Visalia Charter Independent Study

Mid-Cycle Progress Report



Accrediting Commission for Schools

Western Association of Schools and Colleges

March 2019

Visalia Unified School District

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Chapter 1



Student/Community Profile Data

Chapter 1: Student/Community Profile Data

Visalia Charter Independent Study Overview

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 133,010 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 August 2018, Tulare County's unemployment rate was at 8.4%. 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 (2012-2016), Visalia's median household income is $52,099. The median home price is $190,500 and the median gross rent is $939 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.

District

Visalia Unified School District (VUSD) is the oldest district in Tulare County, founded in 1885. VUSD is currently comprised of twenty six elementary schools, five middle schools, four comprehensive high schools, one continuation high school, one adult school, and three charter schools. 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.

The fall 2017 California School Dashboard for Visalia Unified indicates that the total enrollment district-wide is 27,572 students; with an Unduplicated Pupil Percentage (UPP) of 67.43%. English Learners (EL's) making up approximately 15%, Socioeconomically Disadvantaged (SED) making up around 67%, and Foster Youth making up around 0.8% of

the student population.

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. After the 2016 review, VCIS received a 6-year accreditation with a third year midterm review.

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 be for credit recovery, acceleration, or social/emotional acceptance. All of our students are enrolled in either our traditional independent study program or our online independent study program. Both programs provide our students with flexible schedules to meet their individual needs. 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 based electives and have developed health science and culinary arts Career Technical Education pathways. We offer UC approved courses, allowing our graduates the option to enroll directly into a four year college. Our classroom classes and independent study classes are also NCAA approved.

Classroom Based Elective Courses Available:

3D Art
Advanced Culinary Arts
Advanced Dance
Anatomy & Physiology
ASB *(student leadership)*
Baking and Pastry
Basic Culinary Arts
Bootstrap Programing
Certified Nursing Assistant
Child Development
Choir
Contemporary Music Performance
Dance Performance
Drama 1
Drama 2
Drawing
Forensics
Guitar
Intermediate Dance
Intro to Dance
Marine Biology
Medical Assistant
Medical Billing & Coding
Medical Math
Medical Terminology
Painting 1
Painting 2
Parenting
Pharmacy Technician
Photography
Prenatal
Production and Theater Tech
Robotic Engineering and Programming
Spanish 1
Spanish 2
Stagecraft
Studio Art
Vocal Performance

VCIS is constantly revising existing curriculum in accordance with current content standards, as well as district textbook adoptions. We also create 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 is provided in these areas: common core writing

success 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 with rigorous and relevant curriculum.

Core Curriculum Support

We have tutors available in English, math, science, history social science, and health science throughout the week. All students are encouraged to seek tutoring for their core courses and have access to the tutoring schedule. The majority of the tutors are credentialed teachers in the areas of science, math, social studies, and English. Tutoring is available to all students in both the traditional independent study program and the online independent study program.

Our core labs for English and history social science provide a larger tier of support to students beyond their one hour supervising teacher meeting or one-on-one tutoring sessions. Through the core labs, a larger number of students are able to be served. Students do not earn credit for the core labs; however, it provides them the needed support to be successful in completing the course. The core labs are a support option for students; they are enrolled in the core labs upon supervising teacher recommendation and/or student/parent request. Each course is paced out week-by-week and students attend a designated core lab session once a week to receive classroom based support and instruction for their independent study curriculum. These labs provide an extra tier of support for students to access the rigorous independent study curriculum.

Math Assist is an elective course taken concurrently alongside an Integrated Math 1 or 2 course. It provides both the additional time and teacher assistance for any students that may require this extra tier of support. Instruction centers on ensuring that the student has developed background knowledge and concepts required to understand and apply knowledge and skills to the content they are learning in their Integrated Math course. Students are identified to be placed into this course if they meet specific assessment and grade criteria, as well as mathematics teacher recommendation.

Freshman Support

Although VCIS is an independent study school, freshmen receive extra support to ensure their success in high school. We maintain a small ninth grade class each school year in our traditional independent study program; approximately 60 freshmen. These ninth graders must attend an English 1 class, math class, and study techniques class in addition to their regular weekly meetings with their supervising teachers. These mandatory classes are designed to offer extra support for these students just starting their high school careers.

Special Education

We employ one full-time, one 70%, and one part-time special education teacher to assist and support special education students enrolled in our program. 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.

