe ...**

### **EVERY STUDENT CAN LEARN**

*Every child can engage in rigorous learning and can achieve at high levels.*

### **LEARNING IS CONSTANT, TIME AND RESOURCES ARE VARIABLE**

*Our focus is on learning, not just teaching. We will support students and adults to ensure that learning occurs.*

### **WE WORK IN TEAMS**

*Together, we can do more and better.*

### **FAMILIES HAVE THE MOST INFLUENCE IN A CHILD'S LIFE**

*The family is profoundly important in a child's emotional, social, and cognitive development.*

### **THE TEACHER IS THE MOST INFLUENTIAL PERSON IN A STUDENT'S EDUCATIONAL LIFE**

*The teacher-student relationship is the most important one in our organization.*

### **THE PRINCIPAL IS THE MOST INFLUENTIAL PERSON IN THE SCHOOL**

*The site principal leads and coordinates the services that support the teacher-student relationship.*

### **EVERY PERSON IN OUR SCHOOL COMMUNITY HAS VALUE**

*We respect and value every person who engages in our community.*

### **WE ARE ALL ACCOUNTABLE FOR EVERY STUDENT'S FUTURE**

*Each of us has an important role in the development of children.*

### **THE DIVERSITY IN OUR COMMUNITY IS AN ASSET**

*The students who attend our schools and their families are diverse in many ways, and we value the qualities that this diversity brings to our schools and to our community.*

### **ETHICS MATTER**

*We must develop the highest ethical standards in our students and model those standards ourselves. Our values include hard work, excellence, perseverance, trustworthiness, caring, responsibility, respect, fairness, and citizenship.*





# District Wide GOALS for 2017~22

**WE EXIST TO PROVIDE STUDENTS WITH AN EDUCATION THAT AFFORDS THEM LIMITLESS OPPORTUNITIES FOR THE FUTURE**

**To attain this goal, our organization will:**

**1. ENGAGE STUDENTS IN A CHALLENGING CURRICULUM AND PROVIDE THEM THE SUPPORT TO BE SUCCESSFUL**

- 1.1 - Maintain consistently high academic standards in a curriculum that is relevant to each student's chosen path*
- 1.2 - Provide equitable opportunities for every student to succeed*
- 1.3 - Provide systematic and reliable access to services that support academic development*

**2. SUPPORT A DISTRICT-WIDE COLLABORATIVE CULTURE FOR STUDENTS AND ADULTS FOCUSED ON LEARNING AND RESULTS**

- 2.1 - Establish a district-wide professional learning community*
- 2.2 - Engage the community fully as a partner in the education of students*
- 2.3 - Provide systematic and relevant opportunities for parents to participate in the education of their children*
- 2.4 - Communicate effectively with parents and the community*

**3. MAINTAIN A CARING AND ENCOURAGING LEARNING ENVIRONMENT FOR STUDENTS AND ADULTS**

- 3.1 - Ensure safe, secure, healthy, and positive environments that promote a sense of significance and belonging*
- 3.2 - Provide systematic and reliable access to services that support social and emotional development*

**4. RECRUIT, HIRE, AND RETAIN HIGHLY QUALIFIED, TALENTED, AND PRODUCTIVE STAFF**

- 4.1 - Aggressively recruit and hire highly qualified staff members who reflect the demographics of our students and community*
- 4.2 - Ensure competitive salary and benefits for all staff*
- 4.3 - Provide systematic and relevant certificated, classified, and management support services*

**5. ALIGN RESOURCES TO SUPPORT DISTRICT GOALS, STUDENT ACHIEVEMENT, AND SCHOOL SITES**

- 5.1 - Effectively manage resources to strengthen our fiscal foundation, maintain prudent reserves, and meet funding requirements for retiree health insurance and increases to employee retirement systems*
- 5.2 - All schools, facilities, and grounds will be clean, safe, secure, and well-maintained*
- 5.3 - Refine VUSD facility plans to align with the Measure E Implementation and Facility Master Plan*
- 5.4 - Plan for and open new schools that support the strategic interests of the district and the community*
- 5.5 - Maintain total transparency in all services and projects and be accountable to the community*



# Our Vision of a Visalia Unified Graduate



## **Critical Thinker**

- Looks at things from different perspectives
- Questions, analyzes, and perseveres
- Explores and values multiple solution pathways
- Makes reasoned and logical judgments
- Evaluates the relevance and reliability of information
- Builds new ideas or thinking
- Makes good choices



## **Collaborative**

- Leverages team members' strengths
- Values diverse thinking
- Focuses on shared outcomes
- Listens actively
- Shares responsibility but holds individuals accountable
- Is a productive member of a group



## **Communicator**

- Understands and attends to audience and purpose
- Uses multiple formats (oral, written, presentation, video)
- Understands visual cues and contextual nuances
- Is expressive and receptive of thoughts, questions, ideas, and solutions



## **Creative**

- Allows exploration of new approaches to problems
- Thinks fluidly to build meaning
- Opposes fear of failure by sparking innovation
- Supports "mental plasticity"



## **Civic-minded**

- Makes ethical choices
- Is a contributing member of the community
- Is informed and law-abiding
- Participates and votes
- Is concerned for the greater good
- Celebrates the success of others
- Is positive in outlook and has a growth mindset



# Executive Summary

## The Year in Review

The Unaudited Actuals Report is the district's final budget report for the fiscal year until the Annual Financial Report or audit is presented in January. This report is a snapshot of District activity as of June 30, 2018.

Progress toward full funding under the Local Control Funding Formula (LCFF) model saw great gains in 2017-18. At the end of the 2017-18 fiscal year, districts, on average, were about 96% fully funded. As in prior years, the LCFF gap funding percentage was revised by the state several times during the budget development process. The Governor's January 2017 budget proposal for the 2017-18 year initially proposed closing the gap between the 2016-17 LCFF funding level and full LCFF

implementation targets by 23.67%. That figure increased with the May Revise budget proposal to 43.97% and settled slightly lower at 43.19% under the budget signed by the Governor in June 2017. The LCFF gap funding percentage continued to fluctuate slightly during the year based on various factors at the state level with the final number for 2017-18 landing at 44.97% at year end. This final change brought Visalia Unified almost 97% of the way toward full LCFF implementation.



Once LCFF reaches full funding, increases will be based on inflation and adjusted by the Cost of Living Adjustment (COLA). For 2017-18 the COLA is just 1.56%; however, pension and other costs are increasing at double that rate of over 3%.

The certificated and classified bargaining units reached an agreement with the District to provide a 2.5% salary increase for the 2017-18 year.

California State Teachers Retirement System (STRS) and California Public Employees Retirement System (PERS) rates paid by the district in 2017-18 increased over the prior year. The STRS rates were implemented by the state to offset shortfalls in the retirement program. The percentage of salary contributed to STRS by the district on-behalf of its teachers rose from 12.58% in 2016-17 to 14.43% in 2017-18. School district STRS contribution rates are expected to climb annually until 2020-21 when they are projected to reach 19.10%. PERS retirement rates for classified staff also grew slightly in 2017-18 going from 13.888% in 2016-17 to 15.531% in 2017-18. PERS rates are expected to increase to 19.80% by 2020-21.

The District has taken actions to mitigate these cost increases, opening a pension trust account with one-time funding in 2016-17. During 2017-18, the District maintained \$6,535,200 in the pension trust account. In addition, VUSD maintains a reserve for economic uncertainties at 15% per Board policy.



# Highlights of 2017-18

- Grand Opening of Riverway Elementary School
- Opening of Global Learning Charter School
- Started construction of our newest elementary school on the corner of Denton and Ferguson
- The Academic Learning Center opened at Pinkham elementary and is supporting 48 students in grades K-6
- Completed Phase II of Prop 39 energy efficiency projects
- Negotiated a contract with Tyler Munis to implement a new Business Information System (BIS)
- 70% of our students in grades TK-2 grew more than one grade level in reading
- Cut utility consumption by 18.7% resulting in a savings of \$5,826,600 over 4 years
- Installed rechargeable battery system to help with storing energy and power conservation
- Twenty-two (22) modular classrooms were added to 10 sites over summer for grade span adjustments and increased enrollment
- 40% of our students are considered “prepared” in meeting the college and career readiness criteria
- All 39 sites were approved for Community Eligibility Provision (CEP) which allows students at all those sites to eat breakfast and lunch at no cost
- Implementation of the new Print Shop software to allow staff to print directly to the Print Shop
- The Linked Learning Academies continues to grow with over 1,300 students in all academies; 160 students were placed in internships this summer
- Completed migration and upgrade of the District’s website
- Awarded a second five year grant to support up to 35 classified employees in their goal to become teachers
- Served 3,139 employees or dependents through 7,799 appointments at our VUSD Health clinic
- 66% of 8<sup>th</sup> grade math scores increased as compared to previous year
- Transportation transported 1,564,615 students safely
- Three sites participated in the Tulare County Office of Education Quality Rating Improvement System (QRIS) and were awarded high ratings during their review
- Re-launched Positive Behavior Intervention & Supports (PBIS) to align our District to the national model for implementation
- Health Services performed 129,950 student health office visits
- Tulare County Step-Up Youth Challenge awarded Ridgeview and Divisadero with a \$2,500 check to support future community projects
- Graduation rate was 91.7%
- VUSD credit rating from S&P increased from A+ to AA-
- Issued \$59.8 million in Certificates of Participation to complete Measure E projects





# 2017-18 Department Highlights

## Administrative Services

### Budgeting & Attendance Accounting

Budgeting is committed to providing sound financial planning to ensure effective decision making in support of the District's educational and financial goals. The budget reflects the labor and material resources required to fulfill the goals and objectives outlined by the Board. The budget serves as an operational plan, stated in financial terms, for carrying out the goals of the school system.

The District-wide budget development process is a collaborative process involving many stakeholders including school site personnel, School Site Councils (SSCs), department managers and directors, Finance, the Superintendent and Cabinet, and the Board of Education. The budget preparation process begins each year in January and continues through June with the adoption of the budget by the Board of Education. The budget is then brought back to the Board at First and Second Interim in December and March.



Attendance Accounting is required to ensure that students meet compulsory attendance laws. The State mandates that "All students between the ages of six and eighteen are required to be enrolled in school." The District is responsible for the whereabouts of students enrolled in the district. Student attendance is very important as it generates approximately 83.4% of the district revenues. In addition average daily attendance (ADA) serves as the basis for site based allocations. Maintaining accurate, reliable, and auditable attendance records is, therefore, critical to the district.

Budgeting maintained approximately \$390 million for 17 District funds and 29,176 accounts.

Attendance Accounting tracked attendance for approximately 28,879 students which totaled 5,198,220 days. The estimated 2017-18 LCFF funding per ADA is 10,108.60 or \$56.16 per day.

### Business Information Systems

Business Information Systems Department (BISD) provides and supports the primary Financial/Human Resources information system (BIS), the Service Request Tracking System (SRTS), the Process Automation System (PAS), an interface to the online requisition service Epylon for purchasing, and custom software used to meet unique VUSD needs. All VUSD staff

are served in one or more ways. The BIS produces mandatory reports required to meet many regulatory agency requirements including PERS, STRS, Franchise Tax Board (FTB), Employment Development Department (EDD), Social Security Administration (SSA), Internal Revenue Service (IRS), and Tulare County Office of Education (TCOE). The BIS is also used to produce all district paychecks, auto-deposits, vendor checks, and provide for production of vendor 1099's, employee W-2's, and Affordable Care Act (ACA) reporting.

The SRTS is used by all district personnel while the Epylon online interface is used to purchase supplies electronically by over 900 district employees. District managers are provided access to budget, purchasing, expense, and employee absence information via the BIS. BISD developed and supports custom software used by Finance, HRD, and State/Federal Projects, for unique VUSD needs. BISD staff continues to support automated work flows for restricted funds use credit card approvals and print ship orders through the PAS system while a new system is being phased in. BISD oversaw the process of evaluating proposals for a new, 21<sup>st</sup> century BIS, negotiated a contract with the chosen vendor, and has been acting as Project Manager and VUSD functional manager for security and system administration on the new system while continuing to provide services with our existing BIS. The 21<sup>st</sup> Century BIS project involves all HR and Administrative Services departments and personnel and will provide the primary tools for business information processing, recording, maintenance, and reporting for many years to come.

## Custodial

The 2017-18 school year was another big year for the Custodial Department. With the opening of Riverway Elementary School, Custodial added to its daily cleaning schedule 53,520 square feet; bringing a grand total of 2,817,679 square feet that is cleaned, secured, and prepared for the next business day.

Custodial is comprised of 160 crew members broken down to five (5) high school site custodians, five (5) middle school site custodians, 26 elementary school site custodians, eight (8) Gym Custodians, four (4) high school night crew teams, and 13-five member traveling teams, a floor crew team and the Utility team. Traveling teams average 110,000 square feet per route.



We are One Team! One Mission! We are here to support the VUSD students, staff, and our community.

