Visalia Charter Independent Study

Focus on Learning

Western Association of Schools and Colleges

Self-Study Accreditation Report

March 2016

Visalia Unified School District

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Preface



WASC Focus Groups 2015-2016

Vision	Curriculum	Instruction	Assessment and Accountability	Student Culture and Support
WASC Writing Team: Allyson Cain, Marika Forbes, Jana Lewis, Angie O'Neal and Michele Reid				
Criteria A Facilitator: Michele Reid (18) Recorder: Alisha Lewis (15, 16)	**Criteria B** Facilitator: Angie O'Neal (1) Recorder: Marika Forbes (9, 13)	**Criteria C** Facilitator: Jana Lewis (11) Recorder: Daniel Cantelmi (19)	**Criteria D** Facilitator: Janette Duran-Alonzo (11) Recorder: Nelly Morales(10, 23)	**Criteria E** Facilitator: Marissa Castro (5) Recorder: Luis Mota (16)
Rebecca Crawford (13, 4) Lisa Anderson(13) Therese Bruce (13) Colleen Cantelmi (13) Marissa deSantiago (13) Susan Graves (13) Katie Akin (2) Mike Kelly (13) Lisa Noronha (13) Kim Russell (13) Tesa Woods(13) Tiffane McRoberts (6) Maria Teran (23) Danielle Rivero (10)	Allyson Cain (13,9,21) Christine Johnson (12) Malinda Hoskins (12, 19) Shannon Boswell (13) Rebecca Delgado (13) Marika Forbes (13, 9) Emily Lucietto (9) Rebecca Hansen (24) Linda Ruth (13) Lupe Wilkinson (13) Jan Barker (22) Maria DelaCerda (23) Shaye Irving (10)	Patricia Miller (13) Daniel Cantelmi (19) Edward Campos (12) Charlene Blunt (13) Devon Coon (13) Allison Fletcher (13, 17) Joni Hemphill (13) Julie Konishi (13) Jennifer Moshier (13) Jose Vega (12) Patrick Lapsley (22) Venetia DeLeon (23) Dalia Solis (10, 23)	Christina Harris (13, 8) Sonja Bennett (16) Jennifer Walters (13, 20) Stacy Andrews (13) Tim Avila (24) Clarissa Friesen (16) Teresa Sterling (7) Kristi Mellow (13, 8) Pat Rosenberg (13) Leslie Tanck (13, 8, 24) Sara Villarreal (16) Viviana Hernandez (22) Myra Sisk (6) Nelly Morales (10, 23)	Julie Acquafresca (17) Rachel Duby (13, 8) Ann Broderson (13) Lawrence Chan (13) Angelita Gonzalez (13, 12) Frank Kelly (22) Claudia Maddox (13, 4) Melissa Munoz (13) Marni Todd (13) Maxine Wollenman (13) Kassi Hampel (24) Heather Marmolejo (6) Sondra Sherman (6) Matt Salazar (3) Karen Souza (14)
Meeting Dates: September 14 October 5 October 14 October 26 November 9 November 16	**Meeting Dates:** September 14 October 5 October 12 November 2 November 16	**Meeting Dates:** September 14 September 28 October 5 Nov 2	**Meeting Dates:** September 23 October 5 October 19 November 16	**Meeting Dates** September 14 October 5 November 16

CT = Classroom Teacher **MT** = Master Teacher **VAPA CT** = choir, dance, and drama

1. Assistant Principal 2. Cafe Lead 3. Campus Supervisor 4. College and Career Counselor 5. Compliance Coach 6. Child Care Worker 7. Culinary Classroom Teacher 8. Educational Specialist	9. English Teachers 10. General Activities Aide 11. Learning Director 12. Math CT 13. Master Teacher (MT) 14. Office Management 15. Online Lead 16. Online Master Teacher	17. PE Teacher 18. Principal 19. Science CT 20. Spanish CT 21. Study Techniques CT 22. Tutors 23. Tutorial Aides 24. VAPA CT

WASC Student Group	WASC Parent Group
Alameen Alfarah, 9th Almamun Alfarah, 9th Natalie Alvarado, 11th Rihab Boumzough, 10th Savanna Correa, 10th Symone Irving, 10th Casey Manahan, 10th Joshua Rodriguez, 11th Jasmine Ramos, 11th Lauren Rodriguez, 12th Samuel Walls, 12th	Maria Ceballos Zahra Chekabab Laree Irving Jill Manahan Nadine Marcos Ismael Rodriguez Juanita Rodriguez Maritza Rodriguez Rachel Szyszka
Meeting Dates October 20, 2015 November 15, 2015	**Meeting Dates** November 3, 2015 December 15, 2015

A description of our process:

The VCIS staff has dedicated a significant amount of time to the development of our WASC Self-Study report. Throughout the process, focus has been strategic in identifying our areas of strength, our areas of growth, and developing an action plan to support the continued growth and success of VCIS. We've ensured that our self-study process included input from all stakeholders: students, parents, classified staff, certificated staff, and administration.

The following is chronology of our process:

Date	Task	Who Was Involved	Notes
September 14, 2015	Self-Study Group Work	Focus Group A Focus Group B Focus Group E	*Reviewed the indicators and prompts
September 16-October 12, 2015 *(collaborative via Google drive)*	Focus Group Work	Focus Group A	*Reviewed the indicators and prompts
September 23, 2015	Focus Group Work	Focus Group D	*Reviewed the indicators and prompts
October 5, 2015	Focus Group Work Data Analysis	All Focus Groups All Certificated Staff	*Reviewed the indicators and prompts *Math CAASPP "On The Surface Data Facts" and class pass rates
October 12, 2015	Focus Group Work	Focus Group B	*Reviewed indicators and prompts
October 14, 2015	Focus Group Work	Focus Group A	*Reviewed findings, discussed action plan items
October 19, 2015	CAASPP Math Data Review Brainstorm - from October 5 Data Analysis Staff Survey Analysis Focus Group Work	All certificated staff All certificated staff All certificated staff Focus Group D	*Data from 10/5 staff meeting was organized and disseminated to staff *ELA CAASPP: break down of data to consolidate, disseminate, and analyze. *Results of staff survey analyzed/disseminated *Reviewed the indicators and prompts

Date	Task	Who Was Involved	Notes
October 26, 2015	Focus Group Work	Focus Group A	*Reviewed findings and refined action plan
November 2, 2015	CAASPP ELA Data Review Brainstorm - from October 19	All certificated staff	*Data from 10/19 staff meeting was organized and disseminated to staff
	Staff Survey Results	All certificated staff	*Results of staff survey analysis was organized and disseminated to staff
	Parent Survey Analysis	All certificated staff	*Data from parent survey was disseminated, reviewed & analyzed
	Dissection of 2014-2015 Action Plan	All certificated staff	*Action plan disseminated, analyzed, and supporting evidence identified
	Focus Group Work	Focus Group B	*Discussed and refined section
November 3	Analysis of Parent Survey	Parent Group and Administration	*Reviewed Parent survey and discussed school climate; introduction of WASC
November 9	Focus Group Work	Focus Group A	*Review of vision/mission/SLO's
November 16	Focus Group Work	Focus Group B	*Identified areas of growth and strengths
		Focus Group A	*Reviewed final draft
	Parent Survey Results	Focus Group E All certificated staff	*Reviewed final draft/added areas of growth and strength *Results of parent survey analysis was organized and disseminated to staff
	Share Final Versions of Vision/Mission Statements	All certificated staff	*New and final version of vision and mission statements disseminated to staff
	Analysis of Student Survey	All certificated staff	*Data from student survey was disseminated, reviewed & analyzed

Date	Task	Who Was Involved	Notes
November 17	Analysis of Student Survey	Student Group and Administration	*Reviewed/analyzed student survey results
December 7	Analysis of Focus Group Work	All certificated staff	*Reviewed/analyzed focus group work
December 11	Review of WASC document	Administration	*Reviewed and adapted chapters
January 11, 2016	Edited WASC	Administration and WASC Writers	* Made chapter adaptations
January 19, 2016	Edited WASC	Administration and WASC Writers	* Made chapter adaptations and worked on finalizing documents

Chapter I



Student/Community Profile and Supporting Data and Findings

Chapter I: Student/Community Profile and Supporting Data and Findings

Demographic Data

1. Community

Visalia Charter Independent Study is situated in the agriculturally rich San Joaquin Valley that runs directly through central California. Visalia is approximately 230 miles southeast of San Francisco and 190 miles north of Los Angeles. Even though Visalia is about 40 miles southwest of the entrance to the Sequoia National Park, Visalia is still considered the "Gateway to the Sequoias." Settled in 1852, Visalia is the oldest city in California between Stockton and Los Angeles, but still maintains a charming, hometown atmosphere with restaurants, art galleries, antique stores, boutique shops, and many outdoor murals spread throughout the community with many of them painted by Visalia students.

Being the county seat and the largest city in the county, Visalia has a population of approximately 129,281 and is spread out over 36 square miles. It is the 5th largest city in the San Joaquin Valley. Visalia is also the single most productive agricultural area in the United States, feeding and clothing the world with over 250 agricultural commodities with cotton and milk production being the most notable. Tulare County is also the largest producer in the country of fresh oranges, olives, kiwi, and honey. While agribusiness continues to be very important, manufacturing, retail merchandising, service industries, light industry, utilities, and government services also generate sources of employment. As of 2010 (our last census), Tulare County's unemployment rate was at 11.6%. Besides agriculture, the County of Tulare, Visalia Unified School District, Kaweah Delta Health Care, and College of the Sequoias are among the largest employers in Visalia.

According to U.S. Census Bureau data (2013), Visalia's median household income is $52,899. The median home price is $177,100 and the median gross rent is $956 per month. Since Visalia Charter Independent Study (VCIS) does not have school boundary lines, our school draws in students from all income levels from below poverty to affluent families.

2. District

Visalia Unified School District (VUSD) is the oldest district in Tulare County, founded in 1885. VUSD is currently comprised of twenty five elementary schools, four middle schools, four comprehensive high schools, one continuation high school, one adult school, four charter schools, and a school that serves orthopedically-challenged and emotionally-challenged students. There have also been some significant developments recently within our district. A new middle school is currently under construction with a projected opening in the fall of 2016. There is also a need for an additional high school in the district; however, no official plans have been finalized due to the need for additional funding. Our current superintendent, Dr. Craig

Wheaton, has resigned his position effective February 1, 2016. Our current Assistant Superintendent, Dr. Todd Oto, has been appointed Interim Superintendent for the spring of 2016. The board will appoint a new superintendent for the fall of 2016.

The *Local Funding Formula (LCFF) State Priorities Snapshot for VUSD (2014-2015)* indicates that the current student enrollment incorporates around 26,786 students; with English Learners (EL's) making up approximately 16%, Socioeconomically Disadvantaged (SED) making up around 67%, and Students with Disabilities (SWD) making up around 6% of the student population.

3. WASC Accreditation History

In the spring of 2007, Visalia Charter Independent Study received our initial 3-year WASC accreditation until the spring of 2010. After the 2010 review, VCIS received a 6-year accreditation with a midterm review. In April of 2013, VCIS completed a Mid-Term Progress Report, in which the visiting team left no recommendations. The next WASC visit is scheduled for March of 2016.

4. School Purpose

The 2015-2016 school year met VCIS with a change in school leadership. Due to the shift in leadership and the WASC evaluation process, the VCIS staff determined that it was necessary to revisit and modify our vision and mission statements. Staff was given the opportunity to create, review, revise, and agree upon a new school vision and mission statement. Below is the reformed vision statement:

Vision Statement

Visalia Charter Independent Study is committed to providing an education that will focus on individual student needs, fostering their academic potential and inspiring a passion for learning, while guiding students towards success in college, career and life.

Mission Statement

Visalia Charter Independent Study has one mission: to offer students an innovative approach to academics that recognizes the unique and varied needs of each student. Our goal is to create a learning environment that takes into account individual needs by working at a pace that fosters academic success. As partners in this journey, parents, school staff, and the community come together to ensure that students are achieving their potential as they become learners in the 21st century. VCIS pledges to instill confidence, diligence, and self-worth for all students.

School Wide Learner Outcomes

At VCIS, we believe in **EAGLES**:

E - Every student succeeds
A - Academic achievement and advancement
G - Graduate students that are college & career ready
L - Life-long learners
E - Exercise high ethical standards
S - Shared support of student success by family, staff and students

Table 1

SLO - E Every student succeeds		
	Current	**Goal**
CAASPP % Met/Exceeded in ELA	37%	42%
CAASPP % Met/Exceeded in math	4%	10%
Specific Measures: CAASPP ELA & math results		
SLO - A Academic achievement and advancement		
	Current	**Goal**
*pass rate in English classroom courses	93%	94%
**pass rate in math classroom courses	88%	89%
***pass rate in science classroom courses	78%	79%
Specific Measures: *English - English 1 & ERWC; **math - Integrated Math 1, Integrated Math 2, Algebra 2, & pre-calculus; ***science - biology & chemistry		
SLO - G Graduate students that are college and career ready		
	Current	**Goal**
*graduation rates	92%	93%
**% meeting A-G at graduation	-	-
***% of students enrolled in CTE courses	11%	13%
**% of graduates employed in the workforce	-	-
Specific Measures: *data received from district research specialist; **We do not currently have this data. Plans are in place to begin gathering this data as an annual measurement; ***CTE courses - culinary, engineering, CNA, MA, & any VCIS student enrolled in a CTE course at a comprehensive high school		
SLO - L Life-long learners		
	Current	**Goal**
*% enrolled in colleges	%	%
*%enrolled in trade schools	%	%
*% enlisted in military	%	%
Specific Measures: *We do not currently have this data. Plans are in place to begin gathering this data as an annual measurement.		

SLO - E Exercise high ethical standards		
	Current	**Goal**
Annual attendance rate	95.86%	96%
Annual suspension rate	.05%	.03%
Annual expulsion rate	0%	0%
Specific Measures: data received from district research specialist and director of student services		
SLO - S Shared support of student success by family, staff and students		
	Current	**Goal**
*staff survey	83%	85%
**parent survey	91%	93%
***student survey	88%	90%
Specific Measures: *Questions 1, 2, & 6 under curriculum from the staff survey; **Questions 11, 12 & 13 from the parent survey; ***Questions 12, 13, 14, 15, 16, & 17 from the student survey		

5. Status of School

Visalia Charter Independent Study does not receive Title I funds nor does it participate in any State-mandated improvement programs. VCIS is a charter school where our general fund consists of student ADA. As an Alternative Schools Accountability Model (ASAM) school, our AYP criteria differ from the traditional high school model.

As shown in **table 2**, for the 2011 school year, Visalia Charter Independent Study did meet all of the requirements for their Adequate Yearly Progress. In 2012, VCIS was "Safe Harbored", and in the 2013 (last year of AYP) school year, all of the requirements were not met for AYP.

Table 2

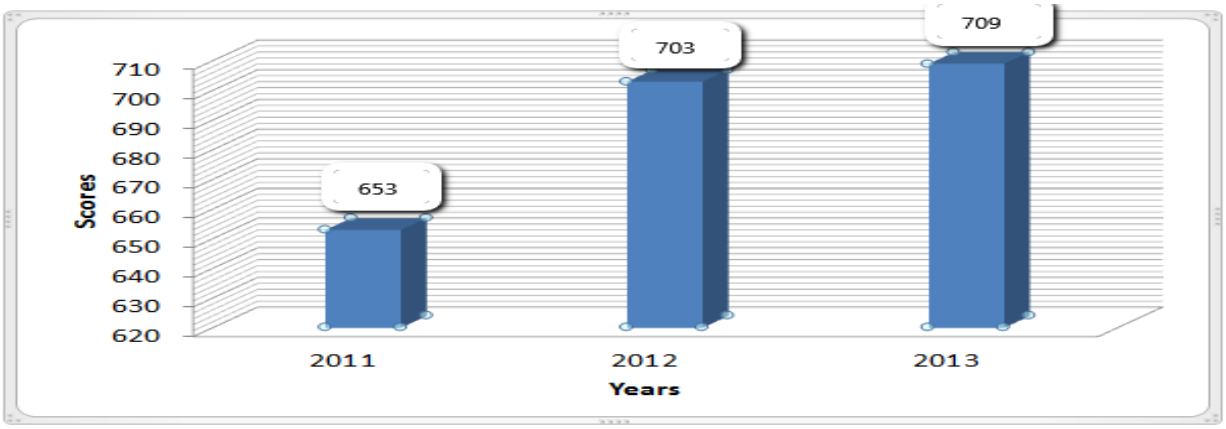
Adequate Yearly Progress (AYP)			
Year	**2011**	**2012**	**2013**
Math	31.9%	37.7%	34.8%
English	36.2%	50.9%	39.4%
Met?	Yes	Safe Harbor	No

(Source: Ed-Data website)

Academic Performance Index (API)

For the years 2011-2013, VCIS increased the API score each year. As illustrated in **figure 1** below, the API increased 50 points from 2011 to 2012. From the 2012 to 2013 school year, the API increased by 6 points.

Figure 1 **Academic Performance Index (API)**



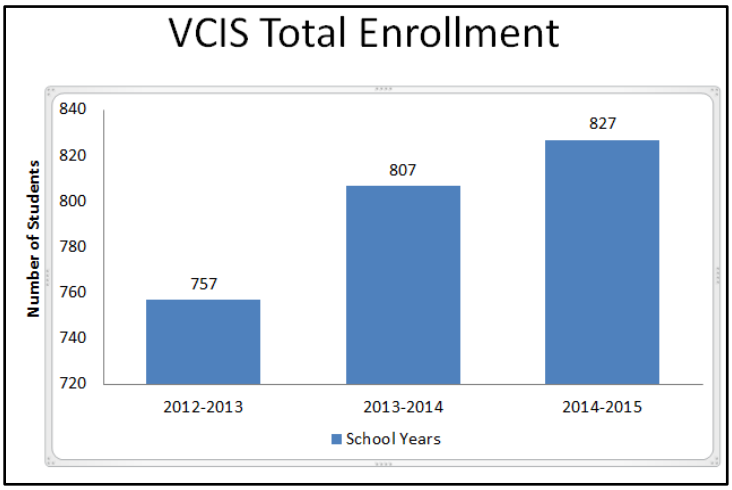
(Source: Dataquest)

Even though the school is an independent study school, students are provided with multiple resources for support in their academic achievement. Students who are struggling in their core subject areas are given the opportunity to attend tutoring sessions with fully credentialed teachers during school hours. Students are also engaged in one on one instruction with a master teacher for one hour every week. All students who are enrolled in a Biology, Chemistry, Forensics, Marine Biology, and Integrated Math course are required to attend a class once a week for a minimum of two hours. Extra support for these classes is also provided during tutoring times.

6. Student Demographics and Enrollment

Our current year total enrollment is approximately 550 students as of October. **Figure 2** below, shows the total enrollment for each school year from 2012-2015. Each year the enrollment at VCIS has been consistently increasing.

Figure 2



(Source: Ed-Data Website)

As shown in **table 3**, below, our subgroup enrollments have changed slightly. The White and Hispanic subgroups have increased in numbers, yet the percentage of *White, not Hispanic* group have declined over the last three years.

Table 3

Total Enrollment by Ethnicity

	African-American	Asian	Hispanic/ Latino	White, not Hispanic	American Indian	Other	Total
2011-12	9	29	270 (59%)	136 (29.6%)	5	10	459
2012-13	9	23	294 (59%)	146 (30%)	8	10	490
2013-14	10	17	324 (60%)	163 (30%)	11	13	538

(*source*: ed-data.com)

As shown in **table 4**, below, VCIS has a larger percentage of American Indian/Alaska Natives than does the district, county or state. The school, district and county of Tulare all have a higher percentage of Hispanic/Latino population than does the state. Visalia Unified has a larger percentage of Asian students than the county; however, it is lower than the state percentage for the same group.

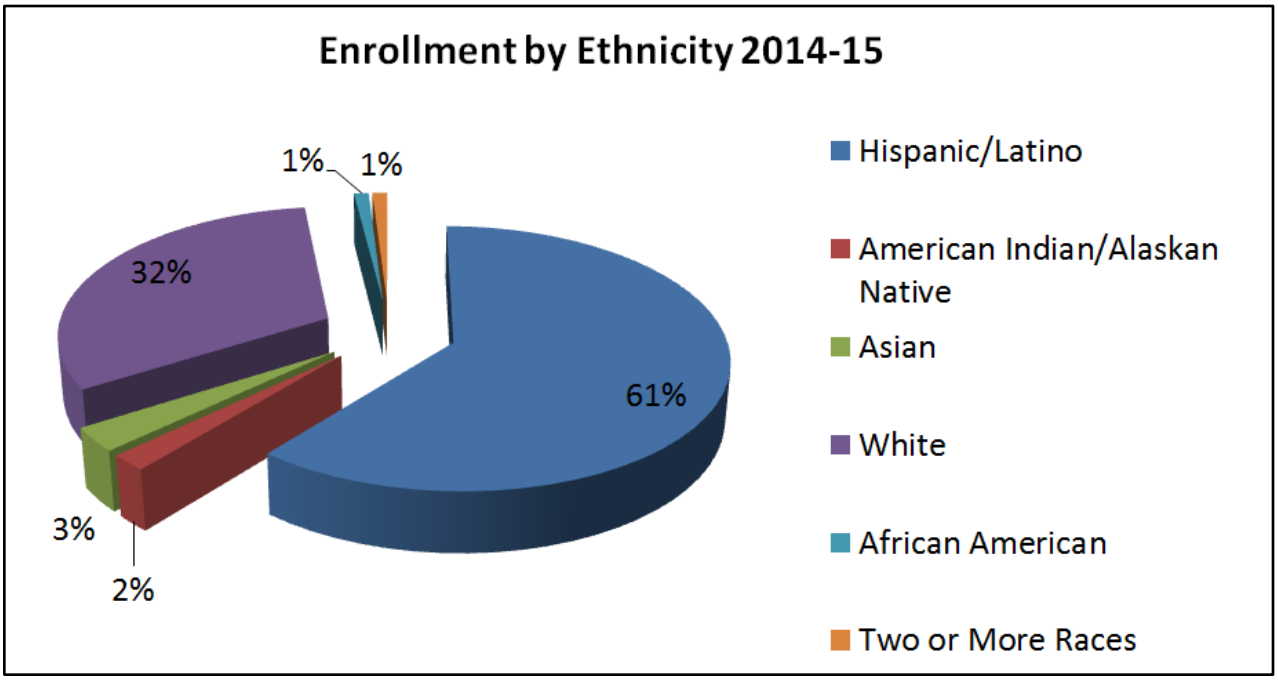
Table 4

Total Enrollment by Ethnicity for VCIS, Visalia Unified, Tulare County and State for 2014-2015

	Am/ Indian Alaska Native	% of Total Enroll.	Asian	% of Total Enroll.	Filipino	% of Total Enroll.	Hispanic or Latino	% of Total Enroll.	African Am.	% of Total Enroll.	White, not Hispanic	% of Total Enroll.
VCIS	10	1.8	15	2.8	0	0	337	60.7	6	1	177	31.8
Visalia Unified	294	1	1,271	4.5	161	.5	18,613	65.8	506	1.8	6,572	23.2
County Total	932	.9	2,208	2.2	816	.8	77,528	75.9	1,359	1.3	17,783	17.4
State Total	36,755	.6	545,720	8.8	158,224	2.5	3,344,431	53.6	373,280	6	1,531,088	24.6

(*source*: Dataquest)

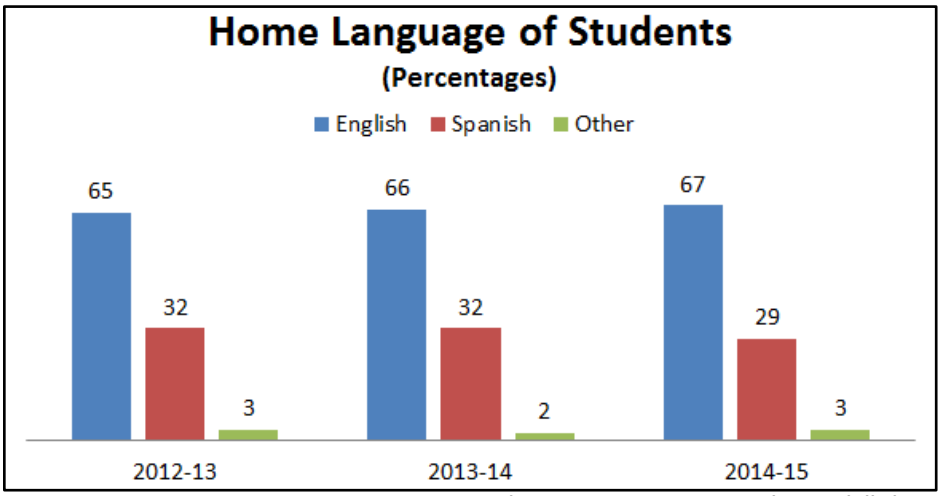
Figure 3 Below is a graphical representation of the ethnicity of students represented at VCIS.



(Source: Dataquest-Home Language)

Figure 4, below shows the primary language data from 2012-2015 school years. In the 2014-15 school year, 67% of the population was from homes that spoke only English, 29% was from Spanish speaking homes, and 4% consisted of other languages such as Arabic, Bengali, Lahu, Mein and Portuguese. For the 2013-2014 school year, 66% of the students were from English speaking homes, 32% were from Spanish speaking homes, and 2% were from homes that spoke other languages. For the 2012-2013 school year, 65% of the students were from English speaking homes, 32% were from Spanish speaking homes, and 3% spoke other languages.

Figure 4



(Source: VUSD: Research Specialist)

7. Language Proficiency Numbers

As **table 5** below shows, our number of officially-designated English learners (CELDT 1-5) has remained relatively stable since 2012-2013 for the overall student population. The chart provides the number of EL students enrolled each year, along with the percentage that they comprise of our school's enrollment.

Table 5 **Number of English Language Learners**

Year	# of EL Students/% of EL Students
2012-2013	58/8%
2013-2014	59/7%
2014-2015	54/7%
Fall of 2015	39/7%

(Source: California Department of Education)

In analyzing the data in **table 6** from the California Department of Education (fall, 2015), three students are currently designated as a CELDT 2. A closer review of the data revealed that one student in the Early Intermediate Level is also designated Special Education. In addition, approximately 33 students have been reclassified during this time period.

Table 6 **Fall of 2015 Language Proficiency Levels**

CELDT Level	# of EL Students	% of EL Students
Beginner (1)	2	5%
Early Intermediate (2)	3	8%
Intermediate (3)	16	41%
Early Advanced (4)	17	43%
Advanced (5)	1	3%

(Source: California Department of Education)

8. Attendance Data

Table 7 shows the Average Daily Attendance (ADA) for Visalia Charter Independent Study. Due to the uniqueness of our school, the attendance data reflect more absences than those at traditional schools. In addition, ADA for an independent study program is calculated on the student's' completed work assignments and signed daily engagement sheets. The increase in attendance reflects our teachers' efforts to reach out to students and make sure they attend regularly.

Table 7 **Attendance Rates**

	2012-2013		2013-2014		2014-2015		Fall 2015	
	ADA	% Actual	ADA	% Actual	ADA	% Actual	ADA	% Actual
Totals	488.39	96.28	520.76	96.14	535.46	95.86	513.27	95.4%

(Source: VUSD Administrative Services Department)

Mobility

Visalia Charter Independent Study does not have boundary lines for our school; rather we take students from all of the other high schools. Our students attend VCIS for a variety of reasons, but many attend to make up credits in hopes of returning to their home school. **Table 8,** below, shows these gains and losses, which are from the monthly attendance reports generated for us by district attendance personnel. The full report shows how many entered and how many students left in each school month. As our school population grows, it is natural to see losses increase over the year due to the higher enrollment and/or early graduation rates. For instance, in the 2014-2015 school year, VCIS had many students who chose to graduate in May, therefore creating a dramatic increase in the losses column.

Table 8 **Mobility**

School year	Gains	Losses	Difference
2012-2013	213	218	-5
2013-2014	228	234	-6
2014-2015	217	265	-48

(source: VUSD: Research Specialist)

9. Truancy/Suspension/Expulsion

Our students must report to their master teacher once a week with all of their assignments completed. If a student does not attend his/her student-teacher meeting and/or has not completed weekly assignments, the teacher issues a contract violation. VCIS students are allowed only three contract violations before they are returned to their home school. In the past, this took away the need for a truancy report.

Those students who fail to complete their work are also reviewed for the School Accountability Review Board (SARB) process if their absences are excessive. This process includes the assistance of the parents, teachers, administrative team, and the district truancy officer. Due to the nature of our school, in the past, the VUSD office has been responsible for the SARB process.

During the 2014-2015 school year VUSD began a new truancy process. To give students a fresh start, the district has removed the SARB label from all student cumulative records. Currently, if a school recognizes an issue they contact district liaisons who will complete an investigation.

Due to LCFF the state began processing truancy reports during the 2012-2013 enrollment year. This makes a huge change in the way our truancy data is reported. Our state snapshot, as seen in **table 9** below, shows a big discrepancy between the 2012-2013 and 2013-2014 school year. Due to the changes in how truancy is reporting during this time and the nature of our school being non-traditional, we will wait for another year before directly analyzing the data. At this time there has not been enough consecutive years to fully and accurately analyze truancy data. VCIS recognizes this and will make it a priority in the future.

Table 9

TRUANCY REPORT

Year	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
2012-13	490	771	394	51.10
2013-14	538	826	30	3.63

(Source: LCFF State Priorities Snapshot)

We average approximately 7-9 suspensions a year, which are usually because of possession of an illegal substance on campus. Our school boasts a zero tolerance policy and maintains a very safe environment for our students. From the moment the students step foot on campus, they are aware that we do not tolerate fighting and other negative behavior. Students understand that they will be returned to their home school if they break the rules. See the Expulsion/Suspension, **table 10** below:

Table 10

Year	Expulsion Rate	Suspension Rate
2010-11	0%	.03%
2011-12	0%	1.4%
2012-13	0%	.06%
2013-14	0%	1.5%
2014-15	0%	.05%

(*Source*: cde.org)

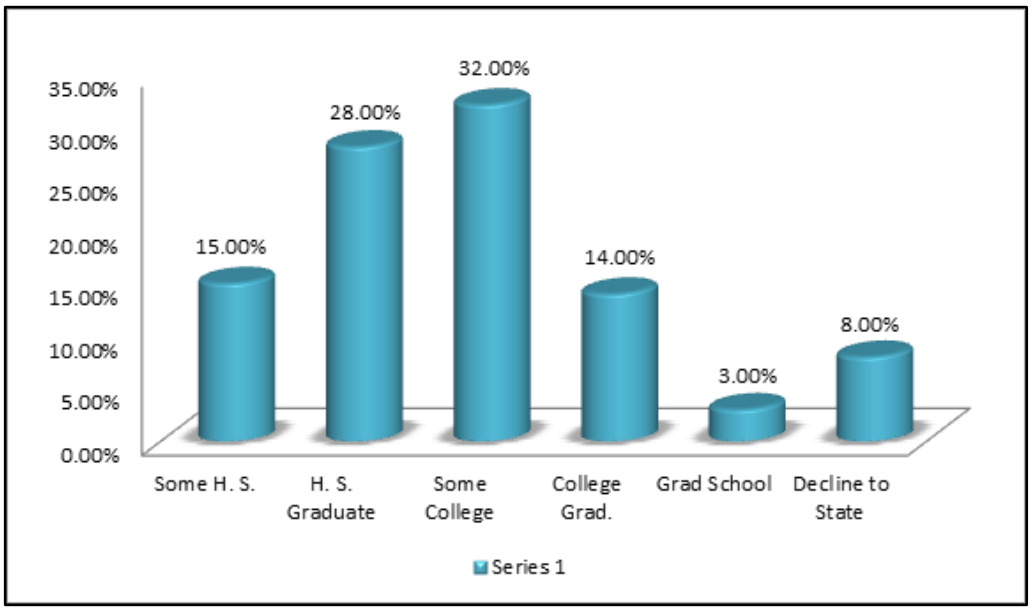
In 2012, the school hired a Campus Supervisor, who was with the school for two years. Then in the fall of 2014 VCIS hired a new Campus Supervisor, who is more efficient in monitoring campus safety and student mobility. Due to such a safe environment and the awareness of students, our expulsion data consist of only two students in the 2007-2008 school year who were expelled.

10. Socioeconomic Status

According to the 2013-2014 Family Economic Data Survey for Alternate Program Funding/Eligibility, 70% of our student population is eligible for free and reduced lunch.

As shown in **figure 5** below, 43% of the parents of VCIS students have a parent education level of high school diploma or less. This contributes significantly to the number of students in our socioeconomically disadvantaged (SED) subgroup. For the 2013-2014 enrollment, 8% of parents who answered this survey declined to answer this question.

Figure 5 **Parent Education Levels**



(Source: Power School)

11. School Safety

As a district, Visalia Unified is committed to creating the safest possible environment for students and staff. Action plans, district wide and campus-specific, have been established for emergency situations, including earthquakes, fires, bomb threats, and lock downs. The plan is reviewed annually and staff is trained at the beginning of each school year.

VCIS conducts safety drills twice each semester. These drills include fire drills, lockdown drills, and earthquake drills. Every year in October, VCIS reworks the evacuation protocol to evacuate all students to a common area. This allows administration to quickly and accurately assess the whereabouts and safety of all students and staff.

Fencing around the perimeter of the building and a keypad entry system at all entrances ensures that all visitors to VCIS must enter through the front office. The secretaries also have an emergency lock-down button they can press to bar access to the front office at a moment's notice. Security cameras are located around the inside buildings and outside of the campus which record all activity around the campus and the administration, secretaries, and campus supervisor can view in real-time in order to watch for suspicious activity. In addition, VCIS employs a full time campus supervisor.

12. Staff Data

Teaching Staff

Research points to the teacher being the most influential person in a student's educational life. VCIS's faculty is committed to increasing our students' level of academic achievement and connectedness to school, through the use of research-based instructional and engagement

strategies. All of VCIS's teachers are highly compliant as defined in No Child Left Behind, and 90% of its staff has over ten years of teaching experience.

Currently there are sixty teachers at Visalia Charter Independent Study, including ten full time teachers and fifty hourly teachers. All teachers have their clear professional teaching credential. All of the full time staff at Visalia Charter Independent Study are Cross-cultural Language and Academic Development (CLAD) certified. See **table 11** below for years of teaching experience at VCIS:

Table 11 **Teaching Experience**

	1-5 yrs.	6-10 yrs.	11-15 yrs.	16-20 yrs.	21-25 yrs.	26-30 yrs.	30+ yrs.
Years in VUSD	26 (42%)	17 (27%)	7 (11%)	3 (5%)	2 (3%)	1 (2%)	6 (10%)
Years Teaching	8 (13%)	9 (15%)	21 (34%)	7 (11%)	5 (8%)	3 (5%)	9 (15%)

(Source: staff surveys)

Administrative and Support Staff

Our administrative staff consists of one principal, one assistant principal, and two learning directors. All four administrators work very closely with students and staff. Since we do not employ counselors at VCIS, one of our learning directors has her PPS credential and works one on one with students. Our front office staff consists of one attendance clerk and one secretary. Our campus has access to a Youth Service Officer (YSO). We also have a nurse on campus every Tuesday, whom we share with another VUSD site. There are three general activities aides, one librarian, three instructional aides, four childcare workers, a community aid, a part-time psychologist, a campus supervisor, a cafe lead, two teachers on special assignment, and other part-time, hourly support as needed.

Instructional Programs

Visalia Charter Independent Study is dedicated to offering a rigorous, standards-aligned instructional program for all students. We offer an alternative educational program that allows students to advance through high school at their own pace, whether that is for credit recovery, acceleration, or social/emotional acceptance. The staff understands the importance of providing assistance for all academic, language, and developmental (ie. emotional and social) levels of our learners.

Students can develop their own schedules to meet their individual needs whether it is for credit recovery, course acceleration and belonging. In addition to the independent study course options, many classes are available to attend on-site with a credentialed teacher. All math, biological science, chemistry, English 1, and ERWC courses are offered as classroom classes. We also offer a wide range of classroom electives including dance, choreography theory, drama, choir, guitar, rock band, basic culinary, advanced culinary, baking, boot camp, Spanish 1

and 2, photography, drawing, beginning computers, computer programming, video editing, yearbook, ASB, prenatal, parenting, marine biology, and forensics. Students who would rather take classes online can enroll in our online program that offers a full diploma program. Our entire school is UC approved and WASC accredited. Our classroom classes and independent study classes are NCAA approved.

VCIS is constantly revising existing curriculum and creating new curriculum in order to meet the varied needs of all students. Some areas of need are addressed on a school-wide basis. To meet the needs of every student, all school instruction was developed in these three areas: writing improvement, vocabulary development, and college and career readiness. Through teacher training and collaboration, monitoring of student achievement, differentiation of instruction, and one on one support, VCIS strives to meet the individual needs of its students.

Tutoring

All students are encouraged to seek tutoring in the designated tutoring room at VCIS. Tutors are available for scheduled tutoring times, or walk-ins. This room is equipped with computers along the perimeter, resources on the walls for all the core subjects, and whiteboard tables. Tutors are available between 9:00 am-4:00 pm daily. The majority of the tutors are credentialed teachers in the areas of science, math, social studies, and English. Tutoring is also available to online students in the online building.

Freshman Support

Even though VCIS is an independent study school, freshmen get extra support to improve their success in high school. Our ninth grade class is very small, consisting of approximately forty to fifty students for the fall 2015 school year. These ninth graders must attend an English 1 class, math class, and study techniques class in addition to their regular weekly meetings with their master teachers. These mandatory classes are designed to offer extra support for these students just starting their high school careers. In addition to extra reading, writing, and math support, freshmen are taught the growth mindset through Brainology instruction.

Special Education

Currently at VCIS, we have thirty three special education students in attendance. To assist and support those students, we employ two full-time and two part-time special education teachers. Students requiring special education are given 1-1.5 hour time slots for their weekly teacher meetings depending on student need. Special education students who attend classroom classes must attend a study skills class each week with a special education teacher. All students with an IEP meet with their case manager weekly. Each student's needs are met through individualized one on one time with teachers and students are given extra support through tutoring and classes.

Student Performance Data

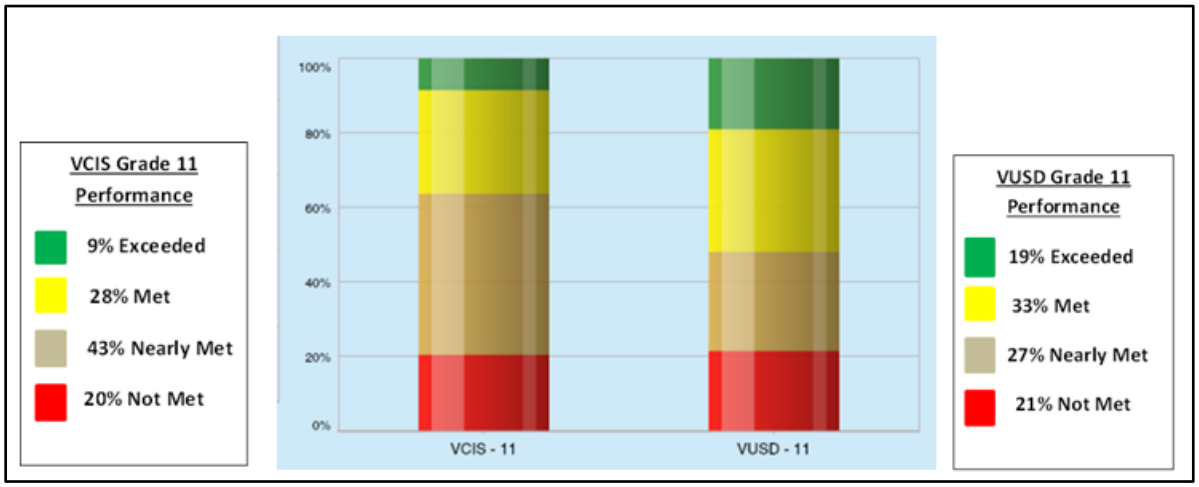
1. California Assessment of Student Performance and Progress (CAASPP)

VCIS completed its first year of the CAASPP testing for juniors in English Language Arts and mathematics during the 2014-2015 school year. These results will serve as our baseline data for the CAASPP test, providing us opportunities for continued growth in successive years. Our juniors performed significantly better on the ELA assessment as compared to the mathematics assessment.

On the English Language Arts CAASPP, 37% of VCIS juniors met/exceeded the overall performance level, 43% of VCIS juniors nearly met the overall performance level, and 20% of VCIS juniors did not meet the overall performance level. **Figure 6** reflects these results in comparison to the rest of juniors in Visalia Unified School District.

Figure 6

CAASPP English Language Arts Overall Achievement Level Breakdown – Grade 11

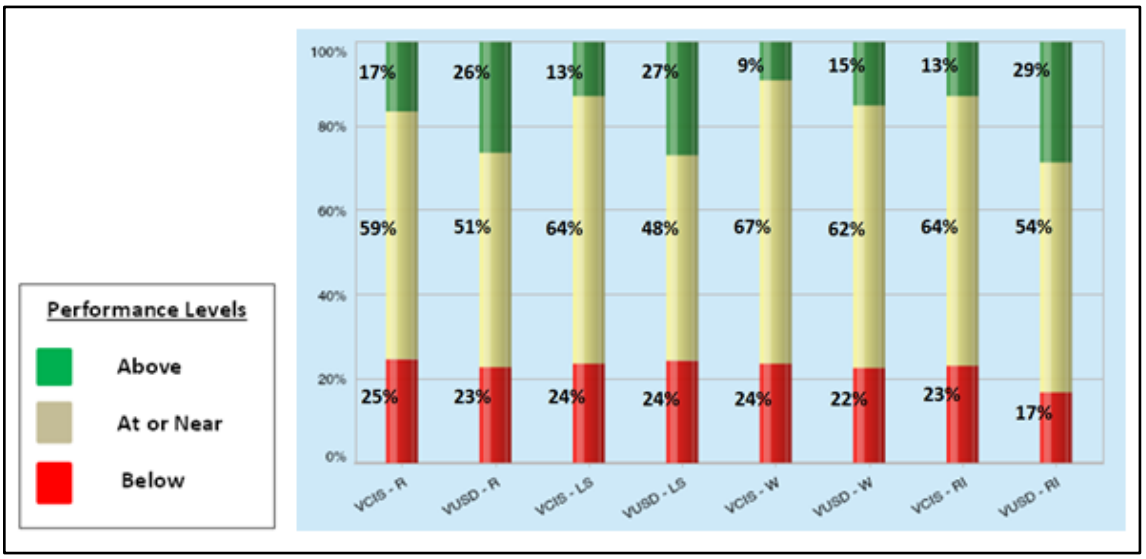


(*Source: VUSD iDashboard*)

On the English Language Arts CAASPP, 76% of VCIS juniors were near/at/above performance level in the reading claim. In the speaking and listening claim 77% of VCIS juniors were near/at/above performance level. In the writing claim 76% of VCIS juniors were near/at/above performance level. In the research/inquiry claim 77% of VCIS juniors were near/at/above performance level. The percent of VCIS juniors below performance level in the reading, speaking & listening, and writing claims is very close to the percentages of juniors below performance level districtwide. **Figure 7** reflects these results in comparison to the rest of juniors in Visalia Unified School District.

Figure 7

CAASPP English Language Arts Performance Level Breakdown by Claim – Grade 11

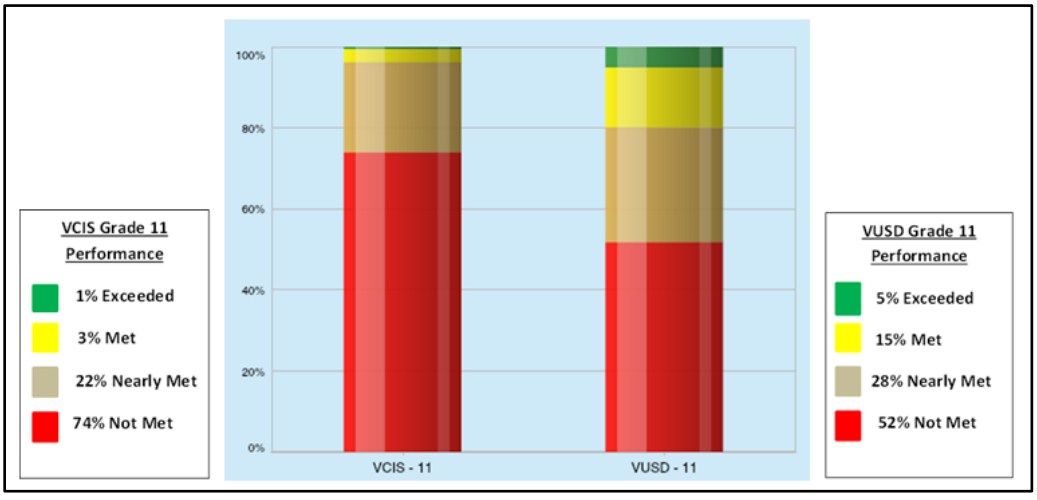


(*Source: VUSD iDashboard*)

On the mathematics CAASPP, 4% of VCIS juniors met/exceeded the overall performance level, 28% of VCIS juniors nearly met the overall performance level, and 52% did VCIS juniors did not meet the overall performance level. **Figure 8** reflects these results in comparison to the rest of juniors in Visalia Unified School District.

Figure 8

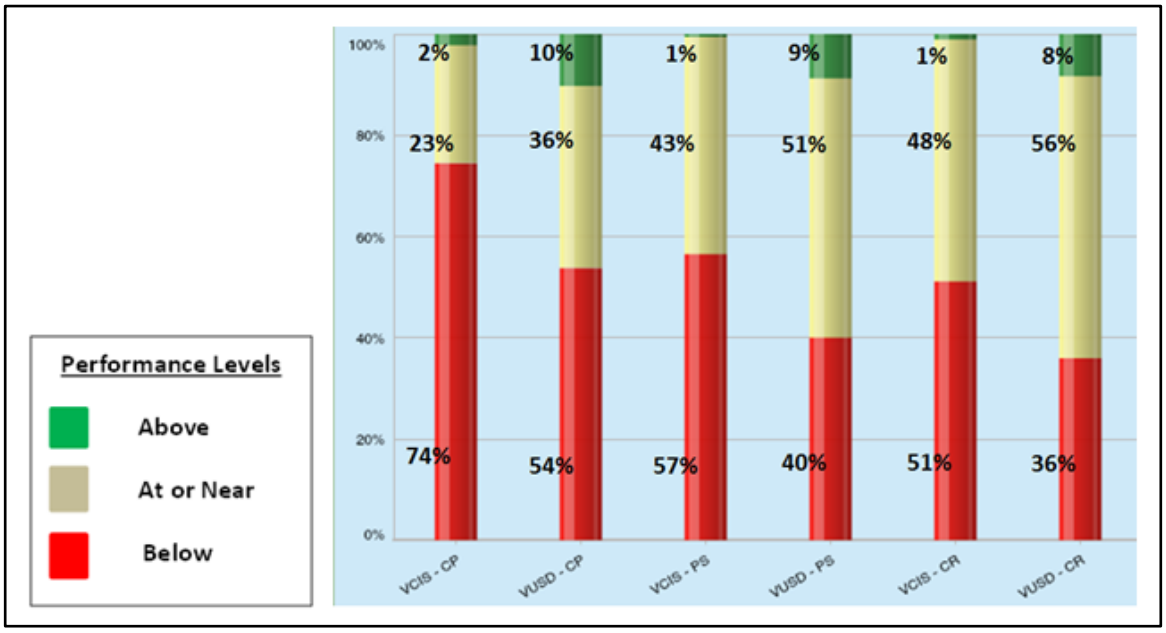
CAASPP Mathematics Overall Achievement Level Breakdown – Grade 11



(*Source: VUSD iDashboard*)

On the mathematics CAASPP, 25% of VCIS juniors were near/at/above performance level in the concepts & procedures claim. In the problem solving claim 44% of VCIS juniors were near/at/above performance level. In the communicating reasoning claim 49% of VCIS juniors were near/at/above performance level; this claim also had the highest performance districtwide with 64% near/at/above districtwide. The concepts & procedures claim had the largest percent of students below performance level a 74%; this claim was also the lowest districtwide with 74% below districtwide. **Figure 9** reflects these results in comparison to the rest of juniors in Visalia Unified School District.

Figure 9 **CAASPP Mathematics Performance Level Breakdown by Claim – Grade 11**



(*Source: VUSD iDashboard*)

2. California Standards Test (CST)

The 2011 to 2013 ELA CSTs show growth over the three year period for each grade level. The percent of freshmen scoring below basic decreased, and the percent of freshmen scoring basic and advanced increased. For both sophomores and juniors, the percent of students scoring far below basic and below basic decreased, and the percent of students scoring basic and proficient increased. See **table 12** below:

Table 12

English Language Arts							
Year	Grade	# of Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2011	9	30	0%	37%	23%	30%	10%
2012	9	38	0%	29%	29%	32%	11%
2013	9	65	6%	12%	42%	20%	20%
2011	10	92	13%	25%	19%	16%	7%
2012	10	85	21%	24%	25%	22%	8%
2013	10	118	8%	16%	43%	27%	5%
2011	11	177	19%	27%	34%	14%	6%
2012	11	175	9%	22%	45%	19%	6%
2013	11	174	11%	22%	41%	21%	5%

(Source: DataQuest)

Tables 13-17 exemplify the area of math. General math, **table 13**, had a 5% proficient/advanced decline in the two years where data was available, but in Algebra 1, **table 14**, all grades showed growth in scores from 2011 to 2013. In Algebra 1, the percent of freshmen scoring proficient and advanced increased. For sophomores the percent of students scoring below basic and basic decreased, and the percent of students scoring proficient increased. For juniors the percent of students scoring far below basic and below basic decreased, and the percent of students scoring basic and proficient increased. In Integrated Math 1, **table 15**, there was an 8% decrease in students scoring far below basic from 2011 to 2013. This course was offered to students completing Algebra 1, but not prepared to move on to geometry. It is a different course than the Integrated Math 1 course that we currently offer. In geometry, **table 16,** there was a significant increase in the percent of students scoring below basic from 2012 to 2013. There was a decrease in the percent of students scoring basic and proficient. We have very small numbers of students enrolled in higher level math courses; therefore, there is not much data available for Algebra 2, **table 17**. In 2013, 38% of juniors scored basic and 15% scored proficient on the Algebra 2 CST.