Vision, Mission, and Schoolwide Learner Outcomes

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. These two statements have remained at the forefront of our school's driving focus, in conjunction with our Schoolwide Learner Outcomes. Our Schoolwide Learner Outcomes, along with their measurements for success and annual progress are presented in **Table 1**.

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.

Schoolwide 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** - Lifelong learners
- **E** - Exercise high ethical standards
- **S** - Shared support of student success by family, staff and students

Table 1

SLO - E Every student succeeds

	15-16 Data	16-17 Data	17-18 Data
CAASPP % Met/Exceeded in ELA	52%	45%	46%
MAP Grade 9 Reading	-	226	222
MAP Grade 10 Reading	-	223	227
MAP Grade 11 Reading	-	223	224
MAP Grade 12 Reading	-	225	223
CAASPP % Met/Exceeded in math	6%	8%	4%
MAP Grade 9 Math	-	226	224
MAP Grade 10 Math	-	226	230
MAP Grade 11 Math	-	226	226
MAP Grade 12 Math	-	225	224

Specific Measures: CAASPP ELA & math results
MAP testing results based off of spring mean RIT score from students tested in all three testing windows.
(Student Growth Summary Report) MAP testing base year 2016-17

SLO - A Academic achievement and advancement

	15-16 Data	16-17 Data	17-18 Data
*pass rate in English classroom courses	97%	96%	93%
**pass rate in math classroom courses	85%	78%	88%
***pass rate in science classroom courses	74%	78%	86%

Specific Measures: (combined pass rates from S1 & S2) *English - English 1 & ERWC; **math - Integrated Math 1, Integrated Math 2, Integrated Math 3, & pre-calculus; ***science - biology, chemistry, anatomy & physiology, and marine biology

SLO - G Graduate students that are college and career ready

	15-16 Data	16-17 Data	17-18 Data
*Graduation rate	89%	92%	89%
**Lifetrack Exit Survey	96.4%	96.85%	96%
% meeting A-G at graduation	2.8%	10%	22%
***# of CTE course enrollments	191	218	302
****% of graduates employed in the workforce	-	-	62%

Specific Measures:*Record of students graduating VCIS with their four-year cohort; not reflective of state CalPads data. **Lifetrack Exit Survey Question 5: Do you believe you are adequately prepared to make your transition to college, military, or the workplace? ***CTE courses - CCRP elective courses, eDynamic CTE courses & any VCIS student enrolled in a CTE course at a comprehensive high school ****These results reflect the responses of 117/209 (60.6%) former students of the graduating class of 2016 that are currently working part-time/full-time, as reported by the LifeTrack Postgraduate Survey.

SLO - L Life-long learners

	15-16 Data	16-17 Data	17-18 Data
*% enrolled in colleges (2 year and 4 year)	-	-	38%
*%enrolled in trade schools	-	-	2%
*% enlisted in military	-	-	3%

Specific Measures: *These results reflect the responses of 117/209 (60.6%) former students of the graduating class of 2016, as reported by the LifeTrack Postgraduate Survey.

SLO - E Exercise high ethical standards

	15-16 Data	16-17 Data	17-18 Data
Annual attendance rate	95.39%	94.84%	93.31%
Annual suspension rate	2%	2%	1.75%
Annual expulsion rate	0%	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

	15-16 Data	16-17 Data	17-18 Data
*staff survey	96%	98%	98%
**parent survey	91%	91%	86%
***student survey	88%	88%	89%

Specific Measures: (all strongly agree & agree from each survey)
*Staff Survey - Question 1: The school has clearly stated plans to help students learn and achieve their goals. Question 2: The school administration makes decisions and initiates activities to help students. Question 6: Staff members deal effectively with cultural diversity and help each student feel welcomed and valued.
**Parent Survey - Question 11: My student's classes are helping to prepare him/her for the future. Question 12: My child is learning skills that he/she can use in the job force or in pursuing education after high school. Question 13: Upon graduation, VCIS students will be able to compete on an equal level with students graduating from other high schools.
***Student Survey - Question 12: My teacher advises me on the classes I need to take. Question 13: After graduation, I can compete on an equal level with students graduating from other high schools. Question 14: My classes are helping to prepare me for the future. Question 15: The school has resources available for me to find a career that I would like to pursue. Question 16: Advanced classes are available and open for me to take. Question 17: Upon graduation, I am prepared to continue the pursuit of my academic and occupational goals.