## Energy Conservation

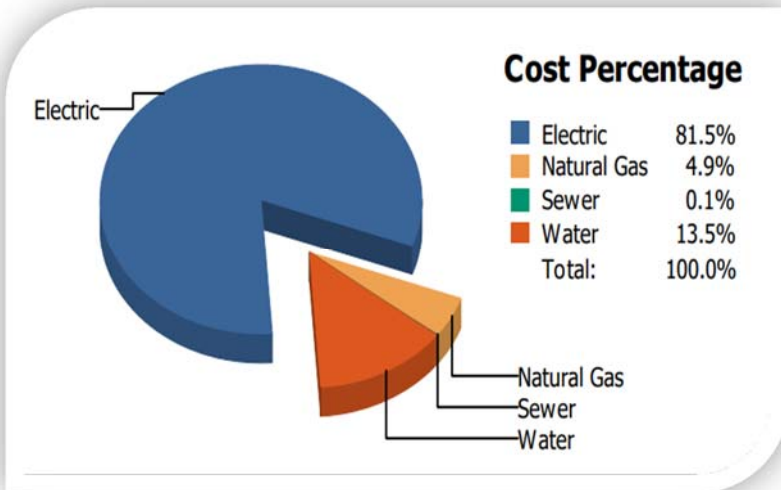
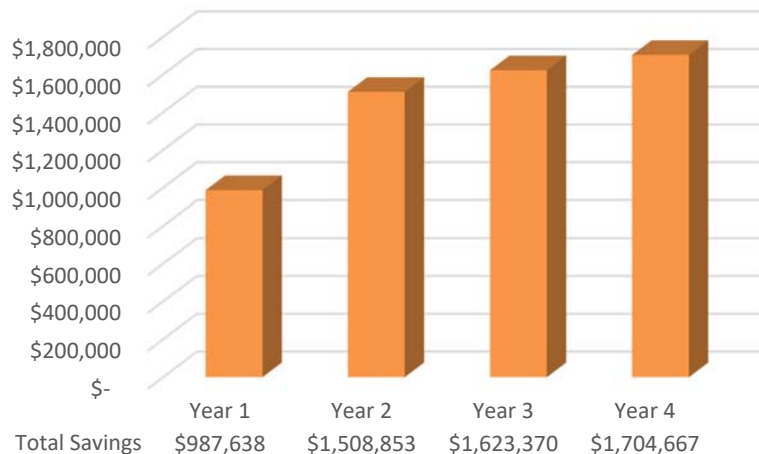
The Energy Specialists' primary focus over the past year has been maintaining accountability for energy consumption at every level District wide. The two Energy Specialists continue to be responsible for the

development and monitoring of all aspects of the District's Energy Conservation Program.

The Energy Specialists work with staff at all district owned sites to ensure HVAC systems are operating efficiently and programmed correctly. They also validate irrigation system operation, review and measure natural gas consumption, and report on various findings throughout the facilities. During the past year the Energy Specialists have developed an online

shutdown checklist which has resulted in a tremendous increase in shutdown participation by staff. Because of this new system, there has been an overall increase in communication between Energy Specialists and all staff, ultimately aiding in the creation of the best possible educational environment for VUSD students across the district.

Year by Year Energy Program Savings



The Energy Specialists are also responsible for maintaining VUSD's online EnergyCap data base, which now holds over 22,145 utility bills. This total includes all the electric, gas, water, and sewer invoices received by VUSD since September 2013. In addition to managing this database, the Energy Specialists work closely with utility providers, ensuring that each individual meter is assigned to the most beneficial utility rate schedule, based on their established usage patterns.

Through the continued implementation of the Energy Conservation Program, VUSD has cut utility consumption by 18.7% resulting in a savings of over \$5,826,600 during the period of April 2014 - March 2018. Additionally, through the Conservation Program, VUSD has eliminated 4,396 Metric Tons of Greenhouse Gas emissions, which is the equivalent of removing 1,028 cars from the road for one entire year, or planting 126,566 trees.

## Facilities

The 2017-18 school year saw the grand opening of Riverway Elementary School, Visalia Unified's newest campus. Riverway features 21<sup>st</sup> century learning design elements which includes stained and polished concrete floors, monitors in-lieu of projectors, next generation furniture, and solar shade structures.

Last summer was busy with many projects being completed successfully in anticipation of the 2017-18 school year. Phase 3 of solar shade canopy installations at Manuel Hernandez, Shannon Ranch, Oak Grove, Annie R. Mitchell, Cottonwood Creek, Four Creeks, Ridgeview Golden West/Adult School, El Diamante, and VTEC were officially producing renewable energy in July. New traffic circulation gates at Golden West, as well as a new parking lot expansion at Cottonwood Creek were completed to improve traffic circulation. Three new modular buildings were installed at Sycamore Valley Academy to facilitate their 5<sup>th</sup> and 6<sup>th</sup> grade programs. Highland's north modular restroom building underwent a major renovation due to the building showing heavy signs of wear and tear. VUSD's Global Learning Charter School opened in August 2017 with 16 classrooms getting painted and receiving new instructional TV monitors. Pinkham received a new handicap drop off on Pinkham Ave directly in front of the main entrance gate to accommodate for accessibility need. Lastly, Annie R. Mitchell and Blue Oak Academy received new play structures for their campuses.



and power conservation.

The second phase of Prop 39 energy efficiency projects were completed successfully at Mt. Whitney, Mountain View, Hurley, Redwood and Pinkham Elementary in August 2017. Phase III is currently in planning which includes Goshen, Ivanhoe, Green Acres, Mineral King and Golden West. Rechargeable battery systems were also installed in December at Divisadero, Shannon Ranch, Cottonwood Creek, Oak Grove, and El Diamante to help with storing energy

VUSD's newest elementary started construction this Spring. It will be located on the corner of Denton and Ferguson and is on schedule to be complete August 2019. This campus is utilizing the same plans as Riverway Elementary featuring 21<sup>st</sup> century learning environment and solar shade structures.

This summer, VUSD has many projects underway with completion dates scheduled for early August just in time for the 2018-19 school year. Goshen Elementary has begun demolition for their campus modernization through the Measure E Bond. Their modernization includes full upgrades to original classroom buildings including wall treatments, cabinetry, furniture, and instructional monitors. Goshen will also receive a new multi-use building which will include a library, teacher work room and front office. In addition, a new expansion to



Goshen's west parking lot will improve parent pick-up and drop-off, as well as provide a single point of entry for student safety. Royal Oaks Elementary will also be receiving a modernization to two classroom wings which include new wall treatments, cloud ceilings, and updated technology.

Mt. Whitney High School and Redwood High School both have HVAC projects in motion to remove old boiler chiller systems. At Mt. Whitney, 4 classroom wings which includes 23 classrooms, the original two story academic building which includes 8 classrooms, and administration offices will receive a new HVAC system. At Redwood High School, their two story academic building with a total of 15 classrooms will receive a new HVAC system.

## Finance

Finance manages all aspects of district financial operations including general accounting, internal control, accounts payable, accounts receivable, payroll, and retirement reporting.

Accounting is responsible for paying District invoices, employee reimbursements, collecting and depositing cash receipts, monitoring student activity funds, and reconciling the District's bank accounts. Accounts Receivable is responsible for maintaining records of all monies owed to the District as well as sending out monthly invoices. Payroll is responsible for paying nearly 4,500 employees including full-time, part-time, temporary, substitute, and student employees. In addition to employee compensation, Payroll is responsible for monthly retirement reporting to California State Teachers Retirement System (CalSTRS), California Public Employees Retirement System (CalPERS), and Public Agency Retirement Services (PARS). Internal Control includes monitoring District financial and program compliance, researching federal and state laws and regulations, assisting in establishing policies and procedures that enhance our District operations, and making public information accessible to interested parties.

During FY 2017-18, Finance provided the following services:

- Provided Associated Student Body (ASB) training to all District staff involved with student body funds through Fiscal Crisis & Management Assistance Team (FCMAT)
- Provide monthly cash flow monitoring and reporting to the Board
- Assisted Visalia Technical Early College (VTEC) with implementing a new student body store which incorporated items grown by VTEC students
- Held quarterly and bi-annual Associated Student Body meetings with all sites which have student body activity to provide updates and an open place for discussion of issues and solutions

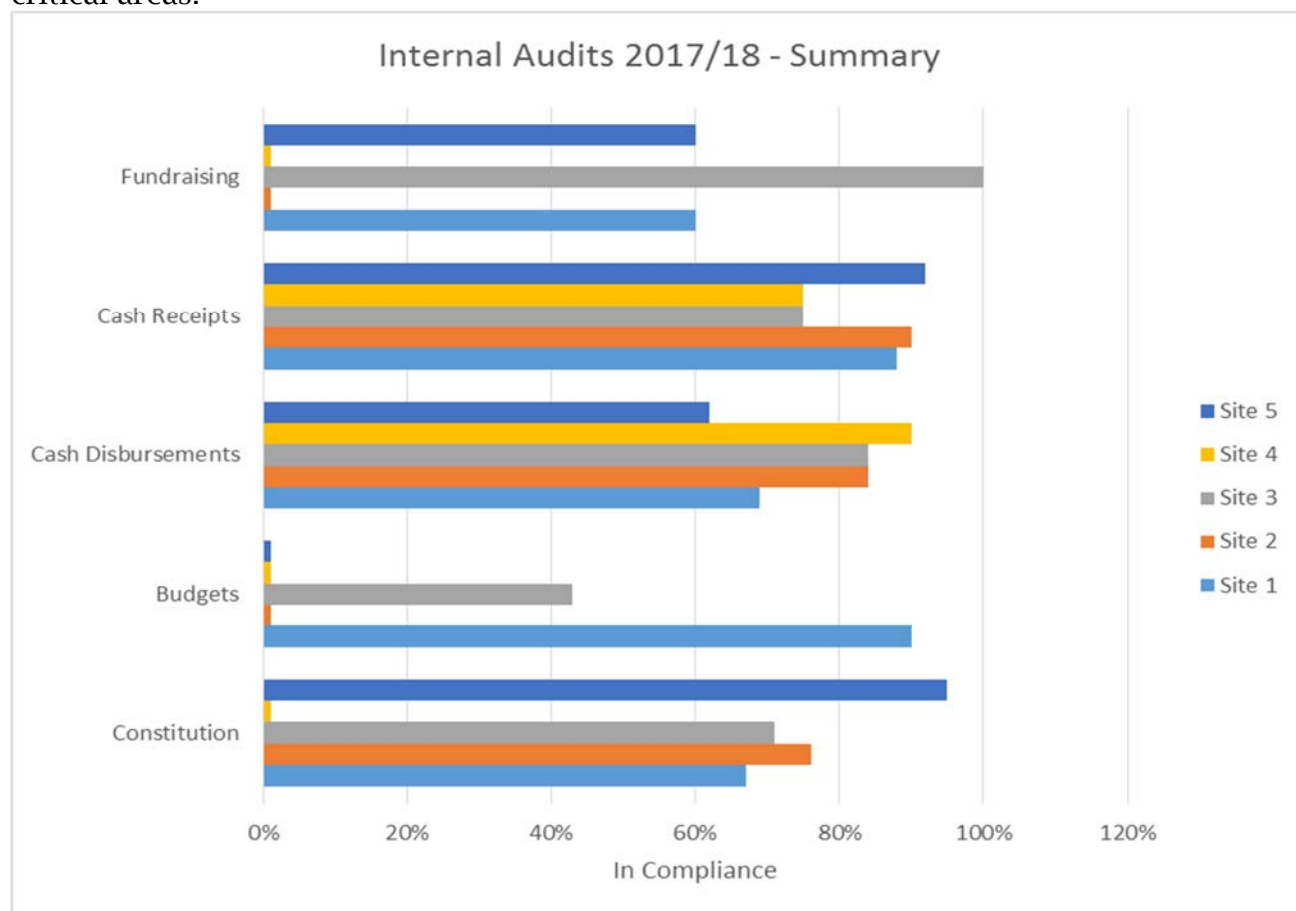
Also, internal audits were conducted on 5 randomly selected sites within the District. The audit scope and objectives are to ensure appropriate procedures and controls are in place; compliance with requirements of the Financial Crisis and Management Assistance Team (FCMAT), Associated Student Body Accounting Manual, California Education Code, and Board policies; and to determine that expenditures have adequate supporting documentation and that record keeping is sufficient to assure accurate accounting.

Review at these sites included the following main critical areas:

- Fundraising - Ensures proper forms are used, that fundraisers are not prohibited by Education Code or Board Policy, and proper approval was received.

- Cash Receipts – Ensures all deposits contain proper support, proper documentation is utilized, deposit forms can be traced to bank, and recording of receipt is done timely.
- Cash Disbursements – Ensures all expenditures are supported by proper documentation, appropriate approvals were received prior to purchase, and the expenditure directly promotes the welfare, morals, or education experience of the students.
- Budgets – Ensures proper budgeting processes are completed and proper approvals were obtained.
- Constitutions – Ensures all active clubs have a complete constitution on file which outlines critical areas of the clubs purpose, operations, and activities.

The chart below demonstrates how much each site is in compliance within each of these critical areas:



Additionally, Finance issued the following:

- 13,620 Accounts Payable warrants
- 6,202 Payroll warrants
- 41,581 Payroll Automatic Payroll Deposit
- 447 1099's
- 4,558 W-2's
- 16 public records requests

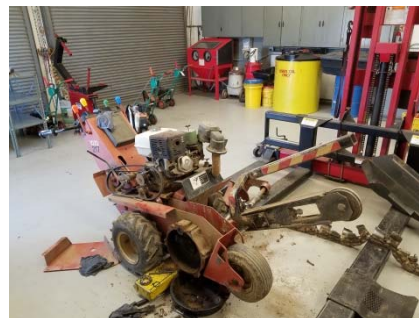
## Maintenance & Operations

Maintenance & Operations, which is comprised of grounds and maintenance activities, is responsible for maintaining all District facilities.

Grounds maintained and serviced over 1,750 pieces of equipment and provided garden areas for all elementary school sites as well as other district sites. Service and coverage was also provided to over 150 events in our two stadiums, as well as service and equipment to District sponsored “outside events” such as the Waiters Race and Taste of the Arts. Grounds also provided irrigation and pest control to 40 sites. During FY 2017-18 Grounds



provided annual grid pruning covering 12 sites and 250 trees, all without disrupting classroom time. New irrigation system was installed at Valley Oak Athletic field. Lastly, Grounds is responsible for providing clean and well balanced pools for students and the community. All this is accomplished by a very small group of great employees with an extremely low injury and excellent attendance record.