Table 13

General Math							
Year	Grade	# of Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2011	9	8	*	*	*	*	*
2012	9	20	10%	35%	35%	15%	5%
2013	9	20	25%	25%	35%	15%	0%

**Appears to protect student privacy when 10 or fewer students had valid test scores.* *(Source: DataQuest)*

Table 14

Algebra 1							
Year	Grade	# of Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2011	9	18	17%	17%	39%	28%	0%
2012	9	16	0%	38%	44%	19%	0%
2013	9	38	3%	29%	34%	32%	3%
2011	10	38	0%	50%	37%	11%	3%
2012	10	53	19%	53%	19%	9%	0%
2013	10	74	18%	39%	27%	16%	0%
2011	11	33	21%	52%	18%	6%	3%
2012	11	42	19%	48%	21%	12%	0%
2013	11	49	6%	45%	33%	16%	0%

(Source: DataQuest)

Table 15

Integrated Math 1							
Year	Grade	# of Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2011	10	2	*	*	*	*	*
2012	10	7	*	*	*	*	*
2013	10	18	0%	50%	39%	11%	0%
2011	11	33	21%	36%	36%	6%	3%
2012	11	25	8%	40%	32%	16%	4%
2013	11	39	13%	44%	38%	5%	0%

**Appears to protect student privacy when 10 or fewer students had valid test scores.* *(Source: DataQuest)*

Table 16

Geometry							
Year	Grade	# of Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2011	9	2	*	*	*	*	*
2012	9	4	*	*	*	*	*
2013	9	7	*	*	*	*	*
2011	10	6	*	*	*	*	*
2012	10	14	0%	36%	36%	29%	0%
2013	10	24	4%	58%	33%	4%	0%
2011	11	26	23%	42%	27%	8%	3%
2012	11	14	7%	21%	50%	21%	0%
2013	11	16	13%	88%	0%	0%	0%

**Appears to protect student privacy when 10 or fewer students had valid test scores. (Source: DataQuest)*

Table 17

Algebra 2							
Year	Grade	# of Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2011	10	0	-	-	-	-	-
2012	10	3	*	*	*	*	*
2013	10	10	*	*	*	*	*
2011	11	6	*	*	*	*	*
2012	11	10	*	*	*	*	*
2013	11	13	0%	46%	38%	15%	0%

**Appears to protect student privacy when 10 or fewer students had valid test scores. (Source: DataQuest)*

In **tables 18 and 19** below, there was a significant 10% increase in 10th grade basic scores in world history; however, there was a decrease in the number of proficient and advanced students. There was not enough data in grade 11 for world history. In US history, there was a decrease in the percent of students scoring far below basic, and an increase in the percent scoring basic from 2011 to 2013.

Table 18

World History							
Year	Grade	# of Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2011	10	51	16%	20%	33%	27%	4%
2012	10	45	16%	21%	30%	21%	12%
2013	10	60	15%	18%	43%	13%	10%
2011	11	28	35%	23%	38%	4%	0%
2012	11	8	*	*	*	*	*
2013	11	3	*	*	*	*	*

**Appears to protect student privacy when 10 or fewer students had valid test scores.* *(Source: DataQuest)*

Table 19

US History							
Year	Grade	# of Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2011	11	181	27%	20%	27%	18%	8%
2012	11	176	16%	19%	41%	19%	5%
2013	11	177	16%	26%	33%	17%	8%

(Source: DataQuest)

In biology, **table 20** below, there was a gain in proficient/advanced scores in 2012 (6% in 10th grade, 10% in 11th grade), but a loss in both grades in the year 2013. Earth science, **table 21**, did not have enough students for data in 9th and 10th grades, but 11th grades also showed a large gain in proficiency in 2012 and a loss in 2013. Chemistry, **table 22**, showed a great gain from 2012 to 2013 of 21% of students scoring proficient. (2011 did not have enough students for data to be present).

Table 20

Biology							
Year	Grade	# of Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2011	10	36	2%	14%	44%	25%	14%
2012	10	46	4%	20%	30%	28%	17%
2013	10	62	3%	3%	52%	26%	15%
2011	11	33	6%	21%	45%	24%	3%
2012	11	35	0%	6%	57%	26%	11%
2013	11	37	14%	11%	51%	16%	8%

(Source: DataQuest)

Table 21

Earth Science							
Year	Grade	# of Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2011	9	8	*	*	*	*	*
2012	9	0	-	-	-	-	-
2013	9	0	-	-	-	-	-
2011	10	1	*	*	*	*	*
2012	10	2	*	*	*	*	*
2013	10	0	-	-	-	-	-
2011	11	68	9%	15%	47%	24%	6%
2012	11	71	3%	13%	51%	31%	3%
2013	11	117	15%	20%	44%	20%	2%

**Appears to protect student privacy when 10 or fewer students had valid test scores.* *(Source: DataQuest)*

Table 22

Chemistry							
Year	Grade	# of Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2011	11	1	*	*	*	*	*
2012	11	11	9%	0%	45%	3%	9%
2013	11	21	0	10%	57%	33%	0%

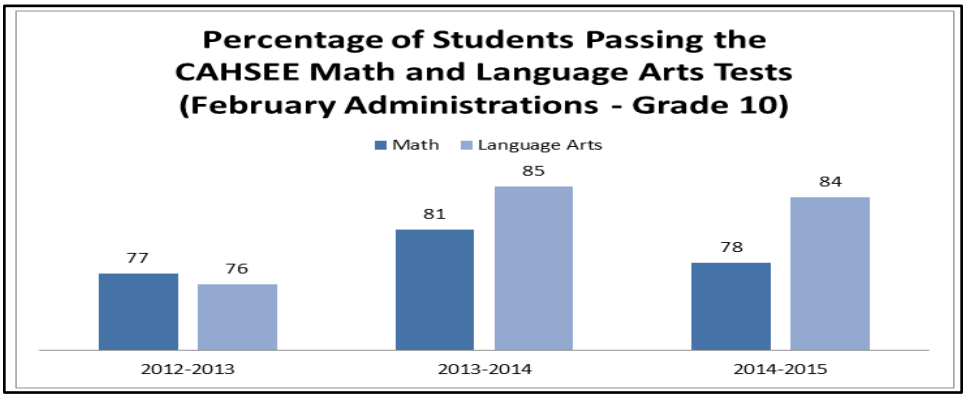
(Source: DataQuest)

3. California High School Exit Exam (CAHSEE)

Figure 10, below, shows the results of the CAHSEE (2013-15). In the February 2015 administration we saw a slight decrease in students passing the CAHSEE in comparison to the February 2014 administration. However, we have seen growth in both ELA and math over the

past three years. The intensive CAHSEE intervention classes and tutoring offered throughout the year contributed to our students' sustained success.

Figure 10



(*Source: DataQuest*)

CAHSEE math and language arts classes were continuously being reviewed and improved to increase the number of students passing the CAHSEE. Students who failed either portion of the test were required to attend these classes on campus for a minimum of two hours per week. Additional tutoring was available during the school hours for students who needed the extra help.

Table 23

February 2015 CAHSEE Results for Grade 10 Mathematics and English Language Arts (ELA)

Subject	Tested or Passing	All Grade 10	Female	Male	Hispanic or Latino	White (not of Hispanic origin)
Math	# Tested	103	68	35	67	27
Math	Passing	80 (78%)	53 (78%)	27 (77%)	50 (75%)	23 (85%)
Math	% Proficient & Above	38%	35%	43%	31%	59%
ELA	# Tested	104	67	37	70	25
ELA	Passing	87 (84%)	59 (88%)	28 (76%)	58 (83%)	23 (92%)
ELA	% Proficient & Above	42%	43%	41%	36%	64%

(*Source: DataQuest*)

Table 23 reveals that our male students attained a higher proficiency rate on the math section of the CAHSEE, and our female students attained a higher proficiency rate on the ELA section of the CAHSEE. It also reveals the passing and proficiency rates for our Hispanic population is not as high as our passing and proficiency rates for the white/not Hispanic population.

4. Adequate Yearly Progress (AYP)

Visalia Charter Independent Study does not receive Title I funds nor does it participate in any state-mandated improvement programs. VCIS is a charter school where our general fund consists of student ADA. As an ASAM (Alternative Schools Accountability Model) school, our AYP criterion differs from the traditional high school model.

As shown in **table 24**, below, for the 2011 school year, VCIS did meet all of the requirements for their Adequate Yearly Progress. In 2012, VCIS was "Safe Harbored", and in the 2013 (last year of AYP) school year, all of the requirements were not met for AYP.

Table 24

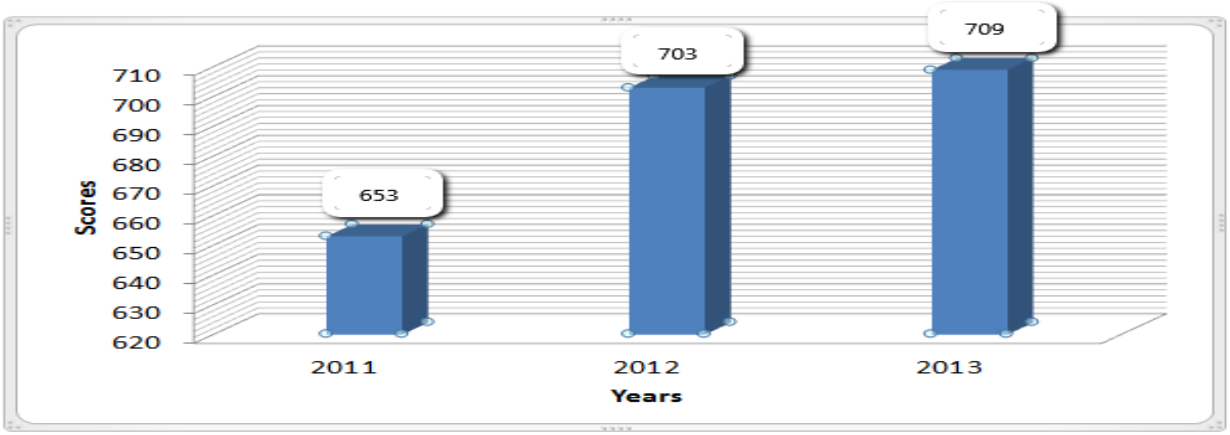
Adequate Yearly Progress (AYP)			
Year	**2011**	**2012**	**2013**
Math	31.9%	37.7%	34.8%
English	36.2%	50.9%	39.4%
Met?	Yes	Safe Harbor	No

(Source: Ed-Data website)

5. Academic Performance Index (API)

Our Academic Performance Index increased fifty-six points from 2011-2013, as illustrated in **figure 11** below:

Figure 11 **Academic Performance Index (API)**



(Source: Dataquest)

Even though the school is an independent study school, students are provided with multiple resources for support in their academic achievement. Students who are struggling in their core subject areas are given the opportunity to attend tutoring sessions with fully credentialed teachers during school hours. Students are also engaged in one on one instruction with a master teacher for one hour every week. All students who are enrolled in a biology, chemistry, forensics, marine biology, and integrated math courses are required to attend a class once a

week for a minimum of two hours. Extra support for these classes is also provided during tutoring times.

6. Alternative Schools Accountability Model (ASAM)

VCIS uses the Alternative Schools Accountability Model (ASAM) to measure student growth. VCIS began participating as an ASAM school during the 2008-2009 school year. The most important contrast between alternative and traditional schools is that alternative schools serve high-risk students whose participation is defined by specific educational or social needs. In order to qualify as an ASAM school, VCIS must serve a student population that consists of 70% or more students who are:

- at risk for educational or behavioral failure,
- expelled or under disciplinary sanction,
- pregnant or parenting, or
- recovered dropouts

VCIS far exceeded this 70% minimum.

Because there are many indicators to choose from as an ASAM school, the leadership team wanted to choose areas that are integral to the school's philosophy. The philosophy is that "most of our students come to us academically behind, have difficult home situations and numerous factors that distract from the importance of school and their future. Therefore, all students should improve math and reading skills because that will impact their life most significantly. Credit completion should also be an indicator that reflects academic success." The students' scores that are used for reporting purposes are those students who have been continuously enrolled at VCIS for 90 days or longer. All figures below are based off a population of 184 students. The numbers and percentages for reading and math do not add up to the full 184 students (100%) since 38 students (21%) did not complete a pre and/or posttest in reading and 41 (22%) in math. The ASAM student achievement indicators used at VCIS are as follows:

- Academic indicators
    - reading achievement
    - math achievement
- Non-academic indicators
    - credit completion

Table 25 shows our ASAM results:

Table 25

Alternative Schools Accountability Model (ASAM) School Report for 2014-2015				
Indicator 9 Reading Achievement		**Indicator 10 Math Achievement**		**Indicator 13A Credit Completion**
Growth	**No Growth**	**Growth**	**No Growth**	**School's Performance**
107 (58%)	38 (21%)	83 (45%)	59 (32%)	95% Sufficient
Number/Percent of Students				

(Source: Renaissance Learning)

7. California English Language Development Test (CELDT)

VCIS has a very small population of English Learners that are not yet reclassified English Language Proficient. **Table 26**, below, shows the number of students scoring in each proficiency level in each grade over the past three years. The data reveals that the majority of students are scoring in the Intermediate and early advanced proficiency levels, which allows them to be successful in our independent study program. We have a very small number of English Learners that scored at the early intermediate proficiency level, and they are in need of extra support on our campus to be successful in an independent study setting. We have no student in the beginning proficiency level, as they would not be able to be successful academically in an independent study program.

Table 26

Comparison of the 2012-2014 CELDT Number of Students Scoring in each Proficiency Level			
	2012	**2013**	**2014**
Grade 9			
Advanced	0	0	0
Early Advanced	2	2	4
Intermediate	3	1	5
Early Intermediate	0	1	0
Beginning	0	0	0
Number Tested	**5**	**4**	**9**
Grade 10			
Advanced	1	0	***
Early Advanced	0	4	***
Intermediate	3	1	***
Early Intermediate	1	0	***
Beginning	0	0	***
Number Tested	**5**	**5**	**3**
Grade 11			
Advanced	0	2	0
Early Advanced	5	4	3
Intermediate	9	2	6
Early Intermediate	0	0	1
Beginning	0	0	0
Number Tested	**14**	**8**	**10**

Grade 12			
Advanced	2	4	3
Early Advanced	10	5	6
Intermediate	6	12	6
Early Intermediate	1	0	2
Beginning	0	0	0
Number Tested	**19**	**21**	**17**

***Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup.

(*Source: DataQuest*)

8. VCIS Core Classroom Course Passage Rates

Classroom teachers constantly work to revise and update curriculum based on recent research, evolving standards, and student achievement data. When students fall behind, tutoring is available within each subject area to help them obtain proficiency. If students continue to struggle, they will be placed in a support class such as integrated math readiness, writing improvement, study techniques, or study skills. As a result, we have seen a successful passage rate in our core classes. **Table 27** provides information regarding the passage rates of our core classroom classes in English. In both English 1 and Expository Reading and Writing Course (ERWC) we have maintained a high percentage of passage rates over the past three years, averaging a 93% passage rate overall.

Table 27 **English Classroom Passage Rates**

English 1A			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	68	65	95%
2013-2014	75	65	87%
2014-2015	80	72	96%
English 1B			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	98	93	95%
2013-2014	85	79	91%
2014-2015	107	101	94%

ERWC A			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	15	14	93%
2013-2014	36	34	94%
2014-2015	39	33	85%
ERWC B			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	24	23	96%
2013-2014	30	29	97%
2014-2015	30	29	97%

(Source: Power School)

Table 28 provides the information regarding the passage rates of our core classroom classes in math. In Algebra 1 we maintained a consistent passage rate over the past three years, averaging a 76% passage rate overall. From 2012-2014 the Integrated Math 1 course was a remedial math course for students that struggled to pass Algebra 1 and were not prepared to move on to geometry. During that time, the course had a high percentage of passage rates, averaging a 95% passage rate overall. During the 2014-2015 school year the Integrated Math 1 course replaced our Algebra 1 course as our district and site began the transition to an integrated math model. Therefore, the Integrated Math 1 course offered in 2014-2015 is a completely different course than it was from 2012-2014. The new course implemented the new Common Core State Standards and mathematical practices, providing a more advanced level of rigor and critical thinking. That is reflected in our passage rates, as they dropped down to an average of 81% overall in 2014-2015. In geometry we have sustained a high percentage of passage rates over the past three years, averaging a 96% passage rate overall. As of this school year we no longer offer the geometry course. Our district and site have transitioned the course into Integrated Math 2. In Algebra 2, we have had a high percentage of passage rates over the past three years, averaging a 90% passage rate overall. In 2016-2017 we will no longer offer the Algebra 2 course, as our district and site will transition the course into Integrated Math 3. In pre-calculus, we have maintained a high percentage of passage rates over the past three years, averaging a 95% passage rate overall.

Table 28 **Math Classroom Passage Rates**

Algebra 1A			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	136	104	76%
2013-2014	132	93	70%
2014-2015	22	19	86%
Algebra 1B			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	156	117	75%
2013-2014	143	113	79%
2014-2015	54	38	70%
Integrated Math 1A			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	136	124	91%
2013-2014	75	69	92%
2014-2015	239	171	72%
Integrated Math 1B			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	42	41	98%
2013-2014	14	14	100%
2014-2015	94	84	89%
Geometry A			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	57	55	96%
2013-2014	82	81	99%
2014-2015	58	57	98%

Geometry B			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	44	42	95%
2013-2014	119	118	99%
2014-2015	64	55	86%
Algebra 2A			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	26	26	100%
2013-2014	33	30	91%
2014-2015	47	44	94%
Algebra 2B			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	21	17	81%
2013-2014	32	28	88%
2014-2015	33	31	88%
Pre-calculus S1			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	6	5	83%
2013-2014	4	4	100%
2014-2015	10	10	100%
Pre-calculus S2			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	4	4	100%
2013-2014	6	6	100%
2014-2015	8	7	88%

(Source: Power School)

Table 29 provides the information regarding the passage rates of our core classroom classes in science. In biology, we have maintained a consistent passage rate over the past three years, averaging a 80% passage rate overall. In chemistry we have sustained a high passage rate over the past three years, averaging a 96% passage rate overall. There are some classes offered during the summer session for students who may not have passed required courses.

Table 29 **Science Classroom Passage Rates**

Biology A			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	153	129	84%
2013-2014	162	120	74%
2014-2015	191	137	72%
Biology B			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	152	135	89%
2013-2014	144	118	82%
2014-2015	163	130	80%
Chemistry A			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	27	26	96%
2013-2014	29	28	97%
2014-2015	28	26	93%
Chemistry B			
Year	**# students completed**	**# of students passed**	**% of students passed**
2012-2013	22	20	91%
2013-2014	22	22	100%
2014-2015	24	24	100%

(Source: Power School)

9. Completion Rates

According to the California Department of Education (2011), “People must use caution when analyzing dropout rates for schools with high mobility, such as alternative schools or dropout recovery high schools”. In many cases, these schools serve only those students who are already at the greatest risk of dropping out of school because of their prior academic challenges. So it is also inappropriate to compare dropout rates for these schools to local comprehensive high schools. Therefore, the state has changed the way in which the measure graduation rates for ASAM schools. According to the California Department of Education, “Alternative Schools Accountability Model (ASAM), schools that are not direct-funded charters and not administered by the County Office of Education receive the district-wide rate.” (**Table 30** below) Therefore, the graduation rate for VCIS is represented as the district-wide rate for Visalia Unified School District.

Table 30

Visalia Unified Graduates (ASAM School Report)		
	# of Graduates	**% of Graduates**
2012	1,758	86.8%
2013	1,743	88.3%
2014	1,794	92.1%

(Source: Data Quest)

Process and Perception Data

Staff Review of Student, Parent and Staff Survey

Surveys were administered to students during the week of October 12th-16th during their teacher meetings. Students were sent to the Testing Lab to complete the survey online through a Google Form. We had 497 students complete the student survey. Surveys were administered to staff at an October staff meeting, where all staff was able to utilize Chromebooks to complete the survey through a Google Form. We had seventy five staff members complete the staff survey. Parent surveys, in English and Spanish, were mailed home to all families at the end of September, 2015. These surveys were collected and then the results were entered into a Google Form. We had 408 parents complete the parent survey. In all three surveys, questions were phrased in the form of statements requiring a response on a scale from “strongly agree,” to “strongly disagree.” On each survey there was a place provided for additional remarks.

Below are some of the significant findings in relation to the specific focus group areas. It should be noted that findings were reported in percentages for an entire group that showed responses that “Agree”, “Disagree”, or were “Not Sure” with statements from the surveys. “Strongly Agree” and Strongly Disagree” were incorporated with “Agree” and “Disagree” rather than being reported separately.

Survey results pertaining to Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Student survey results show positive responses on most questions in this section. Students agree (90% and above in most cases) with the questions. Students feel that the school has been clear about what students need to graduate. They feel the campus is safe, and they feel that they are treated fairly by staff. Although they report that they understand the dress and discipline codes, 19% of the students believe the dress and discipline codes are not enforced equally for all students. The staff at VCIS has made greater efforts to enforce dress code on campus to dispel the concerns of those 19% and make it fair for everyone.

Parents are in agreement at 90% and above with most questions. They feel that our site is a safe and accepting place for their students, where their academic needs are clearly met in order to graduate. Some parents are concerned that the dress and discipline codes are not enforced equally on all students, and we are working to increase our efforts of enforcement. The high percentage of parents in agreement with the questions in this section shows that we are communicating effectively with parents on these issues. They believe that parent input and decision making is valued by our site, with 89% of parents agreeing. However, a low percentage of parents reported that they have been involved at VCIS over the past two years. Only 54% stated that they had attended a teacher conference, 30% stated that they had attended a meeting with an administrator, and only 20% stated that they had attended a Back to School Night event. These findings were discussed with our WASC Parent Group to gather their insight and recommendations. They helped to brainstorm some ideas with our administrative team to

help increase parent involvement at our site. A couple examples were including student performances/recognitions at parent meetings/events, and showcasing student work. We plan to incorporate some of their recommendations as we move forward.

The staff survey shows very positive responses on most of the questions. Staff are in agreement 96% and above, that the administration makes decisions to help students reach their learning potential, that teachers deal effectively with cultural diversity, and that the school promotes a safe learning environment. Eighty eight percent of the staff agrees that staff development is supported at the school site. We are working to continue to provide professional development opportunities for our teachers in support of our transitions to Common Core and new/revised courses.

Survey results pertaining to Standards-based Student Learning: Curriculum

Responses from the student survey on this section are favorable. Students agree with most of the questions (90% and above in most cases). Students feel that their teachers advise them on which classes they need to take. In addition, students feel that they are able to compete on an equal level with students graduating from other high schools. Students also feel that their classes are helping them prepare for the future, and that they feel prepared to pursue their college and career goals after graduation. However, only 76% of students feel the school has advanced classes available and open for them to take. Administration has had this topic open for discussion for quite some time. Unfortunately, many students who come to independent study are deficient in credits and are simply trying to make them up so that they may return to their home school. This leaves a small percentage of students who would actually attend an advanced class at our school. With that, we have worked to add advanced courses to our site such as chemistry and pre-calculus. We plan to continue to work towards incorporating additional advanced course options.

The questions that the parents answer in this section pertain mainly to the students' success after leaving VCIS. Parents are in agreement with all questions at 88% and above. They feel their student is able to get into the classes that their student needs. The classes are helping to prepare their student for the future, and their student is learning skills that he/she needs to be successful in the job force or in pursuing education after high school.

The curriculum questions for the staff focus on teacher strategies, course design, teacher collaboration, and the active, meaningful, engaged participation of students in the learning process. Eighty-seven percent of teachers believe that the curriculum is closely aligned with the district, state, and national standards, and 97% believe that all students have access to a variety of curriculum choices. However, only 81% agree that curriculum is rigorous, relevant, and coherent. This is an area currently being addressed by the credentialed classroom teachers and administration. Many of our courses are undergoing revision and new courses are being introduced to address the requirements of the Common Core.

Survey results pertaining to Standards-based Student Learning: Instruction

Responses from the student survey on this section are highly favorable. Students agree with most of the questions (92% and above in most cases). Students feel that their teachers take time working with them and explaining concepts when they do not fully understand what is being taught. They feel that homework helps to reinforce the concepts that they are learning. They also feel that teachers utilize different techniques, including technology, to help them learn.

Parents view the instruction that takes place at VCIS very favorably. Ninety-six percent of parents agree that homework does reinforce what their student learns with his/her teacher. Parents also think that teachers spend quality time discussing and explaining concepts to students who are struggling. Parents believe that students who graduate from VCIS will be able to compete on an equal level with students who graduate from other high schools. 95% of parents believe we give students different options for classes, including electives, math and biology.

The staff feels that teachers guide students to become independent learners, and they collaborate with their colleagues to improve the quality of education for the students. 100% of classroom teachers reported that they use a variety of strategies to provide stimulating learning experiences for students, their teaching strategies require student's active involvement in learning, and they provide students opportunities to participate in collaborative activities that reflect meaningful tasks and products.

Survey results pertaining to Standards-based Student Learning: Assessment and Accountability

Student respondents feel they are being graded on a variety of assignments and tests that accurately reflect their knowledge, and they are being informed of their progress on a regular basis. Ninety-three percent of students believe there is a standard (fair) grading system in all of their classes, and that their parents are informed about their progress on a regular basis.

More than 88% of parents surveyed believe we have strong assessment and accountability measures on campus. Only 71% of our parents reported that they are notified about scholarships and/or other programs, while 23% were unsure of any such opportunities. When discussed with our WASC Parent Group, it was noted that we should explore new ways in which to communicate these opportunities to parents. We have since added a weekly bulletin in English and Spanish to our school website to help keep parents informed of important information. We also are utilizing social media to communicate through Facebook and Instagram. As we continue to explore ways to increase our parental involvement, we will also incorporate increased forms of communication with parents.

The staff survey showed that 93% of staff members believe that they consistently monitor students based on the student's ability to apply knowledge and skill. However, only 80% of staff members analyze test result data to improve academic programs and individual student progress. This is an area that we are beginning to focus on, as we find ways to gather data

efficiently and in a timely manner to inform instruction and individual student needs.

Survey results pertaining to School Culture and Support for Student Personal and Academic Growth Culture

Students view the school culture and student support on campus very favorably. Ninety-six percent of the students surveyed are aware of the tutorial schedule and know where to go to receive tutoring help. They also feel comfortable approaching teachers for extra help with problems. Only 74% of students know that college and scholarship information is available to them, and only 61% of students know about the career center and what it offers. In discussing this with our WASC Student Group, they shared that freshmen and sophomores often may not be aware of these resources since they are not yet completing scholarship, college, or job applications. With that, it was recommended that better advertising and communication of these resources be provided to all grade levels. Through the newly incorporated college and careers all-school instruction courses, better communication of these opportunities and resources are available to our students.

Parents are very aware of the positive school culture we have on our campus. More than 90% of parents agree with all of the questions in this section. They feel that computers are easily accessible to students, and they are aware of the tutorial help provided for students on campus. Parents feel that the facilities are adequate for their student. Parents also expressed that their student feels comfortable when approaching VCIS teachers to ask for extra help outside of the classroom.

Our staff reported that 100% of them work to make the school a safe place, and that they nurture learning and have high expectations for students. They also reported that they help to establish a culture that is characterized by trust and professionalism. One area that the staff perceives as a concern is parental involvement in the school. Only 72% of the staff feels the school employs a wide range of strategies to encourage parental involvement. We will continue to work to improve in this area.

Chapter 2



Progress Report

Chapter II: Progress Report

Since our full WASC visitation in 2010, Visalia Charter Independent Study and Visalia Unified School District have seen a number of transformations. Such changes include: new monies that have become available since the time of budgetary crisis, a new superintendent, new assistant superintendent of alternative education, and new school board members.

VCIS's former Curriculum and Instruction Assistant Principal was hired as the new principal in 2015. In addition to the school's current Learning Director, the principal has added a new Curriculum and Instruction Assistant Principal and a second Learning Director this school year. The principal's vision for the current school year is what she calls the "3 C's" which are *communication*, *consistency*, and *collaboration*. This vision seeks to have open, continual, and reflective communication amongst all employees and staff. It aspires for consistency of following policy and procedures, always with the premise of putting students first and a focus on retention of VCIS students. It also strives to focus on collaboration amongst the stakeholders.

VCIS has seen growth in personnel since the 2010 WASC visit. There are now two full-time secretaries in the front office, over sixteen new part-time teachers, and five new full-time teachers. We have added additional instructional aides, general activities aides, additional core content tutors, and a campus supervisor. We now provide additional elective offerings, such as dance, fitness, guitar, Spanish, science, ASB, culinary classes, and UC "a-g" accredited online electives.

Our original 909 S. Murray site had only three classrooms and a dark tutoring room. The school's initial move happened in 2007, and then it relocated again in 2008. Then in 2010, VCIS moved to its current location, which was more convenient for its students, including close proximity to public transportation. The new 17,000 square-foot facility at 1821 West Meadow provides the opportunity for continual growth. The new site on Mooney housed both the traditional program and also added an online component in 2012.

In the building to the north VCIS has opened a cafe that provides workability opportunities for VCIS students, and whose services are made available to the public. It also houses a student hangout to provide a safe place for students to meet between classes during the day. The other spaces in the building are currently being leased fulfilling the terms of their contract. Plans are in place to put together a committee of stakeholders to determine the best use of the spaces that are currently in use by other tenants. Current suggestions include creating a second lab science classroom area, commercial kitchen, a future culinary site, a full-functioning cafe, an outdoor student area, and other usable spaces to accommodate our growing student population. The building to the south (Sherwin Williams' lease is up in a year) has also been purchased. Possible ideas for that location include bringing performing arts, which is currently across the street in a rented building, back across the street, and the creation a larger gym facility. The current gym location could then be used for much-needed storage.

In 2012, a facility was rented on the west side of campus to provide a space for performing arts classes. Classes then began at what became "The Studio" that March. The previous space where performing arts had been meeting on the main campus became an up-to-date computer lab and is now the current science lab. Next to the science lab, there is a small equipped

kitchen space for our current culinary classes, encouraging job-skill growth and school connectedness for students.

After the school year, 2012-2013, the online school outgrew its computer labs at the main campus and a new building for online students was added. In November of 2014, renovations began at the new site for the expansion of the online school, half a block north of the main campus. VCIS renovated a building that had housed a medical prosthetics lab and created a modern, open, and comfortable space for online students. The new VCIS Online School opened in January of 2015. The online school began with twenty-two full-time students, fifteen part time Independent Study students and fourteen credit-recovery students from VTEC (Visalia Technical Early College). By August of 2014, seventy-four full time students were being serviced. Students work on two to four classes at a time and have five to six weeks to finish these before starting others. According to students in the WASC Focus Group, the new facility perpetuates a feeling of a college-like atmosphere that feels safe, and increases student responsibility and respect for one another.

Visalia Charter Independent Study began its eleventh year in existence this school year. We have continually worked to improve what we do and how we work for our students. New administration has increased expectations for student learning and achievement. The school has made great strides in improving the rigor of all core academic courses offered both in the classroom and in independent study. The VCIS belief is that we owe it to our students and ourselves to provide an education that will prepare our students to have the skills to compete, succeed, and excel in college, career, and life.

Prior to 2010, there was little instructional consistency, and as an independent study school, we knew that our students needed a more structured learning environment. At that time, few classes were offered and teachers had the liberty to create academic learning in the way they saw fit. Expectations of academic instruction has been updated to be more consistent and to be more aligned with the VUSD pacing guides and requirements. Staff uses data to analyze student achievement, making curricular and instructional changes based on student need. This process has helped to bring instructional consistency among master teachers and classroom teachers and build an equitable educational experience for each student.

WASC Study 2010: In March 2010, the Visiting Committee identified four critical areas for follow up:

Critical Area for Follow-up #1

The leadership and instructional staff of VCIS should establish and employ a systematic use of student performance assessment strategies that will measure the effects of the school's programs and services, guide staff development, modify instruction, and therefore result in improved student achievement of the academic standards and ESLRs.

Since the Mid-Term Progress Report presented to VCIS in April of 2013, VCIS administration and staff have discussed and set in place a multi-tiered plan to address the use of student performance data that drives instruction taking place in the classroom, and in one-on-one master teacher meetings.

Staff meetings are held once a month. Staff is involved in taking a close look at state testing data and classroom course grade distribution data, and having reflective discussions on what is in place to support the performance of our students, as well as what is needed to aide in growth. These discussions and findings help to drive our sites' action plans and goals. Through this process of data analysis and reflection, administration is able to implement program and site changes to fit student needs and support continued student learning.

In the Classroom:

Math, science, and ELA classroom teachers have begun to work in Professional Learning Communities (PLCs) and time has been set aside to meet either weekly or monthly. ***Table 31,*** shows the PLC's meeting times and locations. The educators in these PLCs have begun to work together to look at, delineate, reflect, plan, and continually monitor how students are doing in their classes. In these meetings, they ask DuFour's four fundamental questions:

1. What is it we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when some students do not learn?
4. How will we respond when some students already know it?

Table 31 Professional Learning Communities

PLC	*# of Teachers Involved*	*Meeting Times*	*Location*
English	5	once a month	Room 204
Math	3	Mondays 8:30-9:25 am Fridays 3:00-4:00 pm	Room 303
Science	3	Mondays 9:00-10:00 am	Room 403

(Source: master schedule)

Classroom teachers constantly work to revise and update curriculum based on recent research,

evolving standards, and student achievement data. When students fall behind, tutoring is available within each subject area to help them obtain proficiency. If students continue to struggle, they will be placed in a support class such as Integrated Math Readiness, Writing Improvement, Study Techniques, or Study Skills. As a result, we have seen a successful passage rate in our core classes. The passage rates for all core classroom courses can be referenced in chapter 1, **tables 27-29.**

Staff has had training in Explicit Direct Instruction (EDI), Kagan cooperative learning strategies, and Direct Interactive Instruction (DII), to support best practices in classroom instruction and student achievement. All core curriculum is thoroughly aligned in each course with common pacing, assignments, homework and assessments. The cover sheets for weekly assignment packets clearly indicate current focus standards, learning goals/essential questions, and require students to complete a summary of the week's learning. This allows teachers to easily check for understanding as well as assess essential standards. The cover sheets also provide an area for teacher feedback to students, in addition to the monthly progress reports that they receive. Communication of student progress is also done through Schoology and PowerSchool, providing up-to-date information regarding grades and assignments to students and parents.

The progressive use of formative assessments and checks for understanding (CFU) in the classroom, the weekly grade summary/reflection by individual Master Teachers and students, including parent contacts, all provide immediate feedback to all participants in the student's' education. **Table 32**, below, shows the latest two years of CST/STAR data for VCIS. Although math had no gains, both biology and ELA had gains with the blended learning system of classes and independent study. History/social science classes are offered solely as independent study courses, and are not offered as a classroom setting at VCIS.

Table 32 ***CST % Proficient and Above***

Test	2012 CST % Proficient and Above	2013 CST %Proficient and Above	Growth/ Loss
Biology	35%	42%	+7
Mathematics	16%	16%	0
ELA	28%	30%	+2
History/SS	25%	24%	-1

(*Source*: Ed-Data.org)

In the One-On-One Meetings:

Master Teachers (MTs) use ASAM test results, CAHSEE scores, transcripts, and weekly progress in classes to modify student's Individualized Learning Plan (ILP) resulting in improved student achievement. Power Teacher and Schoology are used to monitor student achievement and provide needed materials or information to their students. MTs modify class schedules, class loads, and offer tutoring times based on student's needs and goals. MTs do a weekly check of student hours and classwork, and have personal discussions on how to bridge student learning gaps and working with students as a whole. Testing accommodations are provided as needed. Student progress and weekly goals are communicated on student assignment sheets.

In Online Teacher Meetings

Online Master Teachers (MT) meet with their students on a weekly basis, discussing and making needed adjustments in programing. They continually modify expectations, add exemplars, and create visual maps/study guides to focus students on the expectations of assignments and assessments. During weekly meetings teachers review data and notify parents if a student is not completing work or is not passing assessments. Teachers implement needed interventions on a weekly basis for students who need help. Online programs, like Edgenuity, provide real-time data to teachers on how students are progressing through their classes and how they are scoring on quizzes and other assessments. Online students will typically complete one or two cumulative exams for core classes each week. These exams are fifty questions long and are used to determine if a student truly learned the material. A student is required to attend tutoring and then retake any cumulative exam that they fail. Online students experience a high success rate because failure is not an option. Out of the 3,749 credits assigned to students in spring 2015, 3,630 (**table 33** below) credits were 100% complete with a 60% or better. That is a 96% completion rate. This provides evidence of student achievement of the academic standards, as well as our prior two ESLRs: students who attend VCIS will become self-directed learners and will excel as academic achievers.

Table 33

Online Course Credits Completed (Spring 2015)												
Percent Complete	0-10	10-20	20-30	30-40	40-50	50-60	60-70	70-80	80-90	90-100	Total Courses	**Completed Courses**
Total Courses	53	10	12	10	6	5	5	3	9	3,636	3,749	**3,630**

(Source: Edgenuity)

Critical Area for Follow-up #2

The staff of VCIS will need an ongoing evaluation process to align, revise, and update curriculum to provide a rigorous, relevant and cohesive curriculum to all students and various subgroups.

A concerted effort has been placed on updating, revising and creating curricula that reflects the requirements of the Common Core State Standards and today's modern learner. All core college-prep classes for the Independent Study (IS) and classrooms are being or have been aligned to meet current Common Core State Standards and College and Career Readiness Anchor Standards. PLCs and teacher teams meet to discuss curriculum needs and revise curriculum annually. During these meetings, curriculum concerns are brought up and reflection takes place on what is working and what is not working. A plan is devised and implemented to alter curriculum to address concerns. Work is then delegated to individuals. Curriculum writing time is built into teachers' schedules. Completed work is audited at future meetings for further review and reflection.

An example of this process for the English department would be with the creation of the new all-school writing improvement curriculum. After listening to teacher concerns, evaluating CAHSEE test results, and looking at essay grading data, it became apparent that students at each grade level could use additional support in the area of writing. Three English teachers worked together to write the all-school writing curriculum in accordance with the ELA CCSS. The teachers worked together to determine common areas of need in students' writing skills, mapped out the levels and pacing, and one teacher worked as the lead curriculum writer. After each unit was completed, all three teachers came together to audit the curriculum, revising and editing it as needed. Once the curriculum was created, the entire English PLC and administration team were involved in the final review and implementation plan. ELA teachers created new rubrics and calibrated the grading of essays, provided new curriculum for MTs, and added Common Core informative text. English 1, English 2, American literature and world literature have also been redesigned to incorporate the ELA CCSS. An 8th grade ELA course was also designed and implemented when we enrolled 8th graders.

The VCIS math department designed, created and revised Integrated Math 1 to align with the Mathematics Common Core Standards during the 2014-2015 school year. At the end of the 2015 school year, after our first year of implementation, they met as a team and revised the curriculum, instructional practices and assessments as needed. During the current school year the math PLC team meets twice a week and looks at current department data, instructional practices, and documents future curriculum revisions for Integrated Math 1. They are also currently working to create and implement Integrated Math 2. For this course they have lead curriculum writers, which have time built into their schedules, to create and design this curriculum. During PLC time they discuss and document any revisions that are needed, as well as their future goals for this course.

The science department has participated in several state rollout symposiums over the last three years organized by a consortium including multiple state education organizations. As part of the symposiums teachers received training on three tools designed to create concept flow and sequencing with science content-specific topics (Tool A). Teachers then used the other two tools (B and C) to identify phenomena, create a unit focus question(s), and apply appropriate Science and Engineering Practices to the content that reflect alignment with the Next Generation Science Standards and Common Core Standards in English and math. This process was completed for both Biology and Chemistry. They are now currently working on integrating our biology and chemistry curriculum, using a fourth tool (D), into a 5E (engage, explore, explain, elaborate, evaluate) learning sequence. This process is currently what they are working on in their PLC. (Reference evidence binder for further information)

Many of our elective courses have undergone revision as well. Master teachers have been delegated elective curriculum to update annually to maintain the level of rigor required by the Common Core. Through Edgenuity and eDynamic (EDL) we have also added many new elective course offerings online that meet the UC “a-g” requirements. ***Table 34*** catalogs recently revised and added courses.

Table 34 **VCIS Added & Revised Courses**

Added/Revised Courses	Year of Addition/Revision
English 1	revised in spring 2012
English 2	revised in spring 2012
American Literature	revised in spring 2014
World Literature	revised in spring 2014
ERWC	added fall 2013
Integrated Math 1	added fall 2014
Integrated Math 2	added fall 2015
Pre-Calculus	added fall 2012
Biology	revised in spring 2015
Chemistry	revised in spring 2015
Spanish 1	currently under revision
Chemistry (Edgenuity)	added fall 2015
World Religions: Exploring Diversity (EDL)	added fall 2015

Added/Revised Courses (cont.)	Year of Addition/Revision
Personal Psychology I: The Road to Self-Discovery (EDL)	added fall 2015
Personal Psychology II: Living in a Complex World (EDL)	added fall 2015
Sociology I: The Study of Human Relationships (EDL)	added fall 2015
Sociology II: Your Social Life (EDL)	added fall 2015
Social Problems I: A World In Crisis (EDL)	added fall 2015
Social Problems II: Crisis, Conflicts & Challenge (EDL)	added fall 2015
Human Geography: Our Global Identity (EDL)	added fall 2015
History of the Holocaust (EDL)	added fall 2015
Archaeology: Detectives of the Past (EDL)	added fall 2015
Anthropology I: Uncovering Human Mysteries (EDL)	added fall 2015
Anthropology II: More Human Mysteries Uncovered (EDL)	added fall 2015
Fashion and Interior Design (EDL)	added fall 2015
Digital Photography I: Creating Images with Impact! (EDL)	added fall 2015
Digital Photography II: Discovering Your Creative Potential (EDL)	added fall 2015
Veterinary Science: The Care of Animals (EDL)	added fall 2015
Introduction to Philosophy: The Big Picture (EDL)	added fall 2015
Biotechnology: Unlocking Nature’s Secrets (EDL)	added fall 2015
Mythology & Folklore: Legendary Tales (EDL)	added fall 2015
Gothic Literature: Monster Stories (EDL)	added fall 2015
Creative Writing (EDL)	added fall 2015

Added/Revised Courses (cont.)	Year of Addition/Revision
Art in World Culture (EDL)	added fall 2015
Public Speaking (EDL)	added fall 2015
Music Appreciation: The Enjoyment of Listening (EDL)	added fall 2015
Law & Order: Introduction to Legal Studies (EDL)	added fall 2015
Criminology: Inside the Criminal Mind (EDL)	added fall 2015
Careers in Criminal Justice (EDL)	added fall 2015
Sports and Entertainment Marketing (EDL)	added fall 2015
International Business: Global Commerce (EDL)	added fall 2015
Entrepreneurship: Starting Your Business (EDL)	added fall 2015
Biology (Edgenuity)	added fall 2015

(Source: VCIS Course List)

Critical Area for Follow-up #3

The staff at VCIS needs to create a plan to find ways to increase parental and community involvement.

The VCIS Eagles website (www.vciseagles.org) has been created (in addition to the district maintained website) to connect parents to our school and community. Through this website parents have access to our school calendar (which houses information such as when progress reports are being sent home, important academic and community events, school activities, etc.); the PowerSchool Parent Portal (parents have access to student schedules and grades); the VCIS handbook; and parent and/or community volunteer opportunities. A weekly bulletin has been put in place on the website in both English and Spanish to communicate with parents. The bulletin features the week's activities, program opportunities for students, and outreach community opportunities.

Additional resources are also available to support parents and their students. These include the district bullying reporting software for families, an "Eagle Strong" pamphlet with important community contact numbers (including the school psychologist, mental health, drug and alcohol and suicide prevention agencies) a career center, and an updated community job board listing current job postings available to students and other community members. Parents also have an

opportunity to voice their opinions via surveys, including the Healthy Kids and our site implemented parent surveys.

VCIS has begun small-scale advertising through the creation of short promotional videos and self-promotion signs around local school sites; with the intent of increasing community awareness of what we have to offer as a non-traditional high school. To stay on track with modern technology and the digital age, VCIS has maintained and updated our websites and uses social media (such as Twitter, Facebook, and Instagram) to communicate with students, parents, and the community. In continuing our effort to inform the general public, our ASB teacher provides an updated school report to a designated student leader. Such leader then presents the school report during school board meetings twice a month, continually making the board and public aware of important happenings at VCIS.

Parents are kept up-to-date on their student's grades from PowerSchool, Schoology, Blackboard Parent Connect, Remind, personal parent phone calls, weekly assignment sheets, and progress reports which track students' grades and credits completed. Many students have their master teacher's personal cell phone number for additional contact support. Online students and teachers text and call each other to help support students in completing the mandatory four hours of work online. Parents are contacted when students are getting behind or a concern is recognized that needs direct parent communication. Classroom teachers also share lesson links, providing parents access to student assignments.

VCIS has introduced new student programs that have provided opportunities for students to connect with professionals in our community. Some of the courses that have these opportunities include culinary, drama, dance, guitar, choir, engineering, and business. The culinary class has given students opportunities to earn their food safety certificate and gain work experience through the school's own cafe or through community business job shadowing opportunities and/or internships. The parenting and business classes have frequent guest speakers, allowing our students to connect with real-world experts from our community. VCIS has created public awareness through Rotary, Lions Club, the Hispanic Advisory Committee, and Boy Scouts of America.

Parents and the community are invited to Back to School Night, parent information night, orientations (both in a group and one-on-one setting), VCIS Awards Night, performing arts productions, ASB activities and community projects/outreach. Each year parents and students are asked to complete a survey, which leads the school to continually strive to improve based on their feedback. Parents and community members have been invited to become involved in ELAC (English Learners Advisory Committee), VCAC (Visalia Charter Advisory Committee), and WASC. Other extra-curricular events and activities offered are: a Harvest Carnival, garage sale, SCICON counseling opportunities, college tours, marine biology class field trips, the Tiffany Project, Annual Central Valley Teen Conference, Interact Club, Science Olympiad, and CyberQuest. Other major community events include the Tulare County Child Abuse Prevention Council's Child Abuse Awareness T-Shirt contest (of which one of our students was the winning recipient) and the Vocal Canvas Poetry/Spoken Word Workshops and Poetry Slams.

We are continually striving to find better methods to increase community and parent support.

Critical Area for Follow-up #4

In addition, the Visiting Committee has identified one area that needs to be strengthened: The instructional staff members should increase their participation in staff development that is systematic and will be sustained over time. There needs to be the development of a school wide definition of "best practices" (specific to at-risk students) for both the one-on-one and classroom settings and implementation of a system to monitor and reflect on these practices.

VCIS instructional staff meets bi-monthly for mandatory staff meetings. These staff meetings are led by a combination of administration, teachers, and classified staff. These meetings provide time for staff training in curricular and technology updates, staff evaluation and discussion of policy and procedure, and presentation of events and expectations. Staff is also given data to review and analyze, and the school's goals are often reviewed, evaluated and revised based on staff input. Staff meetings are a valuable time that elicits conversation between the different teaching groups and staff members. They also provide a platform to answer staff questions and address any immediate concerns.

Staff development is important to our VCIS community. Administration supports teachers in attending and/or directing staff development. Science (NGSS/STEM conference), math (CMC conference, La Cucina), technology (Google apps), Independent Study (CCIS), and UC/CSU "a-g" conference are among the many. Staff development focused on Common Core has been presented to support classroom teachers, and is currently in the works to support master teachers in the new Common Core ELA curriculum. Staff also has the opportunity to attend district professional development including but not limited to cooperative learning (Kagan), EDI (Learning Tree), PLC development, EL support, BTSA new teacher support, mandated reporter requirements, sexual harassment education, district pacing and CCAT (district finals) writing, and Common Core math and ELA planning and training. A full list of professional development offered to VUSD employees can be found in the appendixes.

The "best practices" that our school implements have derived partly from administration attending conferences including Learning Focus Trainings at the district office, Charter Regional Conferences, California Consortium for Independent Study, and California Charter School Conferences. Through site staff development, the staff is informed and/or trained in any new ideas and concepts, while at the same time allowing for staff conversations and input. These best practices are reflective of independent study laws and procedures, district expectations, and our own student population's needs. With the support of our Compliance Coach, independent study law was closely evaluated and utilized in developing our policies and procedures to ensure student focused learning. The specifics of these "best practices" are further explained below within specific educator groups.

Administration

Administration at VCIS works diligently to focus on "best practices" through consistent communication regarding what is happening in the classrooms, during teacher meetings and other school activities. There is a positive and constructive relationship between administration and staff members. According to the 2015 staff survey 96% of staff members feel that the culture of the school is one of professionalism and trust, and 98.6% of staff members feel that they are regarded with respect by administration. In addition, 90.6% feel that there is ample opportunity for staff members to provide input on decisions at the site level.