Student and Faculty Demographics

Student Demographics and Enrollment

VCIS enrollment fluctuates greatly throughout the school year due to the nature of the program. Students enroll at VCIS for many different reasons, including credit recovery, mental/physical health limitations, accelerated education opportunities, career technical

education options, and smaller campus/class sizes. VCIS has maintained a yearly average of approximately 531 students for the past three years. **Table 2** below shows the ethnicity enrollment information. The significant populations include Hispanic/Latino and White. There has been a slight increase in the Hispanic/Latino population while the population of White students has declined.

Table 2

Ethnicity	2015-2016	2016-2017	2017-2018
African American	13	13	6
American Indian/Alaska Native	7	8	4
Asian	16	18	13
Filipino	1	Not reported	1
Hispanic or Latino	329	338	381
Pacific Islander	2	Not reported	2
White	140	126	123
Two or More Races	9	10	15
Not Reported	8	5	6
Totals	**525**	**518**	**551**

(Source: California Department of Education- Data Quest)

According to the California School Dashboard, VCIS has a 69.3% socioeconomically disadvantaged student population, while English Learners account for 9.6% of the population and foster youth is 2%.

Table 3 below shows the primary language data from our current fall 2018 enrollment. Seventy percent of our current student population is from homes that speak only English, 27% are from Spanish speaking homes, 2% are from Arabic speaking homes, and 1% consisted of other languages such as Lahu, Lao, Portuguese, and Sign Language.

Home Language

Table 3

Home Language of Students for Fall 2018		
Language	**# of Students**	**% of Students**
English	397	70%
Spanish	154	27%
Arabic	10	2%
Other	6	1%
Not Specified	3	-

(Source: Power School)

Language Proficiency

As **Table 4** below shows, our number of officially-designated English learners (CELDT 1-5/ELPAC 1-4) has been slightly growing each school year. The chart provides the number of EL students enrolled each year, along with the percentage that they comprise of our school's enrollment.

Table 4

Number of English Language Learners		
Year	**# of EL Students**	**% of EL Students**
2015-2016	39	7%
2016-2017	40	8%
2017-2018	53	10%
Fall 2018*	42	7%

*(Source: California Department of Education- Data Ques;*Power School)*

The English Language Proficiency Assessment for California (ELPAC) was administered for the first time in the spring of 2018. **Table 5** below contains the results of our currently enrolled EL students. Out of the 42 EL students, three of them do not have results reflected in the table below. Two of them did not have ELPAC results; however, they did have CELDT results from the prior school year indicating a CELDT level 4 for both of them. One student shows "pending" ELPAC results. In analyzing these results, 3 of the students are currently designated as ELPAC level 1 and 6 students are designated as ELPAC level 2. **Table 6** below indicated the number of English Learners that have been reclassified each school year.

Table 5

Fall 2018 Language Proficiency Levels		
Level	**# of EL Students**	**% of EL Students**
Level 1 *Beginning Stage*	3	1%
Level 2 *Somewhat Developed*	6	15%
Level 3 *Moderately Developed*	13	33%
Level 4 *Well Developed*	17	44%

(Source: Power School)

Table 6

English Learner Reclassification Rate			
Years	**# of EL Students**	**# of EL Students Reclassified**	**% of EL Students Reclassified**
2015-2016	39	4	10.3%
2016-2017	41	5	12.2%
2017-2018	38	2	5.3%

(Source: VCIS EL Coordinator)

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 VCIS teachers hold valid California Teaching Credentials, and 69% of its staff has over ten years of teaching experience. Currently there are sixty-four credentialed teachers at Visalia Charter Independent Study, including fifteen full time teachers and forty-nine hourly teachers. See **Table 7** below for years of teaching experience at VCIS:

Table 7

VCIS Staff 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	20 (31%)	16 (25%)	11 (17%)	6 (9%)	5 (8%)	2 (3%)	4 (6%)
Years Teaching	4 (6%)	16 (25%)	16 (25%)	12 (19%)	3 (5%)	6 (9%)	7 (11%)

(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. We just hired a full-time counselor. Our front office staff consists of one attendance clerk and one secretary on our main campus, and an additional secretary at both the online building and West campus. We also have a nurse on campus every Thursday, whom we share with other VUSD sites. There are two general activities aides, three paraprofessionals, one instructional aide, four childcare workers, two PE Specialists, a part-time psychologist, two campus supervisors, four student workers, and other part-time, hourly support as needed.