The Maintenance Department resolved over 10,000 work orders this past year. Maintenance undertook several projects this past summer. These projects included 15 flooring replacements, 14 asphalt/concrete replacements/repairs, 3 lighting projects, 7 roofing projects, and 6 remodeling projects.

Twenty-two (22) modular classrooms were added to 10 sites this summer for grade span adjustments and increased enrollment.

## Nutritional Services

The Nutritional Services Department (NSD) operates the School Breakfast Program, the National School Lunch Program, and the After-School Snack Program throughout the District. During the 2017-18 school year, the Nutritional Services Department served 1,052,450 breakfasts, 2,940,490 lunches, and just over 77,000 after-school snacks. The department also operated the Fresh Fruit and Vegetable Program (FFVP) grant at 5 sites. The FFVP grant program served over 60,000 pounds of fresh fruit and/or vegetable snacks during the 2017-18 school year combined at the 5 participating sites.

The 2017-18 school year opened with a new elementary school, Riverway. This school was built with a satellite warming kitchen. The kitchen is supervised by a Nutritional Services Supervisor housed at Ridgeview Middle School and is operated by 2 kitchen staff members and a cafeteria cashier. The breakfast and lunch meals are prepared daily at Ridgeview and delivered just in time for both meals at Riverway Elementary. Riverway served an average of 150 breakfasts and 450 lunches daily during its opening school year.



Nutritional Services, as in prior years, continues to partner with Ag Link and several local produce vendors to ensure the procurement of produce from local farmers for our produce stands, salads, and wraps. During the 2017-18 school year, the Nutritional Services Department purchased seasonal, fresh, local produce such as apples, grapes, oranges, persimmons, watermelon, peaches, and nectarines.

The Food Production Center cuts and bags thousands of pounds of fruits and vegetables every school year. These fresh cut and packaged produce items are displayed on custom NSD produce stands so that students may choose their fruit or vegetable at each meal.

The Nutritional Services Department was awarded a 2017 Equipment Assistance Grant for \$95,000 to purchase 19 new heated transport cabinets. These new heated transport cabinets will replace many older model cabinets throughout the district's kitchens and ensure all food is kept at safe temperatures for our students.

During the summer of 2018, Nutritional Services provided free summer meals under the Seamless Summer Feeding Option (SSFO). The two sites that participated in SSFO are Valley Oak Middle School and Crowley Elementary. These sites served free lunch meals to all community children ages two (2) to eighteen (18). This program is exclusively for children and meals must be consumed in the serving area. NSD hoped to service as many students as possible under this program and may expand to other sites in summers to come if participation merits it.

Lastly, but still very important, the Nutritional Services Department applied for 39 of its serving sites to qualify for the Community Eligibility Provision (CEP), under which all students enrolled at those 39 serving sites will eat breakfast and lunch at no cost to them. All 39 sites were approved for the provision as of May 15, 2018 and will start the 2018-19 school year with this status. This program proved to be successful at 27 VUSD sites during the 2017-18 school year. Participation in breakfast and lunch increased when compared to the 2016-17 school year, breakfast participation went up by nearly 15% and lunch participation went up by almost 8%. NSD looks forward to serving even more healthy breakfasts and lunches to the students of VUSD.

## **Print Shop & Mail Distribution**

### **The Year of the Pilot**

The new software that allows teachers to submit jobs from anywhere (even from home!) was rolled out with lots of communication and hands-on training throughout the year. Approximately 27 school sites are actively using the web submission software. It's now easier than ever for teachers to send print jobs to the Print Shop.

### **Increasing Use of the Print Shop as a Resource**

The Print Shop plays an important role in the District's overall copy/print strategy. Over 26.8 million pages were printed in the Print Shop last year. That's an increase of 3 million pages over 2016-17 school year. The success of the Print Shop over the last 3 years has helped the District reduce printing costs by 25% while teachers and staff have better resources than ever. 40% of the total District printing is being done in a state-of-the-art facility by a support staff of 6 with 2 couriers handling daily deliveries. Teachers are saving time and raving about the fast turnaround times. The Print Shop advertises a turnaround time of 2 days for basic printing, and often delivers completed jobs the next day! We are excited with this progress



and look forward to supporting 60% of the volume in the Print Shop. To further encourage the use of the Print Shop, an instructional printing budget was established that relieves the school site budget.

### **More than Copies**



The Print Shop prints and prepares bulk mail, prints custom t-shirts, and other specialty items that help the schools save money for these items. 23,500 custom t-shirts were made and duplicating also printed and prepared over 156,312 pieces of bulk mail, a typical savings of 30 cents per piece to the District (over \$46,893 savings when compared to first class mail).

### **Student Engagement**

Through the Work Based Learning programs, 8 students were able to gain real world work experience for the summer. Students were able to work closely with our Graphic designer on student school spirit shirts. Also, they received safety training on all equipment and were able to operate various types of equipment.

### **State-of-the-art Facility**

In order to cost effectively support increasing demand of color printing we are in the process of replacing an 8 year old color production device with two brand new devices with capability to streamline our operations. School sites will start to see faster turnaround times for color printing including yearbooks! Using the bidding process to purchase these machines saved approximately \$90,000 which allowed us to acquire 2 copiers. In addition to these new copiers, the Print Shop continues to utilize the 3 production machines that were acquired 3 years ago with great success. With less overall downtime the Print Shop continues to be a reliable resource.



### **Purchasing**

The VUSD Purchasing Department serves many functions besides purchasing for the district's schools and departments. We also coordinates the bid procedures, processes all vendor information, maintain asset inventory, conducts disposal of surplus district property and manages the Print Shop and mail delivery and processing services for the District. Our purpose is to maintain continuity of services and supplies to support various Schools and Departments that enable them to provide their services to our students and our community. Also, to purchase at the lowest cost consistent with the quality and quantity required. Lastly, maintaining an open line of communication and dedicated assistance to schools and district staff, parents, students, vendors and the business community is a very important standard we like to adhere to.

**Bids, Quotations, Purchase Orders:** During the 2017-18 school year, the Purchasing Department processed 17,411 Purchase Orders. In an effort to get the best price, the purchasing staff requests quotes from various vendors when the site submits a requisition. Through this process, we saved approximately \$116,300. It is the District's policy to solicit and obtain competitive bids and quotations. The bidding process saved the General Fund approximately \$1,475,865 with just 5 bids. Also, we awarded contracts totaling approximately \$5,412,327 for facility projects and Nutritional Services. In addition, we ensure that all Public Works projects over \$25,000 have a performance and payment bond for 100% of the total cost of the project. This guarantees satisfactory completion of a project by a contractor and that all labor and material will be paid by the contractor.

**Furniture Replacement and Surplus:** Purchasing department works close with Facilities and Maintenance to ensure the furniture in all facilities are safe for employees, students, and the community. As part of the furniture replacement plan, we aid in the removal of surplus furniture throughout the District. When a school site receives new furniture or does not have a use for an item, we try to utilize all of our options to remove the furniture by way of offering to another site, auction or disposal. In the summer of 2018, we added approximately



18 modular classes at various sites to support enrollment growth. We were able to reuse furniture that we had in storage for these additional classrooms. This allowed us to keep with the furniture replacement schedule, and saved approximately \$52,200. We have also partnered with Tulare County Surplus Store to remove and sell the furniture and in return we receive 70% of the profit. Through all recycling efforts we saved the District over \$177,600. We also utilize the Public Surplus website to auction furniture and equipment. This is a great tool because we can reach a bigger audience. We have sold approximately \$54,300 and returned the proceeds to

the appropriate school site programs.

The District's goal is to create 21st Century learning environments using new flexible furniture that fosters collaboration and supports the new curriculum. As part of the annual furniture replacement plan, Mt. Whitney, Royal Oaks library and Goshen elementary received new classroom furniture totaling approximately \$804,788.

## Technological Services

Technology Services staff is committed to providing the resources, training and support to ensure that all VUSD schools reach a consistent technology standard that enhances the teaching and learning process with each classroom through the effective use of technology.

Tech Services:

- Processed 11,950 STRS service requests
- Continued support of Chromebooks; now approximately 31,000 units in service
- Completed migration and upgrade of district website
- Started initiative to make our centralized data center more 'high availability' with online UPS, redundant air conditioning and fire suppression
- Began migration of middle school gradebook system from Pinnacle to PowerSchool for the 2018-19 school year



## Transportation

The Transportation fleet is comprised of over 104 buses which traveled more than 1,030,670 miles in FY 2017-18. Transportation provides several types of services to our students from home-to-school, athletics, special needs, extra-curricular, after school tutoring, as well as serving several other programs throughout our district as well as service to districts throughout Tulare, Kern, Kings, Fresno, and Madera counties.



The department also maintains over 200 white fleet vehicles. Maintenance for all district vehicles including over 104 buses, is provided by a highly trained vehicle maintenance staff of nine technicians. Our mechanics logged over 15,401 repair hours in FY 2017-18.

In 2017-18 over 780 hours of training was provided for 100 drivers including VUSD, Lindsay, Stone Corral, Oak Valley, Buena Vista Farmersville, Orange Belt Service, Mid-Valley Charter, as well as other outside districts. We also provided our staff with different opportunities for professional development, sending over 30 of our staff to the annual CASTO Conference which was held in San Diego.

VUSD is unique in the fact that the Transportation Department oversees its own charter service. Operating as Mid-Valley Charter; the service provides transportation to several neighboring districts for all aspects of school pupil transportation. Mid-Valley Charter has consistently produced revenues over the cost of doing business. Mid-Valley charter drove over 961 field trips covering over 83,256 miles last year. Mid-Valley Transportation continues



to be the leading catalyst for safe school pupil charter transportation for the entire south valley.

- VUSD Home to School miles traveled: 588,089
- VUSD Field Trip miles traveled: 109,719
- VUSD Activity Trips: 4,742
- Mid-Valley Field Trip miles traveled: 83,256
- Mid-Valley Field Trips: 961
- Mid-Valley Lindsay HTS miles: 59,839
- Mid-Valley Lindsay Field Trip miles: 28,393
- Mid-Valley Wonderful College Prep Academy miles: 118,855
- Mid-Valley Wonderful College Prep Academy Field Trip miles: 14,043
- VUSD total miles traveled for 2017-2018: 1,030,670
- VUSD total students transported safely: 1,564,615
- VUSD & Mid-Valley field trips: 6,927





# Human Resources Development

The Human Resources Development Division is composed of several departments which include: Certificated and Employee Support Services, Certificated and Volunteer Academic and Athletic Coaches Services, Reception and Support Services, Guest Teacher and Classified Substitute Support Services, Benefits, Leaves, and Risk Management Services, Classified Employee Services, and Certificated and Credentialing Services.

The Human Resources Development Division provided service to over 3,000 regular employees during the 2017-18 fiscal year. This included:

- 1,356 Teachers and Counselors
- 1,420 Classified Staff
- 37 Psychologist and Nurses
- 151 Certificated Managers
- 80 Classified Managers
- 3 Confidential Employees



Additionally, the department served over 850 substitute employees and approximately 300 volunteer coaches as well as hundreds of other employees who serve on a temporary or short-term basis.

Four of our Human Resources Development Departments are highlighted in this report. These are the Certificated and Classified Employee Support Services Division, the Certificated and Volunteer Coaches, the Guest Teacher and Substitute Support Services Division, and the Benefits, Leaves, and Risk Management Services Division.

## Certificated and Employee Support Services

The Certificated and Employee Support Services Division of VUSD's Human Resources Development Team provides mentoring, support, and training to teachers who are new to the profession, completing credentialing requirements, and those in need of additional support services. As mandated by the California Commission on Teacher Credentialing, each certificated staff member who does not yet hold a clear credential is matched with an experienced and well-trained mentor who has been chosen via an application process. The mentor's goal is to build a trusting and lasting relationship with the mentee so that honest coaching can occur. The mentor helps coordinate resources, professional development experiences and other systems of support as part of an Individual Learning Plan. This Individual Learning Plan includes goals, steps, and reflection to ensure and document teacher growth. Mentors receive training in leadership, cognitive coaching, and working with adult learners so that they are equipped to discern and provide needed support and guidance at all levels of new teacher experience.



Each mentor receives a \$2,000 stipend for the year for their work with their mentees which includes but is not limited to, observing the teacher and providing feedback, meeting weekly to provide support, assisting with lesson planning, modeling lessons, organizing and accompanying teachers on tours of other classrooms, attending monthly networking meetings, and attending mentor training to keep their skills relevant. This support compliments the Visalia Unified School District goal of recruiting and maintaining high quality teachers. All new teachers, including those in the clear credential program, receive these services free of charge as part of VUSD's philosophy of support. As the teacher shortage continues and we invest in our teachers on permits and intern credentials, our numbers of teachers who need this required support continue to grow as noted below:



Year	Teachers Served
2014-15	138
2015-16	188
2016-17	215
2017-18	268

New certificated staff not only receive assistance from one-to-one mentors, but they also receive training in classroom management, cultural responsiveness, routines and procedures, working with adults, creating a positive classroom environment and working with diverse populations such as special needs students, English learners, and advanced learners. These trainings are offered once per month over the course of two years or more depending on their credential status. The training begins the week before school starts each summer in collaboration with the curriculum department. We continue to offer initial training in classroom management during the week before school starts and Kagan training in the winter to all teachers new to the district. Harry Wong's latest book continues to serve as a resource throughout the year.