Administration follows distinct policies and procedures that support the "best practices" of our teaching staff and the success of our students. Learning Directors hold one-on-one orientations with new students. At these initial orientations students and their parents are introduced to the school and its policies, their educational goals are discussed, and an Individualized Learning Plan (ILP) is developed to meet each student's academic needs. During these orientations, explicit questions are asked. Student and parent responses to these questions help to inform decisions regarding best practices in classrooms and in one-on-one instruction in support of each student.

Some of those questions include:

1. What brings you to our school?
2. What are your future plans?
3. How are you currently doing in your classes?
4. Homework is the key to this program; do you think you can be an independent learner?

Included as a part of "best practices" work, school administration plays a key role in ensuring that students remain on track to graduate and are successful in our program. Learning Directors are called upon to meet with master teachers, students and parents when students are not achieving to standard, are not completing work, are missing classes or teacher meetings, or are generally falling behind. The Learning Director helps to rework the students' course workload, determine what is causing the issue and create a plan to support that student so that they can achieve greater success in our program.

Classroom Teachers

Classroom Teachers have established "best practices" that inform collaboration, instruction, assessment and accountability. Core classroom teachers meet together for collaboration as Professional Learning Communities (PLCs). The PLCs collaborate around DuFour's four questions (*Solution Tree*):

1. What is it we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when some students do not learn?
4. How will we respond when some students already know it?

We have done very well in addressing the first two questions, but are continuing to work to address the second two critical questions. The core classroom teachers have created and implemented common curriculum, pacing and assessments. Curriculum development time is built into teacher schedules as necessary. Through PLCs, teachers share successful classroom strategies and experiences, and help to troubleshoot roadblocks. Teachers utilize Kagan cooperative learning strategies, EDI, and technology to enhance instruction. All classrooms are equipped with large flat screen TVs to project from the ELMO or laptop and all students have access to Chromebooks. All teachers use whiteboards for random checks for understanding, and one classroom has 360 degree whiteboard painted walls for student led modeling and instruction. In science, students are provided the opportunity to use hands-on, minds-on laboratory experiences, to "see" what they are learning in class each week. Project-Based Lessons (PBL) are required as an end of unit culminating experience. Students are also expected to work in groups for projects, presentations, and assessments; roles and expectations change with each experience.

Our classroom teachers have followed "best practices" when it comes to assessment. They administer common formative and summative assessments to measure students' progress in meeting essential standards. They also give frequent formative assessments and check for understanding to inform instruction, re-teaching and extension. Common summative assessments are administered at the end of units/terms to measure students success in meeting essential standards. This fall the math PLC established a SMART (Specific, Measurable, Attainable, Relevant, Time-bound) goal to drive the team's focus in maintaining student pass rates. The goal is to start reviewing assessment results/data more frequently as a team to inform curricular and instructional decisions.

Teachers are expected to continue to develop as a professional educator by staying up to date on current best practices and attending professional development opportunities. With the support of administration, many teachers attend local, state and national conferences, such as: Charter School Conference, STEM conference, English Summer Institute through Visalia Unified School District, English Common Core Training, IS Conference, Google Conference, Charter Law Conference, National Science Teachers Association, CA State Rollout Conferences for NGSS, CUE National Conference, CUE Rockstar Teachers Camps, Google Summits, Ed-Camp Unconferences, CMC Mathematics Conference, and Kagan Cooperative Learning. Teachers have also participated in various workshops, such as: Chromebook Basics, Google Drive, YouTube Playlist, Schoology LMS Training, iPad Apps, and BootStrap Training (Algebraic Videogame Programming) to name a few.

Administration supports classroom teachers in being cutting-edge educators ready to be leaders in the community.

Independent Study Master Teacher

Independent Study (IS) Master Teachers follow clearly established policies and procedures that have become our site's "best practices" for independent study instruction, assessment and accountability. During weekly teacher meetings, IS teachers are to maximize one-on-one time to support students' academic/instructional needs and to provide guidance to students in areas of

struggle or confusion when reviewing assignments or assessments. These teachers maintain constant communication with their students, and are there to help students navigate through the ins and outs of daily life. IS teachers carry out our All School Instruction program in college and careers (tailored to each grade level), common core writing success, and vocabulary enrichment. They support students by checking for understanding while guiding students through material, asking content questions that require students to apply, analyze, synthesize, or evaluate course content, and modeling methods of obtaining the correct answers by utilizing the think-aloud strategy. They also extend the relevance of a topic by connecting the concept/skill to current events/real life and guide students to resources. If students need support beyond their one-on-one instruction, teachers refer them to tutoring.

Clear policies and procedures help IS teachers to maintain accountability and compliance through following very detailed student file management procedures. IS teachers are responsible for managing their students' ILP, completing master agreements/subsidiary agreements, and evaluating transcripts and maintaining most recent transcripts. They must also maintain documentation logs, daily engagement sheets, assignment sheets, progress reports and grade sheets, stamped homework samples for each class, and student/parent signed documents. In addition, they are also accountable for following contract violation protocol and issuing progress reports and report cards. Teachers only issue completed credits for passing scores (60% or above). Students that do not pass will have to re-submit assessments and attend tutoring in order to earn credits.

Independent Study teachers also help to oversee and initiate assessment for our IS students. IS teachers are to ensure students take the Alternative Schools Accountability Model (ASAM) assessment when they first register at VCIS and at the end of the year or before they graduate or drop the program. They can also administer course assessments to students during their weekly meetings. IS teachers also provide students with a testing slip to test in the testing lab, where all social studies tests, and other tests as necessary, are taken.

New IS teachers shadow veteran teachers, and they are also provided with a half day training seminar/workshop on creating files and binders for their students. A compliance coach is available most days to provide policy and procedure education. At the beginning of each new school year, teachers are provided with training to familiarize themselves with new curricula, procedures and expectations. The share drive has resources available for teachers to access documents required by school and IS law (i.e. anatomy of a teacher meeting, student file compliance checklist). Communication and feedback are consistent between teachers, administration and compliance coach and the share drive. MTs are provided with information on curriculum adaptations during breakout sessions during staff meetings. File checks are done each semester; feedback is given on the management of each student's file, and support on how to remedy any issues. Administration is supportive of teachers. Administration is very supportive of teachers attending conferences and training to increase effectiveness and maximize student meetings; however there are only two conferences per year related directly to independent study practices.

Online Master Teachers

Online Master Teachers follow clearly established policies and procedures that have become our site's "best practices" for online instruction, assessment and accountability. During weekly teacher meetings online teachers are to maximize one-on-one time to support students' academic/instructional needs, and provide guidance to students in areas of struggle or confusion when reviewing assignments or assessments. Online Master Teachers create groups/folders to manage student coursework. At their one-on-one meetings they provide students with a copy of the assignment sheet (every 2 weeks) that the students will need to work from. They also plan out the students' one hour of on-campus lab time to be completed weekly, print any homework samples/e-notes that need to be evaluated, and discuss work that will be due at their next meeting.

Online teachers establish high expectations for all students and encourage students to take advantage of retakes. Online teachers make themselves accessible virtually to students. If students need support beyond their one-on-one instruction, teachers refer them to tutoring. Online teachers carry out our All School Instruction program in college and careers (tailored to each grade level), Common Core writing success, and vocabulary enrichment. Teachers credentialed in each subject area divide coursework into individual credits and implement updated versions of all courses each fall semester. A credentialed science teacher has developed hands-on labs to enhance our students' science experience and meet the UC "a-g" lab science requirements. A credentialed ELA teacher provides essay grading support when essays require evaluations.

Clear policies and procedures help online teachers maintain accountability and compliance. Online teachers set up students' logins for the online program(s) and provide a 30-minute software orientation for all new students during the first teacher meeting. They follow very detailed student file management procedures. Online teachers are responsible for managing their students' ILP, completing master agreements/any subsidiary agreements, evaluating transcripts, and maintaining most recent transcripts. They must also maintain documentation logs, daily engagement sheets, assignment sheets, progress reports and grade sheets, stamped homework samples for each class, and student/parent signed documents. In addition, they are also accountable for following contract violation protocol, issuing progress reports and report cards, and completing monthly timesheets. All online teachers are proficient in using internet search engines, Google drive and the publisher's software with efficiency. They attend training webinars throughout the year.

Online teachers also help to oversee and initiate assessment for our online students. Online teachers are to ensure students take the Alternative Schools Accountability Model (ASAM) assessment when they first register at VCIS. They update current progress on students' grade sheets each week. Online teachers monitor weekly cumulative exams to make sure the internet is not being used as a resource. Teachers only issue completed credits for passing scores (60% or above). Students that do not pass will have to re-submit assessments and attend tutoring in order to earn credits. At their weekly teacher meeting they discuss any tests that were low or the student is struggling to pass and review questions that the student is missing. Once a student has attended tutoring, the teacher can reset any failed quizzes for students to retake.

All online teachers participate in staff development each August that is specific to online “best practices.” The lead teacher facilitates this training which includes data comparisons, goals for the year, strategies to support at-risk students and new changes to curriculum. After this initial training each year, the online school regularly monitors and reflects on its policies and procedures and makes adjustments as needed. An example of monitoring and reflecting is our bi-annual data analysis. The online lead teacher works with Edgenuity each semester to analyze data from the previous semester to identify trends. These trends are presented to online teachers during the breakout session at staff meetings in September and February. Once the trends are identified, the lead teacher provides guidance to the online team to focus on improvement in these areas and “best practices” are revised accordingly. The lead teacher also works closely with administrators throughout the year to determine areas of concern for online students and “best practices” are constantly being refined and implemented.

The online teachers also provide support for over 100 district students working concurrently from their home high schools. Each comprehensive site enrolls up to thirty students into an online course that is hosted by VCIS Online teachers. These classes meet on Monday mornings at the comprehensive site. We chose Mondays because of the late-start schedule at the high schools. During each Monday class, VCIS teachers monitor progress, set up pacing guides, and communicate with counselors via email regarding student progress. Visalia Adult School and Sequoia High School also have access to online courses and weekly virtual monitoring by the lead teacher at VCIS Online.

Online teachers are often part-time and do not attend conferences, although they are welcome to attend any offered by the district. They do attend webinars hosted by Edgenuity. In October, one teacher and one administrator attended the webinar titled “Back To Basics.” The teachers then emailed the rest of the online teachers with any new tips or techniques they learned. These webinars allow online teachers the flexibility to receive additional training that works within their schedule.

Chapter 3



Student/Community Profile ~ Overall Summary from Analysis of Profile Data and Progress

Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Academic Achievement Data

Summary and Findings from School Wide Data Analysis

The VCIS staff took time during October 2015 staff meetings to review our 2015 CAASPP results data for mathematics and English language arts, looking at overall schoolwide performance in comparison to our district, as well as performance levels broken down by claim. The staff also reviewed 2014-2015 grade distribution data for all mathematics and English classroom courses at our site. Staff was divided into six breakout groups to review the data and respond to the questions: What is in place? *and* What is needed? (See **tables 35 and 36**) The responses from each group were consolidated into one official findings document, and then shared out with all staff at the next staff meeting. Below are the significant findings in response to both questions.

Table 35

English Language Arts	
What is in place?	**What is needed?**
• Tutoring is available every day • Writing curriculum is strong (Common Core writing success, write this way, and writing is incorporated into math/science/electives) • Essay grading is consistent with valuable feedback for students • Study techniques class	• Test prep/taking strategies and practice for juniors • Computer-based formative assessments in the classroom • Junior boot camp prior to the exam • Computer adaptive program/practice CAASPP tests • Professional development with new curriculum for master teachers in a group setting/essay grading

Table 36

Mathematics	
What is in place?	**What is needed?**
● Tutoring is available every day ● Schoology ● Integrated Math 1 and 2	● Online prep class/training/readiness class ● More computer generated assessments/practice tests ● Integrated Math 3 ● Identify gaps and fill (reflect/revise scope and sequence) ● Cross-curricular support (informational text/word problems) ● Failure on a benchmark requires "X" hours of mandatory tutoring

Perception Data

Summary and Findings from School Wide Data Analysis

Surveys were administered to students, parents and staff at the beginning of the 2015-2016 school year. Once surveys were completed, the results were shared with all staff to review individually. At designated staff meetings in October and November, all staff was divided into six breakout groups to review the results from each survey and respond to the following prompts: "identify two things we are doing well" and "identify two things that need improvement." The responses from each group were consolidated into an official findings document for each survey, and then shared out with all staff at the next staff meeting. After consolidating all groups' responses, below are the significant findings in response to both prompts for each of the three surveys.

***Table 37* - Staff Findings from Student, Parent and Staff Surveys**

Student Survey Results - *Table 37 a*
Things We Are Doing Well
● Teachers advise students on classes they need to take ● Students feel prepared post-grad ● Positive culture/safe environment/cultural diversity acceptance ● Availability and knowledge of tutoring and tutorial ● Treated fairly by staff ● Technology availability ● Teachers take time to work with students when they don't understand concepts

Things That Need Improvement
● College and Career Center-providing info/scholarship information (ensure students are informed) ● Enforcing dress code ● Schoology support ● Sports facilities ● Advanced classes

Parent Survey Results - *Table 37 b*
Things We Are Doing Well
● Safe campus/positive Culture ● Quality of education (curriculum) and variety of classes/techniques in the classroom ● Classes that prepare students for their future beyond high school ● Cultural differences are accepted ● Access to technology ● Students are treated fairly ● Provide a unique educational experience
Things That Need Improvement
● More efficient/regular communication with parents (grades, progress, school information/offered programs) ● Enforce dress code ● Parental involvement

Staff Survey Results - *Table 37 c*
Things We Are Doing Well
● School culture - Staff feels valued/respected by administration - Culture of professionalism - Safe environment - Staff has input and voices are heard - Addressing individual student needs ● Instruction and curriculum are rigorous, relevant, and coherent - Tutoring - Guiding students to be independent learners - Teachers are active in student learning ● Technology use/workshops and trainings

Things That Need Improvement
● Teacher training - More professional development in Common Core ● Coherent and rigorous curriculum - Align to new standards - Cross-curricular standard alignment - Update and edit ● Analyze performance data - Ask reflective questions - Inform curriculum and instruction ● More parental involvement/participation

Progress Report

Opportunities Addressed Since WASC Progress Report in 2010

Since the WASC progress report in 2010, there have been a variety of additions and changes. In the area of organization, a new principal and a second learning director have been hired. A new vision and mission statement have been created and assessed by stakeholders. Staff development has become more centered on site goals and needs, and technology and training are available to staff and students. In addition, more classes have been offered to independent study students. Communication with students and parents is more consistent, and the school website has been updated with weekly bulletins provided in both Spanish and English. Groups of both student and parent stakeholders have met to address school site concerns; however, input from parents/students will continue to be a focus.

Within the arena of curriculum, new Schoolwide Learner Outcomes have been created. More support staff has been hired for the tutorial room and for tutoring. There has been an increase in the career electives that are available (online, independent study and classroom) as well as new college and career electives have been created, evaluated by staff, and become a new addition to our elective offerings. The English, mathematics and science courses have been updated to include the Common Core State Standards. Most independent study curriculum has been revised to incorporate the Common Core State Standards, although the history/social sciences still in need of revision. We have upgraded technology by adding a variety of resources available to our students and staff (i.e. Chromebooks in every classroom, updated computers around the campus, Google Apps, Schoology, and other programs available).

In the area of instruction, more instruction time has been provided for teachers to collaborate during PLC time and subject matter meetings. The share drive is continually updated with current curriculum to support instruction for one-on-one teacher meeting needs and as resources in the classroom. Professional development has been ongoing. Independent study

and online teachers will receive additional training in the Common Core at the beginning of the spring 2016 semester.

In regards to assessment and accountability, a focus on data-driven instruction has been essential. PLCs are beginning to look at student assessment data, with discussions and questioning taking place surrounding students' understanding and gaps in learning and achievement. Standardized test data is viewed and discussed, and suggestions are made on how to increase student achievement.

VCIS takes great pride in our school culture and support. According to the student survey and student group conversations, students feel safe and appreciate our school atmosphere. Staff also feels that we have a positive and supportive school culture, according to staff survey results. Additional support is provided to students in their transition to college and/or career through our College and Career Advisor. She is able to provide students with support in areas such as career exploration, the financial aid application process, and college exploration and applications. Information regarding jobs is posted on a bulletin board, and college and career opportunities are posted on the school website and in weekly bulletins (both printed and on the vciseagles.com). Greater parent involvement in providing continued input and support is still an ongoing need.

Implications of Data Analysis and Findings

Based on the above data analysis and findings, we have identified two critical school learner needs. They will focus on continued improvement in academic achievement and school culture and climate

Critical School Learner Needs

Identified Critical Learner Need #1: *Academic Achievement*

Summary & Implications:
Student Performance Data: The performance data shows an increase in API data from 653 in 2011 to 709 in 2013, a fifty-six point school-wide growth. On the CST in ELA from 2011-2013, 10th grade student scores for proficient/advanced grew 9% and 11th grade grew 6%. In the same years, Algebra 1 grew 7% (9th grade), 2% (10th grade) and 7% (11th grade). In world history, there was an 8% proficient/advanced loss over the same three years. Chemistry grew 21% in proficient/advanced between 2012 and 2013. From 2011 to 2014, the CST in life science grew from 26% proficient/advanced to 35%. On the CAHSEE, 2012-13 to 2014-15, math grew 1% and ELA grew 8%. As 2014-2015 was the initial administration of the CAASPP, our ELA and math results serve as baseline data. In ELA, 37% of our juniors were in the met/exceeded performance band. In math only 4% of juniors were in the met/exceeded performance band, and 22% were in the nearly met performance band. We will work towards continued student growth in these performance bands. As a result of staff's review of perception data, it was found that

there is a need for more training in Common Core, increased Common Core integration and alignment, increased data analysis, more advanced classes, and computer based assessments and test prep. ***The implication of this data is that VCIS staff needs planned time for professional education and growth to support student success.***

Perception Data: When reviewing the student, parent, and staff survey data gathered in the fall of 2015, 90% and above reported having confidence in new vision, school purpose, governance, and leadership of the school. The majority surveyed (students at 95%, parents at 91.8%) feel the campus is safe, clean, and orderly. Students voiced concern over the lack of advanced classes (22.5%) and information about college scholarships (25.8%). Parents showed most concern over dress code enforcement (17.5%) and parent input (11.5%). Teachers showed most concern over parent involvement (29%), school connection with post-secondary institutions (24%), and personal learning plans for students being collaborative (22%). A significant amount of Master Teachers reported that they are not familiar with the Common Core State Standards (20.7%) or that they know the Common Core State Standards and are working to integrate them into their teacher meetings (31%). Only 6.9% of Master Teachers reported being very knowledgeable of the Common Core State Standards and have fully implemented them into their teacher meetings. From teacher survey reflection, it was found that there is an ongoing need for continuous curriculum redesign, security, and evaluation of curriculum. A need was also found for time being allotted to improve teacher reflection of student achievement data, continued professional development in technology and Project-Based Learning, and time to look for resources above and beyond the textbook. ***The implication of this data is that the administrative team at VCIS needs to provide focused professional development centered on creating, understanding, and implementing new curriculum, to better inform students/parents about transitional college and career support, and increase a-g course offerings.***

Areas of Focus to Address Implications:

a. ***Professional Development*** - Supporting teachers in the area of curriculum and instruction is an ongoing focus, with emphasis on improving instruction through the use of technology, and the continued integration of the Common Core State Standards.
b. ***Increase a-g opportunities/College and Career*** - VCIS is a school that provides an educational opportunity that meets the individual needs of our students, supporting them in reaching their personal goals. As a staff, we will continually look for ways to increase our a-g course offerings to support those goals.

Correlated Schoolwide Learner Outcomes: The "EAG" of EAGLES

E - Every student succeeds
A - Academic achievement and advancement
G - Graduate students that are college and career ready

Questions raised by the analysis of performance and perception data surrounding critical need 1:

1. What can we do as a school community to help our students achieve?
2. What professional support is necessary to provide staff with the tools needed to support student's' academic success?

Identified Critical Learner Need #2: *School Culture and Climate*

Summary and Implications:

Because we are part of Visalia Unified School District, our student population is in constant flux. That is the nature of a school that provides a service such as ours. We strive to provide a welcoming educational environment for our students. Studies indicate that the feeling of safety and belonging in school is a very important aspect of student achievement. The perception data shows a need to provide continual focus on culture and climate. Parents and students alike are concerned about the equity of enforcement of the dress code (parents 17.5% and students 18.7%). From staff findings areas of concern and need include parental involvement, parent communication, and continued need to focus on student connectedness and involvement (such suggestions were: college and career center, sports facilities and teams, and other extra-curricular opportunities), along with better communication. Staff also discussed the need for training in regards to their boundaries and expectations in dealing with their students as a whole; including their mental health issues, and best practices on how to provide emotional support to their students. ***The implication of this data is that we need to increase our parental involvement. The second implication of this data is the importance of continued open communication between all VCIS stakeholders. The third implication is the identified need for professional development for staff in addressing the mental health needs of their students.***

Areas of Focus to Address Implications:

a. **Increase parental involvement** - We must develop and implement a multi-tiered plan to increase the amount of parental involvement at the school site. In parent meetings, parents provided suggestions on how to increase parent involvement. These ideas center around showcasing their students in some way and then disseminating school information and needs during those student-focused programs.
b. **Improve communication amongst stakeholders** - It is important that all stakeholders are informed of the opportunities available to our students. We have implemented the use of a variety of tools this current school year to improve communication, such as: new school website, weekly bulletin in English and Spanish, use of Facebook and Instagram, Remind notifications, and notification bulletins around campus.
c. **Professional development** - We are committed to researching, educating and implementing policies and procedures with the well-being of our students in mind. Every

teacher at VCIS wants to be able to understand and have the tools necessary to support their students, holistically, in the best way possible.

Correlated Schoolwide Learner Outcomes: The "LES" of EAGLES

L-Life-long learners
E-Exercise high ethical standards
S-Shared support of student success by family, staff and students

Questions raised by the analysis of perception data surrounding critical need 2:

1. How can we better involve parents in our school?
2. How can we use student work and achievement to create a better connection with our stakeholders?
3. What can we do to improve communication amongst stakeholders at our site?
4. How well is our staff prepared to support student needs at VCIS? What should be our next steps?
5. How can we provide mental health support tools to staff in a way that supports student connectedness and promotes student achievement?

Chapter 4
Self-Study Findings



Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Chapter IV: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Facilitator: Michele Reid - Principal **Recorder:** Alisha Lewis - Online Master Teacher	
Certificated Staff: Lisa Anderson - Master Teacher Therese Bruce - Master Teacher Colleen Cantelmi - Master Teacher Rebecca Crawford - English Curriculum/Teacher Marissa deSantiago - Master Teacher Susan Graves - Master Teacher Michael Kelly - Art/Master Teacher Lisa Noronha - Master Teacher Kim Russell - Master Teacher Tesa Woods - Master Teacher	**Classified Staff:** Katie Akin - Cafe Manager Tiffanae McRoberts - Child Care Aide Danielle Rivero - Library Aide Maria Teran - Tutorial Aide

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by Schoolwide Learner Outcomes (SLO) and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, and current educational research.*

Findings	Supporting Evidence
Visalia Charter Independent Study has one mission: to offer students an innovative approach to academics that recognizes the unique and varied needs of each student. Our goal is to create a learning environment that takes into account individual needs by working at a pace that fosters academic success. As partners in this journey, parents and school staff come together to ensure that students are achieving their potential as they become learners in the 21st	● Mission statement ● 2010 WASC Self-Study Report

century. VCIS pledges to instill confidence, diligence, and self-worth for all students.	
Our Mission Statement is the "How?" at VCIS. VCIS truly offers individualized structure for all students from the moment of entry into VCIS. This was determined by close research of the need of our students and alignment with our Schoolwide Learning Outcomes.	• Mission Statement
Visalia Charter Independent Study is committed to providing an education that will focus on individual student needs, fostering their academic potential and inspiring a passion for learning, while guiding students towards success in college, career and life. At VCIS, we believe in **EAGLES**. • **E** - Every student succeeds • **A** - Academic achievement and advancement • **G** - Graduate students that are college & career ready • **L** - Life-long learners • **E** - Exercise high ethical standards • **S** - Shared support of student success by family, staff and students	• SLOs
VCIS staff strongly believes that all students can learn. Therefore, the staff works diligently for the betterment of all students' lives. Teachers and staff regularly collaborate on ways to provide for our students and to help students succeed both in the classroom and within our community. Teachers and staff understand the importance of preparing our students for life after high school.	• Staff meeting agenda- review of vision/mission/SLO • Staff professional development calendar
With the implementation of the Common Core Standards, VCIS staff will continue to persevere alongside our students and the district to align the needs of the students with the goals of the school. Due to the high socioeconomically disadvantaged population in Visalia, VCIS recognizes the need for students to be college and/or career ready and is equipped to meet that need head on. These statements will continue to guide the direction of the school developing our students into productive members of their community.	• Subject PLCs • Staff meeting agendas • US Census • College and career elective syllabi • COS support teacher • FAFSA workshops

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and Schoolwide Learner Outcomes are effective.

Prompt: *Evaluate the effectiveness of the processes*.

Findings	Supporting Evidence
The Advisory Committee includes stakeholders from VCIS, VUSD, and business leaders in our community who recognize the power in our vision and purpose and the success our students are experiencing. Our current statements were evaluated and updated in the spring of 2015, after being reviewed in the fall of 2014. Before the fall of 2014, the staff of VCIS didn't feel a need to update the vision/mission/ESLRs due to their relevance at the time. The implementation of the Common Core Standards and the evolving VCIS program created an urgency to update them to meet our current needs and student population. In October of 2015, the student survey identified a need to ensure all students have direct access to our vision and mission statements as well as our Schoolwide Learner Outcomes. According to the survey, students understood the expectations at VCIS, but were unaware of the expected Schoolwide Learner Outcomes. These statements are used frequently in staff meetings and discussed fully as a reminder to the teachers and staff members of our purpose at VCIS. This self-study has reminded us about the importance of posting our expectations in prominent locations and reinforcing them throughout the year in both classroom settings and teacher meetings.	● Advisory Committee agenda ● Student/parent/staff surveys ● Vision and mission is available on our website ● Vision and mission is posted around campus
This process has brought to light that our vision and mission statements needed to be revised. The conversation began in the spring of 2015. Teachers met in groups during staff meetings to discuss the previous statements. In the fall of 2015, a collaborative document was sent to all VCIS staff members who then contributed their ideas to each statement. Administration refined and narrowed down each statement based on staff input and sent them out again for further refinement. Upon the final revision, the statements were brought to the students and families for final input to ensure all stakeholders had involvement in the process. A student group was created due to a need based upon data collected from the student survey.	● Google forms ● Student meeting agendas ● Parent meeting agendas ● Student survey

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the Schoolwide

Learner Outcomes.

Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and Schoolwide Learner Outcomes*.

Findings	Supporting Evidence
VCIS is committed to building strong relationships between parents, students and staff. Our weekly interactions with students and parents help build a strong support group for our students. One of our main goals in independent study is to help students develop into self-motivated, lifelong learners. Our program is designed to give students the freedom and independence they need while providing support and counseling along the way. Daily tutoring, access to tutorial to correct homework and the option to retake tests in the testing lab are some examples of how we help students balance freedom and academic achievement.	• Tutors and tutoring schedule ● Testing lab hours ● Tutorial schedule
VCIS also requires that all students and parents/guardians must attend an orientation before enrolling that explains the expectations of the students and families. All who attend the orientation hear explicit expectations and clearly understand the mission and vision of the school. Parents are also encouraged to come to the first teacher meeting with their student, and are welcomed at any thereafter. The fundamentals of VCIS are rooted in the SLOs, and these are presented to families throughout their enrollment with the school.	● Orientation power points ● Contract documentation ● Parent involvement during teacher meetings
Our revised vision and mission statements, along with our new Schoolwide Learner Outcomes were shared with our students and parents at designated meetings in the fall of 2015. Both groups approved and felt that they were an accurate representation of our school.	● Parent and student group meeting agendas
VCIS staff regularly works with at-risk students, teen moms/dads, high achievers, students on track to graduate early and students in need of credit recovery. VCIS staff works hard to connect with each of these students through a variety of academic strategies. The most notable and effective strategy is our one-on-one targeted instruction between students and master teachers. Another notable strategy is our ability to provide tutoring for students in need. Tutoring is available in all core subjects multiple times each week to accommodate student schedules. By accommodating families, students have a better chance of fulfilling our Schoolwide Learner Outcomes.	● Anatomy of a student meeting ● Demographics ● Graduation rate ● Tutoring schedule ● Counseling/School Psychologist schedule ● Meetings with Learning Directors

VCIS is also creating connections with students, families, and community organizations through sports, clubs and leadership classes. The ASB class organizes events to not only support the school culture at VCIS, but they also reach out to our community. Each November, ASB organizes a collection of coats, canned foods, and personal hygiene items. Care packages are then created for our needy families and for the Bethlehem Center. The Bethlehem Center provides services and personal items for homeless Visalians. Our performing arts classes present a fall and spring performance where families and community members buy tickets to the show. These events help students of VCIS connect with the community in very positive ways.	● ASB Outreach flyers/community service ● Performing arts performance flyers ● Intramurals schedules
Young Lives is another organization that has a presence on our campus. Young Lives provides parenting curriculum, support and instruction for our teen parents.	● Young Lives curriculum ● Parent class roster
VCIS is in the early stages of working with the hair salon across the street, Scarlet O'Hair, to provide internship and job shadow opportunities for our students who are enrolled in the online cosmetology elective.	● e-Dynamics course list
VCIS has several sports programs to help students achieve the Schoolwide Learner Outcomes volleyball, soccer, running club, basketball and disc golf are available to all students. The Visalia Boys and Girls Club works with our coaches to provide a practice facility for our student-athletes. These programs allow parents, students, staff and community members to interact and connect at practices and games. Students are also learning confidence and sportsmanship through their participation.	● Volleyball and soccer team rosters and schedules
Students who have IEPs have opportunities in the community as well. The workability program allows IEP students an opportunity to work in supervised settings that provide mentoring and job experience.	● Workability roster
The VCIS Interact Club is the best example of how the community recognizes and supports the vision and purpose of VCIS. Visalia Rotary Club sponsors our Interact club and provides opportunities for our students to reach out to the community to make a difference. The Interact Club has been a part of VCIS for the past three years, and students work hand-in-hand with Rotary Club members completing a local community service project and an additional international project each year.	● Interact Club agenda/list of service projects

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the Schoolwide Learner Outcomes based on student needs, the district LCAP, global, national, and local needs, and community conditions.

Prompt: *Evaluate the effectiveness of the process for revising these statements with wide involvement*.

Findings	Supporting Evidence
Prompted by the upcoming WASC review, VCIS began the discussion and revision of the vision and mission statements, and created our new Schoolwide Learner Outcomes. The statements were presented to our Advisory Committee in the fall of 2014 to discuss the relevance of the current statements. Parents and faculty agreed that the Schoolwide Learner Outcomes were accurate and fit the VCIS program. The original version of the vision statement was thought to be too vague. The statements were then reevaluated in the spring of 2015 with all staff members and then revisions were finalized in the fall of 2015 with staff, student, and parent input. This process was very effective as all parties were directed to take into account the needs of our current population of students and the implementation of the Common Core Standards. Now that the new statements are finalized, all parties feel proud of the work that produced the new mission and vision statements.	● Google mission/vision statement revision form ● Staff meeting agendas ● Revised mission and vision statements, and SLOs with stakeholder input

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the Schoolwide Learner Outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear*.

Findings	Supporting Evidence
The VUSD superintendent and his cabinet, through emails, weekly principal's meetings, and bi-monthly board meetings communicate policies and Administrative Regulations (AR) to principals and schools throughout the district. All Board Meeting dates and agendas are posted on the district website with updates sent out to all sites the week before meetings. All principals are required to attend the board meetings to stay current with policies and issues being addressed through the district office. Any policies that directly affect VCIS is disseminated to the leadership team and passed down to the staff as needed.	● Board meeting agendas ● Principal's meeting calendars ● VUSD website ● VCIS admin agendas ● VCIS staff meeting agendas

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The governing board's policies are directly connected to the school's vision, mission, and Schoolwide Learner Outcomes.

Prompt: *Evaluate the adequacy of the policies and district LCAP to support the school's vision, mission, and Schoolwide Learner Outcomes through its programs and operations*.

Findings	Supporting Evidence
VCIS has our own LCAP budget plan with direct alignment with the school's vision, mission, and Schoolwide Learner Outcomes. These SLO's mentioned above as using the school mascot acrostic of EAGLES focus on producing ethical members of our community that can succeed and advance in their goals, and continually learn and grow in all they do. Programs and procedures are consistently evaluated by staff, and then either reformulated or reformatted to meet the school's mission, vision and goals, reflecting student needs.	● LCAP Budget ● Vision and mission statements ● SLOs

Governing Board's Involvement in the Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision, mission, and Schoolwide Learner Outcomes.

Prompt: *Evaluate the process for involving the governing board in the regular review and refinement of the school's vision, mission, and Schoolwide Learner Outcomes.*

Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
VCIS and VUSD district administration work together to train staff, update curriculum on a yearly basis, and provide support as needed throughout the district. The lead teacher of the online school works with all four comprehensive high school sites, adult school, VTEC, and our continuation high school to provide credit recovery options for students. VCIS also provides an online summer school option that enrolls more than 300 students districtwide. The online support that VCIS offers to other schools in our district allows traditional students to access credit recovery courses or acceleration opportunities. This partnership allows VCIS Online to reach hundreds of students each year and expose them to online courses. As more colleges offer online courses, this experience is critical to training students to be college-ready.	● Monday online traditional site rosters ● Concurrent enrollment list ● Sequoia ALA enrollment list ● VAS enrollment list
In order to keep students safe and responsible while working online, the district Wi-Fi network allows us to block certain social media websites. All teachers and students sign an internet usage agreement form upon enrollment to ensure a commitment to safety and appropriate use.	● New student internet usage signature page

Understanding the Role of the Governing Board

Indicator: The school community understands the governing board's role, including how parents can participate in the school's governance.

Prompt: *Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance including their role in the determination of the district LCAP.*

Findings	Supporting Evidence
During orientations, parents are encouraged to participate in multiple VCIS activities throughout the year. The VCIS website offers a sign-up link for anyone interested in participating on our Advisory Committee or in participating as a panel member during senior exit interviews. During Back to School Night at VCIS, parents were verbally asked to	● Website ● Student Group agendas ● Parent Group agendas ● Blackboard

participate on the Advisory Committee and ELAC. Six families signed up for the first Advisory Committee Meeting for the 2015/16 school year. Follow-up calls were made to remind parents of the meeting day and time, but VCIS was still unsuccessful at getting any parents to attend. VCIS also utilizes an automated messaging system to send messages to households on a regular basis. VCIS administration recognizes the challenge of getting parent participation at the school site, and has decided to take a different approach to getting parents involved. Administration made the decision to first ask students to be on a student committee. Once students accepted, administration then called those students' parents letting them know that their students joined the student committee and then asked if they would like to be part of our parent committee. The majority of those parents agreed to be a part of the parent committee. In changing the method of recruiting families, VCIS was finally successful in holding parent meetings at the school. In an ongoing effort, VCIS will continue to employ new and creative methods of getting more families and community members involved at the school site.	● Parent committee agenda and meeting summaries

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Supporting Evidence
The VUSD School Board meets regularly during the year. Staff is encouraged to attend regular board meetings or participate by watching the meetings through the live streaming feature on the vusd.org website. The board wants to be kept up-to-date with all happenings across the district. Principals, teachers and other staff are invited to come and present to the board regarding programs, and agendas taking place at the different schools. Meeting highlights are also emailed out to all district employees in order to keep all stakeholders notified of district business. These resources provide teachers with updated and current information regarding decisions made by the board. Administration at the site has a document that lists the responsibilities of each administrator. Teachers have their responsibilities listed on	● Board agendas ● Board highlights ● Board reports ● VCIS share drive

the school's shared drive and all the documentation required as an independent study program.	

Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities.*

Findings	Supporting Evidence
With the district support, VCIS develops the LCAP in accordance with the VUSD timeline. The district cabinet and board members reflect and make needed decisions on the school's' operations. **October** Our LCAP is reviewed with all stakeholders during that meeting the following topics are discussed: ● Current LCAP funding ● Review current metrics and determine if they need adjustments ● Current budgets/activities funded ● Current data as it correlates to our metrics that are available **January** ● Review all of October's agenda ● Begin brainstorming with stakeholders current activities and how they may change based on data ● Begin brainstorming with stakeholders additional activities if there are funds **March** ● Finalize rough draft of new LCAP ● Begin asking for additional input based on rough draft **June** ● Approve LCAP	● Board reports

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Prompt: *Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.*

Findings	Supporting Evidence
All complaint/conflict resolution procedures are communicated	● Board policies

to the VCIS professional staff on the first two days of Staff Development. Complaint procedures and other Administrative Regulations are found in the Staff Handbook that is readily available on the share drive for all VCIS staff. Various procedures are reviewed at Staff Development days and an open online Suggestion Box (Procedures Q&A form) has been created in Google for staff to report anything anonymously. As the need arises, the principal reminds staff of the Governing Board's complaint and conflict resolution procedures.	● Staff Handbook ● Administration regulations
The Governing Board's complaint and conflict resolution procedures are effective inasmuch as they're communicated and followed. Periodically, situations arise that require the implementation of the various complaint and conflict resolution procedures. There are Uniform Complaint Procedure protocols posted throughout the campus and they are also available upon request. For items not covered under the Uniform Complaint Procedures, the district provides published protocols.	● Posters of Uniform Complaint Procedures

A3. Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the Schoolwide Learner Outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Findings	Supporting Evidence
VCIS leadership, staff, and stakeholders work collaboratively to plan each school year. Since VCIS is responsible for creating and overseeing our own budget, the principal spends much of the spring working collaboratively with the district office, building the following year's budget. Due to the implementation of LCAP, the State and Federal Projects office has become a tremendous support for the principal of VCIS. With guidance and support, the LCAP budget is created to align with the school's vision and mission statements and Schoolwide Learner Outcomes.	● LCAP budget ● Vision statement ● Mission statement ● Schoolwide Learner Outcomes
During the summer months, administrators meet with department leaders to plan staff development activities, curriculum revisions, order new textbooks if necessary, and order any other required supplies for the upcoming school year. In August, the entire staff spends two full days of staff development prior to the first day of school, preparing and training for the upcoming year. Breakout groups are created to target specialized training for all. Once the school year begins, staff members have direct interaction with leadership during monthly staff meetings. As questions or concerns arise during the school year, staff members also have access to a Google form to submit questions/concerns, which are answered verbally during staff meetings or given in written format. Administrators and leadership team members work collaboratively each week to create a weekly bulletin for teachers and students. The bulletin is available at each teacher workstation, and also on our school website for	● Admin agendas ● Staff development agendas ● Monthly staff meeting agendas ● Google form Q&A ● Bulletins

community members and parents to access. For the 2015/16 school year, all information on the school's website is translated for parents. Parents are also invited to participate by attending weekly teacher meetings, completing parent surveys, becoming a member of our Advisory and ELAC committees and by attending informational parent meetings throughout the year. VCIS hosts Back to School Night in the fall semester and Open House in the spring semester. These events allow community members to walk through our school site and learn about our program. Students also have the ability to comment and participate in planning for our school during weekly teacher meetings and student surveys.	● VCIS website ● Parent meeting agendas ● Back To School Night flyer

School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; Schoolwide Learner Outcomes; and academic, college, and career standards.

Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, Schoolwide Learner Outcomes, and academic and career readiness standards are incorporated into the single plan and impact the development, implementation, and monitoring of the single plan and the LCAP?*

Findings	Supporting Evidence
Staff members support student achievement through weekly goal setting and mentoring. Student achievement data is analyzed annually at staff meetings. Data is utilized to monitor our growth and determine our areas of need and focus. These areas become our critical learner needs. Our critical learner needs focus on student achievement and school climate and culture. Our data and areas of focus help to inform our single plan and LCAP.	● Single Plan ● LCAP ● Action Plan
In the creation of our Schoolwide Learner Outcomes we also identified specific measurements to monitor our progress annually. These measurements can be reference in chapter one.	● SLO measurements

Correlation of All Resources to the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP

Indicator: There is correlation of the allocation of time/fiscal/personnel/material resources to the implementation, monitoring, and accomplishing of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

Prompt: *Evaluate the degree to which the allocation of all resources supports the*

implementation, monitoring, and accomplishment of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

Findings	Supporting Evidence
Student surveys provided us with information that students wanted more math classes and more electives. Resources were then allocated to hire three full time math teachers and one additional tutor to support students with math. Resources were also allocated during the summer of 2012 to remodel the biology and chemistry classroom to allow for more lab experiences. Our culinary pathway also required funds to be allocated. Funds were used for one teacher, one cafe manager, and equipment purchases to open the cafe and to expand our catering services. Resources were also allocated in 2014 to purchase 3D printers for the online engineering elective class. The online school also added a program clerk in March of 2015 and one four-hour/day tutor in October of 2015 to help students who are working online. Due to the overcrowding of our science classes, a new science classroom has been budgeted and plans are moving forward. The classroom will be available in the fall of 2016. Future plans are being developed for the building directly north of the VCIS main campus. Input from staff, students, and parents on the new building will used to decide final plans on the space.	● Student surveys ● LCAP ● Committee meeting schedules ● Single plan

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
Department PLCs have played a tremendous role in evaluating the effectiveness of our processes and procedures. Math and science PLC's meet every Monday morning for at least one hour to discuss lesson development, objectives, and classroom strategies focused around the CCSS and NGSS for science. A variety of updates to math, science and English classes have evolved from PLC discussions.	● PLC agendas ● Updated curriculum

Monthly staff meetings also provide an opportunity for staff to evaluate processes and procedures. Staff members are required to attend monthly staff meetings that involve activities where staff is able to interact with data and share findings on student achievement. Staff members often work in randomly selected groups which allows for people to interact with others they might not see on a regular basis during the work day. The activities listed below have helped staff members support students in a much more effective way: ● Google Drive training ● Schoology training ● Curriculum analysis activities for revised courses ● CCWS writing curriculum presentations ● Vocabulary enrichment presentations	● Staff meeting agendas
New teachers are provided with school policy and procedures prior to meeting with students. All new teachers meet with the compliance coach for training on policies and procedures and they also observe a veteran teacher for several hours prior to meeting students. Online teachers follow the same training procedures and are monitored by the online lead teacher.	● New teacher orientation documents ● Master teacher TOSAs list

Additional Online Instruction Prompt*: Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
Online staff members have been leading the way in implementing web-based assignment sheets. All seven online teachers participated in the pilot program and have since fully implemented Google Assignment Sheets. Online teachers are available to train other teachers who are interested in learning more about Google Assignment Sheets and Google Drive.	● Email collaboration using VCIS sheets; collaborative group in Gmail

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
The leadership team meets weekly to discuss the effectiveness of our plans. The staff Q and A form is discussed weekly in leadership meetings and the team	● Google Procedures Q&A Form ● Admin meeting

collaborates to create responses for staff members who have questions and concerns. The school leadership also hosts monthly staff meetings where both classified and certificated are required to attend. Meeting agendas are circulated to leadership team members through Google drive prior to staff meetings and all members are encouraged to collaborate on the agenda throughout each meeting.	agendas ● Staff meeting agendas
During leadership meetings, each group member reports on their assigned area of duties to the team. Weaknesses are defined and discussions are held to determine need. Once needs have been highlighted, next steps are determined to create a change in existing programs that enhance and accelerate student learning.	● VCIS organizational chart
Leadership meets with specific departments as needed to support various needs and concerns across the sites. Specialized committees have also been created to provide input in the decision making process in program implementations.	● Committee meetings

Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	**Supporting Evidence**
The conflict resolution procedure on site is effective and teachers feel their voice is being heard and issues are being addressed regularly. The staff Q and A form has allowed the leadership team to listen to concerns and respond to them in a timely fashion. Internal communication among staff has been weak in subsequent years, and this weakness created a disconnect among staff members. To improve upon the internal communication, administration created a year-long staff calendar highlighting all events on campus that directly affect staff members. The calendar is available on the share drive for all staff members and it is given to staff one week prior to the new month. A weekly bulletin has also been implemented to keep teachers and students up to date on school events.	● Google Procedures Q&A Form responses staff meetings/written ● Staff calendar ● Weekly bulletins
Staff meetings have been updated to reflect the needs of all	● Staff meeting agendas

staff members. There are now break-out sessions for the various groups on campus that directly relate to their area of work. Cross-curricular discussions have begun and will continue to meet more frequently throughout the school year. Conflict resolution among staff is a priority for administration. When and if the need arises, administration takes into account all parties and quickly investigates the issue and comes to a resolution in an appropriate amount of time.	• Staff survey

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the Schoolwide Learner Outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities*.

Findings	Supporting Evidence
Staff members are all cleared through VUSD Human Resources department prior to meeting with students. All teachers apply online through edjoin.org, complete the required application and reference letters, and complete a Livescan fingerprint background check. Credentials are cross-referenced through CTC and are in good standing with CTC. Once cleared, VUSD Human Resources conducts a new teacher orientation prior to releasing employees to school sites.	● Human Resources hiring policies

Staff Assignment and Preparation

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities, including any type of online instruction.*

Findings	Supporting Evidence
All new teachers complete policy and procedure training with our compliance coach prior to meeting with students. This training consists of two, four-hour sessions and job shadowing for at least one full day. New teachers are also assigned to an office with a veteran teacher who can provide support when needed. Every August, veteran teachers and new teachers are provided with updated file management checklists, course codes and a chart explaining the anatomy of a student meeting to help guide them through the first meeting. Every staff member is aware of the need to help out a new teacher whenever they need help. Our staff believes in teamwork and helping each other is not considered a burden. In addition, practices have been put in place for teachers to “buddy check” one another’s compliance documents.	● Training PD agenda ● Teacher desk schedule ● Anatomy of Student Meeting checklist ● Daily engagement and homework samples

Online teachers receive their training from the lead teacher at the online school. Once an online teacher finishes the training with the compliance coach, the new online teachers spend roughly 3-4 hours completing online training with Edgenuity and how to use Google assignment sheets. Online teachers will job shadow with a veteran online teacher for at least 4 hours prior to starting with their own students. Edgenuity also sponsors several webinar trainings throughout the year that all online teachers have access to.	● Online new teacher handbook ● October webinar attendee list
As the year progresses, teachers receive additional training as needed. Most of this training involves becoming familiar with curriculum. All main campus teachers have access to all curricula at all times on the share drive. Teachers can prepare in advance of student meetings by reviewing upcoming activities for students in order to make the teaching time each week more meaningful. In addition to curriculum training, this self-study has revealed that teachers would also like training that focuses on student mental health issues. Plans to address this focus have begun for the fall of the 2016 school year.	● Professional development calendar
Online teachers also have access to all lectures and activities through Edgenuity. Teachers can access these activities prior to or during student meetings to help prepare or clarify information students are learning. Online teachers who are credentialed in core subjects have created teacher guides and essay graphic organizers to be shared with teachers and students to help front-load information for the coming week. All guides can be found on the network drives and is accessible for the entire full-year course.	● Teacher guides for civics, economics, all levels of ELA in Edgenuity

Defining and Understanding Practices/Relationships

Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
All teachers have access to the share drive on the network that contains all of our school policies/procedures (reviewed at beginning of each semester) and administration regulations. An administrative organizational chart is also available to staff	● VCIS share drive ● VCIS policies & procedures ● VCIS organizational

members. Staff members also enjoy an open-door policy with leadership team members. This policy allows for meaningful and empowering interactions on a daily basis between leadership team members and staff members. The online school lead teacher is represented on the leadership team as a bridge between the two programs.	chart

Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the Schoolwide Learner Outcomes.

Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence
Weekly PLC meetings, conferences, and other trainings outside of the regular school day has allowed our staff to embrace changes and keep up with 21st century skills. The hiring of staff members in specialized areas like computer programming, culinary, dance, and engineering has allowed for a well-rounded and career-based elective program. Throughout the school year, staff members are encouraged to attend technology, math, STEM, Independent Study and Charter Conferences for personal and professional development. Other professional development is offered throughout the school year on and off-site.	● Professional development calendar

Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Contracted employees participate in formal evaluations every other year. Administrators meet with employees before and after each formal evaluation to encourage growth. This year, VCIS implemented a variation to the VUTA (Visalia Unified Teachers Association) agreed upon evaluation document provided by the Human Resources department. The leadership team worked together to highlight specific areas on the evaluation form that they felt were the most important areas to evaluate teachers on for this school year. All contracted teachers being evaluated this school year were given this document and the evaluator provided an explanation on the process.	● Admin agendas ● Evaluation forms

Administration also makes a point to visit all classrooms throughout the school year, leaving feedback and having discussions with all contracted employees. The principal meets with all contracted employees to discuss the teacher's current goals, both personally and professionally as an educator. An initial meeting is held in the fall and a follow-up is scheduled for the spring semester. This conversation has proven valuable to both the teacher and the principal in determining needs for both parties throughout the school year.	● Emailed goals from staff
All staff members have access to Google Drive training workshops throughout the year to encourage them to use digital forms of collaboration with their students. Additional stipends have been offered to staff members to encourage attendance.	● Google workshop sign-in sheets

Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
Online teachers are provided with four hours of staff development prior to the start of each school year to address changes to Edgenuity, program updates, and results of data analysis. The lead teacher creates and emails a variety of screen-casts throughout the year about new techniques and ideas to make teacher-student interactions more meaningful. Webinars are also provided throughout the year through Edgenuity and online teachers are encouraged to participate.	● Staff development agenda ● Edgenuity updates ● Webinar calendar

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance.