Student Achievement Data

California Assessment of Student Performance and Progress (CAASPP)

The 2016 to 2018 English Language Arts CAASPP results show a slight decrease in proficiency over the three year period. However, we did see a slight increase in the combined percent of students (46%) that *met/exceeded* in 2018 compared to 2017 (44%). See **Table 8** below:

Table 8

CAASPP English Language Arts Overall Achievement					
Year	**# of Students**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
2016	223	18%	30%	36%	15%
2017	204	19%	37%	32%	12%
2018	226	24%	31%	36%	10%

(Source: caaspp.cde.ca.gov; Smarter Balanced Assessments Results)

Table 9 provides a more detailed breakdown of the English Language Arts CAASPP results by areas of achievement levels for the four claims. We have seen a slight increase in the percent of students scoring at *below standard* in all four claims; and we have seen a slight decrease in the percent of students scoring at *near standard* in all four claims. We have seen a slight increase in the percent of students scoring *above standard* in the reading, listening and research/inquiry claims; and a slight decrease in the percent of students scoring *above standard* in the writing claim.

Table 9

CAASPP English Language Arts Area Achievement Levels by Claim				
Year	**# of Students**	**Below Standard**	**Near Standard**	**Above Standard**
READING: How well do students understand stories and information that they read?				
2016	223	16%	66%	18%
2017	204	27%	55%	18%
2018	226	25%	55%	23%

WRITING: How well do students communicate in writing?				
2016	223	22%	59%	19%
2017	204	27%	55%	18%
2018	226	25%	58%	16%
LISTENING: How well do students understand spoken information?				
2016	223	17%	68%	15%
2017	204	18%	73%	9%
2018	226	20%	65%	15%
RESEARCH/INQUIRY: How well can students find and present information about a topic?				
2016	223	19%	60%	19%
2017	204	24%	59%	17%
2018	226	24%	57%	19%

(Source: caaspp.cde.ca.gov; Smarter Balanced Assessments Results)

The 2016 to 2018 Mathematics CAASPP results show a decrease in proficiency over the three year period. We did see a slight increase in the combined percent of students (8%) that *met/exceeded* in 2017 compared to 2016 (6%). However, this percent of students the combined percent of students that *met/exceeded* in 2018 dropped to 5%. See **Table 10** below:

Table 10

CAASPP Mathematics Overall Achievement					
Year	**# of Students**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
2016	223	71%	22%	6%	0%
2017	208	69%	23%	7%	1%
2018	232	69%	26%	3%	2%

(Source: caaspp.cde.ca.gov; Smarter Balanced Assessments Results)

Table 11 provides a more detailed breakdown of the Mathematics CAASPP results by areas of achievement levels for the three claims. We have seen a slight increase in the percent of students scoring at *below standard* in all four claims; and we have seen a slight decrease in the percent of students scoring at *near standard* in all four claims. We have seen a slight increase in the percent of students scoring *above standard* in all three claims.

Table 11

CAASPP Mathematics Area Achievement Levels by Claim				
Year	**# of Students**	**Below Standard**	**Near Standard**	**Above Standard**
CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?				
2016	223	76%	22%	2%
2017	208	84%	13%	3%
2018	232	88%	13%	3%
PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?				
2016	223	53%	46%	1%
2017	208	61%	37%	3%
2018	232	60%	37%	3%
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?				
2016	223	44%	56%	0%
2017	208	41%	56%	3%
2018	232	46%	51%	3%

(Source: caaspp.cde.ca.gov; Smarter Balanced Assessments Results)

Measurement of Academic Progress Assessments

VCIS utilizes the Measurement of Academic Progress (MAP) assessments to collect information on the growth of students and prepare students for high-stakes testing (CAASPP). It is imperative that VCIS implements a program that can assess students at their current levels to inform instruction as well as prepare the students to take tests electronically with a program that adapts to their learning levels. In the fall of 2016 we began utilizing the Measurement of Academic Progress (MAP) assessments in both mathematics and reading through the Northwest Evaluation Association (NWEA). These assessments are administered to all grade levels three times throughout the school year. We utilize the MAP assessments to monitor academic performance and growth by grade level in reading and mathematics. As long as a student takes each test during each of the three testing windows (fall, winter, spring) their data is included into the Student Growth Summary Report. This is highly beneficial, as it allows us to collect annual performance data in reading and mathematics for all students that have been enrolled at our site for the full school year.