Continuing in 2017-18 is the Classified Employee Teacher Credential Scholarship Program. VUSD competed a second time on behalf of Tulare County and was awarded a second five year grant to support up to 35 classified employees in their goal to become a teacher. After a rigorous selection process, the 35 candidates are made up of the following subject areas: special education, secondary math, English language development, secondary English, and several multiple subject. Participating districts include Tulare County Office of Education, Woodlake, Exeter, Burton, Tulare City, and Porterville.



As noted on the following 2017-18 report, for the VUSD Grant, the demographics of our selection reflect our effort toward creating a certificated staff that is representative of our student population which is more than 50% non-white at nearly all school sites. This year we also had five of the candidates become teachers in the classroom.

**Visalia Unified School District  
Classified Employee Teacher Credential Scholarship Program  
Annual Data Submission**

1. Number of classified school employees enrolled in the program during 2016-17	35
2. Academic standing of the participants (#2a + #2b + #2c = #1)	
a. Number of participants with Junior class standing (minimum of 60 semester units)	8
b. Number of participants with Senior class standing (minimum of 90 semester units)	10
c. Number of participants who hold a Bachelor's degree	17
3. Number of classified school employees who have earned a teaching credential and are now serving as a teacher	5
4. Ethnic and racial composition of the participants (#4a + #4b = #1)	
a. The number of participants who are of Hispanic or Latino ethnicity	20
b. The number of participants who are not of Hispanic or Latino ethnicity	15
Provide the total number of participants for each of the following:	
c. American Indian or Alaska Native	0
d. Chinese	0
e. Japanese	0
f. Korean	0
g. Vietnamese	0
h. Asian Indian	0
i. Laotian	0
j. Cambodian	0
k. Filipino	1
l. Black or African American	0
m. Hawaiian	0
n. Guamanian	0
o. Samoan	0
p. White	14
q. Decline to state	0

## Certificated and Volunteer Coaches

Visalia Unified School District offers an array of extracurricular activities for our students. The Human Resources Development team provides services for clearances and contracts for certificated and volunteer coaches for academics, athletics, and the arts for our elementary, middle, and high schools. One of our “high spirited” programs is our sports program, which runs continuously throughout our school year. Visalia Unified students are given the opportunity to showcase their talents with a variety of fall, winter, and spring sports. The VUSD sports program serves students ranging from elementary third grade through high school, including our Alternative Programs.

Many of our Volunteer Athletic Coaches have full time jobs and are very busy with hectic schedules; however, their love for the sport and a desire to make a difference in the lives of our student-athletes will last a lifetime.



To ensure our district is meeting state and federal regulations and to protect our students, the Human Resource Development Division implements best hiring practices to prevent potential liability that may arise from poor hiring and supervising decisions. Before our athletic coaches work with students, they must complete all the components of the full clearance process, along with their sport required certifications, and coach license. When all requirements have been met, the Certificated and Volunteer Coaches will finalize their clearance by signing their Coach Assignment Contract and Job Description with Human Resources Development.



During the 2017-18 school year, Human Resources facilitated the Coach Contract Signing Event at all the Comprehensive High Schools. In addition, we invited our Middle School Athletic Coaches to join us and sign their coach contracts at their feeder high school as well. This is a great way to connect and build camaraderie with additional school site staff. Our coach contract signing events come with hard work and planning, but can be very rewarding. We have more work and great times ahead.

Many thanks to our VUSD Athletic Directors, Athletic Trainers and Health Services for providing your services to support our sports program and giving limitless opportunities to our VUSD Students.

Many thanks to our VUSD Athletic Directors, Athletic Trainers and Health Services for providing your services for our sports program and giving limitless opportunities to our VUSD Students.

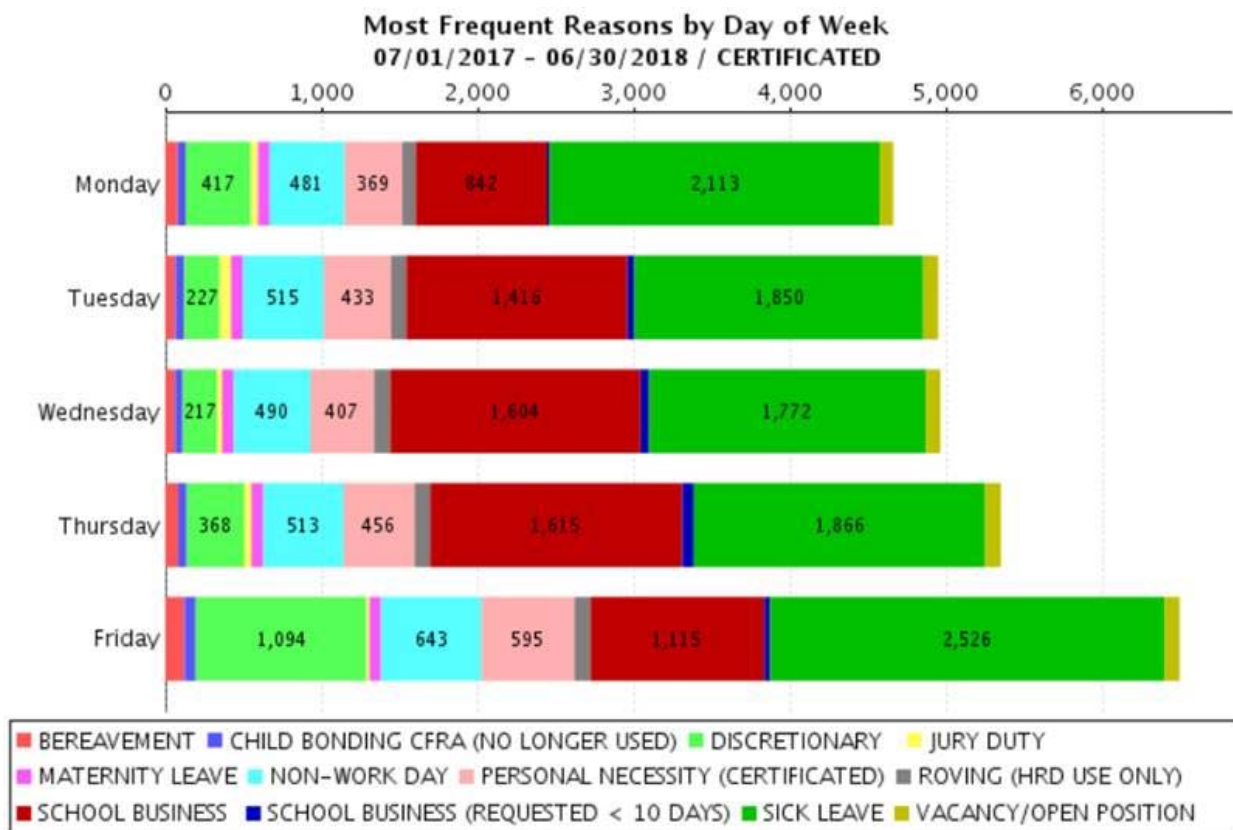
## Guest Teacher and Classified Substitute Support Services

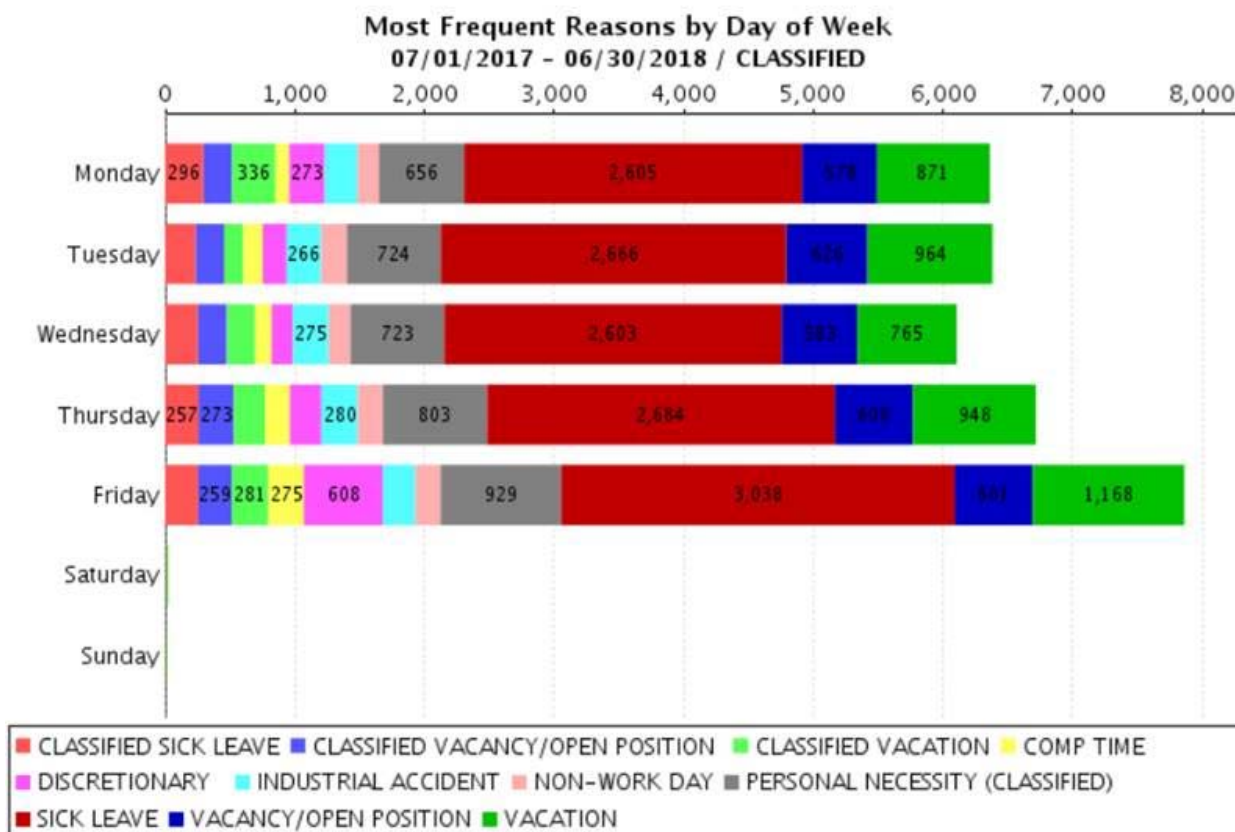
The Guest Teacher and Substitute Support Services Division of Visalia Unified School District's Human Resources Development Team secures guest teachers for our certificated



staff members and substitutes for our classified staff members when they are absent from work. We work closely with the Instructional Services Department to provide guest teacher coverage for Professional Development activities off site as well as site based Professional Development. Support Services tracks and manages absences for 260 to 350 employees daily and provide substitute coverage for many of those employees who are away from work. This includes employees who are out due to illness or a variety of other types of leave. We are continuously recruiting candidates to meet the needs of our district. In 2017-18, we hired 421 new Guest Teachers to add to our ever changing Guest Teacher Pool. In addition to the Guest Teacher Pool, we were engaged in ongoing work and hired 220 Classified Substitutes for a variety of substitute positions. Support Services Staff provide support for divisions such as Instructional Services, Nutritional Services, Special Education, Custodial, Transportation, Human Resources, and Administrative Services. Currently we have approximately 537 active Guest Teachers to support certificated absences, and approximately 396 Classified Substitutes to provide support for classified absences.

The chart below is an overview of the types and frequency of reasons for absences. It gives a visual representation of the absences we track on a daily basis over the span of 1 year (2017-18). The information is disaggregated by reasons for absence, days of the week, by Certificated and Classified Staff. As you can see from the diagrams, we had 26,421 certificated and over 33,440 classified absences during the 2017-18 school year. Again, these absences are for a variety of reasons and not all absences require sub support.





## Benefits, Leaves, and Risk Management Services

The Benefits, Leaves, and Risk Management Services Division of Human Resources Development Department advises employees and coordinates leaves of absence and benefits for all employees of the District. The Division works collaboratively with all departments to mitigate work place injuries and accidents and to provide training to all District employees.

### Benefits

VUSD currently provides health benefits to 1,395 certificated, 956 classified, 283 management staff, and 157 retired employees.

Coverage includes medical, dental, vision, pharmaceutical, and counseling services. **myStrength.com** is a new service offered as part of the Employee Assistance Program and is offered to employees and their dependents at no cost. It is a program that offers a range



of mood-improving online and mobile resources including daily motivation, stress-management applications, and step-by-step eLearning modules to help manage depressive or anxious feelings — all personalized and confidential for you.

A new online program offered through Delta Dental is MYSMILEWAY.COM. This oral



wellness resource is a challenged based program offered to employees and their dependents as part of preventative care. The program assesses your risk, tests your habits, keeps your smile bright and helps

you stay in the know by reading articles, viewing short videos on dental health-related topics and signing up for interactive quizzes.

The District holds an annual flu clinic for all “active” employees in the month of October. VUSD also sponsors District paid Hepatitis B vaccinations for all job categories listed within our Blood Borne Pathogens Exposure Control Plan.



In October 2017 VUSD offered its 2<sup>nd</sup> annual health fair for all employees. We had close to 500 employees in attendance. Many employees received their flu shots and 47 employees received their Hepatitis B vaccination. Health screenings were also offered and as a district we received an overall mark of a B- for overall health. These screening also showed that the biggest area of need for our employees across the district is in the area of weight management. The Central California Blood Center Mobile was also on hand for the event. Many vendors who provide services to VUSD were on hand to offer valuable information to our employees and their families.