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
Professional development opportunities have helped shape our school in a variety of ways. The math department has been the most active in recent years at seeking out conferences and attending local events to improve instruction.	● Professional development calendar ● Conference agendas ● Online resource

Math teachers have attended conferences all over California, webinars hosted by Stanford professor Jo Boaler, trainings sponsored by Tulare County Office of Education, and we hosted a local event for math teachers in October of 2015. As a result of this, math teachers have been able to incorporate a variety of interactive lessons using Mathalicious, Desmos, and reinforcing the expectation of having a growth mindset. Math students use iPads, Chromebooks, and a variety of educational apps to enhance the classroom experience.	licenses
All classroom teachers have participated in Schoology training which has also improved a student's ability to access class content from another location. Schoology has become a tool for teachers, parents and students alike to complete assignments, even if they miss class.	● Schoology professional development agenda
ELA teachers attend a district-sponsored summer institute each summer. This training provides essential guidance and course maps for our ELA team as they continuously update curriculum. Common Core training, ERWC training and Preparing Reluctant Writers to Construct Competent Responses are just a few examples of the training provided to our ELA teachers.	● ELA summer institute agenda ● ERWC curriculum binder
Science teachers and members of our administrative team attended a STEM conference in October of 2015. The knowledge gained will provide guidance as we adopt NGSS standards in all science courses. Participants came back from the conference sharing their knowledge with the rest of the staff. Prompted by the information learned, administration created committees in the fall of 2015 to bring staff together to discuss special programs and other important decisions regarding the progress of the school. These committees included the Schoology Implementation Committee, New Building Committee, and New Program Committee. The discussions of the committees will focus on streamlining VCIS, and bringing on STEM components to the school.	● STEM conference agenda ● CCIS agenda ● Schoology Committee agendas ● New Building Committee agendas ● New Program Committee agendas (will begin Spring 2016)
VCIS has also sent teachers to CCIS and CCSA conferences to make sure policies and procedures remain compliant with state laws regarding independent studies and charter schools.	● Conference agendas ● Compliance manuals

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes.

Indicators with Prompts

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the Schoolwide Learner Outcomes, the district's LCAP, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the Schoolwide Learner Outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Resources are allocated to meet the needs of our student body. Core departments, career pathways, and online education are provided with appropriate funding to meet the needs of our growing student population. Resources were allocated in the 2014-2015 school year to develop the college and career curriculum that was launched in August 2015. Resources were also allocated in spring 2015 to purchase the eDynamic online elective program to provide more a-g approved career elective.	● 2014-15 school budget
Students are continuing to complete relevant and meaningful tasks that will be useful in both college or career pathways. The results of senior exit interviews are showing that our students are ready to compete in the 21st century.	● Senior exit interviews ● Student survey results
Since LCAP has been a new budgeting practice requirement throughout the state, a full understanding of this practice has been minimal by administration. For the 2015-16 school year, a new principal took over leadership at VCIS. The new principal sought out training from multiple areas, including but not limited to: State & Federal Projects, CCIS (California Consortium for Independent Study) Conference, LCAP instruction, and other administrators in and out of VUSD. Realizing the need to connect the vision and mission statements and Student Learner Outcomes to the LCAP, the principal immediately set a plan in motion to review each of the school statements and SLO's by all stakeholders. Knowing that the goals and resource allocations of the LCAP	● LCAP ● Principal calendar ● Conference agendas ● Vision/mission statements & SLOs

did not follow the intended expectations, the principal is committed to an ongoing process to make sure all documents support the Student Learner Outcomes with measurable outcomes.	

Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.).

Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
Due to VCIS being a charter school, it is the responsibility of the site principal to update and maintain their own LCAP budget. The VCIS site principal works closely with the district's State & Federal Projects program in developing the site LCAP budget. The principal is held accountable by the district office to fully implement a site budget in accordance to the LCFF/LCAP rules and regulations.	● LCAP

Facilities

Indicator: The school's facilities are adequate to meet the school's vision, mission, Schoolwide Learner Outcomes; the educational program and are safe, functional, and well-maintained.

Prompt: *Specifically, to what extent do the facilities support the school's vision, mission, Schoolwide Learner Outcomes, the educational program, and the health and safety needs of students.*

Findings	Supporting Evidence
VCIS has maintained safe and adequate facilities by: ● hiring a full-time campus supervisor ● programmable locks on all doors at all campuses ● security cameras on main campus ● updated Safe Schools Plan ● monthly/ quarterly emergency drills	● VCIS staff list ● Safe Schools Plan
VCIS also has a nurse on campus one full-day each week and access to those services the other four days upon request. The school nurse services and implements Health Plans for our students. Staff members who come in contact with students who have a Health Plan are notified of any accommodations that need to be made for that student. VCIS has increased the amount of time that a school psychologist is	● School psychologist & nurse schedules ● PowerSchool

on campus from ½ day to 1 & ½ days per week from the 2014-15 to the 2015-16 school year. VCIS has expressed a need for additional counseling services on campus, which prompted the additional time we are serviced by the district psychologist. To further the safety on VCIS campus, the administration has held to the requirement of zero tolerance for bullying or fighting on campus. Students are notified during orientations, Parent Student Agreements, and during teacher meetings that aggressive behavior on campus is not tolerated. Students adhere to this policy in so much that there is rarely an altercation on campus. There is also a staff member in every room on the campus to further ensure that students are not left alone at any length of time that could cause conflict with another student. VCIS has also planned for a single point of entry onto the campus on all sites. This allows for the front office staff to greet all people coming onto the VCIS campus and sign-in if necessary.	● Orientations ● Parent/Student Agreement ● Student survey ● Parent survey

Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, and textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
VCIS follows the district's policies and administrative regulations of established procedures for the selection of instructional materials such as textbooks and supplemental resources. The school site then purchases the appropriate materials and technology upgrades on an ongoing basis and as needed.	● VUSD board policies ● Purchase requisitions

Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
VCIS provides the necessary resources to hire and nurture a well-qualified staff. All teachers participate in a variety of	● Beginning of year staff meeting agendas

professional development throughout the year. The most focused staff development occurs each August. The entire staff spends two full days of training for the upcoming school year. New policies, procedures and curriculum are introduced. Staff members are given time to interact with core teachers, ask questions, and prep files for the first day of school. Online teachers are provided with a two-hour breakout session each of these days to complete needed online training. Throughout the year, teachers are provided training during monthly staff meetings. Teachers also attend conferences, complete Google trainings and other webinars. Administrators are very supportive and encourage teachers to seek training whenever it is available.	● Staff meeting agendas ● Professional development list

Long-Range Planning

Indicator: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the Schoolwide Learner Outcomes.

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
In the 2014-15 school-year, VCIS formed a college & career team to discuss and implement a new college and career readiness program throughout all grade levels. The new curriculum was carefully planned and implemented in the fall of 2015, in which all students 9-12 received the college and career curriculum specific to the student's grade level. The team meets on a regular basis to discuss an ongoing process of updating the curriculum as needed. Every spring, the principal budgets for the necessary textbook, technology, and other materials needed for the following school year. VCIS follows the VUSD textbook adoption timeline and adopts fully and appropriately during the adoption timeline. Other resources used in the classroom are reviewed and licensed annually as determined by PLC teams. Department conversations have been planned to implement technology such as Apple TV's, Chromebooks, MacBook Airs, iPads, and flat screen TV's to name just a few.	● College and career meeting agendas ● College and career course work ● School budget ● VUSD textbook adoption timeline ● Online resource licenses

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and other Resources) Plan

Indicator: The school regularly reviews its long-range plan (and other resources) in relation to the school's vision, mission, and Schoolwide Learner Outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and Schoolwide Learner Outcomes.

Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan.*

Findings	Supporting Evidence
VCIS determined that the school's vision & mission statements needed to be updated, which prompted the need to look at the needs of the students and school as a whole. VUSD recently acquired the building directly north of the main VCIS campus that the school will be using for future endeavors. Administration has set up committees to determine long-range planning of the facilities and resource allocations. Other committees have been established to determine needs within the school. The Leadership Team has also used information from student, parent, and staff surveys to determine need. To continue the communication with VCIS families, the principal has been sending home parent letters to inform families of decisions and opportunities to join in on the long-range planning conversation.	● New Building Committee Agendas ● New Program Committee ● Parent letters ● Parent, staff, & student surveys

Regular Accounting and External Audit Procedures

Indicator: The school has defined regular accounting and external audit procedures.

Prompt: *To what extent does the school have defined regular accounting and external audit procedures? Comment on the effectiveness of the procedures to determine if they meet they meet the generally accepted principles of accounting and audit procedures.*

Findings	Supporting Evidence
The fact that Visalia Charter Independent Study (VCIS) is a dependent charter of the Visalia Unified School District has been a tremendous benefit in the area of utilization of resources. The same district central office personnel, procedures and protocols regarding use of resources that are available to all VUSD schools are made available to each of its dependent charter schools. Since Visalia Charter Independent Study operates as a dependent charter and is not directly funded, it is governed by all the necessary accounting procedures required by the district. The district assists in preparing the budget specific for	● VUSD budget development timeline ● Vision and mission statements ● SLOs

VCIS, based on all revenues received by the school. VCIS's fiscal management plan is developed in close collaboration with the district, benefiting in VUSD's experience in sound financial planning and administration for its schools. Budget development is centered on district and school goals. This budget development begins each year in January following the governor's K-12 State Budget Proposals. It is development in a collaborative effort which includes the principal, school's leadership team, school's advisory committee, the district budget manager and the district internal auditor and CFO. This is done to ensure that the budget developed is consistent with Visalia Charter Independent Study goals, purpose and SLOs. The district has in place policies that ensure that the budget is developed each year that provide for adequate staffing, facilities, textbooks, and materials and supplies. Fiscal resources are allocated in keeping with district goals to recruit, retain and prepare highly qualified staff members for VCIS.	

Budgeting Process — Transparency

Indicator: The school develops and monitors its annual budgeting process to ensure transparency.

Prompt: *Comment on the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency.*

Findings	Supporting Evidence
VCIS works with the State & Federal Projects department when developing the annual budget and LCAP. VCIS follows the district's timeline: **October** Our LCAP is reviewed with all stakeholders. During that meeting the following topics are discussed: ● Current LCAP funding ● Review current metrics and determine if they need adjustments ● Current budgets/activities funded ● Current data as it correlates to our metrics that are available **January** ● Review all of October's agenda ● Begin brainstorming with stakeholders about current activities and how they may change based on data ● Begin brainstorming with stakeholders about additional activities if there are funds	● District budget timeline

March ● Finalize rough draft of new LCAP ● Begin asking for additional input based on rough draft **June** ● Approve LCAP	

Adequate Compensation, Staffing, Reserves

Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
Since VCIS is part of Visalia Unified, we follow the district's teacher, administrator, and classified salary schedules. Through the annual LCAP and school budget planning, adequate funding is budgeted for VCIS staffing and programs. The VUSD board policy is to maintain a reserve of 15% of expenditures and uses. The district closed the 2014-15 year with a reserve of 15%, but has budgeted to use some reserve to complete a capital project in 2015-16. The district is expected to have a 12% at year end.	● District salary schedule (VUSD website)

Marketing Strategies

Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
In an effort to attract students and families to the school, VCIS has hired Third Level Group LLC to redesign the VCIS logo and create advertisements around Visalia. The logo was completed and marketing has been set to begin in mid-January. VCIS has purchased space on city buses and movie screen time to promote and market the school. Third Level Group LLC provided the research for the most effective marketing for the school and created a proposal for rollout.	● New logo ● Advertisements

Stakeholder Involvement

Indicator: All stakeholders are involved in future planning, including addressing long-range capital needs.

Prompt: *To what extent are all stakeholders involved in future planning, including addressing long-range capital needs? How effective are the processes to involve all stakeholders?*

Findings	Supporting Evidence
VCIS seeks the involvement of all stakeholders in the future planning process for the school. The move to the current building in 2010 was an improvement on class space, but due to the increased student requests to attend the class, the new space soon became inadequate. This left the main campus classrooms unable to contain all students seeking to enroll. In order to ensure that adequate space and facilities were available for all performing arts classes, VCIS acquired a building through a lease option across Mooney Boulevard, which has been named the VCIS Studio. All drama, choir, and dance classes are taught at this site, which provides adequate space to conduct the classes in an appropriate manner.	● Student and parent surveys
The need for an alternative learning program was also deemed a necessity through student and parent surveys and conversations with students and families. Some students were finding it difficult to attend school, even for a short amount of time due to outside responsibilities (ex: work, teen parents). An online program was determined to meet the needs of these students, allowing them the flexibility of earning their high school diploma and meeting their outside responsibilities. The program began in the fall of 2013 on the main campus, housed in two computer labs. Enrollment increased over the 2013-14 school year, requiring new facilities to meet the growing demand. VCIS acquired a building north of the main campus through a lease option in the summer of 2014. This new building was renovated in the fall of 2014 and opened as our new online campus in the spring of 2015.	● Online building/ enrollment
An increased request for more culinary course offering was expressed from parents and students, resulting in the decision to renovate the old staff lounge at the south end of the main campus into a small kitchen. Renovations began in the summer of 2012 and classes began in the fall of 2012. Families also presented requests for their students to obtain some type of work experience. As a result, VCIS explored options and developed a plan to obtain new facilities to open up a cafe. VUSD purchased the building directly north of the VCIS main campus, with the additional support of VCIS funds. During the process, VCIS leased two of the offices on this site. One housed our VCIS cafe and the other was a student area used for homework and socializing. Escrow closed on	● Culinary class enrollment

the building in the summer of 2015 and renovations for the building and use is currently in process for the spring of 2016. VCIS has only had one science lab available for all students needing biology or chemistry classes. Classes have been continuously growing. To meet the needs of all of our students it was decided through staff, student, and parent meetings that a new lab was needed to house more biology classes. New plans were discussed to renovate part of the new building acquired by the district north of the main campus. An architect was hired and plans were drawn up for the new lab in the fall of 2015 and renovations are planned to begin in the late spring of 2016. The district office also follows a protocol for continued oversight on all facilities and capital needs. They follow these procedures on the newly acquired facilities just north of the VCIS main campus: ● Superintendent's Facilities Advisory Committee – This committee meets monthly with both staff and community members to assess current facility needs, review current facility projects as well as planned projects and funding within the district. ● Property Advisory Committee – This committee meets quarterly to review district property needs and to discuss current holdings and disposition of property. ● Weekly Administrative Services/Instructional Services Facility Committee – This is a weekly meeting with Administrative Services and Instructional Services to discuss facility needs and future construction planning.	● Science class enrollment ● Board meeting agendas ● Superintendent's Finance Committee agendas

Informing the Public and Appropriate Authorities

Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
Financial reports are shared with the board and community through District Board Meetings on at least a quarterly basis, as well as through the Superintendent's Finance Advisory Committee which meets every other month to discuss the	● Board meeting agendas ● Superintendent's Finance Committee

district budget and other financial matters. Under the new funding model, there are also meetings with parent groups, staff and the District Advisory Committee to discuss how supplemental funds will be used to improve services for our most needy students. The Local Control and Accountability Plan (LCAP), demonstrates how the District and VCIS uses those resources for student needs.	Agendas ● VCIS LCAP

Adequacy of Reserve Funds

Indicator: The school ensures the adequacy of reserve funds to ensure the financial stability of the school.

Prompt: *How does the school ensure the adequacy of reserve funds to ensure the financial stability of the school? Comment on whether the allocation of resources is sufficient to address the Schoolwide Learner Outcomes and the critical learner needs of students.*

Findings	Supporting Evidence
VCIS maintains a reserve of carryover dollars from year to year. The reserve is in addition to the district's reserve for economic uncertainties and is spent only for one-time activities and capital projects. The VUSD Board policy is to maintain a reserve of 15% of expenditures and uses. The district closed the 2014-15 year with a reserve of 15%, but has budgeted to use some reserve to complete a capital project in 2015-16. The district is expected to have a 12% at year end.	● District budget report

Decisions — Schoolwide Learning Results

Indicator: The school bases resource allocation decisions in relationship to the Schoolwide Learner Outcomes and the critical learner needs of the students.

Prompt: *To what extent does the school base its resource allocation decisions in relationship to the Schoolwide Learner Outcomes and the critical learner needs of the students?*

Findings	Supporting Evidence
VCIS determined that there was a need to look at our Student Learner Outcomes (previously ESLRs) and change them based on the current need of the VCIS student body. In light of the CCSS change, measurements were assigned to our new SLO's and needs were then based off of these measurements. VCIS then created an Action Plan and school site budget that allocated funding for areas indicated as critical needs. These needs were based off of staff, student, and parent input using surveys and the WASC Self-Study Reports.	● Student Learner Outcomes and Measurements ● Action Plan ● VCIS school site budget

A7. Resources Criterion [Charter Schools only]

The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standard.

Indicators with Prompts

Written and Adopted Policies/Procedures

Indicator: The school has written adopted fiscal policies and procedures for internal controls.

Prompt: *Comment on the effectiveness of the school's process for developing, reviewing, revising, and adopting written fiscal policies and procedures for internal controls.*

Findings	Supporting Evidence
Visalia Charter Independent Study is dependent charter of the Visalia Unified School District and is accounted for within the general fund of the district. All fiscal policies and procedures for internal controls fall under the district's established fiscal policies in addition to VCIS's charter.	● District policies and procedures

Annual Financial Audit

Indicator: The school has an annual independent financial audit that employs generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school has resolved to the satisfaction of the charter-granting agency. There are written policies on the scope and responsibilities related to an independent financial audit. The school sends the audit reports to the authorizing agency and other government entities as required by law.

Prompt: *Examine how the school ensures accountability and determine the effectiveness of these policies and procedures.*

Findings	Supporting Evidence
Each year, the district has an independent audit firm complete an audit using generally accepted accounting principles. The audit includes all activities within the district, including VCIS. District audit exceptions have been minimal with no exceptions for VCIS.	● Independent audit

Compliance of Personnel

Indicator: Personnel follow the fiscal policies and procedures.

Prompt: *Evaluate the effectiveness of the accountability measures to ensure that personnel follow the fiscal policies and procedures*.

Findings	Supporting Evidence
VCIS ensures that all staff are trained in and follow all fiscal policies and procedures. Student attendance accounting procedures are strictly adhered to and audited throughout the year by the district. Expenses and purchase orders are carefully reviewed and approved by the principal or site designee for accuracy and to ensure the funds are spent appropriately.	● New teacher training protocol ● VCIS LCAP and budget

Processes for Implementation of Financial Practices

Indicator: The school has processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts;
4) the policies and procedures for the use of credit cards and other lines of credit.

Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
VCIS has strict controls that are in line with the districts controls and procedures for signing contracts. Only the superintendent or his designee is authorized to obligate and sign contracts on behalf of the district. Payroll and vendor checks are signed by the County Superintendent after being audited by the county office. All accounting for payroll, benefits and vendor payments is managed centrally at the district office using generally accepted accounting principles. Additionally, all credit card purchases are audited and monitored for acceptable usage following the district's credit card procedures manual.	● District fiscal policies and procedures

Contracts — Accounting

Indicator: The school has a contracting process for services, equipment, and materials and accounts for all contracts of $75,000 or more and their purposes.

Prompt: *Explain the effectiveness of this process.*

Findings	Supporting Evidence
VCIS follows the district protocols for properly bidding and awarding contracts for services, equipment and materials of $75,000 or more. The district follows all state requirements under the Education Code to ensure compliance and accountability.	● District fiscal policies and procedures

ACS WASC Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

At the conclusion of this self-study, we have learned that VCIS has a well-defined vision and purpose, the relationship between the staff and its governing bodies is positive and professional, the school site leadership team is providing appropriate direction and our resources are allocated in a responsible and appropriate way. Although we had a change in leadership in 2015, the school has not suffered any setbacks. In fact, the staff has continued to work with confidence because the district hired a principal who was already a VCIS administrator. Student academic achievement is on the rise and the school staff and leadership are moving us in the right direction. We have policies and procedures in place to support students and communication with families about academic achievement is improving. Survey results have shown that our school is safe and welcoming and we will continue to provide this environment. With the help of student organizations like ASB, performing arts, sports, and clubs; our student culture will strengthen and more students will connect to VCIS. Overall, we are proud of the work we are doing and feel we are on the right path.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

- Our vision and mission are clear and relevant
- Our SLOs are appropriate for our student population
- Staff is embracing common core state standards and working collaboratively to support our students to be successful
- Staff is trained, qualified and professional
- Core teachers are regularly updating curriculum to meet the standards set forth by the college board to be certified as a-g approved
- Staff collaborates to create curriculum that addresses the new college and career readiness standards and also reflects the interests of our students
- The relationship between staff and administration is positive, collaborative and centered around student achievement
- Resources are allocated properly to address the needs of our student population

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Allocate more resources to increase staff development opportunities
- Improve communication with families to encourage more parental involvement
- Continue to build community support

Chapter 4
Self-Study Findings



Category B: Standards-based Student Learning: Curriculum

Category B: Standards-based Student Learning: Curriculum

Facilitator: Angie O'Neal -Assistant Principal **Recorder:** Marika Forbes - English/Master Teacher	
Certificated Staff: Allyson Cain - English/Master Teacher Christine Johnson - Math Teacher Malinda Hoskins - Math/Science Teacher Shannon Boswell - Master Teacher Rebecca Delgado - Master Teacher Emily Lucietto - English Curriculum Rebecca Hansen - Choir Teacher Linda Ruth - Master Teacher Lupe Wilkinson - Master Teacher Elizabeth Stephens - Science/Online Master Teacher	**Classified Staff:** Jan Barker - English Tutor Maria DelaCerda - Tutorial Aide Shaye Irving - Library Aide

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.*

Findings	Supporting Evidence
The staff periodically participates in presentations from other staff members about changes in theory and practice. This helps all staff stay connected and innovative in our approach to help all students learn and succeed. Staff members regularly attend conferences to continue to learn about changes and innovations in education. Math and Science teachers also are actively sharing best practices at professional conferences about research-based pedagogy within the Common Core math and next generation science standards. English teachers actively share best practices at professional conferences as well, focusing on Common Core Best Practices and Direct Instruction. At	● Staff meeting agenda-Common Core math presentation ● Conference attendance agendas and flyers ● Staff has also participated in these workshops: Chromebook Basics, Google Drive, YouTube Playlist, Schoology LMS Training, iPad Apps, and BootStrap Training (Algebraic

professional conferences staff collaborates with other educators to develop and improve curriculum and instructional strategies.	Videogame Programming)
Science curriculum has been revised and updated to become more closely aligned with the disciplinary core ideas and science and engineering practices of NGSS. Curriculum has also been changed to integrate math, engineering design, and technology. The science department is also in the process of improving instruction by including instructional strategies reflecting constructivism and inquiry.	● Biology and chemistry curriculum
The VCIS math department completed the "How to Learn Math" online course through Stanford University, allowing them to integrate current research based strategies into their instruction. In addition, the math teachers meet as a Professional Learning Community twice a week to collaborate around common curriculum and assessments, and to inform instructional practices to meet the needs of our students. This has been helpful with the integration of the new CCSS for math, as well as the Mathematical Practices. They have worked to revise course curriculum to meet these changes.	● Math PLC agendas ● Integrated Math 1 and 2 unit packets and assessments
The VCIS English department also meets as a Professional Learning Community once a month. They have worked to revise course curriculum and assessments to meet the new CCSS.	● ELA PLC minutes ● Revised courses: English 1, English 2, American Literature, World Literature, ERWC
The VCIS staff has significantly increased the use of technology at our site over the past six years. Staff members have all been trained to use Google Drive/Google Apps for Education as a means for collaboration and innovation with both colleagues and students. Teachers and students share documents regularly, students and staff complete surveys using google forms, and leadership teams and PLCs have unlimited opportunity to collaborate through technology. On site our students have open access to the use of computers in Tutorial, as well as iPads and Chromebooks in classroom and online classes. The classroom teachers at VCIS use Schoology in our blended learning system where instruction and technology are blended into the curriculum. Schoology is a research-based learning management system that allows teachers to connect with students virtually throughout the week.	● Online teacher survey results ● Website sign up forms ● Google drive workshop calendar ● Google workshops for parents flyer ● Schoology log in instructions for students

Edgenuity was selected as our online curriculum publisher because of their commitment to research-based online learning techniques and excellence in producing rigorous curriculum that is engaging for students. The Edgenuity program allows our curriculum-specific teaching team to customize classes to meet our student needs. For example, they can chunk core classes into 1 credit pieces allowing master teachers and students to stop and check-in before continuing to each credit exam (or culminating activity which could include an essay, a graph, a presentation, or another project).	● Edgenuity classes offered
Beginning in the Fall of 2015, VCIS has also added E-Dynamic learning electives (with many that qualify for UC "a-g" requirements) to enhance our elective curriculum.	● E-Dynamic electives list

Academic and College- and Career-Readiness Standards for Each Area

Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC "a-g" requirements.

Prompt: *Evaluate to what extent there are defined academic standards and college- and career readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. Examine the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.*

Findings	Supporting Evidence
VCIS staff members have embraced Common Core Standards and evidence is seen in ELA, science, math, and online courses. All core classes meet UC "a-g" requirements. Students are not only completing assessments but also producing presentations and essays that demonstrate their deep understanding of standards and expectations.	● Professional development calendar ● UC Doorways List
VCIS has increased our UC "a-g" class offerings in hopes that more students become eligible for four year universities. UC approved online courses provided by Edgenuity and eDynamic Learning along with independent study courses and classroom elective courses are available for students to meet their "a-g" requirements.	● Course lists for IS ● Course lists for Edgenuity ● Course lists for eDynamic ● UC Doorways list
Our commitment to preparing our students for college or career is evident in our college and career curriculum. The curriculum is specifically designed to meet the needs for each grade level. The culminating activity for seniors is a portfolio	● College and careers SIP

along with an exit interview. The curriculum is designed to prepare students to enter the workforce with knowledge of how to write a resume, cover letter, thank you letter and how to successfully prepare for and complete an interview. VCIS staff believes this preparation is essential for all graduates. VCIS students have the opportunity to participate in a variety of labs in both biology and chemistry classes. Our site offers an excellent facility in which "wet labs" are conducted.	● Biology and chemistry lab units

Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
Online courses provided by Edgenuity and eDynamic Learning are UC "a-g" approved.	● Course lists for Edgenuity ● Course lists for eDynamic ● UC Doorways list
Projects have been included in this year's online curriculum (Edgenuity) for social science, math, and ELA courses which require conservation, research, writing and presentation skills as required by the new Common Core Standards.	● Edgenuity course outlines
We have integrated on-campus labs to supplement online biology in conjunction with the Edgenuity course, meeting UC "a-g" requirements. Labs for the online chemistry course are also being developed.	● Edgenuity biology course outline

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes.

Prompt: *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes.*

Findings	Supporting Evidence
VCIS student achievement goals, Schoolwide Learner Outcomes and vision and mission statements correlate with the goals set forth by the Visalia Unified School District Board of Trustees. VCIS staff strongly believes that all students can learn and the staff works diligently for the betterment of all	● District board goals ● Vision Statement ● Mission statement ● Schoolwide Learner Outcomes

students' lives. Teachers and staff regularly collaborate on ways to provide for our students and to help students succeed in meeting academic standards. Teachers and staff understand the importance of preparing our students for life after high school.	● Actions Plans ● Master and Subsidiary agreements
VCIS provides a variety of coursework (academic and elective) for students to choose from during their high school career to prepare them for postsecondary opportunities. We provide equitable curriculum across classroom, independent study and online courses. The concepts and skills that students develop in these courses reflect our school's vision and expectations for student learning.	● VCIS course offerings list ● Common course grading rubrics

Student Work — Engagement in Learning

Indicator: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the Schoolwide Learner Outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the Schoolwide Learner Outcomes.*

Findings	Supporting Evidence
VCIS maintains homework samples from each student from each of their classes. These are collected and evaluated by the master teacher, classroom teacher, and then checked again by a colleague. The homework samples are then stored in the student's file.	● Homework samples in student files
At VCIS, we do an extensive evaluation of student work, including students themselves in the process. Most homework and classwork is evaluated by a teacher, tutor and the students themselves on a weekly basis.	● Assignment logs ● Tutorial logs ● Student homework checks/corrections
Online student work is evaluated by the Master Teacher and includes student notes, PowerPoint presentations, and science labs that are aligned with our Schoolwide Learner Outcomes.	● Assignment logs
VCIS posts student work on bulletin boards weekly. This encourages students to take pride in their work, and demonstrates to them that we value their commitment to doing their very best.	● Bulletin boards
VCIS produces a fine arts performance each semester. These performances are an opportunity for our students to	● Fine arts performances

showcase all that they have practiced and learned for their families, friends, staff and the community. Students perform in the areas of drama, dance, choir and instrumental performance. Students participate in Science Olympiad and CyberQuest through TCOE, allowing them to apply their knowledge gained in academic classes outside of the classroom. VCIS values our students' input and continues to grow a curricular program geared to increasing student engagement and motivating students to pursue their areas of interest. Through student input we have added classes to meet academic requests and need over the years. (i.e. performing arts courses, culinary courses, chemistry, marine biology, forensics, pre-calculus, Spanish 1 and Spanish 2 are some examples)	● Science Olympiad participants ● CyberQuest participants ● Master schedule ● Student Survey

Integration Among Disciplines

Indicator: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Students receive common "All School Instruction" across all grade levels in vocabulary enrichment, writing improvement, and college and careers. In an effort to provide additional support for students their freshman year, they are all enrolled in English 1, math and study techniques classes which they attend weekly in a classroom setting. Students are able to participate in a variety of career and technical course opportunities at our site and online. Many students take advantage of our culinary CTE courses on site. Through Edgenuity and eDynamic we provide many CTE course offerings online geared towards students' interests. These courses also meet UC "a-g" requirements. (i.e. anthropology, archaeology, biotechnology, careers in criminal justice, digital photography, entrepreneurship, fashion and interior design, international business, law and order, psychology, sociology, sports and entertainment marketing,	● All School Instruction curriculum ● VCIS Master Schedule ● Sample freshman schedule ● Master schedule ● Course lists for Edgenuity ● Course lists for eDynamic ● UC Doorways list

veterinary science) VCIS students meet one-on-one with their master teacher each week. During this meeting the master teacher oversees the student's progress in meeting their ILP requirements and delivers the week's curriculum for independent study courses. The master teacher oversees the integration of much of our curriculum during these one-on-one meetings, supporting our students with writing across the curriculum. Students are also referred to tutoring or the tutorial for additional support when needed. Assignment answer keys are checked out to students in the tutorial through a log and then returned upon correction of assignment. Tests are taken through Schoology on campus in a secure testing lab or with a master teacher. Each semester all tests and student work is purged for security purposes.	● Master teacher weekly meetings ● ILPs ● Tutoring Schedule ● Tutorial Checkout/Correction Procedures

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: *Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders*.

Findings	Supporting Evidence
Our English and math curriculum have undergone significant review and updates since the implementation of the Common Core State Standards. Teachers credentialed in these content specific areas have rewritten the courses and created pacing guides, assignments and assessments. Courses that have undergone review and updates are English 1, English 2, American literature, world literature, 8th grade English curriculum was created, Integrated Math 1 and Integrated Math 2. Many of our elective courses have undergone revision as well. Our PE curriculum is currently in the process of being revised. Our science curriculum has also undergone significant review and updates. The scope and sequence for biology and chemistry courses have been evaluated and revised to reflect the core ideas and science and engineering practices of the Next Generation Science Standards. Important changes have	● English and math course curriculum ● Biology and chemistry course curriculum

also been implemented within the content of core science classes to include integration of math, engineering design, and technology into science content. Our science department is currently working on improving lesson design to become more constructivist and inquiry-based. VCIS also provides core classes through our online program. Teachers credentialed in the specific content areas review content in each core online course before the start of each school year to edit, provide guidance and chunk each credit. "All School Instruction" curriculum has been developed and implemented across all grade levels in vocabulary enrichment, writing improvement, and college and careers. This curriculum is meant to support students' success in their coursework, as well as prepare them for success after graduation. VCIS gathers input from stakeholders through staff, parent and student surveys. The results of these surveys help to guide site decisions in various areas, one being curriculum needs.	● Course lists for Edgenuity ● Course lists for eDynamic ● All School Instruction curriculum ● Staff, parent, and student survey results

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school's mission and Schoolwide Learner Outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	Supporting Evidence
The curriculum at VCIS is designed and written by VCIS teachers who are credentialed in the specific subject area. They design and implement the pacing, assignments and assessments. Technology is integrated into many of our courses through a variety of ways such as Google Drive, Schoology, Edgenuity, eDynamic, Rosetta Stone, and Desmos. The VCIS tutorial center has altered their policies to better meet the needs of our students. Students must self-correct their homework in tutorial prior to attending their weekly teacher meeting. The tutorial center has created an "express lane" to help students move in/out of the tutorial center more efficiently, allowing students with only 1-2 assignments to	● VCIS course offerings list ● Tutorial sign-in sheet

have their work checked before reporting to a class or master teacher. Tutoring is also available in the tutorial center.	
Homework and grading policies are consistent across classrooms, online and independent study courses. Teachers follow these policies to maintain site consistency and to ensure student needs are met through a challenging, coherent, and relevant curriculum. Student essays are all graded by English credentialed teachers, utilizing a universal scoring rubric. These policies are shared with our students and their parents.	● Policies and procedures ● Gradebook calculator
Prior to implementing new school-wide curriculum or policies, VCIS often rolls out new implementations into pilot groups to monitor their success and to work out any implementation glitches. Some of the courses that have recently been piloted are the eDynamic learning courses, Keyboarding and our new English 3A curriculum.	● Assignment sheet pilot ● Daily engagement pilot ● Pilot groups for new courses

Additional Online Instruction Prompt: *Determine the school's effectiveness in the use of outsourced curriculum to maintain curricular integrity, reliability, and security.*

Findings	Supporting Evidence
VCIS provides rigorous, relevant, and coherent course offerings through our online programs in Edgenuity and eDynamic Learning. Many of these courses are also UC "a-g" approved.	● Online course offerings ● UC Doorways course list
VCIS students enrolled in online courses are required to work at the online school for 2 hours each week in order to remain enrolled. The integrity, reliability, and security for our online students is monitored on a weekly basis during students' on-campus computer lab hours. Cumulative credit exams are only unlocked when a student is on campus and is being supervised in a testing environment.	● Online course policies ● Online testing records

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
Our College and Careers Advisor coordinates the articulation	● COS FAFSA workshop

with College of Sequoias Community College (COS) regularly. She helps to coordinate all workshops held on our campus with the COS outreach team. VCIS students are able to attend the COS FAFSA workshops here on our site in the fall or spring semesters. They are also able to take the COS Placement Test administered here on our campus. Most California community colleges honor this placement test. Our College and Careers Advisor also provides students with information in regards to all of the COS vocational certificate programs offered.	● COS Placement Test
Juniors and Seniors are encouraged to take a concurrent course at COS while still in high school. VCIS students also have access to district courses like the Certificated Nursing Program at Mt. Whitney High School or ROP Ag Mechanics at Redwood High School.	● COS Concurrent Enrollment form ● Roster of VCIS ROP students
VCIS teachers communicate with teachers at the comprehensive high school sites in VUSD. Our teachers attend the district's summer professional development to articulate in the implementation of curriculum. District pacing guides are referenced in the development of site curriculum and assessment design.	● District pacing guides ● Summer professional development
Our online program articulates with the other VUSD high school sites in the district providing opportunities for a limited number of students from their sites to enroll in an online course through VCIS. We also offer a limited number of seats in our online summer school program to students enrolled in other VUSD high schools.	● List of students from other VUSD high schools enrolled in online courses ● List of students from other VUSD high schools enrolled in summer school online courses

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Students are provided flexibility in scheduling meetings and classes to accommodate family and work schedules. Students also are provided individualized pacing guides, class choices, and academic planning to meet the need of each specific student.	● ILP ● Student schedules ● Weekly pacing guides/student work grids
In order to meet so many unique needs, students have access to both independent study and online courses. Juniors and Seniors are also encouraged to take a concurrent course at COS while still in high school. VCIS students also have access to district ROP courses through Linked Learning, such as the Certificated Nursing Program at Mt. Whitney High School or ROP Ag Mechanics at Redwood High School.	● COS Concurrent Enrollment form ● Roster of VCIS ROP students
Our commitment to preparing our students for college or career is evident in our College and Career curriculum. The curriculum is specifically designed to meet the needs for each grade level. The culminating activity for seniors is a portfolio along with an exit interview. The curriculum is designed to prepare students to enter the workforce with knowledge of how to write a resume, cover letter, thank you letter and how to prepare for an interview. VCIS staff believes this preparation is essential for all graduates.	● College and careers SIP
Aside from academic courses, students have the opportunity to participate in a variety of elective classroom settings on campus, such as ASB, beginning computer, computer programing, boot camp, choir, choreography theory, creative writing, culinary, dance, drama, engineering, forensics, guitar, marine biology, parenting, photography, Spanish, study techniques, video editing, and yearbook.	● VCIS Master Schedule
Our College and Careers Advisor provides a variety of resources that assist our students in career exploration, and their transition to postsecondary education, or pre-technical training. She provides Career Assessments to assist students with career exploration. She assists students with SAT/ACT registration, FAFSA applications, COS or any community college applications, and CSU/UC applications. She created	● Career assessments ● Senior portfolio assignment

the curriculum for the senior portfolio, preparing students for postsecondary success upon completion.	

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.

Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
VCIS provides rigorous, relevant, and coherent curriculum that is accessible to all students through all courses/programs offered. Through our program, students are able to meet UC "a-g" requirements.	● IS and online course lists ● UC Doorways list
VCIS students meet one-on-one with their master teacher each week. Set protocol is followed to ensure that students remain on track and are successful in our program.	● Master teacher schedules ● Policies and Procedures
Students receive common "All School Instruction" across all grade levels in vocabulary enrichment, writing improvement, and college and careers. In an effort to provide additional support for students their freshman year, they are all enrolled in English 1, math and study techniques classes which they attend weekly in a classroom setting.	● All School Instruction curriculum ● VCIS Master Schedule ● Sample freshman schedule
VCIS provides childcare and parenting curriculum to support our teen parents. All pregnant students are encouraged to enroll in a prenatal course. All students have to be enrolled in the parenting class in order to utilize the onsite childcare facilities. Students are allowed to utilize the childcare while they are engaged in school work or school related activities. This support system is designed to help teen parents realize their potential and graduate with a diploma.	● Childcare attendance sign in sheets ● Parenting class roster
At VCIS all special education students have access to rigorous relevant and coherent curriculum because they are all given the same curriculum as general educations students. A special education teacher attends an addendum meeting at the student's home site for all students within VUSD before they enroll at VCIS. Supports, such as one-on-one instruction, additional teacher time, teacher collaboration, and	● Sample SPED student schedule ● Study skills ● IEP notes

assessments taken with a special education teacher facilitate success for our students. Our SPED students are able to work with their master teacher one-on-one and with a credentialed tutor on campus throughout the week for more one-on-one instruction. Many SPED students are also placed in a study skills class with a credentialed SPED teacher, helping them with their assignments and giving them extra support and instruction in meeting their goals. SPED students take their tests with a SPED teacher, who is able to read the tests out loud to them, clarify instruction, break down tests into smaller parts as needed, provide visuals such as highlighting and colored overlays, and give breaks as needed. SPED caseload managers also ensure that classroom teachers are well informed of disabilities, services, accommodations and modification listed in IEPs of any SPED student in their class.	

Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
Online courses provided by Edgenuity and eDynamic Learning are UC "a-g" approved. We have integrated on-campus labs to supplement online biology in conjunction with the Edgenuity course, meeting UC "a-g" requirements.	● Course lists for Edgenuity ● Course lists for eDynamic ● UC Doorways list ● Edgenuity biology course outline

Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, and their college and career and/or other educational goals.*

Findings	Supporting Evidence
When a student enrolls in VCIS they are required to attend an orientation meeting along with their parent/legal guardian. This allows them to meet with administration to determine if our school is a good fit for their educational needs and to clearly explain the school's expectations and policies to ensure their academic success.	● Orientation schedule ● ILPs

Throughout the year, master teachers, students and parents use the ILP to guide class enrollment. By allowing the student to be a part of the decision making process their level of engagement increases and often inspires students to set high academic standards for themselves. Meetings are strategically held annually to support the success of our special needs student population. Annual Individualized Education Plan (IEP) meetings are held for all special education students to discuss their growth in their educational goals and their graduation progress. Annual meetings are also held with all 504 students to revisit their 504 plan and determine if any changes are needed to support their academic success. VCIS students meet with a master teacher weekly. A progress report and report card are given out each semester. Students are also given weekly feedback from their master teachers as to their grades and progress in classes. A weekly assignment sheet is used to provide expectations for student work, and to monitor their progress. We have two Learning Directors at VCIS that help to oversee designated grade levels, and support teachers in monitoring students' individual learning plans and their post-secondary goals. VCIS utilizes a variety of ways to communicate with students and parents. Parents have access to Power School and Edgenuity Family Portal to monitor their child's academic success. Blackboard is utilized to send home all-school announcements, or individual calls home when a student is absent. Teachers also utilize email, phone calls, and the Remind communication tool to communicate with their students and parents. Parents are also invited to attend Back to School Night in the fall. The classroom teachers at VCIS use Schoology in our blended learning system. Schoology is a research-based learning management system that allows teachers to connect with students virtually throughout the week. VCIS uses a variety of technology and marketing to provide information about our school to our students, parents and	● Online school transcript evaluation activity ● IEP meetings calendar ● 504 meetings calendared by learning directors ● VCIS master schedule ● Sample weekly assignment sheet ● Sample progress report ● Learning Directors to oversee 9/10 and 11/12 ● Power Teacher Gradebook ● Edgenuity Family Portal (online) ● Blackboard ● Back to School Night ● Remind account ● Schoology login instructions for students ● VCIS website ● Facebook ● Instagram ● Twitter ● Tutorial sign in sheets

community. VCIS works to encourage all of our students to be self-directed learners. One requirement is that all students self-correct their homework in tutorial prior to attending their weekly teacher meeting. This allows students to learn from their mistakes and study the correct answer prior to completing assessments.	

Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence
Administrators provide ILPs (Individualized Learning Plans) to all Master Teachers for every student. The ILP is customized to reflect the specific academic needs for each student. Administrators use transcript analysis and knowledge of the student on a personal level to determine class placement.	● ILPs
All VCIS students participate in ELA placement testing through Renaissance Learning. Data is recorded by the master teacher and is used to provide the appropriate level of support for students while they complete their ELA courses. Tutoring is accessible to students who score below grade level.	● ASAM pre-test/post test results
Both semesters of math and biology are offered simultaneously to allow for student advancement and credit recovery.	● VCIS master schedule
Through independent study and online courses, students can advance at their own pace. Students are able to drop or add these courses throughout the semester to accommodate their own individual pacing needs.	● Policies and procedures

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
Juniors and seniors are encouraged to take a concurrent course at COS while still in high school. Our College and Careers Advisor and junior/senior Learning Director assist students with applying to COS, taking the placement test and registering for classes. Taking a course at our local community college provides students with first-hand experience on a college campus, helping to facilitate their transition to college or other postsecondary high school options.	● COS concurrent enrollment roster
Our College and Careers Advisor provides a variety of resources that facilitate students' transitions to college, career, and other postsecondary high school options. She provides Career Assessments to assist students with career exploration. She assists students with SAT/ACT registration, FAFSA applications, COS or any community college applications, and CSU/UC applications.	● Career Assessments
Our College and Careers Advisor created the curriculum for the senior portfolio, which is part of their College and Careers course their senior year. Through this seniors are all required to take the COS placement test on our campus. We also require all seniors to apply for the FAFSA, providing them guided support through the process. They are also assisted in applying to scholarships. All seniors complete the course with a senior exit interview with teachers/administration to prepare them for real-world interviews. We believe that these are important steps in encouraging our students to pursue careers and further educational opportunities, with our support in ensuring their success along the way.	● Senior portfolio assignment ● COS Placement Test records ● FAFSA application records
At VCIS students have access to USA Testprep, offering them expose to SAT questions in math, reading and writing. Students can sign up to use this resource with the junior/senior Learning Director to prepare for the SAT.	● USA Testprep ● USA Testprep sign-ups
VCIS offers an ASVAB course for students interested in pursuing a career in the armed forces. Each branch requires all candidates to take and pass the ASVAB test with a score of 50 or greater. To be able to obtain this score, students need to become familiar with the test and feel comfortable with the content of the test. After completing this course,	● ASVAB course ● ASVAB course enrollment

students will have a clear understanding of what is expected of them when they take the ASVAB test. VCIS is committed to supporting current and former students even after they graduate. VCIS provides opportunities for students and alumni to return to VCIS after graduation for employment. VCIS has hired several alumni to assist in our library and testing lab. The VCIS café is also another opportunity for both current students and alumni to gain work experience in food service. The VCIS Child Care program provides work experience opportunities for students who wish to pursue a career in childcare. Student helpers prepare bottles, interact with children by singing, playing and reading and help put children down for nap time.	• Staff directory • Child care sign-in sheets

B3. Preparation for Career and College Criterion

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Indicators with Prompts

Real World Applications — Curriculum

Indicator: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Prompt: *Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

Findings	Supporting Evidence
VCIS's independent study model mirrors a college schedule and fosters independent learners. Students take part in making their own schedules, prioritizing their time, attending class/teacher meetings at specified times, and taking the initiative to get extra help. Having the opportunity to develop and practice these skills at our school provides real world applications that will prepare students for success in college, career, and life.	● Sample student schedule ● VCIS master schedule
Our commitment to preparing our students for college or career is evident in our College and Career curriculum. The curriculum is specifically designed to meet the needs for each grade level. The culminating activity for seniors is a portfolio along with an exit interview. The curriculum is designed to prepare students to enter the workforce with knowledge of how to write a resume, cover letter, thank you letter and how to prepare for an interview. VCIS staff believes this preparation is essential for all graduates.	● College and career course SIPs
A workability program is available for our special education students. Students are able to have hands-on experience in a variety of placements throughout our community.	● Workability enrollment
VCIS has a "job board" posted for students to reference when interested in pursuing employment opportunities. VICS assists students with the job application process.	● VCIS job board
Students enrolled in the marine biology and forensics courses learn about careers in those fields and learn skills needed to work in those fields. Marine biology students have taken field trips to Catalina Island to provide a real-world experience and to extend the curriculum.	● Marine biology and forensics course syllabi

Students enrolled in our culinary pathway gain skills towards working in the food industry. Students can earn their California Food Handlers Certificate.	● Baking, basic culinary, and advanced culinary course syllabi
Students enrolled in our performing arts courses develop real-world skills such as presenting themselves in front of an audience and working as a team, helping them to gain self-confidence.	● Fine arts performance flyers
Students enrolled in our ASB course are developing real world application skills that will prepare them for success in their careers and life. The students are in charge of planning and coordinating school events for our students and staff. (I.e. fall festival) They have completed tasks such as: budgeting, scheduling, making professional phone calls to book vendors, and obtaining the supplies needed. On top of planning events for the school, our ASB advisor has encouraged the students to be on the watch for a project to help them reach out into the community. Through this, they have decided to launch "VCIS Outreach" to serve the population of homeless around our school. They will run a month long drive to collect supplies to put into care packages to be distributed on our "day of giving" just before fall break. These skills they are learning in ASB will carry through many life events in the future.	● Fall festival flyer ● VCIS Outreach flyer
Through the updated Common Core State Standards and the Next Generation Science Standards our Integrated Math and science curriculum include real world problem solving projects.	● Sample Integrated Math and science assignments
VCIS students have taken trips to surrounding junior colleges and vocational schools, as well as the annual UCLA "I'm Going to College" event. Students visit the university and have the opportunity to experience a college football game. Students were also taken to visit Google. These opportunities provide students with real world experiences beyond the classroom.	● UCLA field trip participant list ● Google field trip participant list
We promote our students' real-life exploration of college and careers by inviting them to attend events such as College Night and Career Tech Night. We also offer a Career Day in which students are able to see approximately twenty different professionals present in their fields of expertise.	● Career Tech Night student list ● Career Day participants

Meeting Graduation Requirements

Indicator: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: *Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
VCIS curriculum and course offerings are organized to enable students to meet VUSD's graduation requirements in four years. Students may also accelerate in our program if they would prefer to graduate early. We also offer UC "a-g" approved courses to meet the graduation requirements for students planning to attend a four year university.	● VUSD graduation requirements ● UC doorways course list
VCIS students meet with a master teacher weekly. Progress reports are given out twice a semester, but students are given weekly feedback from their master teachers as to their grades and progress in classes. A weekly assignment sheet is used to provide expectations for student work, and to monitor their progress towards graduation. Students are taught how to read their own transcripts and take part in helping to monitor their progress towards meeting graduation requirements.	● VCIS master schedule ● Sample weekly assignment sheet ● Sample progress report
VCIS administrators meet with students and their parents at students' initial orientation to develop the student's ILP. At this meeting they discuss programs and course offerings, along with important aspects of being successful in high school. Students' four year plan is also reviewed and the master agreement is signed. Administrators schedule every student individually depending on their need: college prep pathway, graduation, credit recovery, ROP, etc. This helps to involve all stakeholders in monitoring the student's progress towards meeting graduation requirements.	● Orientation meetings ● ILP meetings ● Master Agreements
The junior and senior Learning Director meets with students at least once a year during the Fall Academic Review to discuss careers and college plans along with reviewing the student's educational plan.	● Fall Academic Review meetings
VCIS staff reviewed CAHSEE data in both math and English annually at staff meetings, to inform site decisions in supporting our students' success on the exam. We provide CAHSEE intervention courses to support students in passing the CAHSEE.	● Staff meeting agendas ● CAHSEE data ● CAHSEE intervention courses

ACS WASC Category B: Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

We believe that the curriculum that students receive at VCIS is preparing them to be successful for both college and career. Staff has attended a wide variety of professional development opportunities to enhance our curriculum as well as integrate technology into courses. Teachers dedicate a significant amount of time to writing rigorous and relevant curriculum and ensuring that it is aligned with current Common Core State Standards. Most of our core courses have been revised, and some are in the current process of revision. Developing a systematic process for creating, revising, and evaluating curriculum at our site would be beneficial. VCIS has increased its UC "a-g" offerings; however, we still see this as an area for growth as referenced in our critical learner need #1. We offer a wide variety of course offerings that build on our students' interests and engage them in learning. Through the implementation of our "All School Instruction" courses we have been able to provide strategic support to ensure student's' success. VCIS does an excellent job of articulating with College of the Sequoias, allowing students to be concurrently enrolled as well as providing transitional support as students prepare to graduate. Our articulation with local high school sites allows our students the opportunities to pursue ROP courses, while at the same time allowing students from other high schools to take advantage of our online program for credit recovery or acceleration. VCIS staff collaborates with parents and students in developing and monitoring students' individual learning plans, and their college and career goals. We are continually working to find new ways of improving our communication with parents, and seeking to increase their involvement as referenced in our critical learner need #2.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

- Common Core State Standards are being implemented in English, math and science to an accelerated degree (Next Generation Science Standards are beginning to be implemented with integration of Engineering Practices)
- Increased technology integration schoolwide
- Implementation of a college and career curriculum
- Continual revision and updating of curriculum
- We offer a wide variety of curriculum options and are increasing our a-g course offerings
- Staff attends numerous professional development opportunities
- Common curriculum is used among classrooms teachers
- Daily tutoring is available to all students
- Each student has a clearly defined Individualized Learning Plan
- We offer a wide variety of elective course choices available in class, online and independently, including career and technical opportunities and COS concurrent classes
- We provide credit recovery and acceleration opportunities for students

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

- Common Core State Standards need to be implemented in social science courses
- Collect and monitor student data more regularly and systematically
- Develop a systematic process for creating, revising, and evaluating curriculum
- Increase a-g approved course offerings

Chapter 4
Self-Study Findings



Category C: Standards-based Student Learning: Instruction

Category C: Standards-based Student Learning: Instruction

Facilitator: Jana Lewis -Learning Director **Recorder:** Daniel Cantelmi - Science Teacher	
Certificated Staff: Charlene Blunt - Master Teacher Edward Campos - Math Teacher Devon Coon - Master Teacher Allison Fletcher - PE/Master Teacher Joni Hemphill - Master Teacher Julie Konishi - Master Teacher Patricia Miller - Yearbook/Master Teacher Jennifer Moshier - Master Teacher Jose Vega - Math Teacher	**Classified Staff:** Venetia DeLeon - Tutorial Aide Patrick Lapsley - Tutor Dalia Solis - Library Aide

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

Indicator: The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
VCIS works hard to make learning and achievement a focus. Classes are rigorous and focus on state standards. Classroom pass rates in ELA sit at 93%, in math at 88%, and science at around 78%. Master teachers work hard to ensure students pass their classes (a-g approved) and complete classwork by thoroughly reviewing and analyzing individual student work. VCIS graduates students at a current rate of 92% and has been increasing that number every year. Accommodations are made to meet each individual student at his or her ability level. There	● UC Doorway a-g list ● VCIS course list ● Tutoring schedule ● Individual Learning Plans

is a review of incoming scores and transcripts, and each student is then placed into the appropriate classes. Extra instruction time is provided when needed, as both open and scheduled tutoring is available to all students. Each student's progress is monitored every week, and the one-on-one teaching is adapted to support student learning gaps and to further challenge or accelerate. All students are encouraged to go above and beyond educational expectations and levels; helping to ensure academic success and career/college readiness. Communication regarding each student is ongoing between administrators, master teachers (MT), and classroom teachers (CT), readily putting more focus on each student's needs. When a student is identified as struggling, he or she is assigned a tutor in that core area and is scheduled for a specific time to attend tutoring. Weekly, the MT monitors that student's grades and checks with the tutor to also monitor attendance and to check whether or not progress is being made.	

Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction*

Findings	Supporting Evidence
Online students are provided approximately five weeks to complete two full semester courses. One credit if given per week per class. Every fifteen weeks, six semester classes are completed, with a three week cushion to finish or accelerate into the next course. The completion rate is at eighty percent at the online school.	● Student assignment sheets ● Teacher/student meetings ● Edgenuity reports ● Progress reports on student activity

Student Understanding of Learning Expectations

Indicator: The students know the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example of online instruction is the use of pacing guides.*

Findings	Supporting Evidence
Upon starting a new class, students receive an individualized plan, rubrics, and grade sheets to	● Grade sheets and cover sheets ● Tutoring schedule

help them understand the standards covered and the class expectations. As self-directed learners, students are involved in setting their own goals and assist in choosing their own course of study. Their education and career options are discussed and determined during their weekly meeting with their master teacher. One option available for students to consider is credit recovery and another is credit acceleration. Students are apprised of performance level expectations and encouraged to raise their own expectation levels to achieve their desired option.	● Individual Learning Plans ● Student Assignment Sheets
VCIS teachers have carefully engaged in learning and interpreting the current standards, filtering essential knowledge and understanding to create standards-based instruction that is challenging, thought-provoking and engaging. Developing pacing guides as well as revising and improving lessons to standard curriculum is a regular, cooperative, and ongoing process. VCIS staff continues to peruse, re-evaluate and add courses to meet the varied needs of its students. These include skill-based classes to prepare students for life outside of high school.	● Sample Student Instruction Packet (SIP) ● VCIS course list ● eDynamic course list ● Edgenuity course list ● College and career-readiness support course's SIPs

Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
VCIS endeavors to differentiate instruction through the use of individual learning plans, individual pacing, tutor and tutorial support, and SPED teachers' modification. Classes use multiple sources and modalities. This includes the use of course adopted texts, ancillary materials, work created by PLC members, variety of assessment methods, including the use of multimedia and technology, and teachers utilize these resources to help support and evaluate student learning and success. The	● Sample classroom pacing guide ● Student work samples ● Schoology account set-up directions ● Google account set-up directions

fluid incorporation of technology into both classroom lessons and student's individual learning processes is a key component of the daily work at VCIS. The IS packets also sometimes include technology projects, including technology projects like typing essays and creating Google slides. Monitoring takes place on a weekly basis.	
Student work samples are collected and used each week to aid teachers in assessing learning, taking attendance, and making any necessary adjustments in student learning and expectations.	● Student homework sample
In science classes, students are engaged through the use of a wide variety of instructional strategies in both classroom and laboratory experiences, allowing students a hands-on learning of scientific knowledge. Teachers collaborate to align curriculum to practices of the Next Generation Science Standards. Field trips allow students to experience science in action firsthand.	● VCIS master schedule ● Course syllabus for: biology, chemistry, marine biology and forensics ● Science Olympiad participants
VCIS offers many experiences for students outside of their regular meeting times. This experiential variety provides students with extended and enhanced learning opportunities. Competitive team sports have been added to the body works' curriculum and include volleyball, soccer, and basketball. Our students have had the opportunity to participate in field trips, such as: UCLA, Google campus, and Catalina Island. Students are also bussed to the Career Tech Night in Fresno each year.	● Intramural sports schedule ● Student participants: UCLA, Google, Catalina Island ● Student participants: Career Tech Night at Fresno

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students and emphasize higher order thinking skills helping them succeed at high levels.

Indicators with Prompts

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: *Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum*.

Findings	Supporting Evidence
VCIS teachers are provided with professional development throughout the school year to extend their knowledge of new teaching methods. Digital resources are an important tool in collaborative designing and refining of student curriculum. The use of the social media interface feature of Schoology, alongside skills gained in Google workshops and professional development meetings, facilitates teacher collaboration. In addition, these practices widen the variety of strategies used here at VCIS to deliver curriculum to our students.	● Schoology ● New Curriculum Roll-out PD agenda ● Google workshop agendas ● Professional development calendar ● Tutoring schedule

Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
All online teachers meet and train before the start of each school year. Teachers have the opportunity to train online and have available digital resources which provide online training videos, policy, and procedure support. An Online TOSA is available to answer questions and train teachers in new aspects of the online program.	● O-Drive (Online) teacher resources ● Screencast trainings ● Edgenuity webinars

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	Supporting Evidence
Professional Learning Communities (PLCs), which incorporate teacher leads, support each other in classroom pacing, data review, remediation, and extension to focus on student	● VCIS share drive ● VCIS master schedule - compliance ● VCIS professional development calendar

comprehension and achievement. All teachers have access on the share drive to current policies and procedures, communication, curriculum, and support for themselves and students. VCIS' master teachers have "on the job" support from a trained compliance teacher/coach that offers insight and understanding surrounding the topics and laws of Independent Study schools. Teachers lead workshops on site, at the county, and at state level (STEM conferences, IS conferences, and technology conferences) to facilitate student learning in the teachers' classrooms.	

Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Prompt: *Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
VCIS students use multiple modalities in the independent study and classroom settings to access, understand, organize, research, and present information. Teachers provide multiple opportunities for students to learn standards that have endurance and leverage.	• Student work samples
Students are monitored and evaluated weekly by their master teachers to determine success of students in their classes. Work samples are collected from each class for each student. Teachers then establish a baseline that students need to meet before attempting or continuing with new assignments. Conversations with teachers and work packet explanations provide students with a rationale for particular assignments and summaries are often required as evidence of a student's level of understanding.	• Sample student assignment sheet • Sample student homework sample • Sample ILP
VCIS faculty analyzes and evaluates various data	• Power Teacher for classroom

systems to better understand the reason(s) why a student may be progressing or not progressing. Parent contact is made when the latter is in effect.	assignment and test grades are accessible by parents, teachers, and students

Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
Every online student takes an Online 101 Foundations course to support them in becoming a proficient student. Students and teachers have constant and consistent conversations through emails and texts to stay apprised of student work and hours spent online. E-notes are used weekly to monitor students. Edgenuity has a "progress" feature to set target dates.	● Online 101 course outline ● Edgenuity reports ● Project requirement guide ● Utilizes online plagiarism sites to support anti-plagiarism

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

Prompt: *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Student work samples for independent study classes are collected and used weekly to assess learning, take attendance, and aid teachers in adjusting expectations for student learning.	● Sample student homework sample
Math assignments are assessed based on a department-wide rubric that consists of a written summary, classwork, and homework categories. Students demonstrate evidence of using the math and science practices when completing their daily lessons. Students also engage in Common Core Anchor Standards for reading, writing, speaking, and listening.	● Sample math assignment
Schoology, a Learning Management System (LMS), is being used by core classroom teachers for attendance and grade reporting. Schoology is also being used by some classes to facilitate asynchronous classroom discussions, essay and/or lab report submission, and data collection. It is used by students to access curriculum.	● Sample Schoology core classroom setup
Students research and collaborate using Google	● English multimedia presentation

Apps for Education tools such as Google Docs, Slides, and Draw and sites for blogging and assignment organization. Math and science curriculum show evidence of students engaging with content emphasizing math, science, and engineering using cross-cutting concepts.	● Project Based Learning (PBL) for culminating experience in biology ● Sample STEM lessons

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the Schoolwide Learner Outcomes.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the Schoolwide Learner Outcomes.*

Findings	Supporting Evidence
Technology is an important tool at VCIS. Both students and teachers use it to research, evaluate, and support student learning in the classroom and while doing classwork and homework. The fluid incorporation of technology into both classroom lessons and student's' individual learning processes is also a key part of the daily work at VCIS. This supports SLOs for student success and academic achievement that will provide endurance as lifelong learners that can use technology in an appropriate educational manner.	● Sample assignments integrating technology
Students are engaged in the use of a wide variety of instructional strategies including daily use of technology during classroom and laboratory (science) experiences, allowing students hands-on learning of scientific knowledge. Teachers collaborate to align curriculum to practices in Next Generation Standards. True hands-on field trips allow students to have a taste of science in action.	● Course syllabus: biology, chemistry, marine biology and forensics

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to*

access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Findings	Supporting Evidence
VCIS students are provided with opportunities to learn outside of the textbook. Teachers enhance instruction by integrating materials and resources beyond the textbook into our curriculum. Some of the resources currently being used are: Desmos (web-based tool) in math and science, Newsela for current events, and YouTube for Khan Academy, Howard Hughes research, and specialized playlists for different content areas. Periodicals are also utilized. These include Science News, Popular Mechanics, and Discover. Teachers also have access to Gale Cengage for a wide variety of informational texts. They incorporate materials and lessons that complement the needs of students and topics covered.	● Sample assignment utilizing Desmos in math and science ● Sample assignment utilizing a Newsela current event ● Sample assignment utilizing a YouTube resource ● Periodicals subscriptions to Science News, Popular Mechanics, and Discover

Real World Experiences

Indicator: All students have access to career awareness, exploration and preparation that may include activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects, and other real world experiences and applications.

Prompt: *Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.*

Findings	Supporting Evidence
VCIS provides experiences for students outside of their regular meeting times, and these opportunities enhance and extend their education.	• VCIS master schedule
Competitive intramural team-sport have been added to the body works' curriculum and include volleyball, soccer, and basketball.	● Intramural sports schedules
We provide a variety of opportunities for students to explore careers and develop work experience. Our SPED students are able to gain work experience through the workability program enabling them to work at our cafe. VCIS students enrolled in our culinary program develop catering skills preparing them for careers in the foodservice industry. Students also have the opportunity to	● Workability student list ● Culinary course syllabi ● Career Tech Night

explore careers by attending Career Tech Night. In addition, students can enroll in a variety of occupational electives through our Edgenuity and eDymanic online programs.	● Edgenuity course list ● eDynamic course list
Students with children are enrolled in PPEP (Pregnant and Pre-natal, and Parenting Ed Program) to provide them with resources and support.	● PPEP (Pregnant and Pre-natal, and Parenting Ed Program) course syllabi
Students have the opportunity to explore the performing arts at our site by enrolling in drama, choir, guitar, rock band and dance courses. They participate in fall and spring performances.	● Performing arts fall/spring performance flyers
We also offer a variety of clubs on campus such as Interact and Senior Class. Many students are also involved in our ASB class.	● Bulletin advertising clubs

Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
VCIS online students have access to the electives that incorporate real-world training and experience. Online courses do not lend themselves very well to real-world experience so it is critical for online students to have access to the main program. Alternately, many universities now offer online classes, and they are becoming a larger percentage of today's educational systems, so it is felt that access and practice to learn online skills also provides real world experiences to our students.	● Edgenuity course list ● eDynamic course list

ACS WASC Category C: Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

VCIS staff feels that reflective, data-driven instruction is the key to unlock a student's potential for the future and must have perseverance to get students where students need to be, that also supports endurance and leverage to get he/she where they need to be. VCIS is constantly and consistently looking at its instructional program to improve what is presented to students. VCIS administration supports and sends its staff to professional development in order to continue to enhance and keep educational programs and practices current, relevant, and rigorous. VCIS strives to focus on the individual student, and works to have open communication between students, classroom teachers, master teachers, administration, and parents. Teachers make a concerted effort to align instruction to Common Core practices and concepts in order to effectively design lessons. They deconstruct the standards and focus on the standards/essential questions that students need to understand and answer. Teachers focus on developing in their students the ability to be resourceful, independent learners.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based-Student Learning: Instruction: Areas of Strength

- Reflect and change instruction based on student needs, state standards, and independent study law requirements
- Increased technology integration schoolwide
- Staff participation in professional development, and the willingness of administration to send teachers to conferences and trainings to stay current
- Individualized learning that meets students' individual needs and goals
- Time built into master schedule for PLCs to reflect on classroom instruction
- Time built into master schedule for curriculum development
- Schoolwide use of data to inform and drive instruction

Category C: Standards-based-Student Learning: Instruction: Areas of Growth

- Continue to integrate technology into school-wide instruction
- Develop a plan to use Schoology as a resource in the independent study and classroom setting
- PLCs review data strategically to drive instructional decisions
- Investigate innovative ways to deliver instruction schoolwide

Chapter 4
Self-Study Findings



Category D: Standards-based Student Learning: Assessment and Accountability

Category D: Standards-based Student Learning: Assessment and Accountability

Facilitator: Janette Duran-Alonzo - Learning Director **Recorder:** Nelly Morales - Clerk Typist I	
Christina Harris - Resource Specialist/Master Teacher Sonja Bennett - Online/ Master Teacher Jennifer Walters - Master Teacher Tim Avila - Music Teacher Clarissa Friesen - Online/ Master Teacher Teresa Sterling - Culinary Teacher Kristi Mellow - Resource Specialist/Master Teacher Pat Rosenberg - Master Teacher Leslie Tanck - Resource Specialist/Drama/ Master Teacher Sara Villarreal - Online/ Master Teacher	**Classified Staff:** Nelly Morales - Clerk Typist I Viviana Hernandez - Tutor Myra Sisk - Childcare

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Prompt: *Evaluate the effectiveness of the assessment processes*.

Findings	Supporting Evidence
Our single school plan on student achievement is based on student performance data. VCIS uses this report to inform all stakeholders. VCIS has also chosen to rewrite Student Learner Outcomes (SLO, previously known as the ESLRs) and attach measurements to each of the statements. This data will be available for families via the school website and shared in parent letters at the beginning of each year. Results are shared at the beginning of each year with all staff members and ongoing with departments as soon as data becomes available.	● Single School Plan ● School website ● SLO/ Measurements ● Staff meeting agenda ● Parent Letter
Math, English, history/social science, and science all use a variety of assessments (projects, essay, multiple choice, etc.) to monitor student progress, including individual exams, group exams and performance tasks. Student grades and test results are available to parents and students through the VUSD App and PowerSchool Parent Portal. CAASPP and	● PLC meetings ● Department benchmarks ● Schoology assessments (i.e. math finals)

ASAM data is reviewed and analyzed to look for gaps in student achievement. In English, essays are graded by credentialed English teachers and returned to the master teacher to share results with students. Science classes use real world application projects and case studies to increase the depth of standard comprehension. Math teachers give benchmark tests as formative assessments to evaluate where they need to take their instruction. Students are allowed to retake tests to demonstrate mastery. Tutoring is available with classroom teachers or with a math tutor Monday through Friday during the school day. Master teachers report class grades to parents via progress reports and phone conversations.	● Power Teacher Gradebook/Parent Portal ● CAASPP/ASAM ● Formative assessments ● Tutoring schedule
Individual 504 plans, (SST) and IEPs (Individual Educational Plan) meetings are created/conducted when needed for students in need. Parents, students, teachers and administrators are all part of the process. District Special Education department have played a larger role in their presence during meetings at VCIS. The school has been assigned a district representative for oversight on all SpEd meetings and issues related to special education.	● SST forms and meeting documentation ● Meeting dates ● IEPs ● 504 forms

Monitoring and Reporting Student Progress

Indicator: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes.

Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes.*

Findings	**Supporting Evidence**
State standardized testing (CAASPP 2014-15, STAR, CAHSEE, and CELDT) data is disaggregated and shared with staff annually. During staff meetings the data is analyzed to measure site progress towards growth goals and to inform areas of strength and growth. The results are written into the Action Plan to drive planning for the next year. During principal meetings, information on student performance on the CAASPP is discussed and shared with area superintendents and principals. Board members are informed of student performance during board meetings. Results are also shared via the school website and sent home to parents in the form of	● Staff meeting agendas ● Action plans ● Principal meeting agendas ● Board meeting agendas ● CDE.org website results ● SARC report

testing reports. The results of state testing (CAASPP, STAR, CAHSEE, and CELDT) are mailed out by the state to families. The School Accountability Report Card (SARC) is also available to the public on the CDE and the VUSD website.	
Student report cards are issued two times per year with grades and comments. Progress reports are also issued to students at mid semester, fall and spring. Parents and students have access to Daily Progress Reports. The new VUSD App on smartphones and PowerSchool allow parents to check attendance and classroom grades daily. Phone calls, texts and emails are frequently used on an individual basis to inform parents of student progress or needs.	● VCIS calendar ● Assignment sheets ● Student documentation log ● Progress reports ● Report cards
Edgenuity provides a parent portal which allows parents access to log-in data, grade information, and progress reports on a daily, weekly or monthly basis. Parents are given information on how to login and check student progress during the initial orientation of the online program.	● VUSD smartphone App ● Power School Parent Portal ● Blackboard ● learn.education2020.com/family
The college and career advisor, teachers, and administration all meet with graduating students both in the fall and spring to discuss graduation progress along with college and career plans. Requirements and the application process are reviewed with students choosing to attend local community colleges. Students also have the opportunity to research jobs and vocational programs. VCIS has implemented a schoolwide college and careers curriculum for the 2015-16 school year. Seniors are required to complete a Senior Portfolio that includes an Exit Interview. Interview panels are setup throughout the year and they meet with all graduation students. This process provides students with a real world interview experience and feedback that helps the students prepare for life after high school.	● Fall academic review ● Concurrent college applications ● Senior portfolio ● Exit interview panel schedule

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/Schoolwide Learner Outcomes through the curricular/co‐curricular program.

Prompt: *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/Schoolwide Learner Outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
State standardized testing (CAASPP 2014-15, CST, CAHSEE, CELDT) data is disaggregated and shared with staff. The state sends the results home via mail to parents during the summer months. The district's' website, California Department of Education, and other such websites provide information on school data for parents and other stakeholders who are interested. The data shown is explained in detail in the California Department of Education and other reports.	● CST, CAASPP results ● CELDT results ● CAHSEE results ● vusd.org ● CDE.org website results
CAHSEE scores are mailed home to parents by the state. Teachers meet with all students scoring below 350 for intervention opportunities as per AB 1802. Parents and students are informed of the CAHSEE expectations and requirements during orientations and parent meetings prior to the 2015/16 school year.	● CAHSEE results ● Student schedules ● Orientations
For the 2015/16 school year, VCIS has implemented one-on-one parent and student orientations. Grade-specific Learning Directors meet with each student and their parents to go over transcripts, graduation requirements, college and career plans, and testing results as needed. Individualized Learning Plans (ILPs) are created then to address parent and student needs/goals.	● Individual Learning Plan ● Schedules
Meetings with students and parents are ongoing throughout the year to communicate students' progress towards graduation. Master teachers oversee weekly assignment sheets and grades, and notify parents and Learning Directors of any student struggling or falling behind. Students are provided a variety of different resources to support their achievement in our curricular program.	● Schedules ● Power School counseling log ● Teacher student log ● Bi-semester progress reports ● Assignment sheets
The new VUSD App on smartphones and Power School allows parents to check classroom grades whenever needed. Parent phone calls are made to parents when students are absent from class. Phone calls, texts and emails are frequently used on an individual basis to inform parents of student progress or at will.	● VUSD smartphone App ● Power school Parent Portal ● Blackboard ● Remind ● Student log ● Google assignment sheets

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes.*

Findings	Supporting Evidence
Academic performance data are shared through links on the school and district websites. These links provide access to data including the following: AYP (Adequate Yearly Progress), California High School Exit Exam (CAHSEE), and the California English Language Development Test (CELDT).	● www.vusd.org ● www.cde.ca.us ● www.vciseagles.org
Learning Directors oversee student progress towards meeting graduation requirements by reviewing transcripts alongside master teachers to ensure students are earning needed credits. Master teachers monitor individual student learning on a weekly basis. The teachers make contact with parents with concerns or when student goals are reached.	● ILP ● Weekly assignment sheet
ASAM testing is done at the beginning of the school year and administered to incoming new students during the school year. A post-test is given at the end of the school year to students who transfer out within the 90 day period. Teachers use this information to see growth or decline in scores. Scores also help teachers determine intervention. Math classroom teachers (Integrated Math 1 and 2) also implement a diagnostic test to assess student's' incoming math skill levels.	● ASAM scores ● Diagnostic testing
Teachers utilize a variety of assessments that integrate the CCSS and CCR anchor standards to evaluate student learning. (i.e. benchmarks, quizzes, formative and summative tests, projects, lab work in science, writing across the curriculum).	● Schoology ● Power School ● Illuminate ● Sample PLC/teacher created assessments

Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their*

growth, and performance levels are determined.

Findings	Supporting Evidence
ASAM testing is done at the beginning of the school year and a post-test is given at the end of the school year. Teachers use this information to see growth or decline in scores. Scores also help teachers determine intervention and class placement.	● ASAM scores
California Standardized Testing and Reporting (STAR), California High School Exit Exam (CAHSEE), and the California English Language Development Test (CELDT) are utilized to inform teachers of student's growth and performance levels.	● www.vusd.org ● www.cde.ca.us
Teachers use a variety of assessments and tools to determine growth and performance level. Formative assessment can be utilized through conversation and ability to articulate understanding of concepts and ideas. Grading strategies and expectations are calibrated, rubrics are used, and exemplars are provided in some classes to support grading fairly. Master teachers employ a grading calculator to support fair grading. Master teachers also have an ongoing conversation with students to gain an understanding of where there might be gaps in student comprehension and skill. Students, parents, and teachers set goals for grades and completion rates.	● Common assessments ● Rubrics ● Exemplar essays ● Grading calculator

Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*
Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.
Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
VCIS online courses are divided into one credit sections; students do not move on until they have mastered the previous sections of that class and have taken the assessment that follows each credit. Online teachers believe internet use is an integral part of today's learner; therefor, mid-credit assessments are taken at home. However, all culminating assessments are then taken in a supervised testing lab during their weekly teacher meetings. Students can then demonstrate that they are completing the	● E-notes and video lectures ● Tests and quizzes ● Tutoring schedule ● learn.education2020.com

assessment and showing their mastery of the topic. Quizzes and tests from Edgenuity provide evidence of course mastery. If a student earns low test or quiz scores, teachers provide feedback and support prior to students attempting to retake that test or quiz. A proactive learner graphic organizer demonstrates to students how to review and get ready for assessments. The steps include: 1) Review E-notes, watch lecture again, organize notes (highlight, bold, etc) 2) Retake the quiz using notes, internet, eliminate answers, slow down 3) Review your work and assignments, check your wrong answers, make flashcards, etc. 4) Attend tutoring	
Teachers are able to view the Session Log to see how much time a student spent on lessons, quizzes and tests. All core classes have an average of 8-10 quizzes and 1-2 topic tests before the exam.	● Logs ● Common assessment
Wet science labs supplement the Edgenuity science curriculum. They are checked out to students, completed on campus and are directly correlated to lectures that reinforce instruction from Edgenuity.	● Edgenuity biology course outline

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: *Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Assessments are created by subject-matter credentialed teachers. Chapter tests, district benchmarks, and projects are implemented in classrooms. Independent Study classes and online classes (Edgenuity) use quizzes, chapter tests, essay prompts and finals. Students take tests in the testing lab or with their teacher. All assessments are graded by a credentialed teacher or by Schoology. Essays are graded by credentialed English teachers. Teachers or tutors have one-on-one discussions with students to review and assess depth of knowledge. Performing arts (choir, drama, dance and guitar) have a fall and spring performance to showcase their talent and apply all that they have learned throughout the semester to receive their final semester grade.	● Essay grading rubric ● VAPA performance ● learn.education2020.com
Assignment sheets and grade sheets are used to inform students of daily assignments, due dates, and opportunities for assessments and reassessments. When assessment is needed, the master teachers provide students with a testing slip for independent study classes. Students go to a testing lab where they present the slip to the testing aide. The aide monitors their login with their student ID, and unlocks the test. When the test is completed, it is then relocked so the student does not have the opportunity to change answers. During this time the aide monitors all test takers. All tests have different versions, ensuring no two tests are alike. All finals are locked in AP offices or locked online until needed. All formative and summative tests are standards-based and updated. Assessments and finals are proctored by credentialed	● Weekly assignment sheet ● Subject grade sheets ● Test request form ● Testing lab sign in ● Daily engagement sheet

teachers. Retakes are available for all assessments with the exclusion of finals. Teachers modify assessment strategies and instructional practices to accommodate 504 service plans and Individual Educational Plans. Students showing large gaps in learning or exhibiting low grades can be enrolled into a new online program database to set up a Student Success Team (SST) meeting. Then strategies are put in place to support students in the area of assessment, as well as support the school in accountability to follow the student and strategy successes for that student. When greater need is found, students will be assigned a resource teacher for testing.	● 504 service plans ● IEPs ● SSTonline.org ● VCIS staff list

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes, including those with special needs.

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes*.

Findings	Supporting Evidence
Math teachers use both individual and group tests to evaluate students. Teachers also do real-world application projects, performance tasks, and constant formative assessments within the classroom, as well as summative exams.	● Test examples from math, Illuminate ● Sample classroom projects ● Sample classroom assessment
Science teachers use performance tasks and lab assignments, along with quizzes and unit tests, to assess students. Teachers incorporate lab write-ups into the units to evaluate students' comprehension of essential concepts.	● Lab, test and quiz examples from science
English teachers read and grade their essays and provide valuable comments on each essay to help improve student writing. Teachers also do real-world application projects, performance tasks, and constant formative assessments within the classroom, as well as summative exams.	● Sample cover sheet of a completed essay with comments ● English assessments ● Writing and tutorial schedule with all ELA tutors
Master teachers and tutors review, edit, and conference with	● Grade sheets

students concerning all subject matter. Master teachers evaluate all IS assessments. They collect a homework sample for every IS class each student is enrolled, and it is maintained in the student's file.	● Homework samples

Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the Schoolwide Learner Outcomes.*

Findings	Supporting Evidence
Online students complete vocabulary, lectures, practices, quizzes and topic tests independently, as well as projects and essays. Students are required to take notes using E-notes or paper/pencil notes. Students review them with their master teacher. Each online credit ends with a cumulative exam that is closed note/closed internet. The data from these exams determines whether or not a student is ready to move on to the next credit.	● Online student progress report and course grade sheet ● Homework samples ● learn.education2020.com ● Online student progress report and course grade sheet ● Sample cumulative exam

Curriculum-Embedded Assessments

Indicator: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
All classroom teachers utilize formative assessments to regularly monitor student learning and to inform instruction. Formative assessments address what students need to know and understand based on current curricular standards. ELA and math assessments include tests, quizzes, projects, reports, essays, presentations, and group work. All core subject area courses utilize common assessments. They also utilize diagnostic exams to identify students' previous skills and knowledge. Results from common assessments are reviewed and utilized to revise assessments as necessary. Administration uses semester grades, CELDT and standardized assessments to determine placement for the following semester.	● Sample common assessments ● Sample diagnostic exam ● Math and ELA PLC agenda ● Updated pacing guides ● Transcripts ● CELDT results

Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the Schoolwide Learner Outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
The VCIS Student Learner Outcomes communicate our expectations for students. All students and parents receive an orientation that addresses expectations, school accountability, and rules. Families are also made aware of academic expectations. During master teacher meetings, students are given student information packets (SIP) that detail the expectations for each class the student will be enrolled in. Students also receive a syllabus detailing expectations and assignments for all classroom-based classes. Parents are required to sign a master agreement listing all classes that their student will be completing for the school year.	● SLOs ● Orientations ● Parent/ Student Agreement ● Student information packets ● Sample classroom course syllabus ● Master Agreement
Prior to teacher meetings, students correct their own homework on a weekly basis. At their teacher meeting they receive timely feedback on their assignments, tests, quizzes, essays, chapter exams, projects, and district finals from master teachers and classroom teachers.	● Tutorial schedule ● Anatomy of a Student Meeting ● Powerschool portal ● Weekly Assignment sheet
College and career curriculum has been implemented for all grades levels to ensure students are prepared for college and or the workforce. The College and Career Grade-Level Course Requirements help students to understand the expected level of performance in relation to preparation for college, career, and life. This includes setting goals, taking an interest inventory, researching colleges and careers, and completing a finance class. Seniors complete job applications, college applications, financial aid and create a resume to build their portfolio. Seniors end the course by attending an exit interview with a panel. The panel uses a rubric to score students in the areas of: overall preparation, questions answered; dress/attire and how students carry themselves throughout the interview.	● Careers A/B SIP ● College and Career Grade-Level Course Requirements ● Strategies for Success SIP ● Personal Finance SIP ● Exit interview questions and rubric

Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
VCIS ensures that assessment data is used to help drive the decisions made in class and in the independent study setting. All core subject area courses have common assessments, unit tests and diagnostic exams, which assess students' previous skills and knowledge. The data collected from these sources are then analyzed for strengths and gaps. Curriculum and instruction is modified to reflect the changes needed to improve lessons or teaching methods. Pacing guides are updated to reflect these changes. The data is also used to determine the response to intervention.	● Meeting agendas ● Pacing guides ● Integrated readiness class roster ● Tutoring schedule
Teachers modify assessment strategies and instructional practices to accommodate 504 service plans and Individual Educational Plans based on plan expectations.	● IEP and 504 lists

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
District leadership often visits the school site and has open conversations with school administration on current reality, site needs, meeting requirements and expectations. District staff evaluates and reflects on each school's accountability. State programs, including accreditation, monitor growth and require the reflection of stakeholders. Staff, student and parent surveys have been utilized and will now be completed on a yearly basis.	● Administration calendar ● California Department of Education website ● VUSD admin calendar ● SARC report ● Stakeholder surveys
Progress reports are sent home mid-semester, fall and spring to parents/guardians. Report cards are sent home at the end of each semester to inform parents/ guardians of class progress and credits earned for the current semester.	● Progress reports ● Report cards
The principal presents site performance data to the district and board on an annual basis. This allows the district, board and principals from other sites to be a part of the conversation in assessing and monitoring our student progress.	● Board presentation
VCIS follows federal, state, and district mandates in identifying special needs students and disseminating student information to all appropriate staff. The special education department utilizes specific tests to monitor students' progress in IEPs. The tests used are: WIAT-III (Wechsler Individual Achievement Test), MVPT-III (Motor Visual Processing Test), and TAPS-III (Test of Auditory Processing Skills). Learning directors and teachers work together in evaluating information received from the student: student's cumulative folder, teacher	● IEPs ● ILPs ● Cum folder ● Student transcript ● 504 plans ● IEP list with class accommodations

observations, outside agencies (when appropriate), and resource specialists to assist special needs students in appropriate educational placement.	
Master teachers submit students' essays to essay graders throughout each semester. Credentialed English teachers grade student essays with a common rubric and then return them to master teachers to provide input on students' progress.	● Essay grading rubric
All classroom teachers monitor students' learning within their own classes through classwork, assignments, homework, and assessments. Classroom teachers regularly communicate with master teachers about students' progress in their course. Master teachers and learning directors monitor student's overall progress towards meeting graduation requirements.	● Gradebook ● Transcripts
All classes, including electives, have grade sheets that reflect students' progress and success. Master teachers and learning directors monitor student's overall progress towards meeting graduation requirements.	● Grade sheets ● Transcripts
The culinary program's instructional materials include materials which are standards aligned. Assessments include hands-on projects, cooking projects, tests, and presentations. Students also have the opportunity to take a food handler's exam to receive a food handler's certificate. The program also matriculates with the West Hills College culinary program.	● Completed projects ● Food handler's certificate

Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
All state-mandated tests are administered to all VCIS students; this includes students enrolled in our online program.	● VCIS testing schedule

Schoolwide Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations, demonstrating a results-driven continuous process.

Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
As we shifted our curriculum to common core and integrated new methods of assessing student performance we looked for new platforms to support our site's needs. Schoology was implemented into our core classrooms to provide a tool for student learning.	● Schoology
Teachers use benchmark results, classroom grades, progress reports, ASAM, STAR, CELDT, CAASPP, and CAHSEE scores to monitor their student's' achievement and make adjustments to curriculum and assessments on an ongoing basis. Teachers credentialed in designated content areas have been tasked with rewriting our curriculum to support the common core state standards. Funding was allocated to provide them with training in the CCSS in support of writing the curriculum.	● District assessments and finals ● Transcript ● Report cards ● New curriculum ● PLC ● PD calendar
School wide assessment results and student needs have determined professional development activities and topics. The independent study teaching staff has not received professional development opportunities since the implementation of common core. A plan for professional development has been created to ensure master teachers are equipped with the knowledge and understanding of the ELA CCSS. Professional development funds are designated for staff development in the area of literacy, curriculum development, and student assessments. Other professional development opportunities have been determined a necessity due to the change in state testing. This includes technology, STEM, charter school, and independent study conferences.	● PD calendar
VCIS has provided online opportunities to our students since 2008 through the A+ Online Program. The program was difficult to navigate and was not student friendly. VCIS administration began researching new online program opportunities during the 2012-13 school year and decided to purchase Edgenuity. Edgenuity has proven to be an effective online program that updates curriculum regularly to reflect the CCSS. All core classes being used in the program through VCIS are a-g approved.	● Edgenuity ● UC Doorways

ACS WASC Category D: Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

Visalia Charter Independent Study uses a variety of tools to assess all students' learning. Students and staff at VCIS use benchmark results, classroom grades, progress reports, and standardized test scores to monitor achievement, make appropriate placement decisions and develop individual learning plans. Teachers provide frequent feedback to students and parents through weekly assignment sheets, progress reports, and semester report cards. VCIS is continuously revising and improving its instructional program to improve student achievement.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based-Student Learning: Assessment and Accountability: Areas of Strength

- Teachers use a variety of assessments to evaluate student achievement
- All standardized test results are shared with all stakeholders
- Standardized test results are reviewed to inform progress in meeting our SLOs, Action Plan and LCAP
- Test results drive many site decisions: class offerings, response-to-intervention, department budgets, and purchases
- All of our assessments are created and evaluated by content specific credentialed teachers

Category D: Standards-based-Student Learning: Assessment and Accountability: Areas of Growth

- Develop a systematic process for analyzing data and sharing with stakeholders
- Review site assessments to ensure alignment with CCSS assessment models
- Investigate new programs to improve our ASAM testing
- Investigate new programs and develop a plan to prepare students for high stakes testing

Chapter 4
Self-Study Findings



Category E: School Culture and Support for Student Personal and Academic Growth

Category E: School Culture and Support for Student Personal and Academic Growth

Facilitator: Marissa Castro -Compliance Coach and Master Teacher **Recorder:** Luis Mota & Marissa Castro	
Certificated Staff: Julie Acquafresca - Fitness Teacher Rachel Duby - Resource Specialist/Master Teacher Ann Brodersen - Parenting/Master Teacher Lawrence Chan - Photography/Master Teacher Frank Kelly - Tutor Melissa Munoz - Master Teacher Claudia Maddox - Master Teacher Marni Todd - Master Teacher Maxine Wollenman - College & Careers Advisor/Master Teacher Kassi Hampel - Dance/ASB Teacher Luis Mota - Online Master Teacher	**Classified Staff:** Heather Marmolejo - Child Care Aide Sondra Sherman - Child Care Aide Matt Salazar - Campus Supervisor Karen Souza - Secretary

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents, special needs, and online students.

Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. Comment on the effectiveness of involving parents of non-English speaking, special needs, and online students.*

Findings	Supporting Evidence
Before students are admitted to VCIS, the student and parent(s) must attend an orientation. At this orientation, students and parents are informed about VCIS and the district's graduation requirements. Parents/guardians are also invited to attend student's first master teacher meeting. Teachers and staff communicate with parents throughout the school year using a variety of different communication tools. Parents receive a Principal's Letter home twice a semester as well as access to the weekly bulletin on the VCIS website. Parents and students have access to master teacher's cell phone numbers, and they can also sign up for Remind texts to	● Parent and student orientation schedule ● Parent/student Information handbook ● Remind/Blackboard ● Progress reports ● Power School access ● Letters/notes home ● "Remind" texts (language translation) ● Schoology attendance

stay up-to-date with activities taking place at school and meetings being held. Correspondence is provided in both English and Spanish in an effort to communicate well with all families.	records ● vciseagles.org
VCIS is currently utilizing a variety of strategies to communicate with non-English speaking parents, such as hiring bilingual staff members, sending bilingual letters to parents, having translators available during various meetings and events, and furnishing student reports or school news in English and Spanish.	● Parent survey ● Written correspondence ● School website
Before enrolling a special education student, VCIS attends an addendum meeting at the student's home high school with their IEP team to discuss placement. Upon enrollment, special education students have an IEP addendum meeting to ensure proper accommodations are in place for the student in the independent study setting. Parent attendance is a key component of these meetings. There is a 30 day follow-up meeting held with all IEP students and guardians to ensure the student is being successful at VCIS.	● SPED policy ● IEP meetings ● Teacher communication regarding student progress (phone calls & email)
Student Success Team Online (SSTOnline) is available to teachers and staff to begin research on students who are struggling academically. SSTOnline requires teachers and staff to input information into an online database in an effort to track progress and support measures that have been put in place. Parent attendance and communication during SST meetings is an expectation. When/if this is not effective, students are moved into a 504 plan. 504 students have a meeting with parents, teacher, and administrator. As new students are identified, a 504 meeting is arranged. Plans are put in place to support student success. These plans are reevaluated each year.	● 504 plans/addendums ● SST (Student Success Team) ● SSTOnline.org
Meetings with parents and their student to discuss academic progress, behavior, school issues, and attendance are held on an ongoing basis throughout the school year as needed. During these meetings, administration, teachers, parents, and students discuss appropriate measures to ensure academic success. The measures may include planning student timelines, encouraging tutoring attendance, and problem solving.	● Admin calendars ● Class grades updated on assignment sheets weekly ● Mid-semester progress reports ● Orientation policy ● Contract violation policy
VCIS continues to make every effort to increase parental and	● Parent meeting agenda

community involvement. We try to provide our students with multiple opportunities to get connected to the community. Students are bused to Career Night in Fresno, and the school opens its door to the community during VAPA productions, special presenters (Poetry Slam), carnivals, awards night, Olympiad/Interact Club meetings, etc. Young Lives leaders run our parenting classes; some students are paired with mentors and some go off campus for meetings. Some also have the opportunity to go on retreats to Arizona. VCIS disseminates information to students regarding community activities and possible ways to get involved. Some of these opportunities involve job shadowing, poetry nights, art, speech, and writing contests. The school communicates through letters, the school website, Schoology, social media, and the weekly bulletin. Parent and student surveys expressed more ideas in which we can explore to involve parents and the community. Some ideas include showing student art during an art show, incorporating parent meetings before a VAPA performance, and fundraisers. Those suggestions are now being processed through the leadership team.	● Student meeting agenda ● Orientation Protocol Policy ● Parent surveys ● Student surveys ● Back to School Night ● Career day flyer ● Schoolwide calendar of events ● Awards night ● Graduation ● Interact Club service projects ● ASB service projects ● Performing arts productions ● Google training agenda ● Sports program ● Admin calendar
Young Lives provides parenting and prenatal instruction for parenting and expectant students. Young Lives also provides a twice monthly lunch club support group for teen parents. Teens are provided a safe environment to share their struggles with peers and volunteer mentors. Mentors assist teens with developing life goals and obtaining the resources needed to meet their goals.	● Young Lives contract
During the fall and spring, seniors receive a graduation evaluation report outlining exactly where they stand in their quest toward a diploma. In addition, students participate in an exit interview with a panel of teachers and administration evaluating their readiness for postsecondary experiences.	● Senior graduation evaluation forms ● Transcript evaluations ● Exit interview protocol
A weekly school bulletin is distributed to master teachers and posted on the school website. Teachers review the bulletin with students and encourage the students to share the information with their parents as well. We also utilize social media to inform parents and students of important events and deadlines.	● Weekly school bulletin ● School website ● Social media accounts: Facebook, Twitter, and Instagram

Use of Community Resources

Indicator: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
VCIS provides many opportunities for students to explore college and career options as well as experience educational opportunities within the community and beyond. Our College and Career Center is open weekly to support students in their postsecondary goals. The center helps students fill out important college and career related documents, and provides education to students, including FAFSA workshops, COS application workshops, and education counseling. VCIS has a job board dedicated to employment opportunities for students. The VCIS college and careers curriculum provides opportunities for students to explore different jobs that interest them, and research information regarding those jobs. Community service projects are being incorporated into the college and careers courses. It is being implemented at the freshmen level in the spring of 2016, and will be rolled out into the other grade levels in the near future.	● College/Career Center ● COS application workshop ● FAFSA application workshop ● TCOE College Night ● UCLA college fair ● FCOE Career Tech Night ● Field trip (calendar)
VCIS uses different facilities in the community. These include the Boys and Girls Club, COS, the Rotary Theater, and the El Diamante Theater. Classrooms bring in speakers when available to discuss current class topics with students. The Pregnant and Parenting Education Program invites community members as guest speakers to educate their students on various topics. Speakers have included CHP discussing car seat safety, nurses presenting on CPR, Lamaze Training, Baby 911 for Trauma education, and city police on child abuse education.	● Guest speakers ● Career Day ● Facilities contracts
The Workability program is available to students with an IEP to help them obtain vocational skills and valuable work experience. Workability helps support the transition of special education students from school to postsecondary employment by providing them with career exploration and employment training opportunities. Students are placed at various businesses in the community based upon their interests and skills, and can work up to 100 paid hours per year. Upon the completion of the workability program, students have the opportunity to be hired by the employer.	● Workability brochure

VCIS students also get the opportunity to participate in Career Technical Education (CTE) courses offered at other comprehensive sites in our district. Students can take Certified Nurse's Assistant (CNA) and Medical Assistant (MA) classes which may lead to earning employment opportunities and career experiences. VCIS also has onsite culinary CTE classes that give students the opportunity to cater district events, work in the school cafe, and earn a Food Handler's Certification.	● CTE enrollment ● District events calendar

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
District maintenance employees keep the school in a safe, clean, working order. The Visalia Unified District Office utilizes a Service Request Tracking System (SRTS) which allows staff to input a requests for services needed at the school. According to the staff, student, and parent surveys, all parties feel that the school provides a safe, clean, and nurturing learning environment.	● District maintenance workers ● SRTS ● Staff survey ● Student survey
The campus is constantly monitored by video surveillance and a campus supervisor. The campus supervisor roves around the campus, keeping an eye on what is going on at and around the campus. There is an ongoing conversation between the supervisor and administration in dealing with issues and/or concerns of students and staff. Footage is reviewed when necessary.	● Video surveillance footage ● Campus supervisor
Students may only gain access to the campus by coming through the front office or entering an access code into the keypad entry system. All visitors must register at the main desk, along with staff members, whom sign in daily. The student hangout is open daily from 10:00 AM - 2:00 PM, monitored by an activity aide. It also has a keypad entry to ensure only VCIS students and staff can enter the building.	● Fence perimeter ● Layout of the school ● Keypad entry system ● Daily staff sign in log ● Magnetic entry doors
The science teachers work to ensure the science classroom and laboratory experiences are safe. The science labs have up-to-date safety features along with OSHA approved equipment. When a need is determined, appropriate equipment is obtained. The district provides a chemical waste service that picks up receptacles at the end of each school year to dispose of.	● Safety equipment ● Safety reporting procedures ● MSDS Chemical Storage contract

An orderly environment is maintained by prohibiting non-students in the instructional area for safety reasons and to minimize distraction. This is monitored by video surveillance, front office, campus supervisor, activities aides and administration. Students are asked to only be on campus during scheduled times, or to complete course work or receive tutoring.	● School policy ● Administrators ● Janitor staff and schedule ● Campus supervisor schedule ● General activities aides' schedules ● Orientation slides
There is a dress code and zero tolerance policy on fighting as per Visalia Unified Student Conduct Code. This discourages students from engaging in verbal and/or physical altercations in order to maintain their placement in our program.	● VUSD Student Conduct Code handbook ● School policy ● Discipline history
The school district also enforces student/employee use of technology policies. Staff and students sign an internet and email use agreement. Visalia Unified has electronic filters put in place for the internet at school sites, and the school's Wi-Fi system is locked. The computers available to students at VCIS are strategically placed throughout the school. This allows students to be monitored at all times.	● VUSD Student Conduct Code handbook ● Internet usage agreement
All employees are equipped with inter-connected telephones and intercom speakers. Administrators and office support staff possess radios utilized for constant communication, and for safety and medical emergency purposes. VCIS participates in emergency drills and receives safety walk-throughs by the local fire department.	● Evacuation plans/drills ● Recent fire inspection report
The school administration is constantly striving to improve communication and is receptive to suggestions. They do their best to address issues on an ongoing basis through conversation, problem-solving, and digital feedback.	● Parent, staff and student surveys ● Google forms for questions, suggestions, thoughts and ideas

High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: *Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
When students, staff, and parents were surveyed, they	● Student, staff and

overwhelmingly agreed that VCIS provides an environment which honors individual differences and provides a safe and supportive atmosphere for learning.	parent surveys
A culture of appreciation and recognition of good character is reinforced when teachers are asked to submit the names of those students who merit special recognition. Students receive a medal of recognition for their outstanding citizenship and academic achievement. Such an award reminds students that their efforts and good character do not go unnoticed or unappreciated.	● VUSD board agendas ● List of student recognized at annual spring student awards night ● Student of the week - "Student Stories" posted on social media ● List of student recipients of Sports Awards
One of our science teachers has developed advanced science courses in marine biology and forensics for students who desire a more challenging elective and in-depth science class. Our math department offers a pre-calculus class for those who desire a more challenging math course.	● Marine biology, forensics and pre-calculus syllabi ● Marine biology syllabus
In an effort to provide an environment that recognizes individual differences, we provide various options to support students on many different levels - social, emotional, and educational. VCIS offers students small class sizes, club opportunities, intramural sports, hybrid education (IS, Online and classes), and daily tutoring opportunities. Many master teachers exchange their cell phone numbers with students, fostering open communication. The site provides gender neutral bathrooms on both ends of the campus. The district provides a school psychologist and nurse on-site a couple of days each week, though both are available on-call when needed any day of the week.	● List of clubs ● Intramural sports schedules ● Class/tutoring schedules ● School psychologist and nurse schedules

Atmosphere of Trust, Respect, and Professionalism

Indicator: The school has an atmosphere of trust, respect, and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect, and professionalism?*

Findings	Supporting Evidence
Reflective of the staff, student, and parent surveys our school has an atmosphere of trust, respect, and professionalism. Respectful language and behavior is expected in the classrooms and teacher meetings. The staff adheres to professional business attire expectations. Administration provides an anonymous online suggestion form to keep an	● Staff survey ● Staff dress code ● Student dress code ● Student survey ● Q & A Google form response pages

open line of communication between staff and administration. All students are on an Individualized Learning Plan, much like a collegiate environment, where they are given the opportunity to discuss and determine their course placements. In addition, the classroom courses are not set up on bell schedules. Students know the time and place of their classes and are expected to be there on time. Master teachers trust their students to text them to reschedule their master teacher meetings and to make arrangements with their classroom teachers when absent from a class.	● Orientation documents ● ILPs ● Classroom schedules ● Parent/Student Agreement

E3. Personal and Academic Support Criteria

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Prompt: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.*

Findings	Supporting Evidence
All students have an Individual Learning Plan that is created under the direction of a learning director. ILPs are reviewed and revised as necessary and appropriate individuals, agencies and/or groups are contacted. Psychological and nursing services are available to all students onsite and support specialists in the community such as Visalia Youth services, mental health services, and Child Welfare services are available to students through referral from an administrator. When meeting with students one-on-one, master teachers learn about the personal needs of their students and refer students to an administrator when additional help is required. A pamphlet is also available for all students with information and resources available in our community, in a variety of contexts; from welfare services to suicide hotlines.	● ILP forms ● Master schedule ● Eagle Strong pamphlet
Students receive appropriate academic support and intervention by highly qualified teachers who implement personalized approaches to learning. Tutoring is available to all students in the areas of English, reading, writing, math, science, and social studies.	● Tutoring schedule ● Tutoring log
The Pregnant and Parenting Education Program is available to young parents. In this class, students receive support and instruction on prenatal care and raising their children.	● PPEP class curriculum ● Teen Parenting Conference flyer

Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
Online students have all the supports and resources available to them as the main IS campus. Each student has an Individual Learning Plan that is created under the direction of a learning director. ILPs are reviewed and revised as necessary and changes made by learning directors. Online students receive appropriate academic support and intervention by credentialed teachers who implement personalized approaches to learning. Psychological services, nursing services and support specialists in the community are available to all online students onsite. Tutoring is available to all students in the areas of English, reading, writing, math, science, and social studies. Online teachers also provide a substantial amount of tutoring to online students. A pamphlet is available for all students of information and resources available in our community, in a variety of contexts; from welfare services to suicide hotlines.	● ILP forms ● Teach meeting schedules ● Tutoring schedule ● Tutoring log ● Eagle Strong Resource pamphlet

Direct Connections

Indicator: The school demonstrates direct connections between academic standards and Schoolwide Learner Outcomes and the allocation of resources to student support services, such as counseling/ advisory services, articulation services, and psychological and health services, or referral services.