The VUSD Health and Wellness Clinic continues to keep our employees and their families healthy. There were 7,799 appointments and 3,139 employees or dependents seen at the clinic during the 2017-18 school year. The clinic is now open on Saturdays to serve VUSD. The clinic currently serves VUSD employees, their dependents, and retirees covered under the VUSD health insurance plan with no copays for services or Rx provided at the clinic. The clinic operates much the same as any walk in clinic except that it is solely for VUSD use. This is an added health care benefit at no cost to employees and with no change to our standard health care plan. In addition to standard walk in clinic services and medications, our clinic also provides wellness counseling for diabetes, cardiovascular disease, weight loss, and others.



## Leaves

All VUSD employees are provided with sick, personal, discretionary, and industrial leave through their respective collective bargaining agreement. Other leaves may also be granted based on state and federal guidelines. With the implementation of AB 1522, Healthy Workplace/Healthy Families Act, effective July 1, 2015 any employee with VUSD not in a “contracted” position, receives three (3) days or 24 hours of paid sick leave. New changes in the law now provide “Child Bonding Leave” for prospective fathers. The new law, which took effect in January 2016 allows for certificated staff to take 12 weeks of child bonding within

the first year of the baby's birth. This law became effective for classified staff in January 2017.

### **Risk Management**

VUSD continues to work towards a culture of safety in our district. The VUSD district safety committee continues to meet regularly and has included a wider range of involvement in the group. Both the Visalia Police Department and Visalia Fire Department participated in meetings this year. The committee consists of 15 members representing each of our sites and departments. The mission of this committee is dedicated to the safety of all who enter our facilities. The sole purpose is to continuously provide steady improvements in the quality of safety for all students and staff who attend or serve VUSD. We continue to provide our custodial department (150+) with additional equipment beyond the required personal protective equipment to further reinforce our commitment to ensuring the safety for all. We have conducted weekly site visits to inspect and address any immediate safety concerns. The VUSD website contains copies of our Blood Borne Pathogens Exposure Control Plan, Chemical Hygiene Plan, Injury & Illness Prevention Plan and Heat Illness Prevention Plan.

The District has also contracted with Keenan & Associates to provide District, Federal and State mandated online trainings to all VUSD employees. Trainings assigned in the 2017-18 year included:

- Mandated Reporter: Child Abuse and Neglect
- Diversity Awareness
- Sexual Harassment-Staff-to-Student
- Blood Borne Pathogens Exposure

Additionally, Keenan & Associates provides loss prevention consulting and trains our maintenance division in proper use and inspection of fire extinguishers and forklift training and best safety practices. The consulting services also include indoor air quality inspections, site inspections, and ergonomic workspace evaluations to assist in reducing our workers' compensation liability.



# Instructional Services

## Challenging Curriculum and Support

### **Assessment**

To measure progress of the district's milestones in reading, VUSD has implemented an assessment called "Benchmark Assessment System". Last year 70% of our students in grades TK-2 grew more than one grade level in reading. To measure progress on milestone two, the district reviewed eighth grade CAASP scores. In the 2017-18 school year, 66% of 8<sup>th</sup> grades math scores increased as compared to the previous year.

California is continuing to develop measures of accountability along with ways to communicate school and district progress. In October of 2017, the state reported the percentage of students graduating college and career ready. This number is determined by multiple factors including: CTE pathways, 11<sup>th</sup> grade CAASP scores, A-G requirements, and dual enrollment. Currently, close to 40% of our students are considered "prepared" in meeting the college and career readiness criteria. Our plan for the 2018-19 school is to continue to develop stronger CTE pathways and offer English Dual Enrollment courses at each of our comprehensive high schools.

### **Curriculum**

With student learning at the center of District-wide efforts to ensure limitless opportunities for our students, teachers, support staff, and administration in VUSD continued our collective work to build shared knowledge of academic content standards and the 21<sup>st</sup> century skills essential for college and career readiness for all students. Implementation of new California state frameworks for History/ Social Science and Science, along with newly adopted Next Generation Science Standards, school districts have an important opportunity for rethinking instruction for all of our students. Through team collaboration and continuing professional learning opportunities, instructional staff have a clarified understanding of the academic content standards and curriculum frameworks, and worked together to implement instructional shifts designed to promote deeper levels of critical thinking, build the communication and collaboration skills of our students, promote creativity and innovative thinking, while also developing and promoting civic mindedness in our students.



The 2017-18 school year offered varied opportunities for growth and continuous improvement - with a renewed emphasis on literacy and language development, a focus on classroom discourse and student engagement, problem-based learning, and the effective use of technology to enhance student learning as cornerstones of instructional improvement

efforts. Teacher teams worked collaboratively at their schools and as leadership teams across schools, ensure all students a challenging curriculum and intentionally designed learning experiences to help Visalia's students succeed in today's ever changing world.

California standards set high expectations for all students. Armed with this knowledge, district and school leaders examined practices that support high levels of literacy and language development for all students. Teams of teachers challenged themselves to carefully consider how to guarantee high levels of mathematics learning for all students. In collaboration with the county office of education and a network of local districts, district staff examined instructional practices for effective mathematics instruction.

Instructional Services work supported our district focus on the culture of professional learning communities. Through district and school leadership, this work strengthened our collective focus on student learning, on team actions to use results to improve teaching and learning, and on the power of collaborative teams to make a difference in student learning. Through professional development events during the summer and school year, and as the 2017-18 school year began, teachers and administrators worked together to build shared knowledge and identify specific ways the work of collaborative teams can impact and support student and adult learning.

Teachers and teacher teams continue to engage in collaboration to extend their own understanding of the new standards with a focus on "how" students learn best and how instruction supports learning. Professional development and support for the ongoing work of collaborative teams helps teachers and school leaders build a foundation of success.

Visalia Unified continues to promote a challenging, standards-based curriculum for all students. Meeting the needs of our students requires adequate time for all students to learn and for teachers to work together to provide the best possible instruction in support of all learners. While ensuring that every student has an education that affords limited opportunities presents challenges, preparing every student with both the academic and thinking skills required of today's citizens is central to the mission of *Visalia Unified*.

### **Linked Learning & Career Technical Education (CTE)**

VUSD continues to expand and support avenues for students to broaden their experiences and opportunities to become college and career ready. The Linked Learning Academies implemented district wide, continues to grow with well over 1,300 students in all academies. Academy freshmen recruitment rose from 572 in 2017 to 609 in 2018. These academies combine rigorous academics, career themed courses, work-based learning, and various student support structures to create a true college and career ready experience at our high schools. All students in the academies participate in various activities throughout the year such as industry guest speakers, industry tours, job shadowing, and internships. See the table on the next page for academy themes and locations.

<b>Linked Learning Academy</b>	<b>High School</b>
Agricultural Bioscience & Technology	VTEC HS
Architecture & Engineering	Redwood HS
Law and Justice	Redwood HS
Business & Finance	Golden West HS
First Responders	Golden West HS
Computer Science	Mt. Whitney HS
Health Sciences	Mt. Whitney HS
Media Arts	El Diamante HS
Sports Medicine and Therapy (STRONG)	El Diamante HS

The 2017-18 school year ended on a high note for the Linked Learning Academies at VUSD. The summer internship program for Linked Learning incoming juniors and seniors doubled in placements from last year. In summer 2017, 80 students were placed in summer internship positions. Summer 2018, 160 students were placed in internships. Kaweah Delta Healthcare Center was our major supporter this year. They hosted 50 student interns in medical, business and environmental services departments. Next summer, Kaweah Delta is planning to host 75 students due to the success of summer 2018. In 2017, VUSD processed 23 STEM stipends for VUSD interns. Year to date, we on track to process over 50 applications for STEM stipends. The stipend amount is \$510 per eligible student, completing a minimum 80 hour internship, in a STEM field.

We look forward to beginning the 2018-19 school year with more industry partners, increased academy participation by students, and greater work based learning experiences planned. In addition, starting in the spring of last year, the College and Career Readiness department is expanding its focus to ensure all Career Technical Education (CTE) pathways across the district (business, culinary arts, Ag technology and science, automotive technology, construction/wood, media arts and computer technology, and machining/mechanics are classified as “highly qualified” with CTE certificated teachers, high quality curriculum and instruction, career exploration and guidance, student support and student leadership development, industry partnerships, and equipment and technology to industry standards.

These Career Technical Education programs in VUSD received the Career Technical Education (CTE) Incentive Grant from the Department of Education. This is \$1.7 million grant to enhance, expand, and improve CTE programs across the district. It will also help with much needed facility upgrades in CTE facilities.

Visalia Unified continues to develop strong business partnerships through the Visalia Partners in Education (VPIE) advisory committee. VPIE sponsors and supports work-based learning events across Visalia and directly supports Career Technical Education in VUSD. VUSD Linked Learning and CTE programs have district or site-based advisory committees with provide support and direction for their respective pathways and committees. Further, VUSD is an active member of the Tulare Kings (TK) College and Career Collaborative which support high quality pathway development in partnership with 500 regional and community partners, Kings and Tulare County Offices of Education, 10 school districts, 6 colleges/universities (COS, Porterville College, Reedley

College, West Hills College, Fresno State, and UC Merced), and 7 state/national organizations.

Further, VUSD has partnered with COS by strengthening relationships and expanding dual enrollment opportunities at all the comprehensive high school sites including VTEC. Often referred to the gateway course, VUSD high schools will offer COS English courses 251, 1, and 2. The last two being those which are CSU/UC transferable and the gateway into various college transferrable courses.

The VUSD's College and Career Readiness (CCR) department further works with students (and their families) in grades 5-12. This past school year CCR had direct contact with 12,500 students and 700 parents/guardians. Presentations to these stakeholders were designed to create intrinsic motivation by showing the connection to what they are presently learning to their future educational opportunities either a CTE certificate program or college degree. Students are given Growth Mindset strategies, and parents are invited to five different nights that are held throughout the school year. Yearly events include:

- 5-6<sup>th</sup> Grades: College and Career Readiness Classroom Presentation; MAPS DAY (Motivate, Access, Plan, Success) visit to COS; Parent Night, and Career Night.
- Middle School: Growth Mindset- Why making mistakes is a good thing; College and Career Readiness Presentation and High School Basics 101.
- High School: Growth Mindset: video of graduating seniors/ social media/comparing oneself to others; 9<sup>th</sup> grade Parent Night; 11<sup>th</sup> Grade Parent Night: How to help your child apply to college; 12<sup>th</sup> Grade: FAFSA Application workshops; 12<sup>th</sup> Grade: presentation and video on transitioning to college; and Career Night.

### **Preschool**

In the 2017-2018 school year, Early Childhood Education in VUSD provided over 700 three and four year old students across 16 sites with limitless opportunities by offering learning environments that foster confidence, engaging activities and a love for learning. We worked collaboratively with families to support the growth and development of students in a positive, safe and nurturing environment. We have worked on maintaining a consistent focus on providing a high quality learning environment. Our program had three sites who participated in the Tulare County Office of Education Quality Rating Improvement System (QRIS). Houston, Global Learning Charter and Visalia Adult School state preschool programs were awarded high ratings during their QRIS review. Our Ivanhoe First 5 preschool program was also awarded another 3 year grant cycle to continue providing early learning services through Tulare County First 5. All preschool sites are to be commended for the continual focus on providing services to students and families.





## **State & Federal Projects**

State and Federal Projects is comprised of several programs and services: American Indian and Migrant, and supporting sites in the area of budgeting and Federal compliance. Our District's Migrant and American Indian programs provide support academically, socially, and emotionally. The Migrant program provides summer homebased program for all prek-6<sup>th</sup> grade migrant children. Students are visited at their homes two/three times per week for the month of June. The focus of the program was Science, Technology, Engineering, Arts, and Math (STEAM). In addition to summer school, our Migrant Program provides home based instruction to over 25 preschool students and funds interventions for elementary students at the sites during the school year. To support middle and high school students one on one academic counseling was provided. As for the American Indian Program, the program provides enrichment activities after school as well as support to families in the area of attendance.

Along with providing service to students we also provide service to sites in the area of budgets and expenditure of funds. State and Federal Projects provides technical support to sites in the areas of School Site Councils, English Learner Advisory Committees, and Single Plans for Student Achievement. We are responsible for ensuring compliance in regards to expending state and federal categorical funds at the site and district level.

## **Students and School Support**

### **After School Programs**

VUSD After School Programs served over 5,000 students during the 2017-18 school year across all grade levels. At the elementary level, VUSD's continued partnership with ProYouth HEART and the city of Visalia's After School Activities (ASA) program, provided expanded academic, educational and enrichment opportunities for nearly 2,500 students. Pro-Youth HEART and the City Parks provide a rich blend of academic and enrichment programs for students participating in the after school program. From ag-engineering to computer coding to performing arts and physical fitness, VUSD elementary students benefit daily from an additional three hours of hands-on, project-based learning. This past year elementary afterschool students participated in pathway projects, educational field trips, enriching performances and 21st century skill-building activities. Additionally, students gained valuable access to social-emotional curricula building on their abilities to cope and manage their school and home life. Growth Mindset, grit, and resiliency-building are all components imbedded into daily lessons with students.

At VUSD's middle schools, The PULSE Afterschool Program offered expanded learning to more than 800 students this past year who also participate in a variety of academic and enrichment activities. In The PULSE, middle school students are provided daily homework help, targeted academic intervention if needed, and access to a number of skill-building enrichment programs such as; culinary arts, sports and physical fitness, leadership, character development, social-emotional learning, science and technology and much more. This past year all five PULE sites participated in the Tulare County Step Up Youth Challenge with Ridgeview and Divisadero winning their respective award divisions and earning checks of \$2,500 to support future community projects. Additionally, social-emotional learning, growth mindset, and 21st century skill-building are all core components of the daily instruction with middle school students through The PULSE Afterschool Program.

The XL high school after school programs are also facilitated by Pro-Youth and provide academic and enrichment services to nearly 2,000 students annually. High School students participate in a variety of project-based learning activities including 3-D art, poetry, culinary arts, robotics, agriculture, leadership and so much more. The XL Program students benefitted this past year from community partnerships which exposed them to a variety of college and career fields, business internships and basic pre-employment skills. During the 2017-18 school year XL students took field trips to local colleges and universities such as Fresno State, UC Santa Barbara, UC Merced. The XL Program focuses heavily on 21st century skill-building, growth mindset and building resiliency in all students.

### **Health Services**

The nurses in Health Services bridge health care with education to optimize student health, safety and readiness to learn. VUSD Health Services consists of 12 credentialed school nurse managers and 35 licensed treatment nurses. During the 2017-18 school year, a few data highlights include:

- 129,950 student health office visits
- 23,582 medications administered
- 11,482 diabetic service visits

To eliminate barriers to learning, the school nurses provided:

- 13,534 vision screenings, with referral for additional care services for 1,210 students
- 14,583 hearing screening, with referral for additional care services for 151 students

Case management of students with identified chronic health conditions, included development of 745 individualized health care plans and training of 176 staff members on specific student health care needs. The credentialed school nurses also worked closely with the special education department, completing a total of 2,335 health assessments for educational planning purposes.

Community health partnerships include Healthy Visalia, Associated Charities, Kaweah Delta Medical Residency Program, Tulare Kings Medical Foundation, various local service clubs, and work with Pro-Youth. We welcome student nurses into our public health setting and provide school health experiences to the Adult School, COS, Fresno State and Fresno Pacific nursing students. Collaboration with health partners also provides the medical staffing for annual high school sport physicals.

Four certified athletic trainers provide support for student athletes in middle and high school. The trainers advocate for pre-season sport conditioning, evaluate readiness for play, assist in prevention of athletic injuries, and provide care and recovery techniques for athletic injuries. Pre-season baseline concussion testing and follow-up student post-concussion recovery is closely monitored. In the 2017-18 school year, the trainers provided:

- 1,328 baseline concussions tests
- 92 post-concussion tests and follow-up

At practices and sporting competitions, the trainers are present to provide any necessary pre-play treatments, provide emergency injury care, and follow-up with appropriate management of athletic injuries.

As instructors for the VUSD American Heart Association CPR training center, the credentialed school nurses and athletic trainers provide CPR and first aid certification training at no cost to the employee. VUSD staff and coach certifications totaled 1,114 for the year. For emergency medical response, VUSD maintains a total of 70 automated external defibrillators (AEDs) at all school sites; multiple units at each high school, 2 units at each middle school, and 1 AED at each elementary site.

Air quality and heat index are also areas that are closely monitored by the health services department. The Real-Time Air Advisory Network (RAAN) is used as a guide to determine safe outdoor activity during times of poor air quality. Alerts are issued during the school day and afterschool for sport programs and other outdoor activities.

Finally, to reach students that may be too ill to attend school, the Home and Hospital teaching program is available to provide instruction to students with temporary health conditions that prevents them from attending the regular instructional day. A total of 68 students were provided this type of instruction in their home last year.

### **Social-Emotional & Behavioral Wellness**

The Social-Emotional & Behavioral Wellness department is focused on promoting the social-emotional and behavioral wellbeing of students and staff throughout Visalia Unified School District. Department staff provide expert social, psychological, and behavioral support and programs to help encourage positive school climate and culture that results in equitable and effective whole-child learning. We work closely with teachers, administrators, support staff, students, parents, and community members to help ensure all students are provided an education that affords them limitless opportunities for the future.



There are a number of exciting highlights from the 2017-18 school year! The first of which was our re-launching of Positive Behavior Intervention & Supports (PBIS) and aligning our school and district systems to the national model for implementation. This shift encouraged school teams to focus on building positive relationships between staff, students, and parents and take an inclusive approach to collaboratively improving the behavioral systems and practices at our schools. We capped off the year by celebrating our schools' success at our first district-wide share fair

where school teams highlighted positive school climate and culture changes for all to see!

A joint VUTA-VUSD Behavior Task Force was created in November 2017. The task force was comprised of 7 teachers, 2 school administrators, 2 classified staff members, 2 specialists, and 4 district administrators. Through honest, intentional, and creative collaboration the behavior task force identified key challenges and district needs, which led to recommendations and targeted action steps. Four (4) specific areas of work that were directly launched or influenced by the behavior task force include: training and support, student behavior and discipline, intensive behavior intervention, and social-emotional learning.

Social-Emotional & Behavioral Wellness department staff helped to provide numerous training and support opportunities during the 2017-18 school year. Topics and areas of support included Positive Behavior Intervention & Supports, de-escalation/crisis prevention, restorative practices & student discipline, social-emotional learning, Boys Town social-skills, and trauma informed practices.



Schools across the district engaged in a multi-step collaboration process to improve student behavior and discipline practices, beginning with representative school teams and then including feedback from all school site staff. This process involved reviewing existing discipline practices & processes, identifying a shared continuum of student behavior and discipline practices, and revising current practices & procedures to promote more effective student discipline.

During the Spring 2018 semester, 5 elementary school students participated in a 6-week intensive behavior intervention pilot program. Students received intensive training and instruction for a portion of their day and were supported at their schools through a collaborative team, comprised of teachers, administrators, school support staff, and behavior pilot program staff. The Social-Emotional & Behavioral Wellness department plans to explore ways to improve and expand intensive behavioral intervention programming for the 2018-19 school year.

Social-Emotional Learning (SEL) continued to be an area of emphasis during the 2017-2018 school year. Social-Emotional & Behavioral Wellness staff spent considerable time learning and exploring how to support high quality SEL practices in our schools. We launched a 3-month SEL implementation pilot at 6 elementary schools, which included 18 different



teachers and over 500 students. In addition, we also piloted the CoVitality social-emotional health survey and online dashboard with students in grades 6, 8, & 9 across the district. As a result of this initial CoVitality assessment, over 160 students were connected with necessary community and school-based counseling, intervention, and support resources and services. A core team of VUSD staff (teachers, site-administrators, and district office staff) joined with 9 other California school

districts in the state-wide Social-Emotional Learning PLC hosted by Partnership for Children & Youth. The VUSD team continues to participate in these state-wide learning opportunities, focused on aligning school-day and after-school instructional approaches to improve the social-emotional learning of students.



## **Special Education**

During the 2017-18 school year, the special education department brought together a variety of stakeholders for the purpose of analyzing current special education programming by examining data and feedback from a variety of sources. To accomplish this, a Special Education Task Force was created and included the following stakeholders: general education teaching staff, special education teaching staff, site principals, and student services and special education directors. A survey was developed and sent out to district administrators, school site principals, general education staff and special education staff to gain feedback pertaining to program strengths and needs. As a result of the feedback that was received, the following four systems were identified as a focus:

- Increased Options for Intensive Student Supports
- Consistent and Inclusive Communication
- Adequate and Appropriate Resources
- Positive Culture and Inclusive Mindset

During the spring semester the Special Education Ad Hoc Committee was developed. The Ad Hoc Committee included members from the Task Force and additional members were incorporated to ensure a wide variety of expertise and perspective to support in the planning and development of the identified systems above. As the need for increased options for our most struggling learners was identified, the committee looked at the current continuum of programs and developed the Academic Learning Center.

The Academic Learning Center opened at Pinkham Elementary School on August 16, 2018 and is supporting about 48 students in grades Kindergarten through 6<sup>th</sup> grade. In total, the ALC consists of five classrooms, each with a teacher and 3 support technicians. The ALC is a specialized learning center program that supports students with an intensive level of academic need who require a modified curricula and instructional strategies to access and progress in their educational program.



Moving into the 2018-19 school year, the Special Education Ad Hoc Committee will continue its work together focusing on the systems identified above. We look forward to our continued time together as we continue to evaluate individual student needs and to ensure that all students have limitless opportunities for the future.

## **Student Services**

The Student Services Department provides a diverse set of services to our students, parents, schools and the communities we serve in the Visalia Unified School District. The department is responsible for resolving identified student issues related to transfers, student behavior and student records. We work closely with other departments in VUSD as well as our community partners including Visalia Police Department, Tulare County Sheriff's Department, the courts, Juvenile Probation, Tulare County Office of Education and other community resources. Our staff works directly with students, parents, schools and community members to ensure a promote a safe learning environment.

As a result of interdepartmental and community partner collaboration VUSD continues to see declines in more intensive disciplinary actions. VUSD suspension rates have decreased at all levels (Elementary, Middle, High School) since 2010-11. Expulsions continue to decrease as well down by over 50% since 2010-11.

VUSD partnerships and the work that is done at school sites has resulted in providing a safe learning environment as well as limitless opportunities for our students.

### **Student Supports**

This past school year, the Safe Student Intervention Program (SSIP) expanded its reach from high school students to working with middle school and elementary students. SSIP enrolled and worked with over 300 students across all six high schools, our five middle schools and six of our highest impacted elementary schools; Goshen, Ivanhoe, Crowley, Highland, Washington, and Houston. The Safe Student Intervention Program (SSIP) is aimed to support students who may be influenced or impacted by the gang culture. These students received targeted life-skills coaching and mentoring by our contracted staff through two long-time partner organizations; Proteus Inc. and Campus Life. Proteus, Inc. and Campus Life staff worked diligently with site administration to identify students most in need of these services and provide support throughout the year as needed. This often included working with parents and family members, identifying community resources for various supports and taking education field trips to local colleges and businesses.

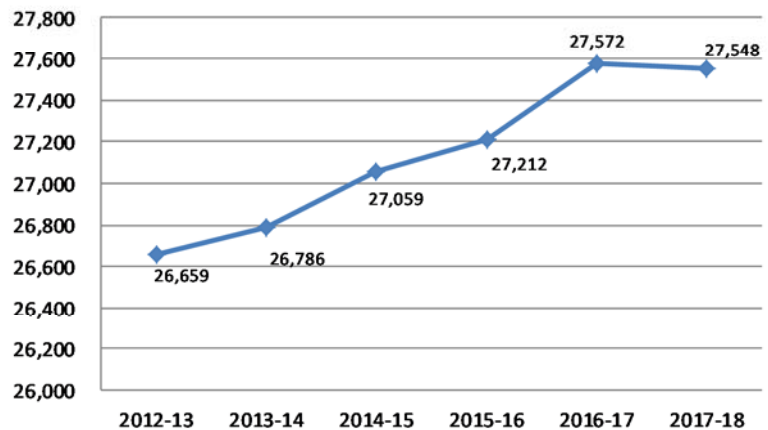
# Enrollment and ADA

The majority of revenues coming into the general fund are based on student attendance, enrollment, and the district's unduplicated pupil percentage (UPP). Student enrollment for 2017-18 was reported at 27,548. This was a decrease of 24 students or 0.09% over the prior year. The P-2 average daily attendance (ADA) decreased 39.86 or 0.15% over prior year. The decrease is attributed to the shift in enrollment and attendance to Global Learning Charter. The districts UPP grew by 1.50% to 68.70%, bringing the three year rolling average to 67.43%.

## Five Year and ADA History

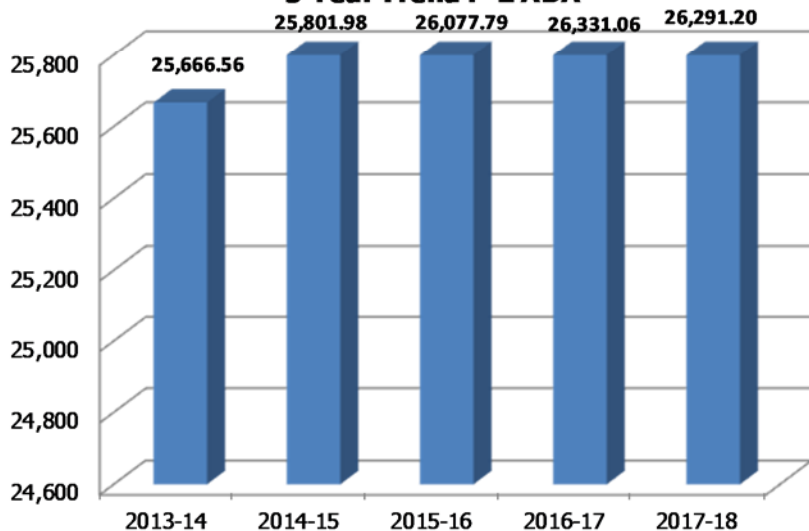
Fiscal Year	October CALPADS	Change
2013-14	26,786	
2014-15	27,059	1.02%
2015-16	27,212	0.57%
2016-17	27,572	1.32%
2017-18	27,548	-0.09%
Excludes Charters		

### Five Year Enrollment Comparison (CALPADS)



Fiscal Year	P-2 ADA	Change
2013-14	25,666.56	
2014-15	25,801.98	0.53%
2015-16	26,077.79	1.07%
2016-17	26,331.06	0.97%
2017-18	26,291.20	-0.15%
Excludes County/ Charter ADA		

### 5 Year Trend P-2 ADA



# 2017-18 Unaudited Actuals

## Unrestricted General Fund (010)

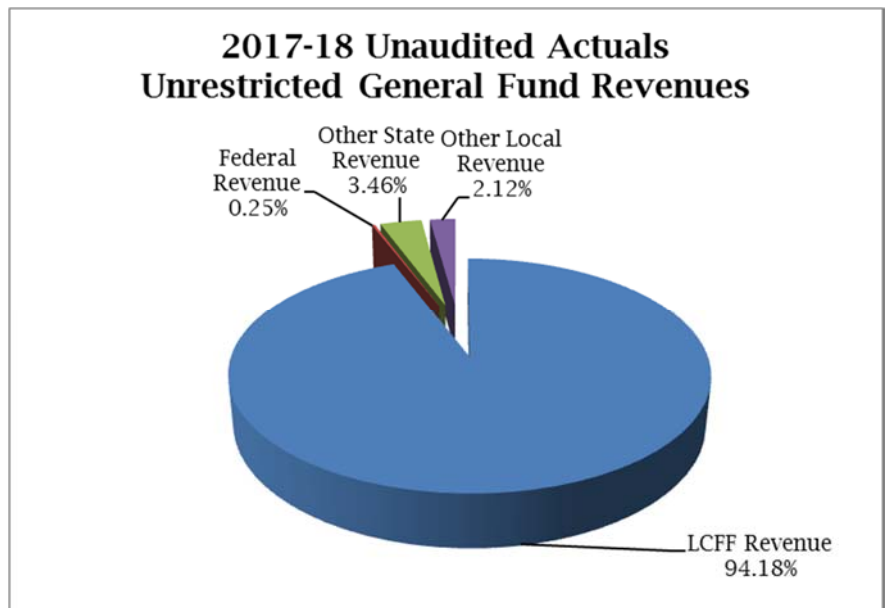
### Revenue

In the 2017-18 Unaudited Actual report, Visalia Unified School District's total unrestricted general fund revenues are reported at \$277,281,922 at year-end. This is \$4,313,918 more than was projected in the district's Second Interim report approved on March 6, 2018. The changes in each revenue category from Second Interim are:

- LCFF Sources increased by \$2,316,237 due to changes in ADA at our Period 2 attendance reporting.
- Federal revenues increased by approximately \$675,700 Medical Administrative Activities (MAA) reimbursement.
- Other State revenues increased by approximately \$683,633 due to increased lottery and Clean Energy Job Acts (Prop 39) monies.
- Local revenues increased by \$638,349 due to increased interest earnings, leases and rentals, and transportation services.