Prompt: *Evaluate the ways that there are direct connections between academic standards and Schoolwide Learner Outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

Findings	Supporting Evidence
We provide a variety of student support services that enforce our SLOs, in that we believe every student succeeds and in shared support of student success by family, staff and students. When a student struggles academically they are referred to an administrator to assess the student's needs and determine a plan of action. Necessary stakeholders are invited to the meeting to discuss the student's progress. Students can be referred to tutoring services, counseling services, or outside entities as determined by the team. Due to the high demand for counseling services needed by our students, an additional day of counseling has been added through our school psychologist. Students with an IEP receive the same level of intervention as other students, including an	● Admin calendar ● Tutoring schedule ● College/career center schedule ● School psychologist/ nurse schedule ● Eagle Strong pamphlet ● SpEd Teacher Schedule

extra 30 minutes for master teacher meeting to provide clarifying instruction, a study skills class for academic support, and additional services depending on the student's IEP.	

Support and Intervention Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
VCIS has built a school upon the idea of personalizing instruction to meet the needs of the student population. In doing so, our Vision and Mission statements create a foundation for our approach to instruction. Prior to enrolling, students and parents/guardians are required to attend a one on one orientation with their grade level administrator. The student's transcript is evaluated by the administrator and an ILP is written depending on the need of the students. Students are enrolled in math and/or science classes as determined by the administrator and discussed with the family.	● ILP ● Orientation policy ● Class enrollment
Students also have the ability to enroll in our online school. An online education gives more flexibility within the student's schedule to meet their outside demands and responsibilities without sacrificing high quality education.	● Online enrollment
School leadership and staff regularly meet to discuss new policies, procedures, expectations, and curriculum. There is an open line of communication between staff and administration in an ongoing effort to improve practices and learning experiences at VCIS. Teachers are able to voice concerns and issues through the Procedures Q&A Google form, in which admin frequently monitors and answers through emails, staff meetings, and all school write-up.	● Admin agenda ● Google Q&A form responses
All students have access to the same curriculum. Extra support is given to students who struggle. This support includes one-on-one tutoring, special group tutoring, support classes and a lighter work-load depending on need. Students who excel can work at an accelerated pace and are	● Tutoring schedule ● Assignment sheet ● Power School ● District reclassification EL student

encouraged to enroll in more challenging curriculum. Each student's progress is evaluated weekly and plans are put in place to support his or her individual needs. Student Success Teams are available to meet, when necessary to put plans into place to fill in learning gaps; these include reclassification (504 or IEP) and reassessing or changing ILPs. There are many opportunities to enhance student learning through elective courses which support social interaction and personal growth along with access to rigorous a-g required coursework.	
Classroom teachers create some of their own teaching tools such as multimedia presentations, hyper-docs, videos, visuals, and handouts available for students to use in class and at home through the learning management system, Schoology. Using Schoology, students can interact with the teacher, their fellow classmate, and the curriculum as needed. VCIS is piloting a flipped classroom model in the Algebra 2 classes and one biology section. Planning and pacing has been created prior to the semester beginning to ensure students are prepared for this new classroom model.	● Schoology ● Google Docs ● Pacing guide
Through the Pregnant and Parenting Education Program students have access to childcare, allowing young parents to attend classes and complete coursework while their child is being cared for.	● Daycare schedule

Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
Online students begin the program with orientation and Online 101, a course that prepares students for the new realm of online learning. Online teachers regularly monitor the growth and course progress of their students to see if adequate progress is being made toward course completion and student goals. Teachers make contact with students and parents when the student is logging less than the four hours-a-day expectation to stay on track for graduation. Online teachers make needed adjustments to assignment sheets to address learning needs on a weekly basis. Parent contact is made to set up a meeting with the learning director when student continues to not reach expected goals. Parents also are able to check student progress through the Edgenuity program.	● Online orientation slides/documents ● Course completion evaluation and rates ● Weekly teacher meetings schedules ● Teacher to student/parent communication logs ● Edgenuity login list

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs*.

Findings	Supporting Evidence
Master teachers and classroom teachers work together to identify critical needs (i.e. EL, special education) and address those needs with appropriate tutoring support, class realignment, or other accommodations. Students receive intentional and targeted support through their weekly one-on-one meetings, monitoring their progress to support their success. Students struggling to pass a core class are referred to tutoring or may be enrolled in a support class concurrently (i.e. Integrated Readiness, study skills).	● Tutoring log ● Integrated Readiness course roster ● ILP document
All 504 students have a meeting with parents, teacher, and an administrator annually. SSTOnline.org is a new database that will now be used to monitor strategy effectiveness over time. All 504 students will be uploaded into this database by next fall.	● 504 Plans ● SSTOnline.org
IEP reviews are held annually with parents, teachers, students, and administrators to review the progress made by the student. The goal of the meeting is to review previous goals and objectives and set new or modify previous goals for the coming years.	● IEPs ● SPED teacher schedules/calendar
Concurrent enrollment at the local community college is also available to VCIS students. Master teachers guide their students to challenge themselves to academic and personal achievement.	● List of students concurrently enrolled at COS ● Master schedule

Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
All online students have access to the school's support services. Master teachers have the bulletin available at their desks to inform students on what activities are going on at the school and off. The online building is open daily from 8:00 AM	● Online building schedule ● Chromebook check-out procedures

- 4:00 PM to ensure that students are able to spend time on the many desktop and Chromebook computers that are available along with the filtered VUSD web access. When needed, students have the ability to check out Chromebooks in order to access the internet if a situation arises in which their computer and/or home internet fails. Tutoring is available on both main and online campuses to ensure that students have equitable access to academic assistance. Wet labs are available for online biology students and are in the process of being created for chemistry to support science a-g requirements.	● Internet agreement ● Computer lab ● Tutoring schedule ● Wet lab SIP

Equitable Support to Enable All Students Access to a Rigorous Curriculum

Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the availability of additional support such as extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *After studying the accessibility of a challenging, relevant, and coherent curriculum and from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments), evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.*

Findings	Supporting Evidence
Learning Directors study student transcripts to decipher what courses each student needs and place students appropriately. Class enrollment numbers are kept 20-25, and a concerted effort is made to ensure our classes are well blended. In most core classes both semesters of classroom classes are available to students at any time.	● ILPs ● Student schedules ● Class rosters ● Course schedule
All online and IS course work can be added to a student's schedule throughout the semester and pacing can be slowed or accelerated depending on student need. Math and biology sections A and B are offered during both fall and spring semesters.	● Course list ● Assignment sheet ● Master schedule
All school instruction is provided to all grade levels to ensure fundamental skills are in place before graduation. Besides freshman core classes, students of all grade levels are combined in classes to ensure grade level diversity and ability to accelerate or repeat courses as needed.	● Keyboarding course SIP ● Vocabulary Enrichment SIP ● Common Core Writing Success SIP ● College & Career

	Readiness coursework SIP (9-12)
Biology and IS elective courses are offered during the summer so that students have the ability to accelerate or repeat courses if need be. Students can attend district summer school courses and online courses for core classes other than biology.	● Summer schedule ● VUSD Summer School schedule ● List of independent elective course offering

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes. How effective are these efforts?*

Findings	Supporting Evidence
Students who plan to attend college are prepared to do so by enrolling in college preparation courses including a variety of options for college preparatory electives. College and career curriculum is to all students at all grade levels. Students can be enrolled concurrently in CTE courses at the comprehensive high schools in the district. There has been an increase in demand for our culinary program. There is a plan in place to renovate the building to the north of the VCIS main campus to a commercial kitchen to increase class size enrollment and allow students to work directly in the cafe.	● a-g course list ● eDynamic electives ● College and Career SIP ● CTE course list ● New Building committee agenda
Students who plan to attend college have access to support services through the college and career center. These support services include COS application workshop, FAFSA application workshop, COS placement test, and CSU/UC application assistance. Juniors or seniors who maintain a GPA of 2.8-3.0 or above and are on track to graduate on-time can enroll in COS classes concurrently.	● Career Center workshop announcements and sign-ups sheets ● Concurrent enrollment permission slips
Senior coursework includes completing a scholarship essay and application, college application, cover letter, resume, letters of recommendation and senior exit interview. This coursework helps produce students who are college and career ready.	● Senior Portfolio SIP ● Senior exit interview master schedule
VCIS continues to make an effort to get more students involved in social settings. We have increased our list of	● Elective class offerings ● Clubs

performing arts electives available and on campus clubs, hoping to encourage our students to get involved in life and the community. Marine biology class goes on CIMI trip to Catalina Island. Students can sign up for UCLA College Day, Fresno State Career Tech Night, VCIS Career Day, performing arts shows.	● CIMI trip itinerary ● UCLA College Day itinerary ● Fresno State Career Tech Night itinerary ● VCIS Career Day program flyer ● Performing arts show flyers

Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
Online students have access to a number of different opportunities at VCIS for social interaction, personal enrichment and school connectivity. Online students can enroll in elective classes, core classes, and be involved in campus clubs. Online students can attend group tutoring sessions in the online lab. All students can frequent the VCIS hangout, cafe, or gym for additional socialization opportunities. Online students can join intramural sports to participate in soccer, volleyball, and basketball.	● List of course offerings ● Tutoring schedule ● Hangout, cafe, and gym hours ● Sports program handout

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

Visalia Charter Independent Study has developed an unparalleled school culture in which staff and students alike work together in an atmosphere of acceptance, respect and trust towards a common goal: creating independent, college and/or career bound individuals. There are a multitude of opportunities for students to receive academic support through one on one master teacher meetings, classes, and tutoring. Students also have a variety of opportunities to be involved socially through ASB events, club participation, and performing arts courses. College and career curriculum has also been implemented in an effort to prepare students for their post-secondary plans, whether that includes entrance in community college, a four year university, a technical school, or the work force. Effective communication is a crucial component of the VCIS program and is something that staff is constantly working on through utilization of the weekly bulletin, email, Schoology, Remind app text messages, and meetings. Though we have many solid areas of strength, there are some areas of growth that need to be addressed. It is imperative to increase parent involvement. It would also be beneficial for students to be encouraged to become more civically minded. VCIS students have much to offer the surrounding community and they would benefit from serving others as well. As students become more involved in community activities, it will also raise awareness and interest in the school itself. There are still many community members who are unaware of the amazing program that is being offered at VCIS. Another area of growth pertains to staff development opportunities, specifically in the areas of social and emotional support and intervention. Staff members see that there has been an increase of students who could benefit from this assistance and see a need for more tools to support them. Lastly, growth also needs to be made in the area of vocational education exposure. At VCIS, it is understood that not all students are college bound, but will go directly into the workforce. By exposing students to the variety of vocational programs available in Visalia Unified School District during their high school years, it will better prepare students to enter the workforce with the tools needed to be successful.

Prioritize the strengths and areas for growth for Category E.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- VCIS provides a safe school environment
- VCIS provided an individualized approach to learning
- Students are provided with a variety of opportunities to grow academically and socially
- VCIS has improved communication amongst stakeholders
- Increased our social media exposure
- All school instruction in college and career readiness

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Develop a plan to increase parent involvement
- Ensure teachers are aware of available social and emotional support services
- Increase exposure to career technical education

Prioritized Areas of Growth Needs from Categories A through E

1. Allocate more resources to increase staff development opportunities
2. Investigate new programs and develop a plan to prepare students for high stakes testing
3. Develop a systematic process for creating, revising, and evaluating curriculum
4. Collect and monitor student data more regularly and systematically
5. Improve communication with families to encourage more parental involvement
6. Develop a systematic process for analyzing data and sharing with stakeholders
7. Increase a-g approved course offerings

Chapter 5



Schoolwide Action Plan

Visalia Charter Independent Study



School-wide Action Plan 2015-2016

Visalia Charter Independent Study

"Academic excellence, one student at a time"

Vision Statement

Visalia Charter Independent Study is committed to providing an education that will focus on individual student needs, fostering their academic potential and inspiring a passion for learning, while guiding students towards success in college, career and life.

Mission Statement

Visalia Charter Independent Study has one mission: to offer students an innovative approach to academics that recognizes the unique and varied needs of each student. Our goal is to create a learning environment that takes into account individual needs by working at a pace that fosters academic success. As partners in this journey, parents, school staff, and the community come together to ensure that students are achieving their potential as they become learners in the 21st century. VCIS pledges to instill confidence, diligence, and self-worth for all students.

School-wide Learner Outcomes

At VCIS, we believe in ***EAGLES***.

E	Every student succeeds
A	Academic achievement and advancement
G	Graduate students that are college & career ready
L	Life-long learners
E	Exercise high ethical standards
S	Shared support of student success by family, staff, and students

School Goal #1- Increase the number of juniors in the Met/Exceeded categories from 37% to 42% in the 2015/16 ELA CAASPP test.

Rationale of Critical Need: Due to the implementation of the new Common Core State Standards, teachers are in need of professional development to become more knowledgeable of the standards in order to effectively integrate them into classroom and teacher meetings. Eighty-nine percent of the VCIS student population receives their ELA instruction in an independent study model.

School-wide Learner Outcome Addressed:
E - Every student succeeds
A - Academic achievement and advancement
S - Shared support of student success by family, staff and students

Action Steps	Person Responsible	Timeline	Measure and Report
Provide professional development to master teachers on ELA Common Core State Standards	Leadership Team ELA teachers	January/February 2016; ongoing as needed	Staff attendance of professional development agendas as reported by administration
Provide peer coaching for master teachers on implementation of the ELA curriculum	Leadership Team VCIS ELA teachers	January of 2016; ongoing throughout school year as needed	Professional Development Calendar
Continue professional development for all staff members on technology and technology implementation	Leadership Team	January of 2016; ongoing throughout school year as needed	Professional Development Calendar
Provide a student Chromebook for each master teacher station	Administration	Begin spring 2016; full implementation fall 2016	Chromebook installation
Continue professional development to further Common Core implementation through conference attendance	Leadership Team VCIS Staff	Ongoing	Professional Development Calendar
Research an alternate program for ASAM testing that can be used throughout the year for progress monitoring and SBAC testing practice	Leadership Team	Research fall 2015 with full implementation fall 2016	Webinar 2015/ Purchase order and training for all staff summer 2016

School Goal #2 – Increase the number of juniors in the Met/Exceeded categories from 4% to 10% in the 2015/16 CAASPP test.

Rationale of Critical Need: Although our math department has done a commendable job of transitioning courses to an integrated math model and implementing the new CCSS and mathematical practices, there is still a large need to continue to support their professional growth, as well as students' increased academic growth in mathematics.

School-wide Learner Outcome Addressed:
E - Every student succeeds
A - Academic achievement and advancement
S - Shared support of student success by community, family, staff and students

Action Steps	Person Responsible	Timeline	Measure and Report
Develop and implement a plan to allow time for all math teachers to reflect on student data during PLC time	Leadership Team Math PLC Team	Begin fall 2015 and ongoing	Master Schedule, PLC agendas
Develop and implement a plan to allow peer observation in the classroom	Leadership Team Math Department	Spring of 2016 and future semesters	Meeting agendas, outline of plan, teacher schedules
Review assessment data from the 2014-15 Integrated Math implementation and rewrite assessments as necessary	Leadership Team -Pull/Review Data Math Department -Review data & rewrite assessments	Fall 2015 and spring of 2016	Data reviewed, meeting agenda, rewritten curriculum
Write the Integrated Math 2 curriculum	Math Department	Completed spring 2016	New curriculum
Develop and implement a plan to write the Integrated Math 3 curriculum	Leadership Team Math Department	Spring/summer of 2016	Meeting agendas, outline of plan
Research an alternate program for ASAM testing that can be used throughout the year for progress monitoring and SBAC testing practice	Leadership Team	Research fall 2015 with full implementation fall 2016	Webinar 2015/ Purchase order and training for all staff summer 2016

School Goal #3 –Develop and implement a plan to increase the amount of parental involvement at the school site.

Rationale of Critical Need: Visalia Charter Independent Study is continuously evolving, and to ensure we meet the needs of all students, VCIS needs input from families to keep moving in the right direction. Involving all stakeholders ensures that students know and understand their role in their own education and in the community. It has been evident that parents have not been involved in the decision making at the school site, and input from families is crucial to the development of the program.

School-wide Learner Outcome Addressed:
E - Exercise high ethical standards
S - Shared support of student success by family, staff and students

Action Steps	Person Responsible	Completion Date	Measure and Report
Create a parent access portal on the VCIS website that allows parents to sign-up for volunteer opportunities	Leadership Team	Ongoing	www.vciseagles.org
Create opportunities for families to attend Parent Meetings to provide school input and feedback	Leadership Team	Fall 2015	Parent meeting agendas
Send a parent letter home twice a semester	Administration	Fall 2015 and ongoing	Parent letters
Translate all pertinent communication documents into Spanish	Leadership Team/ Front office secretary	Ongoing	Parent letters and pertinent website information
Develop a new plan for orientations that allows Learning Directors to meet one-on-one with families	Leadership Team	Plan completed Sept 2015/ Orientations ongoing	Orientation schedules, orientation meeting outline
Create a weekly bulletin that will be shared with teachers, students and available to parents on our website	Leadership Team/ Front office staff	Ongoing	Weekly bulletin and website

School Goal #4 – Provide more course offerings to students to increase the number of students graduating VCIS completing a-g requirements from 3% in the 2014/15 school year to 7% for the 2015/16 school year, ensuring students are college and/or career ready.

Rationale of Critical Need: Visalia Charter Independent Study wants to ensure that we are meeting the needs of all students. We want students to have the opportunity to take a wide variety of courses at our site, while meeting the a-g requirements for graduation at the same time. We want our students to succeed and excel in college and/or career.

School-wide Learner Outcome Addressed:
A - Academic achievement and advancement
G - Graduate students that are college & career ready
L - Life-long learners

Action Steps	Person Responsible	Completion Date	Measure and Report
Offer e-Dynamic a-g elective course offerings to all students	Administration	Fall of 2015 and ongoing	Course list
Research other CTE programs to offer to VCIS students (STEM)	Principal and Science PLC	Fall 2015 and ongoing	STEM Conference
Offer an introductory teacher-led Engineering class through the Edgenuity program	Leadership Team/Science Department	Spring 2016	Class roster/pass rates
Submit the marine biology class for UC approval as a laboratory science (d)	Science department/ Assistant Principal Curriculum & Instruction	Proposal and outline submitted summer 2015; UC submission spring 2016	UC approval/ class begins fall 2016

Appendix



Appendix I

School Accountability Report Card

Visalia Charter Independent Study and Online
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Visalia Charter Independent Study and Online
Street	1821 West Meadow Lane
City, State, Zip	Visalia, CA 93277
Phone Number	(559) 735-8055
Principal	Heather Rocha
E-mail Address	hrocha@vusd.org
Web Site	www.vusd.org
CDS Code	54-72256-0109751

District Contact Information	
District Name	Visalia Unified School District
Phone Number	(559) 730-7300
Superintendent	Craig Wheaton
E-mail Address	cwheaton@vusd.org
Web Site	www.vusd.org

School Description and Mission Statement (Most Recent Year)

Description of District

The Visalia Unified School District is the oldest school district in Tulare County. During the 2013-14 school year, the district was comprised of 25 elementary schools, 4 middle schools, 4 comprehensive high schools, 1 continuation high school, 3 charter schools, 1 adult school, and a school that served emotionally disturbed students. During the same academic year, the district served approximately 27,500 students in kindergarten through twelfth grade.

Description of School

Visalia Charter Independent Study (VCIS) serves approximately 560 students in grades 8-12 in 2014-15. VCIS offers both a college style learning schedule, and an online learning option. Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. VCIS has 45 part-time teachers and 10 full-time teachers, and another 20 individuals to support our school. The school holds high expectations for the academic and social development of all students. VCIS is an accredited dependent charter of VUSD and our curriculum is UC and NCAA approved. VCIS is a blended learning independent study charter high school which means students complete courses independently with master teacher support. Students attend courses that require more instruction such as math and science. We are leading the way with technology instruction by offering C+ programming, video editing, engineering, and much more. Curriculum planning, staff development, and assessment activities are focused on assisting and measuring student growth and intervention needs for all groups. . We offer many pathways to connect both college and career options for all students. Pathways have built another level of confidence and success for students; such as, performing arts, culinary, science and engineering, and more. Upon graduation we expect our students to; become motivated, self-directed learners, excel as academic achievers, and cultivate respect for self, peers, and community. We had the pleasure to have 230 graduates last year. We also received the best practices grant to share our successful, creative, and rigorous learning model with the entire state of California.

Vision Statement:

Our vision is to provide a safe and supportive environment where students will recognize their personal self-worth and achieve their potential as valued members of society.

Mission Statement:

The mission of Visalia Charter Independent Study (VCIS) is to offer students a college style approach to education that recognizes the unique and flexible needs of each student. Our goal is to direct or students to take responsibility and an active role in their own education while motivating them to excel as academic achievers. We pledge to assist our students in understanding the consequences of their choices and to cultivate respect for self and others.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 7	1
Grade 8	20
Ungraded Elementary	
Grade 9	45
Grade 10	98
Grade 11	162
Grade 12	212
Ungraded Secondary	
Total Enrollment	538

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	2.0
Asian	3.2
Filipino	0.2
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.0
White	30.3
Two or More Races	1.3
Socioeconomically Disadvantaged	69.1
English Learners	8.2
Students with Disabilities	7.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	53	10	10	330
Without Full Credential	0	0	0	18
Teaching Outside Subject Area of Competence (with full credential)	0			

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	0	

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	96.90	3.10
High-Poverty Schools in District	96.83	3.17
Low-Poverty Schools in District	100.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15) Year

and month in which data were collected: 12-2014

The school provides District adopted textbooks for all students. There are no shortages of textbooks in any content area. VCIS has a budget to purchase books, online curriculum, and texts to supplement instruction as needed. The core curriculum is UC approved and standards based. The district content tests are used in core courses. VCIS is a hybrid independent study high school that uses a combination of class attendance and coursework done independently.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Language Arts McGraw Hill Wonders (2014) Houghton Mifflin Harcourt Literature (2014) ELD Houghton Mifflin ELD (2010) Supplemental McGraw Hill Wonders ELD/Vocabulary Leveled Readers (2014) ELD Base: Houghton Mifflin Harcourt (2010) English Language Development Program Adapted Readers Language Support Readers Vocabulary Readers Content Readers	Yes	0
Mathematics	Houghton Mifflin Harcourt Go Math! (2015)	Yes	0
Science		Yes	0
History-Social Science		Yes	0
Foreign Language		Yes	0
Health		Yes	0
Visual and Performing Arts		Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	Students share lab equipment in class	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

VCIS takes great efforts to ensure a safe, clean and functional physical environment for students, staff, and volunteers. Our location provides a central location with city transportation very close and our community college just across the street. Many students concurrently enroll at the college or come back for support once they graduate. Our facility offers: multiple offices, 7 classrooms, a very large tutoring center, a career center, a gym, computer labs, a science lab, and an instructional kitchen. The building allows the school to offer many opportunities for student engagement and connectedness. Fire sprinklers have been added to the building and all fire inspections have been passed for the current occupancy. The facility is in good condition and renovations planned annually for areas of need for growth. In the summer of 2012, we added a science lab, with a hood and emergency eyewash/gas shutdown, sinks, and carpeted instructional space. An online computer lab and kitchen for culinary classes was also added. In the spring of 2013, we will have all carpeting replaced, and entry keypads added to all student entry points for safety. During the summer, we added a gate around the facility for added student safety and as a theft deterrent. We lease a dance studio for all performing arts, dance, drama, choir and music classes. We offer a student cyber cafe-center and a student run cafe that sells to public and staff. This is a wonderful way for students to earn experience to later support employment. Lastly, we recently leased a new site nearby to offer all of our online learners their own facility.

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

Cleaning Process and Schedule
A team of maintenance specialists come in after hours for daily cleaning. District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[ ]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	35	42	35	62	63	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	35
Male	37
Female	34
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	32
Native Hawaiian or Pacific Islander	
White	39
Two or More Races	
Socioeconomically Disadvantaged	31
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	23	28	30	49	53	53	54	56	55
Mathematics	11	16	16	47	50	50	49	50	50
History-Social Science	25	25	24	50	53	55	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	28	50	3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	19	47	3
Native Hawaiian/Pacific Islander			
White		32	13
Two or More Races			
Socioeconomically Disadvantaged	38		
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	10
% of pupils completing a CTE program and earning a high school diploma	2%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	2%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	55.24
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	43	35	42	57	57	58	56	57	56
Mathematics	30	35	42	56	60	63	58	60	62

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	42	28	30	37	43	20
All Students at the School	58	18	24	58	39	3
Male	65	14	21	64	34	2
Female	54	20	26	55	43	3
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	60	16	23	55	43	1
Native Hawaiian or Pacific Islander						
White	50	18	32	60	34	6
Two or More Races						
Socioeconomically Disadvantaged	68	23	9	69	31	
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7			
9	34.4	29.5	29.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (Most Recent Year)

Parent involvement and communication are essential to our school success. VCIS continually strives to involve parents by sharing information that helps parents understand and support the school program, and by providing opportunities for parental involvement in student learning. Teachers contact parents on a regular basis and anytime there are student concerns or success the parent is contacted. VCIS partners with Visalia Youth Services, district counselors, mentor teachers and several outside organizations.. The school continues to make efforts to reach parents by building community resource connections for the families in need.

We encourage parental involvement with back to school night, college/career day, performing arts, culinary demonstrations, and other school events to connect families and improve student success rates. Also, VCIS continues to work on community partnerships with organizations that support students; such as, Rotary Club, Young Lives, and other businesses. A bi-annual newsletter is sent home with students to share with parents, remind 101 for class needs, a yearbook and other publications, and teleparent to notify families of upcoming school events. Also, the community aide or learning director will go to homes when parents aren't able to come to campus for various reasons. There is an ongoing effort to build relationships and include parents as frequent and often as possible.

Parents or community members who would like more information on how to become involved may contact Principal Heather Rocha at (559) 735-8055 or visit our website at http://www.vusd.org/VisaliaCharter.cfm

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	10.5	9.3	8.1	10.5	9.3	8.1	14.7	13.1	11.4
Graduation Rate	84.34	86.81	88.30	84.34	86.81	88.30	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	94.27	90.61	84.56
Black or African American	120.00	88.24	75.90
American Indian or Alaska Native	66.67	92.00	77.82
Asian	92.31	95.69	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	83.82	88.57	80.83
Native Hawaiian/Pacific Islander	0.00	100.00	84.06
White	118.75	93.99	90.15
Two or More Races	50.00	70.83	89.03
Socioeconomically Disadvantaged	60.94	82.34	82.58
English Learners	47.83	65.29	53.68
Students with Disabilities	100.00	79.63	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.4	0.6	1.5	7.6	6.0	6.0	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.1	0.1	0.2	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of VCIS. Responsibility for safety is shared among staff, teachers, and administration. Students are required to use a key pad to enter the building or enter at the front office entrance. Non-students are not allowed in the school building. Other visitors (parents) are required to check in with school site secretaries, and sign in/out. A keypad entry system has been added an extra safety measure. Also, a school fence has been added around the perimeter for added security.

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

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

The School Safety Plan is updated annually, reviewed with staff in a monthly meeting, and then practice drills are held.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met Graduation Rate (if applicable)		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	25
Percent of Schools Currently in Program Improvement	---	89.3

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0	0	0	0	18	3						
Mathematics	34	2	1	7	19	14	2	1	17	17		2
Science	42	1	0	3	26	3	1	1	24	2	3	
Social Science	0	0	0	0	17	1			19	1		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	150
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	1	---
Social Worker	0	---
Nurse	.1	---
Speech/Language/Hearing Specialist	.1	---
Resource Specialist	2.5	---
Other	0	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7405		$7405	$57,759
District	---	---	$7,099	$63,403
Percent Difference: School Site and District	---	---	4.3	-8.9
State	---	---	$4,690	$70,720
Percent Difference: School Site and State	---	---	57.9	-18.3

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

In addition to general state funding, the district receives state and federal categorical funding for special programs. For the 2011-12 school year, the district received federal and state aid for the following categorical, special education, and support programs:

Federal Programs
Title I, Part A, School & District Discretionary Block Grants Title
I, Part C, Migrant Education
Title II, Part A, Improving Teacher Quality
Title II, Part D, Enhancing Education Through Technology
Title III, Limited English Proficient
IDEA, Special Education - TCOVE

State Programs
EIA - Economic Impact Aide / Limited English Proficient
EIA - Economic Impact Aide / SCE(State Compensatory Education) - Educationally Disadvantaged Youth
Child Development Programs
Discretionary Block Grants
Title I, Part C, Migrant Education
Title II, Part A, Improving Teacher Quality
Title II, Part D, Enhancing Education Through Technology
Title III, Limited English Proficient
IDEA, Special Education - TCOVE

State Programs
EIA - Economic Impact Aide / Limited English Proficient
EIA - Economic Impact Aide / SCE(State Compensatory Education) - Educationally Disadvantaged Youth
Child Development Programs

As a charter school, we also receive the charter school block grant.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,976	$41,761
Mid-Range Teacher Salary	$57,328	$66,895
Highest Teacher Salary	$80,330	$86,565
Average Principal Salary (Elementary)	$99,376	$108,011
Average Principal Salary (Middle)	$100,502	$113,058
Average Principal Salary (High)	$106,103	$123,217
Superintendent Salary	$176,738	$227,183
Percent of Budget for Teacher Salaries	39	38
Percent of Budget for Administrative Salaries	6	5

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

Professional Development

Our district's focus for professional development has been in three areas: Direct Interactive Instruction, Student Engagement and Student Connectedness. The trainings are offered during the school year as well as during the summer. The trainings also offer in- class support through coaching and collaboration throughout the school year. The district participates in the state-sponsored Beginning Teachers Support and Assessment (BTSA) program. The goals of BTSA are to help new teachers succeed, foster retention of quality teachers, and improve instruction for students. The district's Peer Assistance and Review (PAR) program recruits exceptional teachers to provide assistance to veteran, beginning, and voluntary participating teachers. School sites supplement district programs with grants and activities specific to the needs of the school and its staff. VCIS teachers have had training in Kagan strategies, EDI, and DII. We will continue to create, train, and implement best practices for a blending learning school to serve our students in the most effective methods available. Also, our teachers have been involved in specific site based training with our County Office of Education for implementation and best practices for common core, technology use, and project based learning. We attend several conferences annually (CCIS, CCSA)as a staff and are involved in peer coaching, assessment and data review, and administrative mentoring. We pre and post-test all students in both mathematics and ELA to review areas of need and growth, and individual student need. Math and Science teachers have attended the national conferences and are implementing new and creative ways to implement common core standards.

Appendix II



Student Survey

VCIS Student Survey

Visalia Charter Independent Study - Student Survey
September 2015

* Required

1. What grade are you in? *

- 9th
- 10th
- 11th
- 12th

2. Gender:

- Male
- Female

3. Ethnicity: *

- African-American
- Asian
- Hispanic
- White and Hispanic
- White, non Hispanic
- Other

Vision and Purpose, Governance, Leadership and Staff, and Resources *

Choose one answer for each question.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
4. The school has made it clear what classes I need to take to graduate.					
5. I am treated fairly by staff.					
6. The staff is organized and professional.					
7. I feel safe and secure on the school campus.					
8. I know the dress and discipline codes.					
9. I feel the dress and discipline codes are enforced equally for all students.					
10. Cultural diversity is accepted on campus.					
11. I know and understand the (ESLRs) Expected School Wide Learning Results for my school.					

Curriculum *

Choose one answer for each question.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
12. My teacher advises me on the classes I need to take.	○	○	○	○	○
13. After graduation, I can compete on an equal level with students graduating from other high schools.	○	○	○	○	○
14. My classes are helping to prepare me for the future.	○	○	○	○	○
15. The school has resources available for me to find a career that I would like to pursue.	○	○	○	○	○
16. Advanced classes are available and open for me to take.	○	○	○	○	○
17. Upon graduation, I am prepared to continue the pursuit of my academic and occupational goals.	○	○	○	○	○

Instruction *

Choose one answer for each question.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
18. I have different options for classes, including electives, math and biology.	○	○	○	○	○
19. My teachers take the time working with me and explaining concepts when I do not fully understand what is being taught.	○	○	○	○	○
20. Homework helps reinforce concepts I am learning.	○	○	○	○	○
21. Teachers use different techniques, including technology, to help me learn.	○	○	○	○	○

School Culture and Support for Student Personal and Academic Growth *

Choose one answer for each question.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
22. I know about tutorial help and I know where to go to receive this help.	○	○	○	○	○
23. College and scholarships information is available to me.	○	○	○	○	○
24. I feel comfortable approaching a teacher for extra help with problems.	○	○	○	○	○

School Culture and Support for Student Personal and Academic Growth *

Choose one answer for each question.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
25. Computers and the internet are easily accessible to me.	○	○	○	○	○
26. Sports equipment and sporting facilities are adequate.	○	○	○	○	○
27. I know about the career center and what is offered.	○	○	○	○	○

Assessment and Accountability *

Choose one answer for each question.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
28. I am graded on a variety of assignments and tests that accurately reflect my knowledge on that subject.	○	○	○	○	○
29. Parents are informed about my progress on a regular basis.	○	○	○	○	○
30. There is a standard (fair) grading system in all my classes.	○	○	○	○	○
31. Standardized testing accurately reflects my intelligence.	○	○	○	○	○
32. My teachers prepare me to enter the real world.	○	○	○	○	○

33. If you are using Schoology in a classroom setting, how often do you use this tool? *

- ☐ More than 1 time each week
- ☐ I only use it when I am in class
- ☐ I only use it if I was absent
- ☐ I don't use it at all
- ☐ I am not enrolled in a class that uses schoology

34. If you are using Schoology in a classroom setting, please rate how useful this tool has been. *

- ☐ Very useful
- ☐ Somewhat useful
- ☐ Not very useful
- ☐ I am not enrolled in a class that uses Schoology

If there is anything else you would like to comment on regarding your experience at VCIS, please write it below. Your comments are greatly appreciated. Thank you for completing this survey.

Your answer

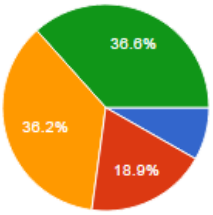
Appendix III

Student Survey Responses

497 responses

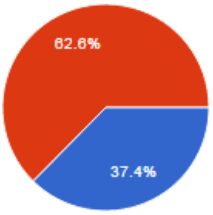
Summary

1. What grade are you in?



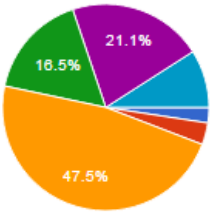
9th	**41**	8.2%
10th	**94**	18.9%
11th	**180**	36.2%
12th	**182**	36.6%

2. Gender:



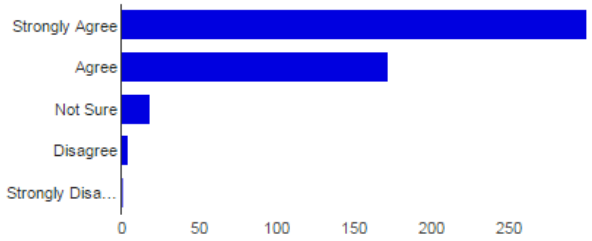
Male	**185**	37.4%
Female	**310**	62.6%

3. Ethnicity:



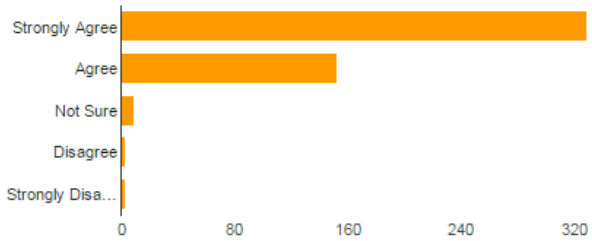
African-American	**12**	2.4%
Asian	**17**	3.4%
Hispanic	**236**	47.5%
White and Hispanic	**82**	16.5%
White, non Hispanic	**105**	21.1%
Other	**45**	9.1%

4. The school has made it clear what classes I need to take to graduate. [Vision and Purpose, Governance, Leadership and Staff, and Resources]



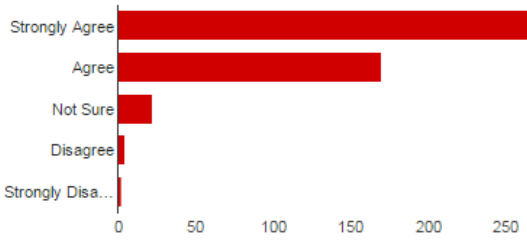
Strongly Agree	**300**	60.4%
Agree	**172**	34.6%
Not Sure	**19**	3.8%
Disagree	**5**	1%
Strongly Disagree	**1**	0.2%

5. I am treated fairly by staff. [Vision and Purpose, Governance, Leadership and Staff, and Resources]



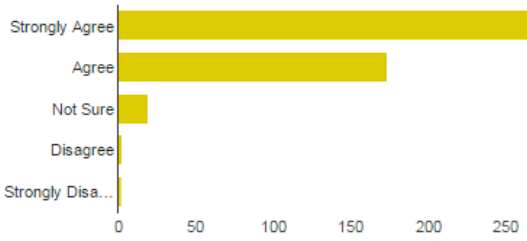
Strongly Agree	**329**	66.2%
Agree	**153**	30.8%
Not Sure	**9**	1.8%
Disagree	**3**	0.6%
Strongly Disagree	**3**	0.6%

6. The staff is organized and professional. [Vision and Purpose, Governance, Leadership and Staff, and Resources]



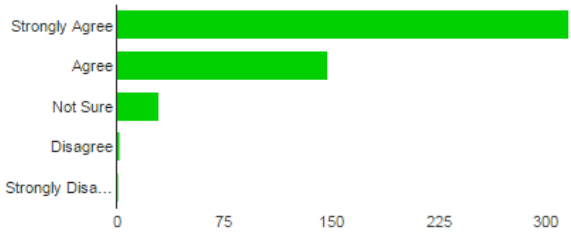
Strongly Agree	298	60%
Agree	170	34.2%
Not Sure	22	4.4%
Disagree	5	1%
Strongly Disagree	2	0.4%

7. I feel safe and secure on the school campus. [Vision and Purpose, Governance, Leadership and Staff, and Resources]



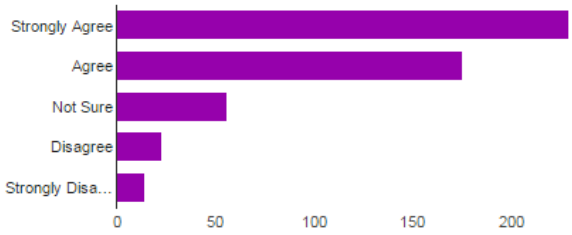
Strongly Agree	298	60%
Agree	174	35%
Not Sure	20	4%
Disagree	3	0.6%
Strongly Disagree	2	0.4%

8. I know the dress and discipline codes. [Vision and Purpose, Governance, Leadership and Staff, and Resources]



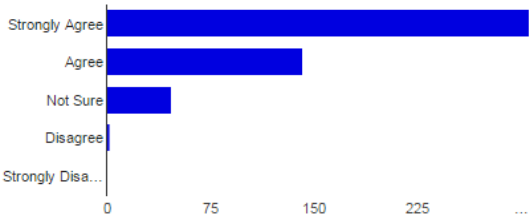
Strongly Agree	316	63.6%
Agree	148	29.8%
Not Sure	30	6%
Disagree	2	0.4%
Strongly Disagree	1	0.2%

9. I feel the dress and discipline codes are enforced equally for all students. [Vision and Purpose, Governance, Leadership and Staff, and Resources]



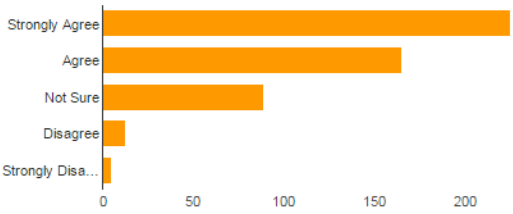
Strongly Agree	229	46.1%
Agree	175	35.2%
Not Sure	56	11.3%
Disagree	23	4.6%
Strongly Disagree	14	2.8%

10. Cultural diversity is accepted on campus. [Vision and Purpose, Governance, Leadership and Staff, and Resources]



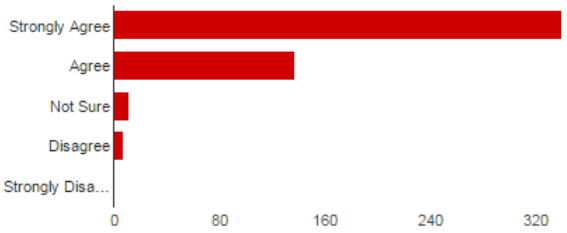
Strongly Agree	306	61.6%
Agree	142	28.6%
Not Sure	47	9.5%
Disagree	2	0.4%
Strongly Disagree	0	0%

11. I know and understand the (ESLRs) Expected School Wide Learning Results for my school. [Vision and Purpose, Governance, Leadership and Staff, and Resources]



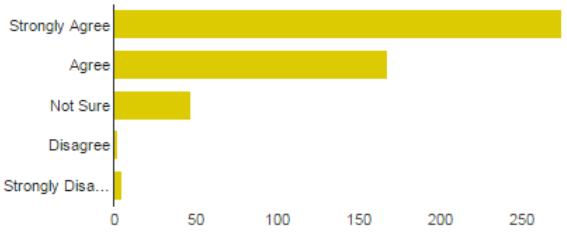
Strongly Agree	225	45.3%
Agree	165	33.2%
Not Sure	89	17.9%
Disagree	13	2.6%
Strongly Disagree	5	1%

12. My teacher advises me on the classes I need to take. [Curriculum]



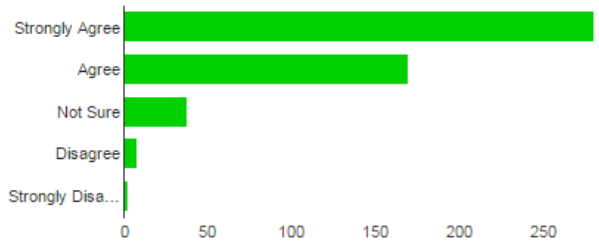
Strongly Agree	340	68.4%
Agree	138	27.8%
Not Sure	12	2.4%
Disagree	7	1.4%
Strongly Disagree	0	0%

13. After graduation, I can compete on an equal level with students graduating from other high schools. [Curriculum]



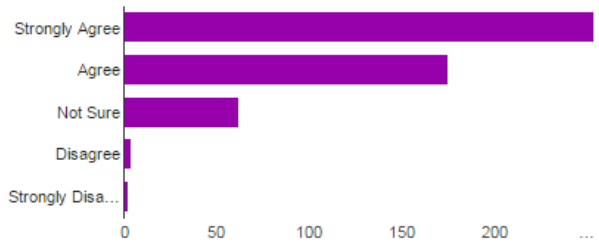
Strongly Agree	275	55.3%
Agree	168	33.8%
Not Sure	47	9.5%
Disagree	2	0.4%
Strongly Disagree	5	1%

14. My classes are helping to prepare me for the future. [Curriculum]



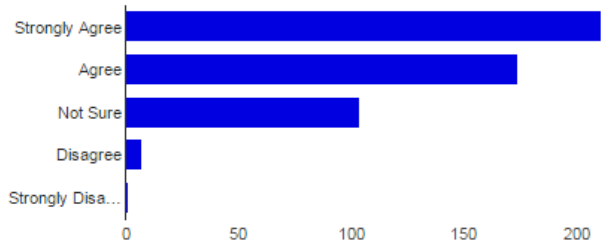
Strongly Agree	280	56.3%
Agree	169	34%
Not Sure	38	7.6%
Disagree	8	1.6%
Strongly Disagree	2	0.4%

15. The school has resources available for me to find a career that I would like to pursue. [Curriculum]



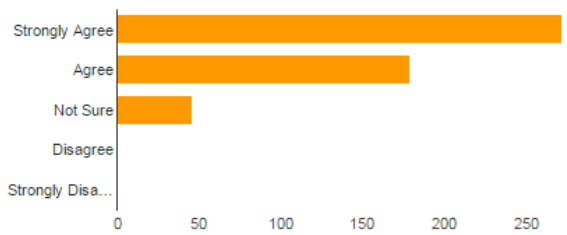
Strongly Agree	254	51.1%
Agree	175	35.2%
Not Sure	62	12.5%
Disagree	4	0.8%
Strongly Disagree	2	0.4%

16. Advanced classes are available and open for me to take. [Curriculum]



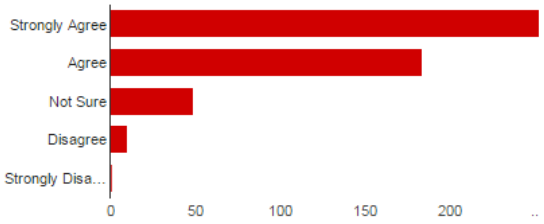
Strongly Agree	211	42.5%
Agree	174	35%
Not Sure	104	20.9%
Disagree	7	1.4%
Strongly Disagree	1	0.2%

17. Upon graduation, I am prepared to continue the pursuit of my academic and occupational goals. [Curriculum]



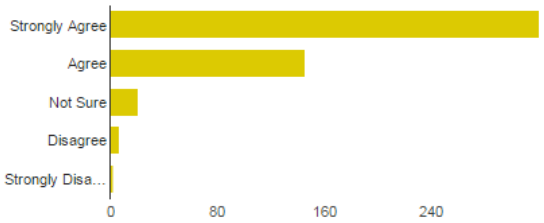
Strongly Agree	272	54.7%
Agree	179	36%
Not Sure	46	9.3%
Disagree	0	0%
Strongly Disagree	0	0%

18. I have different options for classes, including electives, math and biology. [Instruction]



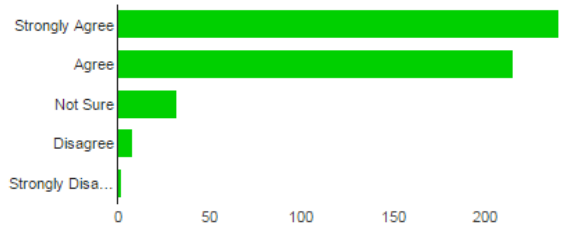
Strongly Agree	253	50.9%
Agree	184	37%
Not Sure	49	9.9%
Disagree	10	2%
Strongly Disagree	1	0.2%