### Local Control Funding Formula (LCFF)

LCFF revenues totaled \$261,134,657 for the fifth year of the implementation of the new funding model and make up 94.18% of total unrestricted general fund revenues. Districts will receive 42.97% of the difference between fully implemented funding and 2016-17 funding levels. LCFF revenues are made up of local property taxes, Proposition 30 Education Protection Act receipts, and State Aid. Local property taxes make up \$41,410,876 of the total LCFF allocation, Prop 30 revenues make up \$38,192,256, and the remaining \$183,357,105 is State Aid. A \$1,825,580 reduction was applied to total LCFF revenues for prior year adjustments to revenue limit and in-lieu tax transfers to charter schools.



### Other State Revenue

Other state revenues in the unrestricted general fund totaled \$9,581,328 for the year ending June 30, 2018. This is a 12.76% decrease from what was recorded in the unrestricted general



fund in 2016-17. This was due to a reduction in the amount of one-time mandated costs received in 2015-16.

### Local Revenue

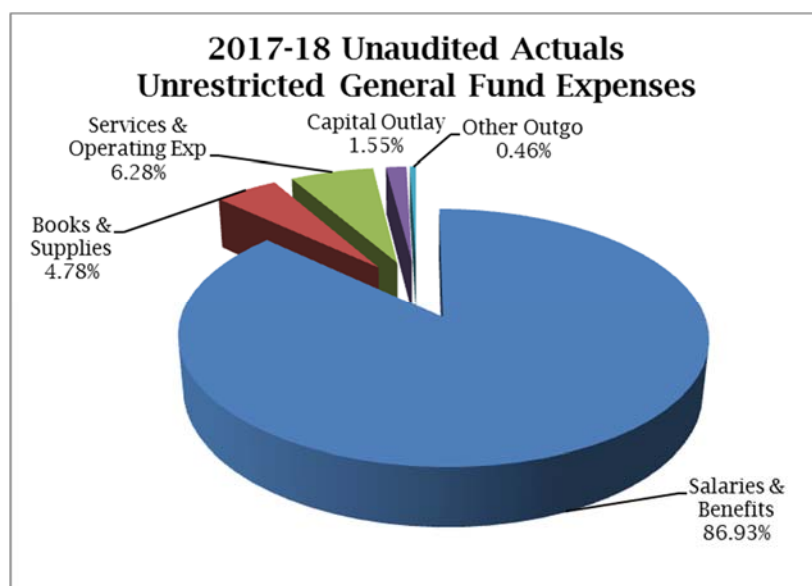
Local revenues totaled \$5,864,738 in 2017-18. This was an increase of 8.26% from the prior year. The increase is primarily due to insurance reimbursements and E-rate credits.

## Expenditures

Expenditures in the unrestricted general fund for the year ending June 30, 2018 totaled \$233,571,843. Unrestricted expenditures increased \$12,217,501 from the prior year. The increase is related to additional staffing costs for added personnel, negotiated salary increases and increased costs of retirement.

### Salaries and Benefits

Salaries and benefits, as a percentage of total general fund expenditures totaled 86.93% in 2017-18. Unrestricted general fund certificated salaries totaled \$112,414,528, an increase of 4.98% from the prior year. Classified salaries totaled \$31,735,361, up 13.11% from 2016-17. Employee benefits totaled \$58,905,065, a 10.22% increase over 2016-17. The increase is mostly attributed to additional staffing and negotiated salary increases.



### Books and Supplies, Services and Operating Expenses, and Capital Outlay

Unrestricted general fund books and supplies decreased 17.22% from the prior year and totaled \$11,161,741. Services and operating expenses accounted for \$14,673,832 and included utilities (except electricity), insurance, consultants, repairs and travel. Expenses in this category showed a 9.65% increase from the prior year.

Capital Outlay in the unrestricted general fund totaled \$3,609,995. Capital outlay expenditures were

for equipment, construction projects, and vehicles for various school sites and district departments.

### Other Outgo/Indirect Costs

Included in the Other Outgo category are debt payments and indirect costs. Expenses charged to this category totaled \$3,018,317.

Indirect costs, a negative expense or credit to the unrestricted general fund totaled -\$1,946,997. Indirect costs are charged to several restricted programs to offset unrestricted general fund administrative expenses that cannot be directly charged to those programs. Indirect charges cover expenses incurred by restricted programs for support services and

activities such as utilities, technology, purchasing, payroll, accounting, and human resources. The indirect charge is calculated as a percentage of total expenses, excluding capital outlay and other outgo. The indirect rate, which is re-calculated annually as part of the year-end closing process, was 5.82% for 2017-18. The calculation used for determining the rate can be found on Form ICR in the SACS supplemental forms available on the District's website.

## Other Financing Sources/Uses

The Other Financing Sources/Uses category consists of transfers in or out of the general fund, contributions to restricted resources, and capital lease revenues. In 2017-18, transfers out to other funds from the unrestricted portion of the general fund totaled \$8,874,556.

Contributions to restricted resources are also reported in the Other Financing Sources/Uses category. In 2017-18, \$30,455,605 was transferred out of the unrestricted general fund as contributions to restricted programs, including Special Education, Routine Maintenance, and Transportation.

Contributions were made to Transportation as required by the state in order for the district to maintain its current level of transportation apportionment funding. The contributions to the transportation accounts were offset by revenues received for transportation contracts with other districts.

## Fund Balance and Cash

Revenues minus expenditures plus other sources/uses results in a net increase of \$6,275,210 to the unrestricted general fund ending balance for the year ending June 30, 2018. This brings the unrestricted ending balance to \$71,425,736. The unrestricted general fund ending balance has been assigned for the purposes listed in the table below.

<b>Unrestricted General Fund Ending Fund Balance Components &amp; Reserves</b>	
15% Reserve for Economic Uncertainties*	\$ 46,213,917.00
Stores / Revolving Cash / Pre-paid expenses	\$ 230,084.77
Carryover - Facility Projects	\$ 1,291,394.00
Reserve for Property Acquisition	\$ 9,000,000.00
Charter School Ending Balances	\$ 956,108.00
Carryover - Site Donations	\$ 556,493.00
Carryover - Equipment Replacement	\$ 895,792.00
Carryover - Business Info System	\$ 856,006.00
Carryover - Textbooks	\$ 4,658,690.00
Pension Trust Account	\$ 6,535,200.00
Unassigned/Unappropriated	\$ 232,050.78
<b>Total</b>	<b>\$ 71,425,735.55</b>
*District Fund Balance Policy requires 15%	

## Charter Schools

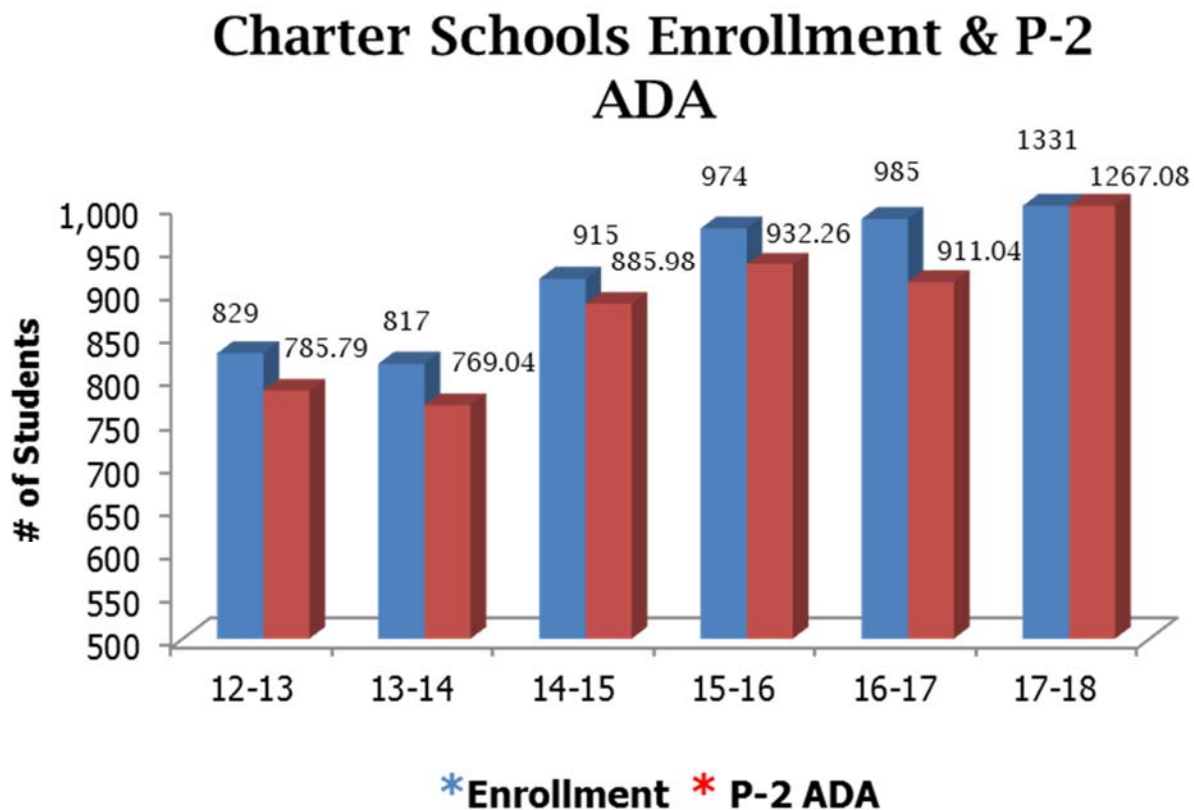
Expenses and revenues for Visalia Unified charter schools are reported within general fund unrestricted. Revenues are based on average daily attendance and other factors and come from the state under the Local Control Funding Formula (LCFF), just as District revenues. State and local funding for special education and lottery revenue for charter students are also reported in the general fund.

The District operated Charter Alternatives Academy, Charter Home School Academy, Global Learning Charter, Visalia Charter Independent and Online School, and Visalia Technical Early College High School.

### ADA/Enrollment

In 2017-18, official CALPADS data shows a combined enrollment of 1,331 for the District's five charter schools. There was an increase of 35.13% in enrollment over prior year 2016-17 which was 985. This increase is due to the opening of Global Learning Charter.

The funding for LCFF is based on charter school P-2 ADA and grade level base grants. Charter revenues totaled \$13,011,801 with expenditures totaling \$13,776,989.



# Restricted General Fund (010)

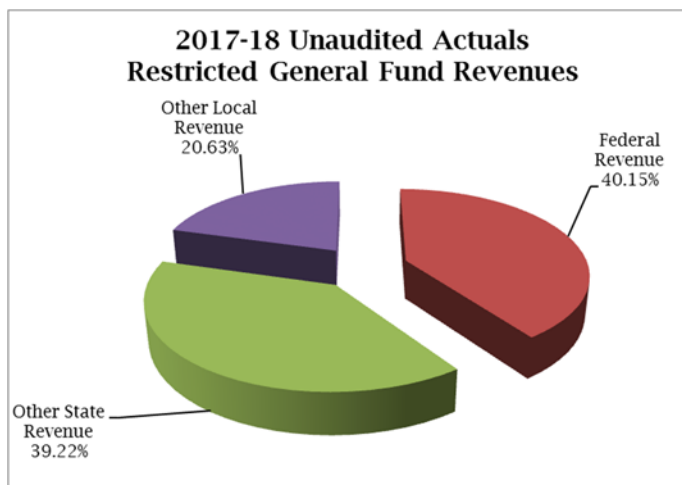
## Revenue

Revenues in the restricted general fund for 2017-18 total \$48,231,112. Revenues are comprised of \$19,367,167 in federal revenues; \$18,914,635 from state revenues; and \$9,949,310 in local revenue.

2017-18 federal revenues at year end totaled \$19,367,167, 19.14% more than the total reported in this category in 2016-17. Included in the federal revenues category are Title I, Title II, and other Title programs, Special Education federal local assistance funds and LEA Medi-Cal reimbursements.