19. My teachers take the time working with me and explaining concepts when I do not fully understand what is being taught. [Instruction]



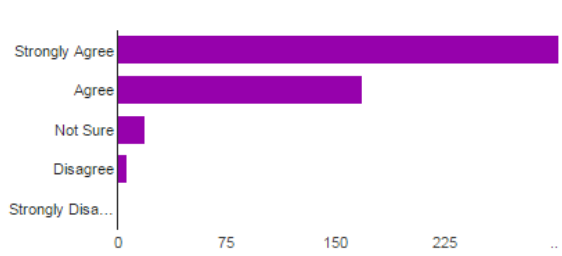
Strongly Agree	321	64.6%
Agree	146	29.4%
Not Sure	21	4.2%
Disagree	7	1.4%
Strongly Disagree	2	0.4%

20. Homework helps reinforce concepts I am learning. [Instruction]



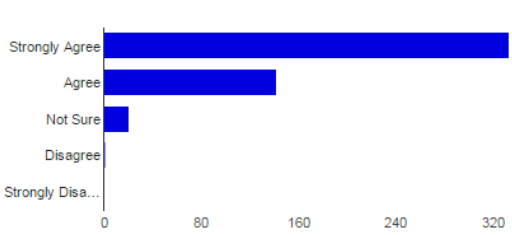
Strongly Agree	240	48.3%
Agree	215	43.3%
Not Sure	32	6.4%
Disagree	8	1.6%
Strongly Disagree	2	0.4%

21. Teachers use different techniques, including technology, to help me learn. [Instruction]



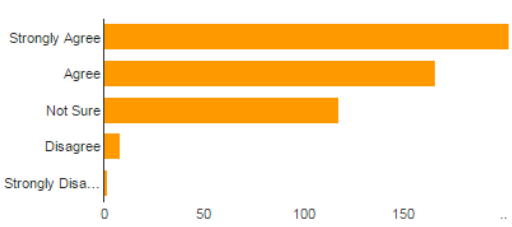
Strongly Agree	303	61%
Agree	168	33.8%
Not Sure	19	3.8%
Disagree	7	1.4%
Strongly Disagree	0	0%

22. I know about tutorial help and I know where to go to receive this help. [School Culture and Support for Student Personal and Academic Growth]



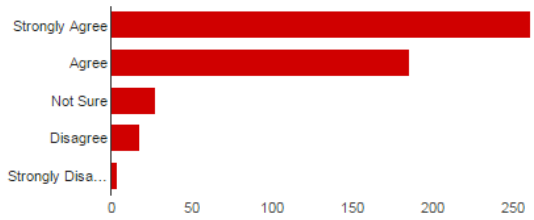
Strongly Agree	333	67%
Agree	142	28.6%
Not Sure	21	4.2%
Disagree	1	0.2%
Strongly Disagree	0	0%

23. College and scholarships information is available to me. [School Culture and Support for Student Personal and Academic Growth]



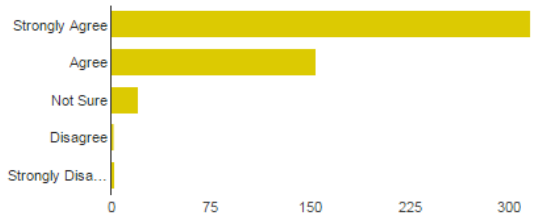
Strongly Agree	203	40.8%
Agree	166	33.4%
Not Sure	118	23.7%
Disagree	8	1.6%
Strongly Disagree	2	0.4%

24. I feel comfortable approaching a teacher for extra help with problems. [School Culture and Support for Student Personal and Academic Growth]



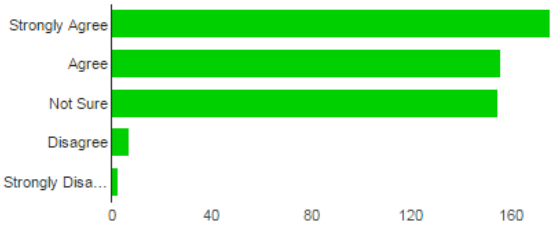
Strongly Agree	261	52.5%
Agree	186	37.4%
Not Sure	28	5.6%
Disagree	18	3.6%
Strongly Disagree	4	0.8%

25. Computers and the internet are easily accessible to me. [School Culture and Support for Student Personal and Academic Growth]



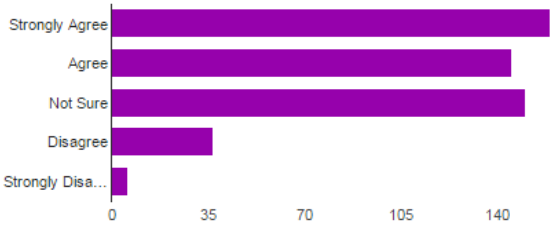
Strongly Agree	316	63.6%
Agree	155	31.2%
Not Sure	21	4.2%
Disagree	2	0.4%
Strongly Disagree	3	0.6%

26. Sports equipment and sporting facilities are adequate. [School Culture and Support for Student Personal and Academic Growth]



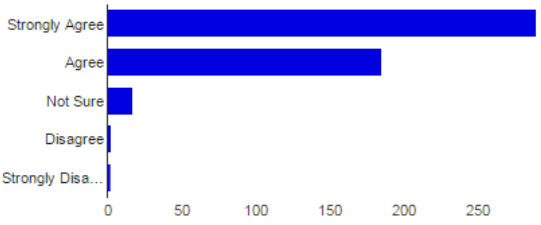
Strongly Agree	176	35.4%
Agree	156	31.4%
Not Sure	155	31.2%
Disagree	7	1.4%
Strongly Disagree	3	0.6%

27. I know about the career center and what is offered. [School Culture and Support for Student Personal and Academic Growth]



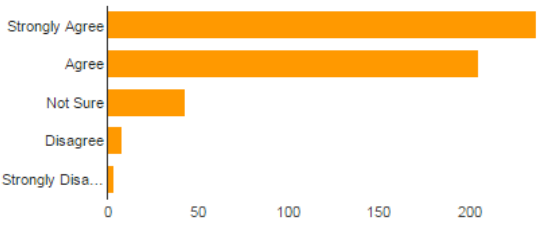
Strongly Agree	159	32%
Agree	145	29.2%
Not Sure	150	30.2%
Disagree	37	7.4%
Strongly Disagree	6	1.2%

28. I am graded on a variety of assignments and tests that accurately reflect my knowledge on that subject. [Assessment and Accountability]



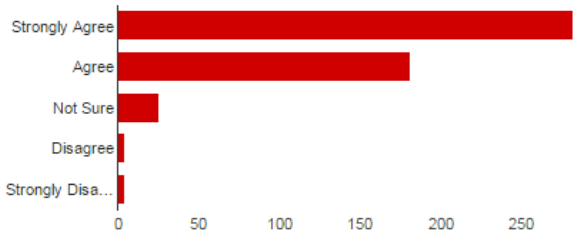
Strongly Agree	290	58.4%
Agree	185	37.2%
Not Sure	17	3.4%
Disagree	3	0.6%
Strongly Disagree	2	0.4%

29. Parents are informed about my progress on a regular basis. [Assessment and Accountability]



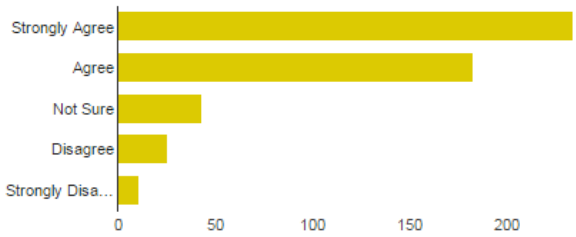
Strongly Agree	237	47.7%
Agree	205	41.2%
Not Sure	43	8.7%
Disagree	8	1.6%
Strongly Disagree	4	0.8%

30. There is a standard (fair) grading system in all my classes. [Assessment and Accountability]



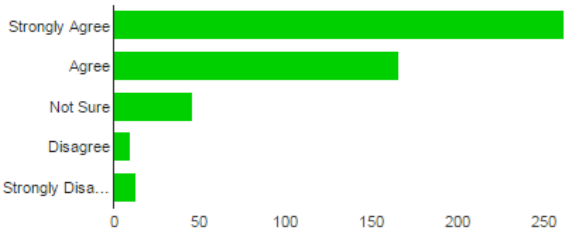
Strongly Agree	282	56.7%
Agree	181	36.4%
Not Sure	26	5.2%
Disagree	4	0.8%
Strongly Disagree	4	0.8%

31. Standardized testing accurately reflects my intelligence. [Assessment and Accountability]



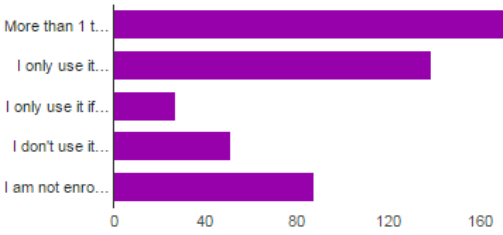
Strongly Agree	234	47.1%
Agree	183	36.8%
Not Sure	43	8.7%
Disagree	26	5.2%
Strongly Disagree	11	2.2%

32. My teachers prepare me to enter the real world. [Assessment and Accountability]



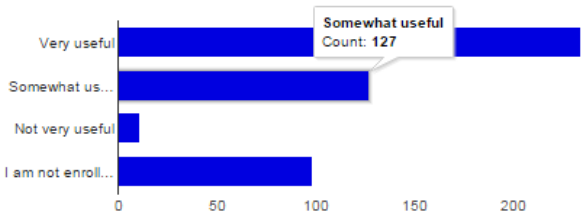
Strongly Agree	262	52.7%
Agree	166	33.4%
Not Sure	46	9.3%
Disagree	10	2%
Strongly Disagree	13	2.6%

33. If you are using Schoology in a classroom setting, how often do you use this tool?



More than 1 time each week	197	42.7%
I only use it when I am in class	139	30.2%
I only use it if I was absent	27	5.9%
I don't use it at all	51	11.1%
I am not enrolled in a class that uses schoology	88	19.1%

34. If you are using Schoology in a classroom setting, please rate how useful this tool has been.



Very useful	234	50.8%
Somewhat useful	127	27.5%
Not very useful	11	2.4%
I am not enrolled in a class that uses Schoology	98	21.3%

If there is anything else you would like to comment on regarding your experience at VCIS, please write it below. Your comments are greatly appreciated. Thank you for completing this survey.

This school is very nice and i very much like it.
this school is amazing and has helped me expand my learning ability and has helped me experience new thing that help me to persue a career that would be possible for me.
I hate the dress code. Girls do not need to limit what they were because a male gets distracted over a shoulder.
They really want you to make it in life.
i would like it if we had a web site or in schoology to be able to check our grades daily
i had a great time here there is alot of really cool teachers here and i am glad i stayed at this school
being at this school has helped me personally with anxiety and other things i am very appreciated of this school.
VCIS has helped me with my grades and academic success.
:)
Good school been here for 3 years and i love it.
This school has made it easy for me to manage my time and focus on what I want to do after i graduate!
Some answers like number 31 and 32 are not only geared specifically for the school, but for education in general. The education system is absolutely terrible. Standardized testing will not accurately reflect anyone's intelligence, and school does not prepare you for the real world.
Science classes should be more than one day a week because we often have homework that requires us to teach ourselves new concepts as there isn't enough class time for Mr. Cantelmi to teach them
VCIS has helped me with all of the trouble and mistakes I made and how I could do better. Also this school has been the best than all others I've been to.
no thank you
nope
THE ONLY THING I CAN SAY IS THAT VCIS IS THE BEST SCHOOL EVERY AND THAT I LOVE COMING HERE
I feel like VCIS is a great school and is helping me learn the right and efficient way.
VCIS is by far one of the best schools in the state. I highly recommend it to other students who seek to work in a great environment at their own pace. They provide many options, electives and other activities.
cafeteria!!!!!!!!!!!!!!!!
sometimes when students are way out of dress code they don't get told anything by certain staff but when others are only slightly out of dress code they get in trouble. That's pretty messed up. we should all be treated equally.
At VCIS I really feel that the teachers genuinely care about each student individually and take the time to work with everyone in the class room.
i love this school:}
Nothing to add, this is just a amazing school.
packets that make sense
I'ts awesome!...That's it!
ITS CHILLIN
Great school, i love it!
The ability to work at my own pace has this school absolutely essential in allowing me to accomplish my goals. I have a small time frame to work with as i enter adulthood and this school helps me in every way i need it to, my appreciation is immeasurable.
I like what VCIS offers me and I wouldn't want it to change. The only thing is I wish we could borrow the laptops and like check them out to take home when we need them for homework.
I love this school very much! very comforting and versatile to everyone needs and wants at this school. EVERY teacher makes the lessons very understandable, and if a student is confused they are more than willing to make sure the student understands the lesson by the end of the day, and are able to do their homework independently. The school not only teaches the requirements as far as core classes, but also uses real world applications like: technology, job applications, college scholarship applications etc. I have learned more at VCIS than i have at any other school. This school is like my home, away from home. i would highly advise everyone to come here, or operate other schools just as VCIS. i would love to thank Visalia Unified School District and VCIS for creating and putting hard work into making this school, the best school!
VCIS is literally my second home, and there is no other place I would like to complete my high school experience.
VCIS has been an absolute pleasure to attend. Its unlike any other school I have attended with tutoring available at your fingertips, accessible resources, and teachers, where you can see that they love their jobs. I am proud to say that I am a VCIS student and recommend it to all of my younger peers.
i like this school
The staff is great! They are all so kind and helpful. The teachers have a lot of patience and I feel very comfortable asking them for help. Mrs. Lewis is the most helpful! She cares about you and also challenges you. She always believes in her students. Out of all my years at different schools she is by far the BEST teacher I have ever had. She knows that I can accomplish anything and has given me confidence by challenging me. I am so thankful because she has changed my life for the better! I believe I can do anything because of her! VCIS is the best school I have ever attended.

If there is anything else you would like to comment on regarding your experience at VCIS, please write it below. Your comments are greatly appreciated. Thank you for completing this survey.

I think Vcis is a great school the only thing I think it needs work on is grading and how they grade. But other then the school is execellent.
I feel that I have been well accommodated here at VCIS . I have never been at a better school:).
For my recent school, VCIS has helped me alot more and it is a great school.
I miss the old cyber cafe next to the cafe.
I think VCIS is a great school and has been perfect for my needs as an individual person. I feel like it is the only school in the district that truly tries to cater to each student's specific needs. That being said, I would like to see a wider diversity of on-campus electives, and maybe more student-run clubs as well.
this school has helped me achieve so much more compared to a traditional school. VCIS makes you feel comfortable and the staff is beyond astonishing with the help we receive. i feel like i am in an actual classroom and not a lab and as if we were another test subject or head to full of knowledge. the fact that you get a master teacher who actually gets to know you and what you capable of is great because its like they are your friend and you become to be quite happy about going to school. well at least i know i am.
My opinion on Vcis is that its a great school, I feel like i'm welcomed and my teacher prepares me for my classes and lets me know what i'm doing in them before i actually do them.
It is interesting
My experience at VCIS has been great. Teachers and staff have been very helpful and try to reach out to students who need help. Something that would really help would be if we at VCIS could have college visits so that we could have more opportunities of deciding to what college we want to go to. College visits would help us see what other requirements we would have to reach in order to attend college. Many students are interested in attending college or a university but they don't know all of their options for their future. So college visits would really help us at VCIS.
vcis is a great school!!
Kids leave campus all the time to go do drugs, but are never the ones to get in trouble. I think VCIS needs to focus more on the drug activity going on rather than calling peoples parents because of them holding hands.There is a lot if peer pressure and bullying that goes on at this school and when the people "in charge" are told they don't do a thing. There needs to be a safe place where we can go. A friend of mine was sexually harassed by a male student I have known well over four years. Nothing happened to the student because he has autism. A disorder should not keep you from getting in trouble when you touch yourself and talk about another students breasts in front of them. This school flat out sucks. The teachers are wonderful, but Mrs. Alonzo and everybody else that are supposed to keep the students safe suck at their jobs. I'm not saying to cage us all up, but when a student comes to you with a problem freaking take care of it. I have had my parents talk about suing or filing a lawsuit may times because VCIS doesn't do anything to make sure their student aren't almost rapped right outside the school. I will never recommend this school to any of my female friends and I am glad my parents pulled my younger sister out.
no
N/A
(͡° ͜ʖ ͡°)
I dont know if i really like VCIS because I miss golden west high school. It's not like this is a bad school, it's just i want to go back to golden west.
V.C.I.S is a great school, and I'm happy to be attending.
the teachers are very helpful but i wasn't even aware that the school had help for college and the career id like to peruse.
this is a great school, i would never switch back to regular school!
i really like what i had to say for this perpose
"I wanna be the very best, like no one ever was!!!!" -Pokemon i feel this is true at this school.
I'm surprised at how much progress I'm making at this school.
this school has helped me achieve what i need to graduate on time or earlier than usual, much more helpful than my old public school to be brutally honest.
Just keep doing what you have been doing I already think the school is great.
i like this school very much it has been a great help for me and benifiting me more in learning.
I would like for there to be more LGBTA+ recognition in the school. It would make me feel more safe and secure in my studies and time on campus

Appendix IV



Parent Survey
English

Please answer the following questions

1. What grade is (are) your child(ren) in? (Bubble all that apply)
   9th O 10th O 11th O 12th O

2. Tell us about your child's current class schedule: (Bubble all that apply)
   - Attending at least one course in a classroom O
   - Attending at least one tech. prep\Vocational class: (wood, computer, ROP, etc.) at another site O
   - Attending at least one resource or special education class O
   - Attending at least one class at the College of the Sequoias or Adult School O
   - None of the Above O

3. Your Gender:
   Male O Female O

4. Your Ethnicity:
   African-American O Asian O Hispanic O White **and** Hispanic O White, non-Hispanic O Other O

Please tell me if you strongly agree, agree, disagree, strongly disagree, or are not sure with the following statements:	Strongly	Agree	Not Sure	Disagree	Strongly
Vision and Purpose, Governance, Leadership and Staff, and Resources					
5. The school has made it clear what classes my student needs to take to graduate.	O	O	O	O	O
6. My student has the opportunity to be involved in an extra-curricular activity.	O	O	O	O	O
7. The campus is safe.	O	O	O	O	O
8. Cultural differences are accepted on campus.	O	O	O	O	O
9. The dress and discipline codes are enforced equally on all students.	O	O	O	O	O
Curriculum					
10. My student is able to get into the classes he/she needs.	O	O	O	O	O
11. My student's classes are helping to prepare him/her for the future.	O	O	O	O	O
12. My child is learning skills that he/she can use in the job force or in pursuing education after high school.	O	O	O	O	O
Instruction					
13. Upon graduation, VCIS students will be able to compete on an equal level with students graduating from other high schools.	O	O	O	O	O
14. My student has different options for classes, including electives, math, and biology.	O	O	O	O	O
15. Teachers spend time working with and explaining concepts to those who don't fully understand what is being taught.	O	O	O	O	O
16. Homework reinforces what my student learns with his/her teacher.	O	O	O	O	O
17. Teachers use different techniques, including technology, to help all students learn.	O	O	O	O	O

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
School Culture and Support for Student Personal and Academic Growth					
18. Computers and the internet are easily accessible to my student.	O	O	O	O	O
19. I know about tutorial help and I know where my student can go to get help.	O	O	O	O	O
20. Classroom facilities are adequate.	O	O	O	O	O
21. My student is comfortable approaching a teacher for extra help with problems inside and outside of the classroom or meeting time.	O	O	O	O	O
Assessment and Accountability					
22. My student's grades accurately represent what he/she has learned in class.	O	O	O	O	O
23. Teachers use a variety of assignments to evaluate my child's learning.	O	O	O	O	O
24. Students are graded fairly.	O	O	O	O	O
25. Parents are notified on a regular basis about students' academic progress.	O	O	O	O	O
26. I have had an opportunity to meet my student's teacher(s).	O	O	O	O	O
27. My student is notified about scholarships and/or special programs.	O	O	O	O	O
28. My child received adequate orientation about VCIS when enrolling.	O	O	O	O	O
29. My child is treated fairly by his/her teachers.	O	O	O	O	O
30. Parent input and decision making is valued.	O	O	O	O	O

How have you been involved at VCIS in the last two years?	Yes	No	Not Sure
31. Teacher Conference	O	O	O
32. Conference with an Administrator	O	O	O
33. Attendance at Back to School Night in the Fall	O	O	O

34. Please feel free to write any comments in the space below. Your comments are appreciated.
Thank you for completing the survey.

Appendix V

Parent Survey
Spanish

Por favor responda las siguientes preguntas

1. ¿En qué grado es (son) su hijo (s) en? (Marque todos los que apliquen)
9 O 10 O 11 O 12 O

2. Cuéntanos sobre el horario de clases actual de su hijo: (Marque todos los que apliquen)

Asistirán al menos un curso en un salon O

Asistirán al menos una de alta tecnología. prep \ clase profesional: (madera, ordenador, retinopatía del prematuro, etc) en otro sitio. O

Asistirán al menos un recurso o una clase de educación especial O

Asistirán al menos una clase en el Colegio de las Secuoyas o Escuela de Adultos O

Ninguno de los encima de O

3. Su Género:
Hombre O Mujer O

4. Su etnia:
Africano-Americano O Asiático O hispanos blancos **e** hispanos O blancos no-hispanos O Otros O

Por favor marque (1) si está muy de acuerdo, (2) de acuerdo, (3) desacuerdo, (4) muy en desacuerdo, o (5) no está seguro de con las siguientes declaraciones:

	(1)	(2)	(3)	(4)	
Visión y propósito, gobernanza, el liderazgo y el personal y recursos					
5. La escuela ha dejado claro qué clases de mi estudiante necesita tomar para graduarse.					
6. Mi estudiante tiene la oportunidad de participar en una actividad extra-curricular.					
7. El campus está a salvo.					
8. Las diferencias culturales son aceptados en el campus.					
9. El vestido y los códigos de disciplina se aplican por igual a todos los estudiantes.					
Plan de estudios					
10. Mi alumno es capaz de entrar en las clases que necesita.					
11. Mis clases de los estudiantes están ayudando a preparar a él / ella para el futuro.					
12. Mi hijo está aprendiendo habilidades que él / ella puede utilizar en la fuerza de trabajo o en la consecución de la educación después de la escuela secundaria.					
Instrucción					
13. Al graduarse, los estudiantes VCIs será capaz de competir en pie de igualdad con los estudiantes graduados de otras escuelas secundarias.					
14. Mi estudiante tiene diferentes opciones para las clases, incluidas las optativas, las matemáticas y biología.					

15. Los maestros pasan tiempo trabajando y explicar los conceptos a los que no entienden lo					
16. Tarea refuerza lo que mi estudiante aprende con su profesor. 17. Los maestros usan técnicas diferentes, incluyendo la tecnología, para ayudar a todos los estudiantes a aprender.					
Cultura escolar y apoyo a los estudiantes el crecimiento personal y académico					
18. Computadoras e Internet son fácilmente accesibles a mi estudiante.					
19. Sé que la ayuda sobre tutorial y sé que mi estudiante puede recurrir para obtener ayuda.					
20. Instalaciones de aulas son adecuadas.					
21. Mi estudiante se sienta cómodo acercarse a un maestro para recibir ayuda adicional con problemas dentro y fuera del salón de clases o reuniones de tiempo.					
Evaluación y Rendición de Cuentas					
22. Las notas de mi estudiante representar con precisión lo que él / ella ha aprendido en clase.					
23. Los maestros usan una variedad de tareas para evaluar el aprendizaje de mi hijo.					
24. Los estudiantes se gradúan con justicia.					
25. Los padres son notificados de forma regular sobre el progreso académico de los estudiantes.					
26. He tenido la oportunidad de conocer a los maestros de mi estudiante (s).					
27. Mi estudiante es notificado acerca de becas y / o programas especiales.					
28. Mi hijo / a recibió la orientación adecuada sobre VCIs momento de matricularse.					
29. Mi hijo es un trato justo por sus maestros.					
30. De los padres es un valor de entrada y toma de decisiones.			O	O	

¿Cómo has estado involucrado en VCIS en los últimos dos años?	Sí	No	No Applica
31. Conferencia con Maestro	O	O	O
32. Conferencia con un administrador	O	O	O
33. La asistencia a Back to School Night en el otoño	O	O	O

34. Por favor, siéntase libre para escribir cualquier comentario en el espacio de abajo. Sus comentarios son apreciados. Gracias por completar la encuesta.

Appendix VI

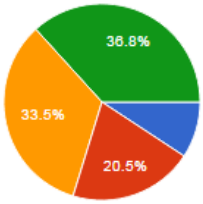


Parent Survey Responses

408 responses

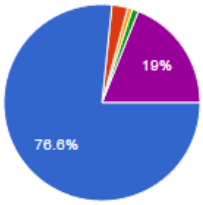
Summary

1. What grade is (are) your child(ren) in? (Bubble all that apply)



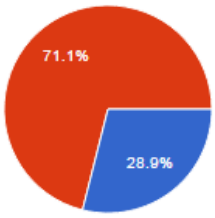
9th	**37**	9.3%
10th	**82**	20.5%
11th	**134**	33.5%
12th	**147**	36.8%

2. Tell us about your child's current class schedule: (Bubble all that apply)



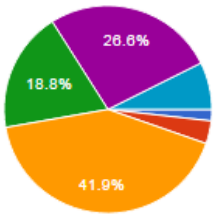
Attending at least one course in a classroom	**295**	76.6%
Attending at least one tech. prep\vocational class: (wood, computer, ROP)	**10**	2.6%
Attending one resource or special education class	**3**	0.8%
Attending at least one class at COS or adult school.	**4**	1%
None of the above	**73**	19%

3. Your Gender



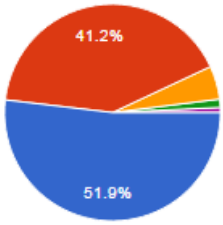
Male	**116**	28.9%
Female	**285**	71.1%

4. Your ethnicity



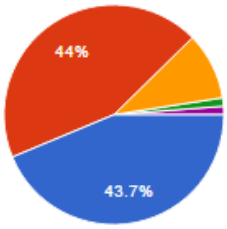
African American	**7**	1.8%
Asian	**14**	3.6%
Hispanic	**165**	41.9%
White and Hispanic	**74**	18.8%
White	**105**	26.6%
Other	**29**	7.4%

5. The school has made it clear what classes my student needs to take to graduate.



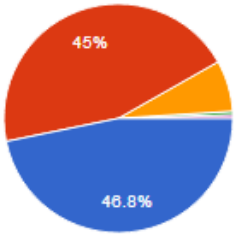
Strongly Agree	**209**	51.9%
Agree	**166**	41.2%
Not Sure	**20**	5%
Disagree	**5**	1.2%
Strongly Disagree	**3**	0.7%

6. My student has the opportunity to be involved in an extra-curricular activity.



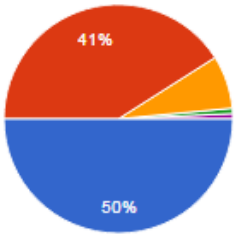
Strongly Agree	177	43.7%
Agree	178	44%
Not Sure	40	9.9%
Disagree	5	1.2%
Strongly Disagree	5	1.2%

7. The campus is safe.



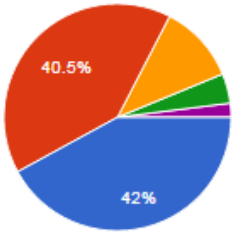
Strongly Agree	188	46.8%
Agree	181	45%
Not Sure	29	7.2%
Disagree	2	0.5%
Strongly Disagree	2	0.5%

8. Cultural differences are accepted on campus.



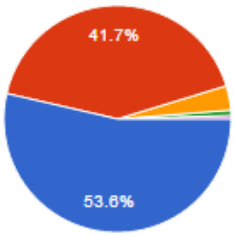
Strongly Agree	200	50%
Agree	164	41%
Not Sure	30	7.5%
Disagree	3	0.8%
Strongly Disagree	3	0.8%

9. The dress and discipline codes are enforced equally on all students.



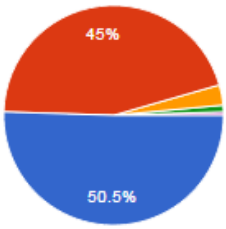
Strongly Agree	169	42%
Agree	163	40.5%
Not Sure	45	11.2%
Disagree	17	4.2%
Strongly Disagree	8	2%

10. My student is able to get into the classes he/she needs.



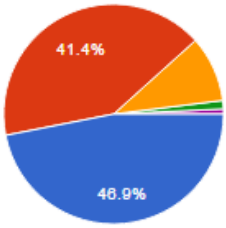
Strongly Agree	216	53.6%
Agree	168	41.7%
Not Sure	14	3.5%
Disagree	3	0.7%
Strongly Disagree	2	0.5%

11. My student's classes are helping to prepare him/her for the future.



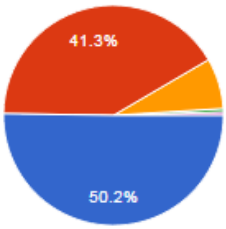
Strongly Agree	204	50.5%
Agree	182	45%
Not Sure	12	3%
Disagree	4	1%
Strongly Disagree	2	0.5%

12. My child is learning skills that he/she can use in the job force or in pursuing education after high school.



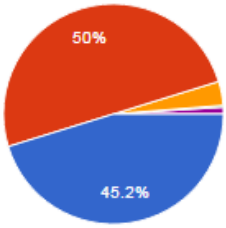
Strongly Agree	189	46.9%
Agree	167	41.4%
Not Sure	39	9.7%
Disagree	5	1.2%
Strongly Disagree	3	0.7%

13. Upon graduation, VCIS students will be able to compete on an equal level with students graduating from other high schools.



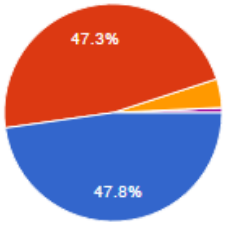
Strongly Agree	203	50.2%
Agree	167	41.3%
Not Sure	30	7.4%
Disagree	2	0.5%
Strongly Disagree	2	0.5%

14. My student has different options for classes, including electives, math and biology.



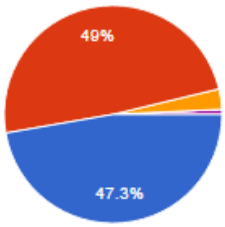
Strongly Agree	180	45.2%
Agree	199	50%
Not Sure	14	3.5%
Disagree	1	0.3%
Strongly Disagree	4	1%

15. Teachers spend time working with and explaining concepts to those who don't fully understand what is being taught.



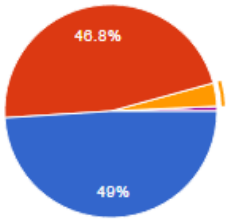
Strongly Agree	191	47.8%
Agree	189	47.3%
Not Sure	17	4.3%
Disagree	0	0%
Strongly Disagree	3	0.8%

16. Homework reinforces what my student learns with his/her teacher.



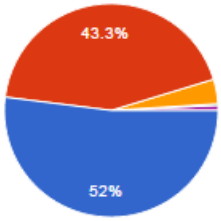
Strongly Agree	189	47.3%
Agree	196	49%
Not Sure	12	3%
Disagree	0	0%
Strongly Disagree	3	0.8%

17. Teachers use different techniques, including technology, to help all students learn.



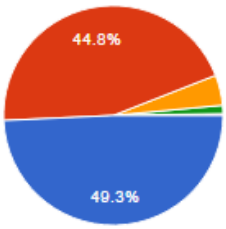
Strongly Agree	196	49%
Agree	187	46.8%
Not Sure	14	3.5%
Disagree	0	0%
Strongly Disagree	3	0.8%

18. Computers and the internet are easily accessible to my students.



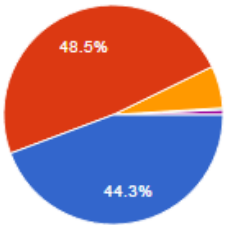
Strongly Agree	210	52%
Agree	175	43.3%
Not Sure	15	3.7%
Disagree	1	0.2%
Strongly Disagree	3	0.7%

19. I know about tutorial help and I know where my student can go to get help.



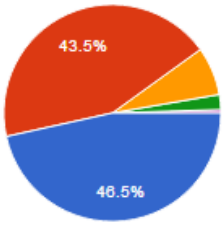
Strongly Agree	199	49.3%
Agree	181	44.8%
Not Sure	18	4.5%
Disagree	5	1.2%
Strongly Disagree	1	0.2%

20. Classroom facilities are adequate.



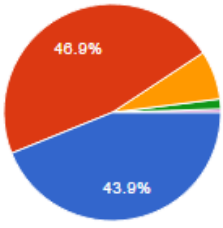
Strongly Agree	178	44.3%
Agree	195	48.5%
Not Sure	25	6.2%
Disagree	1	0.2%
Strongly Disagree	3	0.7%

21. My student is comfortable approaching a teacher for extra help with problems inside and outside of the classroom or meeting time.



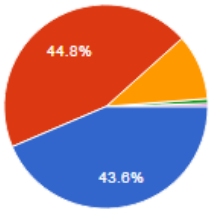
Strongly Agree	187	46.5%
Agree	175	43.5%
Not Sure	29	7.2%
Disagree	9	2.2%
Strongly Disagree	2	0.5%

22. My student's grades accurately represent what he/she has learned in class.



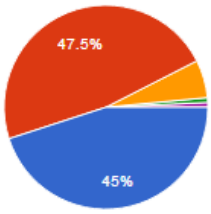
Strongly Agree	175	43.9%
Agree	187	46.9%
Not Sure	29	7.3%
Disagree	6	1.5%
Strongly Disagree	2	0.5%

23. Teachers use a variety of assignments to evaluate my child's learning.



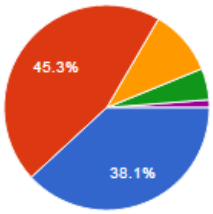
Strongly Agree	176	43.6%
Agree	181	44.8%
Not Sure	42	10.4%
Disagree	3	0.7%
Strongly Disagree	2	0.5%

24. Students are graded fairly.



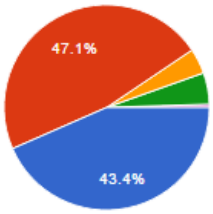
Strongly Agree	180	45%
Agree	190	47.5%
Not Sure	24	6%
Disagree	3	0.8%
Strongly Disagree	3	0.8%

25. Parents are notified on a regular basis about students' academic progress.



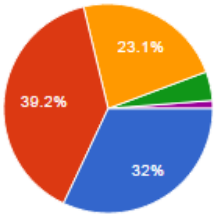
Strongly Agree	154	38.1%
Agree	183	45.3%
Not Sure	42	10.4%
Disagree	20	5%
Strongly Disagree	5	1.2%

26. I have had an opportunity to meet my student's teacher(s).



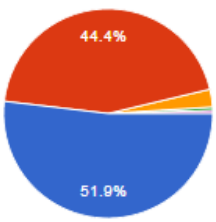
Strongly Agree	175	43.4%
Agree	190	47.1%
Not Sure	16	4%
Disagree	20	5%
Strongly Disagree	2	0.5%

27. My student is notified about scholarship and/or special programs.



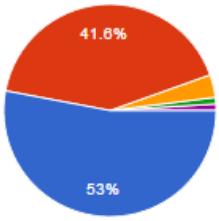
Strongly Agree	129	32%
Agree	158	39.2%
Not Sure	93	23.1%
Disagree	18	4.5%
Strongly Disagree	5	1.2%

28. My child received adequate orientation about VCIS when enrolling.



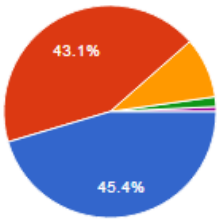
Strongly Agree	209	51.9%
Agree	179	44.4%
Not Sure	11	2.7%
Disagree	2	0.5%
Strongly Disagree	2	0.5%

29. My child is treated fairly by his/her teachers.



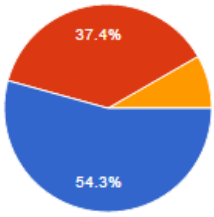
Strongly Agree	214	53%
Agree	168	41.6%
Not Sure	14	3.5%
Disagree	4	1%
Strongly Disagree	4	1%

30. Parent input and decision making is valued.



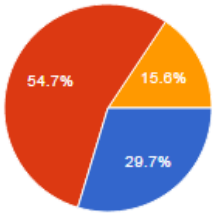
Strongly Agree	182	45.4%
Agree	173	43.1%
Not Sure	37	9.2%
Disagree	6	1.5%
Strongly Disagree	3	0.7%

31. How have you been involved at VCIS the past two years? Teacher conference



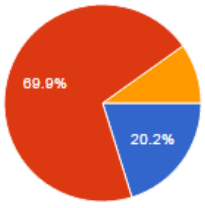
Yes	216	54.3%
No	149	37.4%
Not Sure	33	8.3%

32. How have you been involved at VCIS the past two years? Conference with an Administrator



Yes	114	29.7%
No	210	54.7%
Not Sure	60	15.6%

33. How have you been involved at VCIS the past two years? Attendance at Back to School Night in the Fall



Yes	78	20.2%
No	270	69.9%
Not Sure	38	9.8%

34. Please feel free to write any comments in the space below. Your comments are appreciated.

I absolutely love this school and the opportunities and challenges my son receives from VCIS. I would recommend this school to everyone I possibly could.
I would like my child to get more help in math.
I love that my child has an opportunity to be involved in such an amazing program. It has done her wonders! Thank you.
I'm glad you have made this type of curriculum available to all students. Both of my children have excelled in life because of it. I love how students are able to contact staff after hours. I hope this school is able to expand and get grants for more variety of classes. Thanks VCIS for everything.
The school is doing a great job.
No cafeteria on campus other than Taco Bell or Cafe (across the street) Traffic at drop off
More info on a student's progress should be provided to parents. I'm not sure if there is information but so far, I, as a parent, I'm unaware of my students progress.

34. Please feel free to write any comments in the space below. Your comments are appreciated.

Cassie is very happy at VCIS, it is an amazing school.
I haven't been able to meet with teacher due to my illness.
Natalie loves VCIS. She feels comfortable.
first year student at VCIS
I believe this was the best decision for my child. VCIS shared a lot at orientation, well informed! Having the ability to get in touch with her teacher when needed, is nice. Her teacher gives me feedback in her progress, and that is valued!
Mr. Mota is an awesome teacher for my son. Wish we could have found him much sooner!
Awesome staff at VCIS that is what i think is helping my son be ready for what life has ahead for him.
Mr. Chan is a wonderful teacher. He has really been patient with my daughter which has sever depression. Thank you so much Mr. Chan at VCIS
My foster daughter has gained a substantial amount of confidence in her academic abilities and has an increased interest in academic success due to the stead fast support of her master teacher (Castro) and teachers like Mr. Vega (Math). I can't say enough about these people, the staff and VCIS as a whole. Thank you!!!!!
VCIS is an excellent option for students needing something other than a traditional high school classroom setting. There is no doubt in my mind that my son's master teacher is focused on helping him succeed. I am grateful to have VCIS available to my son. The school is making a positive impact on my son and his academic future.
Maybe have a seminar on taking classes at COS and what classes that would give a student credits at the college level as well as the high school level. I have asked a few people at VCIS, but no one seems to know. I think if you get a few speakers, or even get COS to send speakers. Get students motivated to go take classes at COS. What G.E classes they should take and get before transferring to a U.C or C.S.U. College night was great but way to busy to get this info.
This was more for the student to answer not the parent.
My child has done so well at VCIS, she has always been a good student and citizen, however in her sophomore year she experienced problems.... Her grades fell her desire to attend class was gone. My daughter is a loving, kind compassionate young lady, her attitude began to change, I became very concerned. The choice to enrolled at VCIS was the best choice for her, and she has done great. VCIS teaches the students to be responsible for their work, their schedule enables them to grow. I am very happy that my daughter has attended VCIS.
This has been the best decision for all 3 of my kids to attend here at VCIS. You guys have helped my kids in more ways than I feel their High Schools would have.
Mrs. Stephens has been exceptional with my daughter. She cares about her and it shows. Thank You!
We love VCIS! It changed our daughter's by giving her the respect to be the self-motivated learner she is. Thank you for everything you do.
VCIS has been the best school for our son these 3 years. Wish we brought him here sooner!
VCIS school building design floor plan, I feel that in case of safety issues need to be more safe, because kids in the case of a shooting, can easily hide in building or locate the individual involved. Girls in campus showing a lot skin. Need grooming and dress code need to be modest
VCIS has helped my child very much. Teachers are very helpful too. And they notified her if needs right away. Thank you.
Also Lupe Lancaster was really helpful last year.
VCIS is a great program. VCIS has changed my student's out look on his future. I would like to Thank VCIS for caring for all of the students. Your amazing work is making great young adults.
We love your school. It is a perfect fit for my daughter.
Thank you Mrs. Marissa Castro for treating my child fairly.
I don't feel like she has been attending VCIS long enough for me to fairly respond to most of these questions. Sorry if I wasn't very helpful with my answers.
The only problem I have is when my child does the work he/she got an F
I wold like to thank the school for giving the students the opportunity to improve academically
I feel that the school needs to pay more attention to the way the females dress at school and the way the males sag their pants.
Taking time to grade work is a hassle. Thank you.
I just wanted to express my gratitude and satisfaction to the entire staff at VCSI. Without the option of attending such a school, I truly believe my child would not be achieving the grades he is today. My child has endure many difficult days due to personal anguish. High school would have been but a dream, but VCIS has made that dream come true. A school like VCIS has been long overdue for those kids that truly need it. Once again Thank You All!
Thanks for helping my daughter.
I appreciate what VCIS has done for many students and that you are dedicated to helping them. Not may schools can say the same. Thank you for all your hard work
I like the structure of VCIS the only thing that is missing is for student to have access to sport events if they could go to another campus it will be great!!

34. Please feel free to write any comments in the space below. Your comments are appreciated.

Thank you for the survey for parents.
Mrs. Maddox has been a tremendous help and patient toward my student's learning and prepare him to graduate on time. It is up to the student's decisions and choices towards his education. He is currently working of his Senior Portfolio which will later include scholarship programs.
Thank you, my son has been very happy at VCIS.
Thank you for all you do for my student I appreciate the time you spend with her.
The best decision I ever made was sending my son to VCIS. I love this school It fits him perfectly.

Appendix VII

Staff Survey

Staff Survey - WASC

Please take a few minutes to complete this anonymous survey. We value your feedback!

1. The school has clearly stated plans to help students learn and achieve their goals. *
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

2. The school administration makes decisions and initiates activities to help students. *
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

3. The culture of the school is one of professionalism and trust. *
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

4. There is ample opportunity for staff members to provide input on decisions at the site level.*
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

5. Staff members are regarded with respect by the administration.*
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

6. Staff members deal effectively with cultural diversity and help each student feel welcomed and valued.*
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

7. Academic honesty is encouraged by staff members and supported by the administration.*
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

8. The school environment is clean and orderly.*
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

9. The school provides a safe environment that promotes learning. *
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

10. The school supports professional development for staff members.*
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

Curriculum

11. All students participate in a rigorous, relevant, and coherent academic curriculum.*
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

12. Curriculum is closely aligned with district, state, and national standards. *
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

13. All students have access to a variety of curriculum choices.*
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

14. All students have personal learning plans that are viewed as flexible blueprints. *
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

15. Personal learning plans are developed collaboratively, involving the student, staff, and parents. *

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

16. Students understand the graduation requirements.*

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

17. All students have access to course sequencing that will prepare them for post-secondary goals (college or career).*

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

18. The school maintains connections with post-secondary institutions.*

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

19. VCIS provides students ample opportunity to use on-line resources to improve their education.*

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

20. VCIS staff organizes extra-curricular activities that support student learning and understanding.*

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

21. Within the constraints of available facilities and resources, VCIS staff guides students to become independent learners. *

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

22. As much as currently possible, staff members regularly participate in collaboration with colleagues to improve the quality of education. *

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

23. VCIS provides sufficient access to current technology to improve instruction and learning. *

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

24. The facilities and resources at VCIS are up to date and provide the possibility of high quality education. *

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

25. The school employs a wide range of strategies to encourage parental involvement. *

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

26. I work to make the school a safe place. *

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

Staff

27. The staff works to make the school a safe place. *

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

28. The staff works to assure that the school is a clean and orderly place. *

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

29. VCIS staff nurtures learning and has high expectations for students. *
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

30. VCIS staff members helps to establish a culture that is characterized by trust and professionalism.*
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

31. I help to establish a culture that is characterized by trust and professionalism. *
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

32. The staff focuses on continuous school improvement. *
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

33. I personally focus on continuous school improvement.*
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

34. The staff provides opportunities and appropriate support to help ensure academic success.*
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

35. I, personally, provide opportunities and appropriate support to help ensure academic success.*
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

36. VCIS staff provides students with access to a system of personal support services, activities, and opportunities at school and within the community.*

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

37. I provide students with access to a system of personal support services, activities, and opportunities at school and within the community.*

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

38. VCIS staff members consistently monitor their students based on the student's ability to apply knowledge and skill.*

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

39. VCIS uses state assessment processes to collect performance data on individual students.*

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

40. The administration is supportive of VCIS staff members' assessment of student work.*

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

41. VCIS staff members analyze test result data to improve academic programs and individual student performance.*

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

42. Overall, I think VCIS is doing a good job of preparing students for the future.*

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

43. Are you a....

*

Classroom teachers: Please answer a few more questions...

44. I use a variety of strategies to provide stimulating learning experiences for students.*

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

45. Teachers use a variety of strategies to provide stimulating learning experiences for students. *

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

46. I sufficiently use technology to provide stimulating learning experiences for students.*

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

47. VCIS Teachers sufficiently use technology to provide stimulating learning experiences for students.*

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

48. I use teaching strategies that require students' active involvement in learning.*

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

49. VCIS Teachers use teaching strategies that require students' active involvement in learning.*

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

50. I provide students opportunities to participate in collaborative activities that reflect meaningful tasks and products. *

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

51. VCIS teachers provide students opportunities to participate in collaborative activities that reflect meaningful tasks and products. *

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

52. VCIS teachers need more time to collaborate with colleagues to evaluate, redesign, and modify teaching methods, activities, and assessments. *

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

53. Classroom Teachers -Please rate how effective your PLC meetings are in reviewing student data*

- My PLC reviews student data each week to help drive our instruction
- My PLC reviews student data at least twice a month to help drive our instruction
- My PLC reviews student data at least once a month to help drive our instruction
- My PLC never reviews student data
- Not Applicable

54. Classroom Teachers- Please rate how comfortable you are using technology in your classroom*

- I am very comfortable using technology in my classroom
- I am comfortable using technology in my classroom
- I am somewhat comfortable using technology in my classroom
- I am not very comfortable using technology in my classroom
- I do not use technology in my classroom

55. Classroom Teachers -Please rate how knowledgeable you are with the Common Core Standards that you teach *

- I am very knowledgeable of the common core standards and have fully implemented them into my classroom this year
- I am very familiar with the CC standards and I working on full implementation into my classroom
- I know what the CC standards are and I am working on implementing them into my classroom this year
- I am not at all familiar with the common core standards
- Not applicable

Master teachers: Please answer a few more questions....