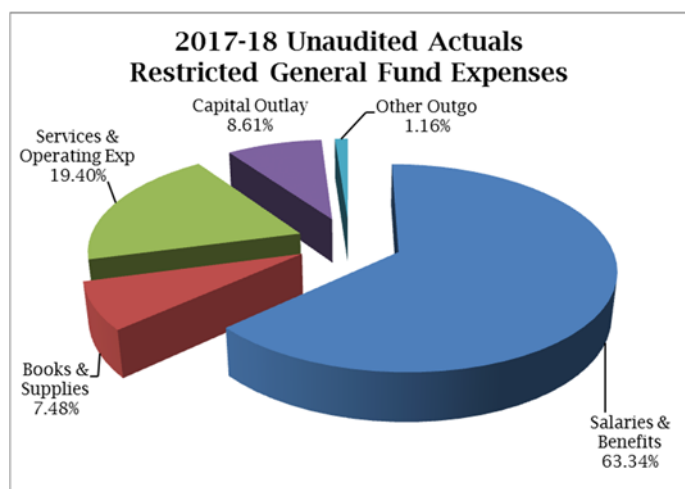
The total amount received in the state revenues category for 2017-18 was \$18,914,635. This is a 17.01% increase from what was received in the prior year primarily from CTE incentive grants.

Local revenues totaled \$9,949,310, which is 6.03% less than the prior year. Local revenues are received for pass-thru grants for Special Education, Preschool programs, and various local and private grants.



## Expenditures

Expenditures for the restricted general fund totaled \$76,887,752, which is approximately 11.71% more than what was spent in 2016-17. Increases in expenditures are primarily related to increases in additional staffing costs, negotiated salary increases and increased costs of retirement.



Salaries and benefit costs in restricted programs totaled \$48,700,058. Books and supplies totaled \$5,751,607, an increase of 14.29% over 2016-17 expenses in this category. The increase is from CTE expenditures from incentive funds. Costs in the services and operating expenses category totaled \$14,919,772, an increase of 7.29% from the prior year. \$6,622,582 is reported for capital



outlay for purchases of equipment and construction projects, and decrease of 10.21% related to state grants received for Proposition 39 Clean Energy as well as increased Maintenance and CTE projects that occurred in FY 2016-17.

Costs accounted for in the Other Outgo category totaled \$893,733.69 for indirect costs.

## Other Financing Sources/Uses

Both expenses and revenues are reported in this category. Transfers out totaled \$605,302.

In 2017-18, contributions in the amount of \$30,455,605 were transferred out of the unrestricted general fund as contributions to restricted programs, including Special Education, Routine Maintenance, and the Electric Utility resource.

## Fund Balance and Cash

The restricted general fund's ending balanced increased by \$1,193,664, ending the year at \$16,473,369. The ending balance in the restricted general fund is legally restricted and can only be used for the purposes intended by the funding agency.

<b>Components of Restricted General Fund Ending Balance</b>	
Learning Communities	\$ 95,864.31
Lottery: Instructional Materials	\$ 2,990,704.64
California Clean Energy Jobs Act	\$ 1,014,950.14
College Readiness Block Grant	\$ 392,825.99
Special Education	\$ 3,142,638.39
RRM	\$ 3,980,463.65
Other Restricted Local/Misc.	\$ 4,855,922.00
<b>Total</b>	<b>\$ 16,473,369.12</b>

# District Funds

## General Fund (Unrestricted and Restricted)

The General Fund is the chief operating fund of the district and is made up of both Unrestricted and Restricted funds. All transactions except those required or permitted by law to be reported in another fund are accounted for in this fund.

Unrestricted General Fund consists of revenues to run the basic educational program, offset by the cost of the basic program. Restricted General Fund consists of revenue received for specific and limited purposes, offset by the cost of those specific programs. In some cases revenue not spent on a restricted program must be returned to the funding source. In other cases, unspent restricted funds are carried forward to the following year to be spent for the same specific purpose. Restricted projects or activities within the general fund must be identified and reported separately from unrestricted projects or activities.

General Fund financial information, separated into both unrestricted and restricted categories for the year ending June 30, 2018 can be found in the SACS forms available on the Districts website. Total combined revenues and other sources were \$325,513,035. Total General Fund expenses and other uses for 2017-18 were \$310,459,594. The ending balance for the combined general fund on June 30, 2018 was \$87,899,105, of which \$62,917,371 was restricted, reserved for economic uncertainty or reserved for cash, stores, and pre-paid expenses. The remaining \$24,749,683 was assigned as the unrestricted carry-over balances and other reserves.

Combined General Fund Revenues			
Revenue	2016-17 Audited Actuals	2017-18 Adopted Budget	2017-18 Unaudited Actuals
LCFF	\$ 250,948,237.82	\$ 257,938,205.00	\$ 261,134,656.73
Federal	16,450,263.99	17,098,603.00	20,068,367.39
Other State	27,148,012.41	17,870,808.00	28,495,962.60
Local	14,800,535.21	10,515,555.00	15,814,047.86
<b>Total Revenues</b>	<b>\$ 309,347,049.43</b>	<b>\$ 303,423,171.00</b>	<b>\$ 325,513,034.58</b>

<b>Combined General Fund Expenditures</b>			
<b>Expenditures</b>	<b>2016-17 Audited Actuals</b>	<b>2017-18 Adopted Budget</b>	<b>2017-18 Unaudited Actuals</b>
Certificated Salaries	\$ 121,589,550.61	\$ 127,377,951.00	\$ 128,907,861.87
Classified Salaries	38,204,651.71	42,708,242.00	42,337,605.15
Employee Benefits	70,734,371.75	77,755,499.00	80,509,544.78
Books/Supplies	18,515,932.44	17,325,799.00	16,913,347.72
Services/Operating Expenses	27,288,634.67	23,479,427.00	29,593,604.10
Capital Outlay	11,636,179.19	7,912,990.00	10,232,576.83
Other Outgo/Indirect Costs	2,210,224.19	2,049,379.00	1,965,054.05
<b>Total Expenditures</b>	<b>\$ 290,179,544.56</b>	<b>\$ 298,609,287.00</b>	<b>\$ 310,459,594.50</b>

## Special Revenue Funds

Special revenue funds are used to account for the proceeds from specific revenue sources that are restricted to the financing of particular activities.

### Adult Education Fund 110

The Adult Education Fund is used to account separately for federal, state, and local revenues for the adult education program. State revenues for adult education programs fell under the flexibility provisions enacted with the 2008-09 state budget, the revenue related to these programs is received in the district's general fund. Adult education expenses for 2017-18 were \$6,034,379 and revenues were \$6,264,237. The ending fund balance as of June 30, 2018 was \$5,066,676.

### Child Development Fund 121

The Child Development Fund is used to account separately for many of the federal, state, and local revenues to operate child development programs. Visalia Unified School District reports revenues and expenditures related to the State Preschool program and a reserve account in Fund 121. In 2017-18, Fund 121 expenses totaled \$2,082,772 and revenues were \$2,088,135. The ending fund balance in Fund 121 as of June 30, 2018 was \$347,561.

### Cafeteria Fund 130

The Cafeteria Fund 130 is used to account for federal, state, and local revenues to operate the nutrition services program which provides meals and snacks to district students. Visalia Unified School District participates in the National School Lunch Program (NSLP) and as such, receives reimbursements for meals served to eligible needy students from both state and federal sources. In addition, fees are collected for meals from students whose families do not qualify for free or reduced meals. Total revenue recorded in Fund 130 for 2017-18 was \$12,612,974 and expenses amounted to \$12,512,857. The ending balance in Fund 130 as of June 30, 2018 was \$1,573,529.

### Special Reserve for Other Post-Employment Benefits Fund 200

The Special Reserve for Other Post-Employment Benefits Fund 200 is used to account for amounts the district has earmarked for the future cost of postemployment benefits but has not contributed irrevocably to a separate trust for its postemployment benefit plan. A total of \$2,286,057 is reported as a transfer into Fund 200 and \$16,137,501 was the ending balance on June 30, 2018.

## Capital Project Funds

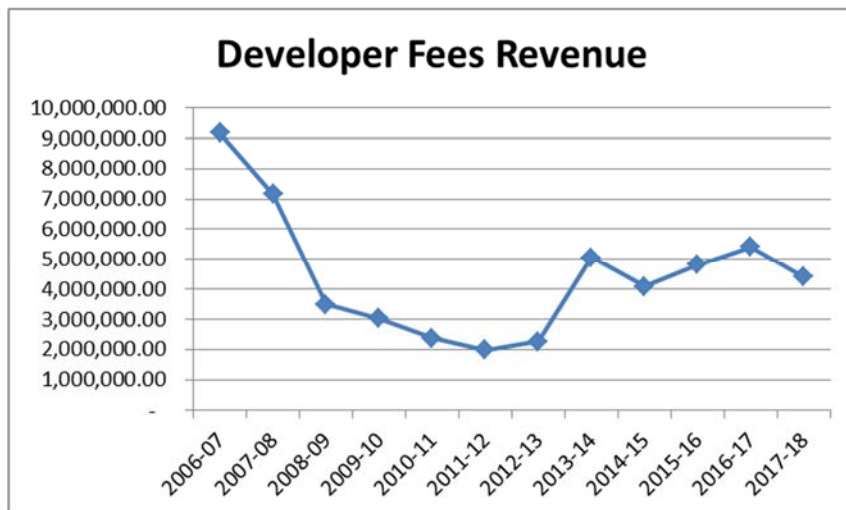
Capital Project funds are used to account for revenues and expenditures related to the acquisition and/or construction of all major governmental fixed assets. The district maintains four capital projects funds.

### Building Fund 210

Building Fund 210 is used to account separately for proceeds from the sale of Visalia Unified's voter approved bonds and expenditures from this fund are most commonly made for capital outlay. In November 2012, voters approved Measure E to fund facility improvements at all of our school sites over 10 years old and to build a new middle school. With the approval of Measure E, \$60.1 million was approved. Total revenue recorded in Fund 210 for 2017-18 was \$2,623 and expenses amounted to \$359,674. The ending balance in Fund 210 as of June 30, 2018 was \$0.

### Capital Facilities Fund 250

Capital Facilities Fund 250 is used to account separately for monies received from developers.



Fees are received from individual homeowners building or remodeling single family dwellings and from large scale developers, often in the form of Community Facilities District bonds (CFDs) and interest. Developer fee revenues in this fund have dropped dramatically from their peak in 2005-06 when fees collected reached \$12,546,321. Fee collections reached a low in 2011-12 when just \$1,987,721 in fees were recorded. For 2017-18, developer fees payments totaled

\$4,407,647, a 18.67% decrease from the amount received in the prior year. Total revenue in Fund 250 for the 2017-18 year was \$4,407,647 and expenses totaled \$5,260,683. The fund ended the year with a balance of \$2,390,100.

### State School Facilities Fund 350

State School Facilities Fund 350 is used to receive apportionments from the State School Facilities Fund for new school facility construction, modernization projects, and facility hardship grants. Typical expenditures from this fund are for site acquisition, site improvements, buildings, furniture, and fixtures that will be capitalized as part of a construction project. There was a \$206,489 ending balance in Fund 350 as of June 30, 2018.



#### Special Reserve for Capital Outlay Fund 400

Special Reserve for Capital Outlay Fund 400 is used primarily to account for the accumulation of resources for capital outlay purposes. Principal revenues in this fund are derived from rental and lease income, interest, transfers in from other funds, and proceeds from the sale or lease-purchase of land and buildings. The Board approved the sale of Certificates of Participation (COP) to generate \$59.87 million in cash to advance fund Measure E projects that would otherwise be delayed up to 5 years or more due to the timing of State reimbursements from Prop 51. Expenditures totaled \$15,544,293. Revenues totaled \$(423,823). The ending balance in Fund 400 as of June 30, 2018 was \$73,021,860.

### **Debt Service Funds**

Debt service funds are established to account for the accumulation of resources for the repayment of long term debt. The district maintains two debt service funds.

#### Bond Interest and Redemption Fund 511

The Bond Interest and Redemption Fund 511 is used to account for the collection of tax receipts, premium payments, and accrued interest from the sale of bonds. This fund was established after the passage of Measure G in 1998. In 2010, these bonds were refinanced at a lower interest rate resulting in interest savings.

#### Bond Interest and Redemption Fund 514

This fund was established after the passage of Measure E in 2012.

All transactions within fund 511 and 514 are managed solely by the Tulare County Office of Education and the Assessor's Office. Revenues in these funds are comprised of ad valorem taxes paid by property owners within the VUSD boundaries.

In 2017-18, Fund 511, 514, and 516 expenses totaled \$4,510,287 and revenues were \$2,828,290. The ending fund balance in these funds as of June 30, 2018 was \$6,484,690.

#### Certificates of Participation Fund 561

Fund 561 was established to account for the Certificates of Participation originally issued in 1996 and refinanced in 2005. Revenues for this fund come from Redevelopment revenues as well as transfers from the General Fund.

### **Proprietary Funds**

The district maintains one proprietary fund to account for transactions in its self-insurance accounts.

#### Self Insurance Fund 670

The Self Insurance Fund 670 is used to separate monies received for self-insurance activities from the district's other operating funds. Revenues come from employee payroll deductions and district contributions toward employee health insurance and worker's compensation costs. During the 2017-18 year, \$44,541,750 in revenues from payroll contributions and interest earnings were recorded for both active and retired members. \$42,704,647 in expenditures for claims, premium payments, and other related costs were also recorded. The ending balance in Fund 670 as of June 30, 2018 was \$32,301,329.