56. Master Teachers- Please rate how comfortable you are using technology in your teacher meetings*

- I am very comfortable using technology in my teacher meetings
- I am comfortable using technology in my teacher meetings
- I am somewhat comfortable using technology in my teacher meetings
- I am not very comfortable using technology in my teacher meetings
- I do not use technology in my teacher meetings

57. Master Teachers -Please rate how knowledgeable you are of the curriculum at the grade level you are assigned*
For example: If you are a 9th/10th grade teacher, how well do you know the English or World History curriculum

- I am very knowledgeable of the curriculum at the grade level I teach
- I am somewhat knowledgeable of the curriculum at the grade level I teach
- I am not very knowledgeable of the curriculum at the grade level I teach and I need extra support
- Not Applicable

58. Master Teachers -Please rate how knowledgeable you are with the Common Core Standards that you teach *

- I am very knowledgeable of the common core standards and have fully implemented them into my teacher meetings this year
- I am very familiar with the CC standards and I working on full implementation into my teacher meetings
- I know what the CC standards are and I am working on implementing them into my teacher meetings this year
- I am not at all familiar with the common core standards
- Not applicable

Appendix VIII



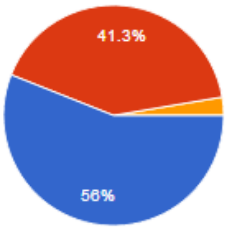
Staff Survey Responses

75 responses

View all responses

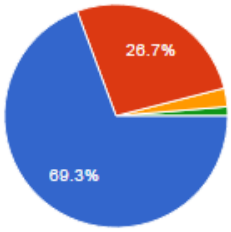
Summary

1. The school has clearly stated plans to help students learn and achieve their goals.



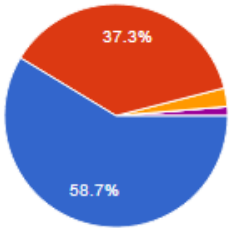
strongly agree	42	56%
agree	31	41.3%
not sure	2	2.7%
disagree	0	0%
strongly disagree	0	0%

2. The school administration makes decisions and initiates activities to help students.



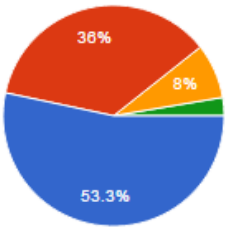
strongly agree	52	69.3%
agree	20	26.7%
not sure	2	2.7%
disagree	1	1.3%
strongly disagree	0	0%

3. The culture of the school is one of professionalism and trust.



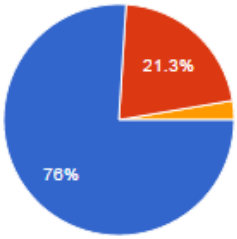
strongly agree	44	58.7%
agree	28	37.3%
not sure	2	2.7%
disagree	0	0%
strongly disagree	1	1.3%

4. There is ample opportunity for staff members to provide input on decisions at the site level.



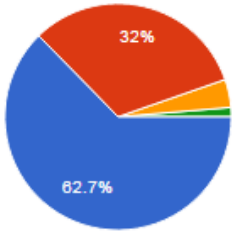
strongly agree	40	53.3%
agree	27	36%
not sure	6	8%
disagree	2	2.7%
strongly disagree	0	0%

5. Staff members are regarded with respect by the administration.



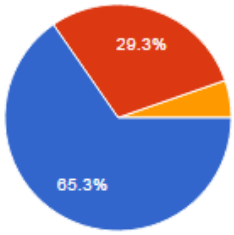
strongly agree	57	76%
agree	16	21.3%
not sure	2	2.7%
disagree	0	0%
strongly disagree	0	0%

6. Staff members deal effectively with cultural diversity and help each student feel welcomed and valued.



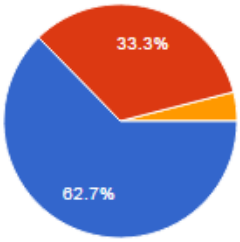
strongly agree	47	62.7%
agree	24	32%
not sure	3	4%
disagree	1	1.3%
strongly disagree	0	0%

7. Academic honesty is encouraged by staff members and supported by the administration.



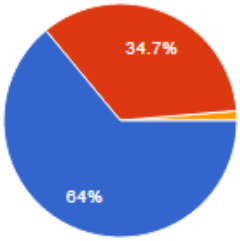
strongly agree	49	65.3%
agree	22	29.3%
not sure	4	5.3%
disagree	0	0%
strongly disagree	0	0%

8. The school environment is clean and orderly.



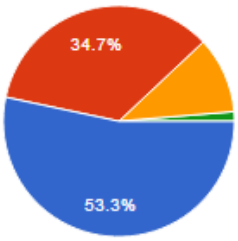
strongly agree	47	62.7%
agree	25	33.3%
not sure	3	4%
disagree	0	0%
strongly disagree	0	0%

9. The school provides a safe environment that promotes learning.



strongly agree	48	64%
agree	26	34.7%
not sure	1	1.3%
disagree	0	0%
strongly disagree	0	0%

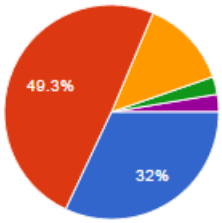
10. The school supports professional development for staff members.



strongly agree	40	53.3%
agree	26	34.7%
not sure	8	10.7%
disagree	1	1.3%
strongly disagree	0	0%

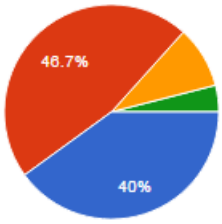
Curriculum

11. All students participate in a rigorous, relevant, and coherent academic curriculum.



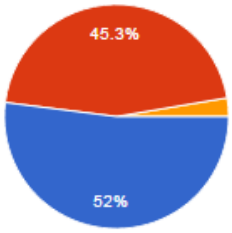
strongly agree	24	32%
agree	37	49.3%
not sure	10	13.3%
disagree	2	2.7%
strongly disagree	2	2.7%

12. Curriculum is closely aligned with district, state, and national standards.



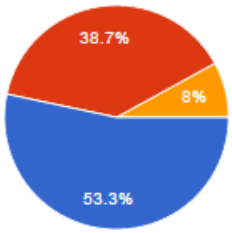
strongly agree	30	40%
agree	35	46.7%
not sure	7	9.3%
disagree	3	4%
strongly disagree	0	0%

13. All students have access to a variety of curriculum choices.



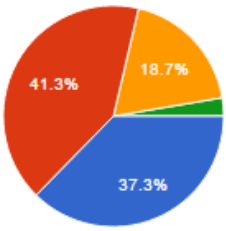
strongly agree	39	52%
agree	34	45.3%
not sure	2	2.7%
disagree	0	0%
strongly disagree	0	0%

14. All students have personal learning plans that are viewed as flexible blueprints.



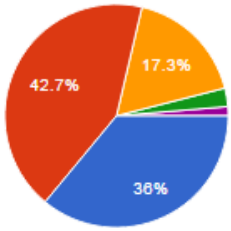
strongly agree	40	53.3%
agree	29	38.7%
not sure	6	8%
disagree	0	0%
strongly disagree	0	0%

15. Personal learning plans are developed collaboratively, involving the student, staff, and parents.



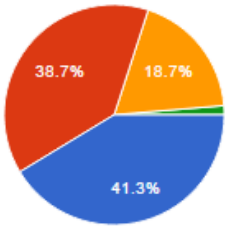
strongly agree	28	37.3%
agree	31	41.3%
not sure	14	18.7%
disagree	2	2.7%
strongly disagree	0	0%

16. Students understand the graduation requirements.



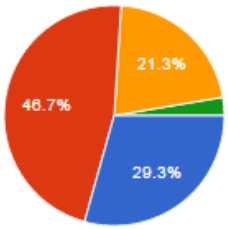
strongly agree	27	36%
agree	32	42.7%
not sure	13	17.3%
disagree	2	2.7%
strongly disagree	1	1.3%

17. All students have access to course sequencing that will prepare them for post-secondary goals (college or career).



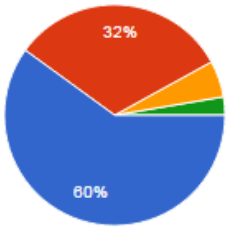
strongly agree	31	41.3%
agree	29	38.7%
not sure	14	18.7%
disagree	1	1.3%
strongly disagree	0	0%

18. The school maintains connections with post-secondary institutions.



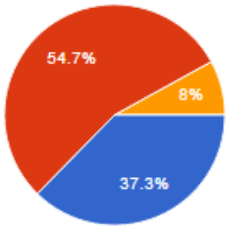
strongly agree	22	29.3%
agree	35	46.7%
not sure	16	21.3%
disagree	2	2.7%
strongly disagree	0	0%

19. VCIS provides students ample opportunity to use on-line resources to improve their education.



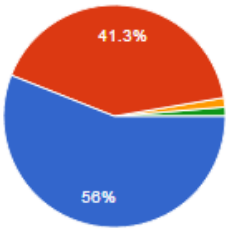
strongly agree	45	60%
agree	24	32%
not sure	4	5.3%
disagree	2	2.7%
strongly disagree	0	0%

20. VCIS staff organizes extra-curricular activities that support student learning and understanding.



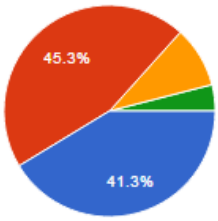
strongly agree	28	37.3%
agree	41	54.7%
not sure	6	8%
disagree	0	0%
strongly disagree	0	0%

21. Within the constraints of available facilities and resources, VCIS staff guides students to become independent learners.



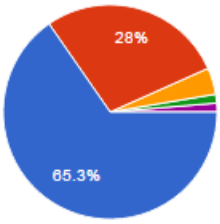
strongly agree	42	56%
agree	31	41.3%
not sure	1	1.3%
disagree	1	1.3%
strongly disagree	0	0%

22. As much as currently possible, staff members regularly participate in collaboration with colleagues to improve the quality of education.



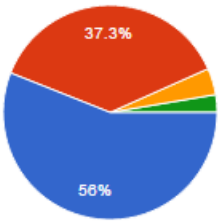
strongly agree	31	41.3%
agree	34	45.3%
not sure	7	9.3%
disagree	3	4%
strongly disagree	0	0%

23. VCIS provides sufficient access to current technology to improve instruction and learning.



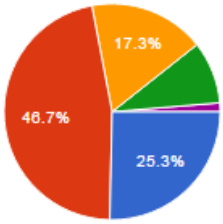
strongly agree	49	65.3%
agree	21	28%
not sure	3	4%
disagree	1	1.3%
strongly disagree	1	1.3%

24. The facilities and resources at VCIS are up to date and provide the possibility of high quality education.



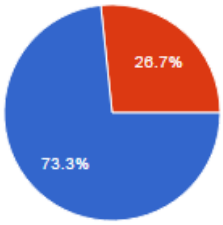
strongly agree	42	56%
agree	28	37.3%
not sure	3	4%
disagree	2	2.7%
strongly disagree	0	0%

25. The school employs a wide range of strategies to encourage parental involvement.



strongly agree	19	25.3%
agree	35	46.7%
not sure	13	17.3%
disagree	7	9.3%
strongly disagree	1	1.3%

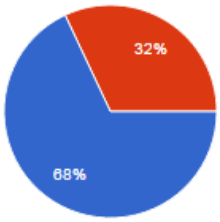
26. I work to make the school a safe place.



strongly agree	55	73.3%
agree	20	26.7%
not sure	0	0%
disagree	0	0%
strongly disagree	0	0%

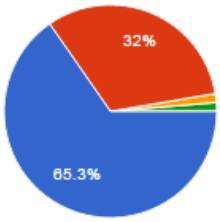
Staff

27. The staff works to make the school a safe place.



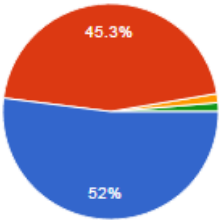
strongly agree	51	68%
agree	24	32%
not sure	0	0%
disagree	0	0%
strongly disagree	0	0%

28. The staff works to assure that the school is a clean and orderly place.



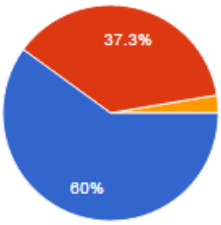
strongly agree	49	65.3%
agree	24	32%
not sure	1	1.3%
disagree	1	1.3%
strongly disagree	0	0%

29. VCIS staff nurtures learning and has high expectations for students.



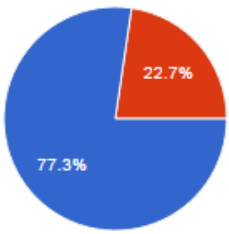
strongly agree	39	52%
agree	34	45.3%
not sure	1	1.3%
disagree	1	1.3%
strongly disagree	0	0%

30. VCIS staff members helps to establish a culture that is characterized by trust and professionalism.



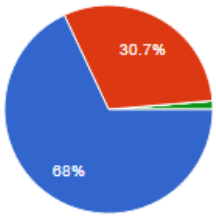
strongly agree	45	60%
agree	28	37.3%
not sure	2	2.7%
disagree	0	0%
strongly disagree	0	0%

31. I help to establish a culture that is characterized by trust and professionalism.



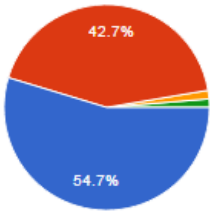
strongly agree	58	77.3%
agree	17	22.7%
not sure	0	0%
disagree	0	0%
strongly disagree	0	0%

32. The staff focuses on continuous school improvement.



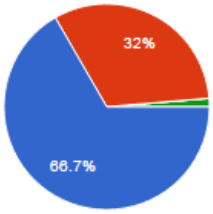
strongly agree	51	68%
agree	23	30.7%
not sure	0	0%
disagree	1	1.3%
strongly disagree	0	0%

33. I personally focus on continuous school improvement.



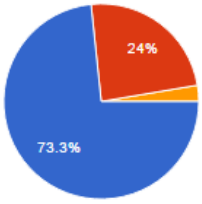
strongly agree	41	54.7%
agree	32	42.7%
not sure	1	1.3%
disagree	1	1.3%
strongly disagree	0	0%

34. The staff provides opportunities and appropriate support to help ensure academic success.



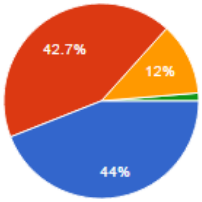
strongly agree	50	66.7%
agree	24	32%
not sure	0	0%
disagree	1	1.3%
strongly disagree	0	0%

35. I, personally, provide opportunities and appropriate support to help ensure academic success.



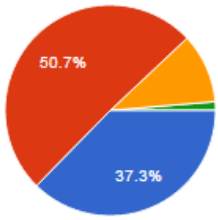
strongly agree	55	73.3%
agree	18	24%
not sure	2	2.7%
disagree	0	0%
strongly disagree	0	0%

36. VCIS staff provides students with access to a system of personal support services, activities, and opportunities at school and within the community.



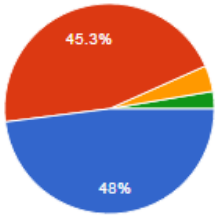
strongly agree	33	44%
agree	32	42.7%
not sure	9	12%
disagree	1	1.3%
strongly disagree	0	0%

37. I provide students with access to a system of personal support services, activities, and opportunities at school and within the community.



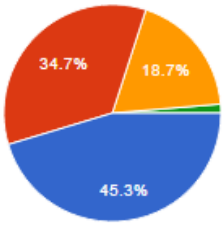
strongly agree	28	37.3%
agree	38	50.7%
not sure	8	10.7%
disagree	1	1.3%
strongly disagree	0	0%

38. VCIS staff members consistently monitor their students based on the student's ability to apply knowledge and skill.



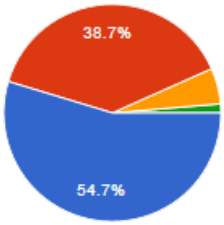
strongly agree	36	48%
agree	34	45.3%
not sure	3	4%
disagree	2	2.7%
strongly disagree	0	0%

39. VCIS uses state assessment processes to collect performance data on individual students.



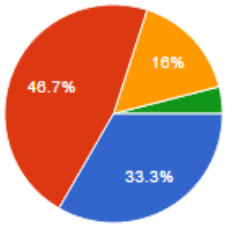
strongly agree	34	45.3%
agree	26	34.7%
not sure	14	18.7%
disagree	1	1.3%
strongly disagree	0	0%

40. The administration is supportive of VCIS staff members' assessment of student work.



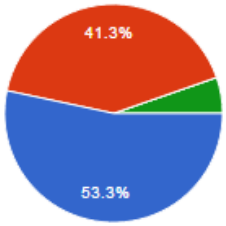
strongly agree	41	54.7%
agree	29	38.7%
not sure	4	5.3%
disagree	1	1.3%
strongly disagree	0	0%

41. VCIS staff members analyze test result data to improve academic programs and individual student performance.



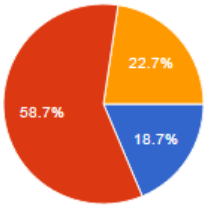
strongly agree	25	33.3%
agree	35	46.7%
not sure	12	16%
disagree	3	4%
strongly disagree	0	0%

42. Overall, I think VCIS is doing a good job of preparing students for the future.



strongly agree	40	53.3%
agree	31	41.3%
not sure	0	0%
disagree	4	5.3%
strongly disagree	0	0%

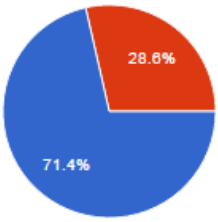
43. Are you a....



Classroom teacher	14	18.7%
Master teacher	44	58.7%
I'm a classified employee.	17	22.7%

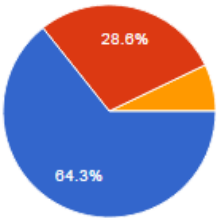
Classroom teachers: Please answer a few more questions...

44. I use a variety of strategies to provide stimulating learning experiences for students.



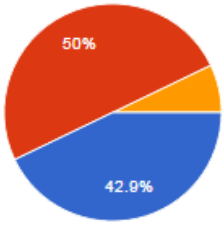
strongly agree	10	71.4%
agree	4	28.6%
not sure	0	0%
disagree	0	0%
strongly disagree	0	0%

45. Teachers use a variety of strategies to provide stimulating learning experiences for students.



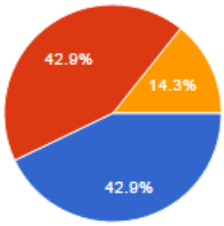
strongly agree	9	64.3%
agree	4	28.6%
not sure	1	7.1%
disagree	0	0%
strongly disagree	0	0%

46. I sufficiently use technology to provide stimulating learning experiences for students.



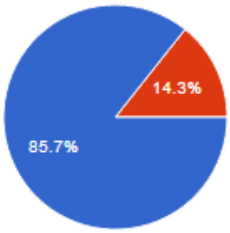
strongly agree	6	42.9%
agree	7	50%
not sure	1	7.1%
disagree	0	0%
strongly disagree	0	0%

47. VCIS Teachers sufficiently use technology to provide stimulating learning experiences for students.



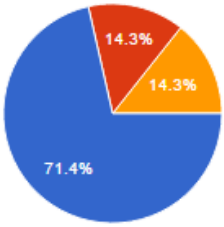
strongly agree	6	42.9%
agree	6	42.9%
not sure	2	14.3%
disagree	0	0%
strongly disagree	0	0%

48. I use teaching strategies that require students' active involvement in learning.



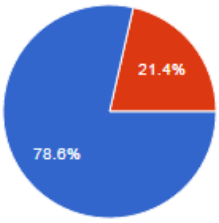
strongly agree	12	85.7%
agree	2	14.3%
not sure	0	0%
disagree	0	0%
strongly disagree	0	0%

49. VCIS Teachers use teaching strategies that require students' active involvement in learning.



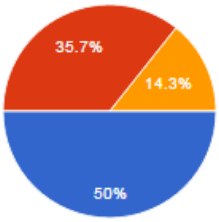
strongly agree	10	71.4%
agree	2	14.3%
not sure	2	14.3%
disagree	0	0%
strongly disagree	0	0%

50. I provide students opportunities to participate in collaborative activities that reflect meaningful tasks and products.



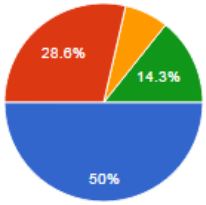
strongly agree	11	78.6%
agree	3	21.4%
not sure	0	0%
disagree	0	0%
strongly disagree	0	0%

51. VCIS teachers provide students opportunities to participate in collaborative activities that reflect meaningful tasks and products.



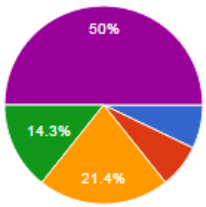
strongly agree	7	50%
agree	5	35.7%
not sure	2	14.3%
disagree	0	0%
strongly disagree	0	0%

52. VCIS teachers need more time to collaborate with colleagues to evaluate, redesign, and modify teaching methods, activities, and assessments.



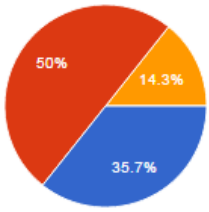
strongly agree	7	50%
agree	4	28.6%
not sure	1	7.1%
disagree	2	14.3%
strongly disagree	0	0%

53. Classroom Teachers -Please rate how effective your PLC meetings are in reviewing student data



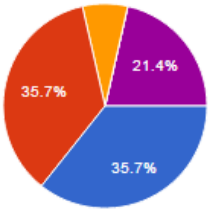
My PLC reviews student data each week to help drive our instruction	1	7.1%
My PLC reviews student data at least twice a month to help drive our instruction	1	7.1%
My PLC reviews student data at least once a month to help drive our instruction	3	21.4%
My PLC never reviews student data	2	14.3%
Not Applicable	7	50%

54. Classroom Teachers- Please rate how comfortable you are using technology in your classroom



I am very comfortable using technology in my classroom	5	35.7%
I am comfortable using technology in my classroom	7	50%
I am somewhat comfortable using technology in my classroom	2	14.3%
I am not very comfortable using technology in my classroom	0	0%
I do not use technology in my classroom	0	0%

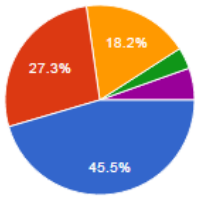
55. Classroom Teachers -Please rate how knowledgeable you are with the Common Core Standards that you teach



I am very knowledgeable of the common core standards and have fully implemented them into my classroom this year	5	35.7%
I am very familiar with the CC standards and I working on full implementation into my classroom	5	35.7%
I know what the CC standards are and I am working on implementing them into my classroom this year	1	7.1%
I am not at all familiar with the common core standards	0	0%
Not applicable	3	21.4%

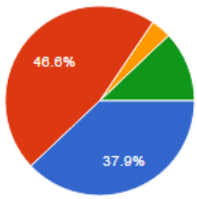
Master teachers: Please answer a few more questions....

56. Master Teachers- Please rate how comfortable you are using technology in your teacher meetings



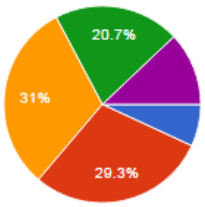
I am very comfortable using technology in my teacher meetings	25	43.1%
I am comfortable using technology in my teacher meetings	15	25.9%
I am somewhat comfortable using technology in my teacher meetings	10	17.2%
I am not very comfortable using technology in my teacher meetings	2	3.4%
I do not use technology in my teacher meetings	3	5.2%

57. Master Teachers -Please rate how knowledgeable you are of the curriculum at the grade level you are assigned



I am very knowledgeable of the curriculum at the grade level I teach	22	37.9%
I am somewhat knowledgeable of the curriculum at the grade level I teach	27	46.6%
I am not very knowledgeable of the curriculum at the grade level I teach and I need extra support	2	3.4%
Not Applicable	7	12.1%

58. Master Teachers -Please rate how knowledgeable you are with the Common Core Standards that you teach



I am very knowledgeable of the common core standards and have fully implemented them into my teacher meetings this year	4	6.9%
I am very familiar with the CC standards and I working on full implementation into my teacher meetings	17	29.3%
I know what the CC standards are and I am working on implementing them into my teacher meetings this year	18	31%
I am not at all familiar with the common core standards	12	20.7%
Not applicable	7	12.1%

Appendix IX



Organizational Chart

VCIS Organizational Chart 2015-16

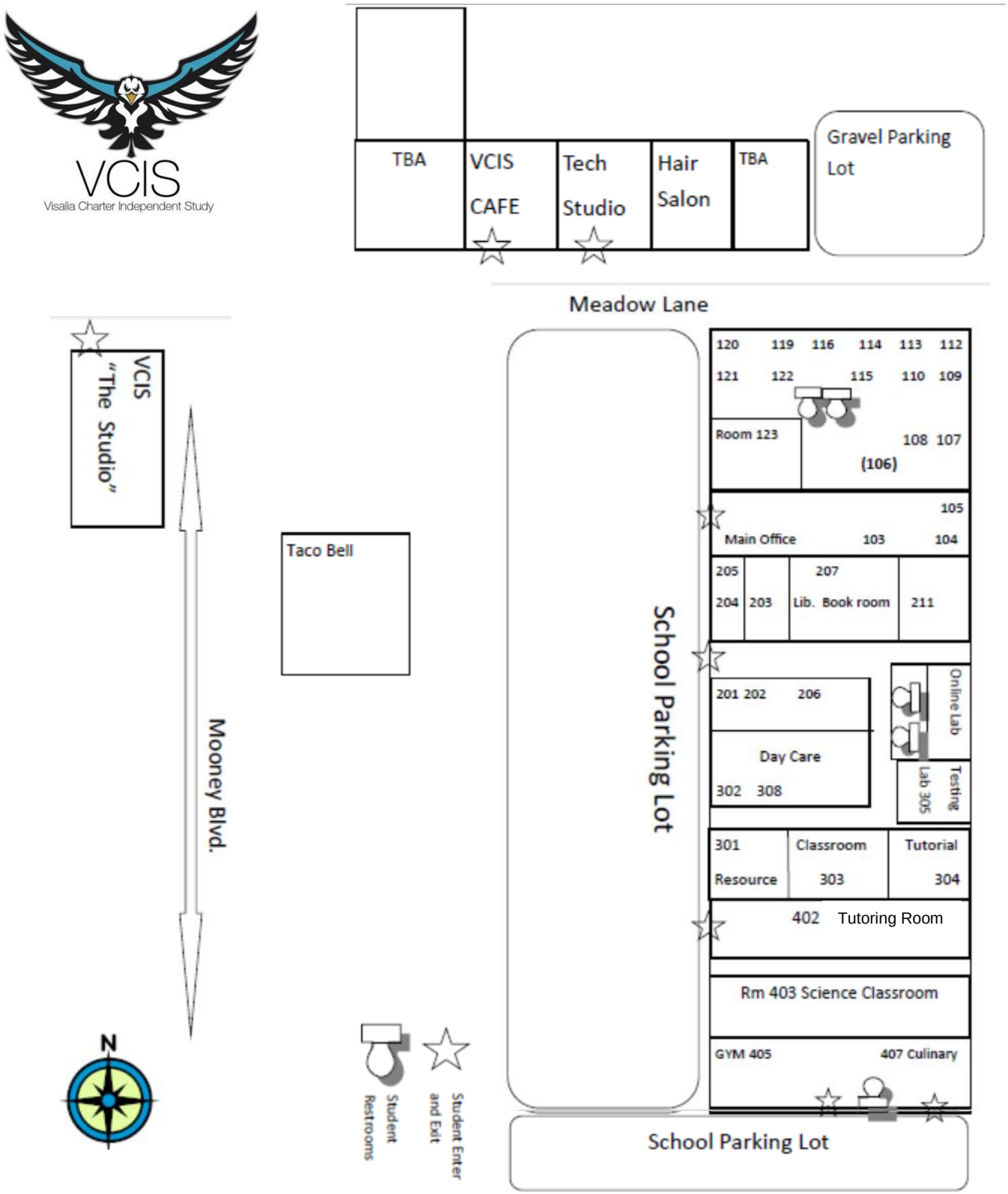


Appendix X



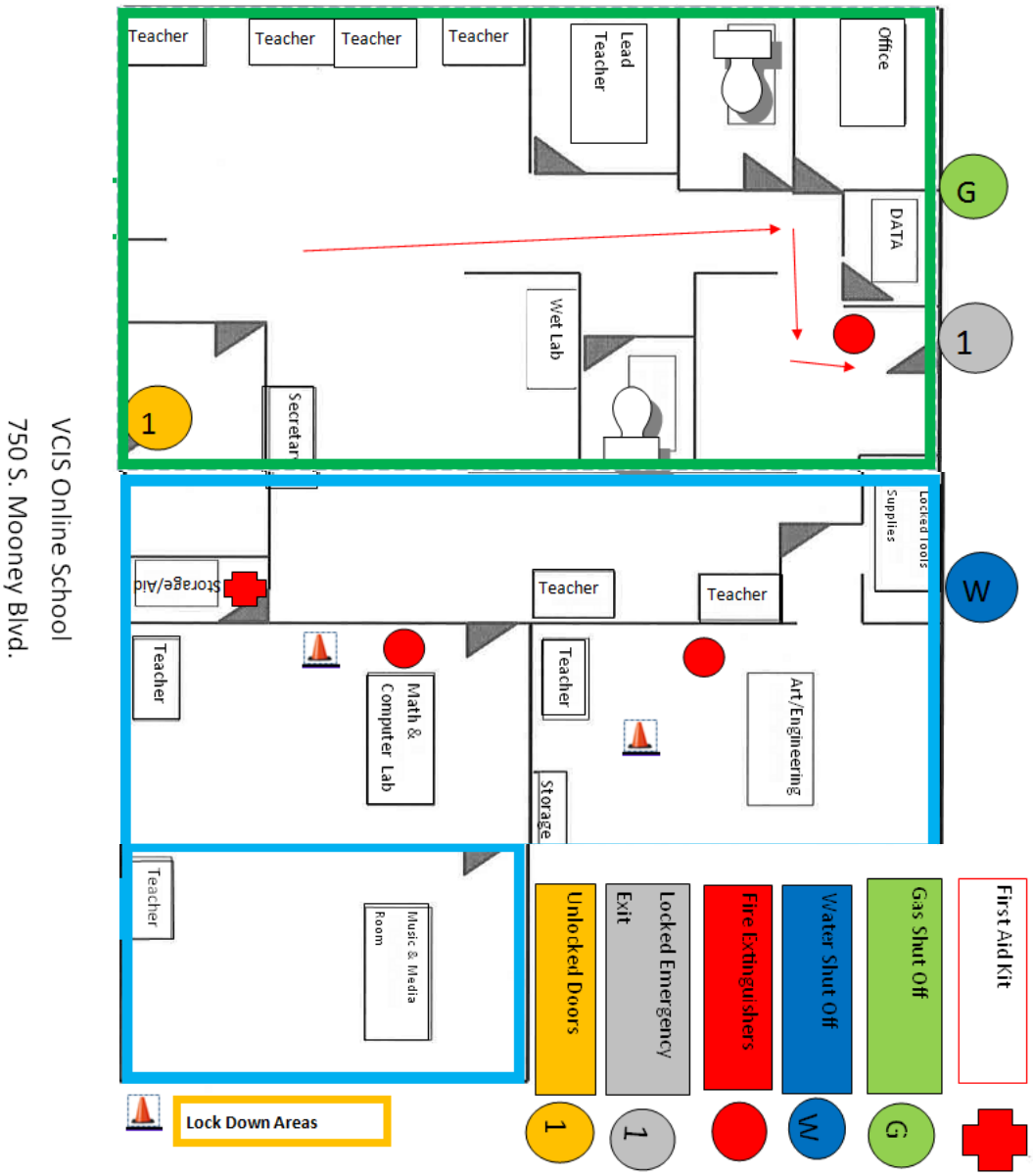
Campus Maps

VCIS Main Campus Map



VCIS Online Campus Map

VCIS
Visalia Charter Independent Study



Appendix XI



Master Schedule

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:25		Integrated 1B (1)	Integrated 1A (2)	Integrated 1B (1)	Integrated 1A (2)
9:30	10:25	Intro to Geometry	9162.6	9161.6	9162.6	9161.6
10:30	11:25	Independent Study Labs 9163.4	Integrated 1A (1)	Integrated 1A	Integrated 1A (1)	Integrated 1A
11:30	12:25	9:30-12:25	9161.5	9161.9	9161.5	9161.9
12:25	12:55					
1:00	2:00	Tutoring	Integrated 1B (2)	Integrated 1B (4)	Integrated 1B (2)	Integrated 1B (4)
2:00	2:55		9162.7	9162.8	9162.7	9162.8
3:00	4:00					
4:00	4:55					
						Room 123

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:25	Parenting	Parenting	9th ELA 1B	9th ELA 1B	9th ELA 1B
9:30	10:25	9242.1	9242.2	9097.1 (Forbes)	9097.2 (Forbes)	9097.3 (Forbes)
10:30	11:25		Prenatal	College and	College and	College and
11:30	12:25		9247.2	Careers 5445.1	Careers 5445.2	Careers 5445.3
12:25	12:55					
1:00	2:00	ASB	Spanish 1B	Spanish 2B	Spanish 1B	Spanish 2B
2:00	2:55	Hampel 8310.2	9274.1	9276.1	9274.1	9276.1
3:00	4:00					
4:00	4:55					
						203 ELA room

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:25	Math PLC	Integrated 2B (2)	Integrated 1B (2)	Integrated 2B (2)	Integrated 1B (2)
9:30	10:25	Curriculum Development	(Johnson) 3271.4	(Johnson) 9162.5	(Johnson) 3271.4	(Johnson) 9162.5
10:30	11:25		Integrated 1B (1)	Pre-Calculus	Integrated 1B (1)	Pre-Calculus
11:30	12:25		(Johnson) 9162.4	(Johnson) 3303.1	(Johnson) 9162.4	(Johnson) 3303.1
12:25	12:55					
1:00	2:00	Integrated 2B(1)	Tutoring	Integrated 2B(1)	Curriculum Development	Interact Club
2:00	2:55	(Johnson) 3271.3		(Johnson) 3271.3	(Integrated 2)	Curriculum Dev.
3:00	4:00					Math PLC Reflection
4:00	4:55					
						Room 211

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:25					
9:30	10:25					
10:30	11:25	Music Club				
11:30	12:25	10:30-12:30				
12:25	12:55					
1:00	2:00			Photography (Chan) 9132.2 1:30-3:00	Yearbook (Miller) 6302.2 1:30-3:00	
2:00	2:55					
3:00	4:00					
4:00	4:55					
						Room 212

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:25	Math PLC	Algebra 2B	Integrated Math 2B (3)	Algebra 2B	Integrated Math 2B(3)
9:30	10:25		(Hoskins) 9154.1	3271.2 (Campos)	(Hoskins) 9154.1	3271.2 (Campos)
10:30	11:25	Algebra Readiness	Integrated Math 2A (3)	Algebra 2B	Integrated Math 2A (3)	Algebra 2B
11:30	12:25	(Marques) #9158.1	3270.5 (Campos)	(Campos) 9154.2	3270.5 (Campos)	(Campos) 9154.2
12:25	12:55					
1:00	2:00	Math Tutoring	Video Editing	Integrated Math 2A	Computer Programming	Integrated Math 2A
2:00	2:55	(Campos)	(Final Cut Pro) 9229.2	(Campos) 3270.6	(Campos) 3402.1	(Campos) 3270.6
3:00	4:00					Math PLC Reflection
4:00	4:55	ILT meetings				
						303 Math Room

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	8:30					
8:30	9:00					
9:00	9:30					
9:30	10:00					
10:00	10:30	Shift #1	Shift #1	Shift #1	Shift #1	Shift #1
10:30	11:00	8:00-12:00	8:00-12:00	8:00-12:00	8:00-12:00	8:00-12:00
11:00	11:30					
11:30	12:00					
12:00	12:30					
12:30	1:00	Shift #2	Shift #2	Shift #2	Shift #2	Shift #2
1:00	1:30					
1:30	2:00	12:00-4:00	12:00-4:00	12:00-4:00	12:00-4:00	11:30-3:30
2:00	2:30					
2:30	3:00					
3:00	3:30					
3:30	4:00					
4:00	4:30					Room 305

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:25	Science PLC	Chemistry B Group #2	Biology B	Chemistry B Group #2	Biology A
9:30	10:25	PREP	(Cantelmi) 9169.2	(Cantelmi) 9179.6	(Cantelmi) 9169.2	(Cantelmi) 9178.9
10:30	11:25	Biology B	Biology B	Biology A	Biology A	Biology B
11:30	12:25	(Stephens) 9179.3	(Cantelmi) 9179.4	(Cantelmi) 9178.8	(Cantelmi) 9178.10	(Stephens) 9179.9
12:25	12:55					
1:00	2:00	Chemistry B Group #1	Biology B	Chemistry B Group #1	Biology B	Marine Biology
2:00	2:55	(Cantelmi) 9169.1	(Hoskins) 9179.5	(Cantelmi) 9169.1	(Hoskins) 9179.8	(Cantelmi) 9182.1
3:00	4:00					
4:00	4:55					
						Science Lab -403

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	8:30					
8:30	9:00					
9:00	9:30					
9:30	10:00					
10:00	10:30					
10:30	11:00					
11:00	11:30					
11:30	12:00					
12:00	12:30					
12:30	1:00					
1:00	1:30					
1:30	2:00					
2:00	2:30					
2:30	3:00					
3:00	3:30					
3:30	4:00					
4:00	4:30					Daycare

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	8:30					
8:30	9:00					
9:00	9:30					
9:30	10:00					
10:00	10:30	Michael Grajeda 10-3pm	Rosie Ballard 10-3pm	Michael Grajeda 10-3pm	Rosie Ballard 10-3pm	Michael Grajeda 10-3pm
10:30	11:00					
11:00	11:30					
11:30	12:00					
12:00	12:30					
12:30	1:00					
1:00	1:30					
1:30	2:00					
2:00	2:30					
2:30	3:00					
3:00	3:30					
3:30	4:00					
4:00	4:30					GYM

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:25				Prep	Prep
9:30	10:25		Baking	Baking	Adv. Culinary	Adv. Culinary
10:30	11:30		9:30-12:30	9:30-12:30	9:30-12:30	9:30-12:30
11:30	12:00		9205.8	9205.1	9206.2	9206.3
12:00	12:25					
12:30	1:00					
1:00	2:00		Baking	Basic Culinary	Basic Culinary	Basic Culinary
2:00	3:00		1:00-4:00	1:00-3:00 9205.11	1:00-3:00 9205.12	1:00-3:00 9205.13
3:00	4:00		9205.9			
3:30	4:30				23x=42.42	3hrsx 29.11
						Room 407

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:25	Bootcamp	Prep	Bootcamp	Choir	Bootcamp
9:30	10:25	8:30-10:30	Drama	Co Ed	8:30-11:00	Co Ed
10:30	11:00		9:30-12:25	Team Dance	9139.1	Team Dance
11:00	11:25		6203.1	10:30-12:30		10:30-12:30
11:30	12:25		(Tanck)	6612.2		6612.2
12:25	12:55		Advanced Dance		Advanced Dance	
1:00	2:00		12:30-2:00/ 6609.1	Intermediate Dance	12:30-2:00/ 6609.1	Intermediate Dance
2:00	2:55		Intro Dance	6607.1	Intro Dance	6607.1
3:00	4:00		2:00-3:30/ 6602.1		2:00-3:30/ 6602.1	
4:00	4:55					
						STUDIO 1911 Moone 1911 Mooney

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:30				ERWC	
9:30	10:30				8:30-10:30 9093.1	
10:30	11:00					
11:00	12:30					Guitar 9131.2 11:00-1:00
12:30	1:00					
1:00	2:00		Engineering (Draft Tech Core)			Music/Rock Band
2:00	3:00		Temmerman & Mota 0512.1			6927.1 1:00-2:30
3:55	4:50					
						Online Building Mooney

Appendix XII



Visalia Unified School District Calendar

Visalia Unified School District
2015-16 School Calendar

Board Approved: 2/10/2015

2015

July (0)

Mon	Tue	Wed	Thr	Fri
		1	2	3 H
6	7	8	9	10
13	14	15	16SE	17
20	21	22	23	24
27	28	29	30	31

August (13)

Mon	Tue	Wed	Thr	Fri
3	4	5	6	7
10 X	11 X	12 T	13	14
17	18	19	20	21
24	25	26	27	28
31				

September (21)

Mon	Tue	Wed	Thr	Fri
	1	2	3	4
7 H	8	9	10	11
14 M	15	16	17	18
21	22	23	24	25
28	29	30		

October (22)

Mon	Tue	Wed	Thr	Fri
			1	2
5	6	7	8	9
12 M	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November (15)

Mon	Tue	Wed	Thr	Fri
2 M	3	4	5	6
9	10	11 H	12 C	13 C
16 C	17C	18 C	19 C	20 C
23 L	24 L	25 H	26 H	27 H
30				

December (14) 85

Mon	Tue	Wed	Thr	Fri
	1	2	3	4
7	8	9	10	11
14	15	▲ 16	▲ 17	▲ 18
21 L	22 L	D 23 L	24 H	25 H
28 L	29 L	30 L	D 31L	

2016

January (14)

Mon	Tue	Wed	Thr	Fri
				1 H
4 L	5 L	6 L	7 L	8 L
11	12	13	14	15
18 H	19	20	21	22
25	26	27	28	29

February (19)

Mon	Tue	Wed	Thr	Fri
1 M	2 E	3 E	4	5
8 X	9	10	11	12
15 H	16	17	18	19
22	23	24	25	26
29				

March (17)

Mon	Tue	Wed	Thr	Fri
	1	2	3	4
M 7-12 7 C	8 C	9 C	10	11
14	15	16	17	18
21 L	22 L	23 L	24 L	25 H
28 H	29	30	31	

April (21)

Mon	Tue	Wed	Thr	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May (21)

Mon	Tue	Wed	Thr	Fri
2	3	4	5	6
9 M	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30 H	31			

June (3) 95

Mon	Tue	Wed	Thr	Fri
		1▲	2▲	3▲■
6T½	7 S	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

School Not In Session	School In Session Student Attendance Day	■ Minimum Day for K-12 Students	E Exit Exam (census) 9 - 12
C Conference Day Minimum Day Schedule For 1-6 Only	T Teacher Work Day	H Holidays	½ Half-Day for Teachers
X Staff Development	SE 2015 High School Summer School Ends	▲ Middle School and High School Finals	D District Office Closed
S 2016 Summer School Begins (High School)	L Local Student Non-Attendance Day	M Minimum Day District Staff Development	

Appendix XIII



VCIS Student Calendar

VISALIA CHARTER INDEPENDENT STUDY

2015-2016 Student School Calendar

August 2015						
Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015						
Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015						
Su	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13		15	16	
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015						
Su	M	T	W	Th	F	S
1	2	3T	4T	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015						
Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7T	8T	9T	10T	11T	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2016						
Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	
24	25	26	27	28	29	30
31						

February 2016						
Su	M	T	W	Th	F	S
	1	2T	3T	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016						
Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	
13	14	15T	16T	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2016						
Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25T	26T	27T	28T	29T	30

May 2016						
Su	M	T	W	Th	F	S
1	2	3	4	5	6	
8	9	10	11	12	13	14
15	16T	17T	18T	19T	20T	21
22	23	24	25	26	27	28
29	30	31				

June 2016						
Su	M	T	W	Th	F	S
			1	2	3	4
5		7S	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30S		

July 2016						
Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

First & Last Day of School

School Closed/Holiday

T — CAHSEE/Finals/SBAC

S — Summer School

District Dances

Commencement

School Activities

Visalia Charter Independent Study
2015-2016 Student School Calendar

Dates	**Fall Semester Event Name**
Aug. 13	First Day of School
Sept. 7	Labor Day No School
Sept. 10	Back to school Night
Sept. 15	College Night @Visalia Convention Center, 6:00-8:30
Oct 3	1st SAT test Date (see admin for other dates)
Oct. 14	Career Tech Night @ Fresno Convention Center, 5:00-8:00
Oct. 17	Moonlight @ (MWHS)
Nov 3-4	CAHSEE ELA and MATH
Nov. 11	Veterans Day No School
	Financial Aid/COS Registration for Dec. Grads
Nov. 23-27	Thanksgiving Break
Dec. 4	Winter Performance
Dec. 7-11	Fall Finals Week
Dec. 21-Jan 8	Winter Break

Dates	**Spring Semester Event Name**
Jan. 18	Martin Luther King Holiday
Jan. 23	Winter Formal District school dance
Feb. 2-3	CAHSEE Census ELA and Math
Feb 8 &15	President's Day Holiday No School
March 15-16	CAHSEE ELA and Math
March 12	Sadie's District Dance (EDHS)
March 21-28	Spring Break
April 25-29	SBAC/CST
May 2	VCIS Awards Night
May 7	Prom @ Convention Center
May 16-20	Spring Finals Week
May 19	Grad Nite (Magic Mountain)
May 27	Spring Performance
May 30	Memorial Day No school
June 3	Last Day of School
June 6	Graduation Practice/Ceremony @ Mineral King Bowl
June 7-30	Summer School

Appendix XIV



Visalia Unified School District
Board Goals

Visalia UNIFIED SCHOOL DISTRICT

"Every Student Succeeds"

In Visalia Unified School District, every student will be prepared to compete, succeed, and excel in life.

WE BELIEVE

- **All students can learn**
  All staff members must hold high expectations for all students, must believe that students can meet expectations, and must be willing to support students in their efforts.

- **Learning is our primary mission**
  Our work as teachers, support staff, and administrators is aimed at helping all students learn and achieve at high levels.

- **Learning is supported best by powerful teaching**
  Powerful teaching is the result of strong curriculum, structured direct instruction, effective teaching strategies, and the use of data to evaluate our effectiveness.

- **The learning relationship is critical to our work**
  The connection between student and teacher is the most important relationship in our organization.

- **How we work as adults matters**
  Working in teams is more productive than working as individuals, and the foundation for effective teams is communication, trust, and respect.

- **Family support and involvement greatly enhance the success of children**
  Achievement is supported best when families and schools come together to support students.

- **The entire community plays a role in the success of students**
  An educated community is a successful community, and all of Visalia has the responsibility of supporting academic achievement.

- **The diversity of our students, staff, and families 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.

- **We must uphold the highest ethical standards**
  Our values include hard work, excellence, perseverance, trustworthiness, caring, responsibility, respect, fairness, and citizenship.

Adopted: June 24, 2014

Visalia UNIFIED SCHOOL DISTRICT

"Every Student Succeeds"

College and Career Ready Outcomes for 2015-16

DISTRICT VISION

In Visalia Unified School District, every student will have the skills to compete, succeed, and excel in College and Career.

College and Career Ready Means:

- Ready to enter college without remediation
- Ready for entry-level careers that offer the opportunity for advancement

All students will know and be able to:

1. **Communicate effectively** through **speaking, listening and writing**
2. **Link concepts** and processes across multiple disciplines
3. **Think independently** and **work collaboratively** as a member of a **team**
4. **Critique and analyze data** to **solve problems**
5. Show **cultural, gender and generational awareness** in different career settings
6. Demonstrate **creativity and innovation** and exhibit effective **leadership** qualities
7. Show **technical skill** development and application
8. Identify and **productively utilize** digital media and information technologies
9. Show **adaptability and personal, social and civic responsibility**
10. Define the **environmental, social and economic impacts** of decisions
11. **Formulate** a vision, **prioritize tasks**, use **real-world tools** and **demonstrate resourcefulness** to produce relevant, high quality products

Adopted: June 24, 2014

Visalia UNIFIED SCHOOL DISTRICT
"Every Student Succeeds"

District-Wide Goals for 2015-16

In Visalia Unified School District, every student will be prepared to compete, succeed, and excel in life.

TO ATTAIN THESE GOALS, OUR ORGANIZATION WILL:

1. Implement an academic program appropriate for every student

1.1 Fully implement the new state academic standards
1.2 Continue to increase District graduation rates
1.3 Provide students with state standards-aligned tasks and increase the integration of technology into teaching and learning
1.4 Provide professional learning opportunities related to professional learning communities, state standards, English Language Development, instructional technology, and school culture
1.5 Increase student participation in world language courses and explore increasing world language offerings
1.6 Continue to develop and expand Linked Learning high school academies and CTE pathways
1.7 Strengthen curricular pathways and opportunities for high-achieving students
1.8 Strengthen STEAM (Science, Technology, Engineering, Arts & Mathematics) instruction at all levels

2. Expand student support systems including intervention and acceleration

2.1 Close the achievement gap for **all** student sub-groups
2.2 Reduce chronic and irregular attendance for all students
2.3 Implement Positive Behavioral Intervention and Supports at all school sites to reduce incidents that lead to suspension and expulsion
2.4 Expand opportunities for students to earn credits beyond the traditional school day
2.5 Support all VUSD schools in implementing "Response to Intervention"
2.6 Develop schools and programs that support achievement and meet the diverse needs of our students

3. Develop a strong sense of significance and belonging for students and for staff

3.1 Ensure safe, secure, healthy, and positive environments promoting a sense of significance and belonging
3.2 Continue to provide extra/co-curricular activities including after-school programs
3.3 Strengthen the integration of after-school programs with the base academic program
3.4 Strengthen anti-bullying and harassment prevention initiatives at all VUSD schools

4. Actively engage the community to promote shared responsibility for student success

4.1 Expand community/industry partnerships to provide opportunities for students to develop career readiness skills
4.2 Support the governance function at schools through community involvement in school and District committees and councils
4.3 Maintain Superintendent's advisory committees and outreach to community groups and service clubs
4.4 Increase participation in parent education, with a particular focus on fathers' involvement, to support student success
4.5 Continue to expand the Student Advocacy & Family Engagement Team to link parents to school and community services
4.6 Expand the use of social media and other technology tools to keep parents, staff, and the community informed
4.7 Pilot a Community Service Learning component for high school students

5. Recruit, hire, and retain highly qualified, talented, and productive staff

5.1 Aggressively recruit and hire highly qualified staff members who reflect the demographics of our students and community
5.2 Ensure competitive salary and benefits for all staff
5.3 Expand new employee orientation and increase training and staff development opportunities for all staff

6. Align all Administrative Services' resources to support District goals, student achievement and school sites

6.1 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
6.2 All schools, facilities, and grounds will be clean, safe, secure, and well maintained
6.3 Refine VUSD facility plans to align with the Measure E Implementation and Facility Master Plan
6.4 Complete the new middle school construction and begin construction on a new elementary school by August 2016
6.5 Provide total transparency in all services and projects which includes support of the Measure E Bond Oversight Advisory Committee to provide fiscal oversight and accountability to the community

Adopted: August 25, 2015

Appendix XV



VCIS Vision, Mission and Schoolwide Learner Outcomes

Visalia Charter Independent Study

Vision Statement

Visalia Charter Independent Study is committed to providing an education that will focus on individual student needs, fostering their academic potential and inspiring a passion for learning, while guiding students towards success in college, career and life.

Mission Statement

Visalia Charter Independent Study has one mission: to offer students an innovative approach to academics that recognizes the unique and varied needs of each student. Our goal is to create a learning environment that takes into account individual needs by working at a pace that fosters academic success. As partners in this journey, parents, school staff, and the community come together to ensure that students are achieving their potential as they become learners in the 21st century. VCIS pledges to instill confidence, diligence, and self-worth for all students.

School-wide Learner Outcomes

E - Every student succeeds
A - Academic achievement and advancement
G - Graduate students that are college & career ready
L - Life-long learners
E - Exercise high ethical standards
S - Shared support of student success by family, staff and students