MAP assessments use a Raush Unit (RIT) scale to accurately measure what students know, regardless of their grade level. It also measures growth over time, allowing us to track students' progress throughout the school year and across multiple years. Once a student completes a

MAP assessment, they receive a number called a RIT score for each area they are tested in (reading and math). This score represents a student's achievement level at any given moment and helps measure their academic growth over time. The RIT scale is a stable scale, like feet and inches, that accurately measures student performance, regardless of age, grades, or grade level. Like marking height on a growth chart, and being able to see how tall a child is at various points in time, you can also see how much they have grown between assessments. The higher the RIT score, the more achievement the student has in the subject.

Table 12 provides an overview of student growth by grade level for the MAP Reading assessment over the past two years. The Student Growth Summary report provides the grade level average RIT for each testing window. The Observed Growth indicates the grade level average RIT growth for the year. During the first year of implementation, we saw growth in all grade levels from fall to spring. During the 2017-2018 school year we saw growth in grades 9 and 10 from fall to spring; grades 11 and 12 remained the same.

Table 12

MAP Reading Student Growth Summary				
Year	**# of Students**	**Fall RIT**	**Spring RIT**	**Observed RIT Growth**
Grade 9				
2016-2017	36	219	226	7
2017-2018	52	221	222	1
Grade 10				
2016-2017	76	220	223	3
2017-2018	75	224	227	3
Grade 11				
2016-2017	141	224	226	2
2017-2018	146	224	224	0
Grade 12				
2016-2017	153	224	225	1
2017-2018	148	223	223	0

(Source: MAP Student Growth Summary Report 2017 and 2018)

Table 13 provides an overview of student growth by grade level for the MAP Mathematics assessment over the past two years. The past two years we have seen growth in all grade levels from fall to spring. The most growth has taken place in grades 9 and 10.

Table 13

MAP Mathematics Student Growth Summary				
Year	**# of Students**	**Fall RIT**	**Spring RIT**	**Observed RIT Growth**
Grade 9				
2016-2017	36	219	226	**7**
2017-2018	50	220	223	**3**
Grade 10				
2016-2017	75	221	226	**5**
2017-2018	75	226	231	**5**
Grade 11				
2016-2017	140	224	226	**2**
2017-2018	142	224	226	**2**
Grade 12				
2016-2017	153	224	225	**1**
2017-2018	147	223	224	**1**

(Source: MAP Student Growth Summary Report 2017 and 2018)

California English Language Development Test (CELDT) and English Language Proficiency Assessment of California (ELPAC)

VCIS has a very small population of English Learners that are not yet reclassified English Language Proficient. Over the past two years the state has transitioned from the California English Language Development Test (CELDT) to the English Language Proficiency Assessment of California (ELPAC). The ELPAC was administered for the first time in the spring of 2018. Results from the last two years of the CELDT can be found below in **Table 14**; results from the spring 2018 ELPAC can be found below in **Table 15**. Both tables show the number of students scoring in each proficiency level in each grade over the past three years. The data reveals that the majority of these 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 14

Comparison of the 2016 and 2017 CELDT Number of Students Scoring in each Proficiency Level						
Year	**# of Students**	**Beginning**	**Early Intermediate**	**Intermediate**	**Early Advanced**	**Advanced**
Grade 9						
2015-2016	5	0	1	2	2	0
2016-2017	1	0	0	1	0	0
Grade 10						
2015-2016	9	0	0	3	5	1
2016-2017	9	0	1	4	4	0
Grade 11						
2015-2016	9	0	1	4	3	1
2016-2017	13	0	0	3	9	1
Grade 12						
2015-2016	15	0	3	6	6	0
2016-2017	10	0	0	2	7	1

(Source: California Department of Education)

Table 15

ELPAC Overall Results for Spring 2018					
Grade	**# of Students**	**Level 1 (Beginning Stage)**	**Level 2 (Somewhat Developed)**	**Level 3 (Moderately Developed)**	**Level 4 (Well Developed)**
9	5	1	3	0	1
10	7	0	1	2	4
11	19	0	2	8	10
12	18	0	2	7	9

(Source: Illuminate 2017-18 ELPAC Summative Student List by Grade report)

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 Math Assist, Reading Improvement, or study skills. As a result, we have seen a successful passage rate in our core classes. **Table 16** 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 96% passage rate overall.

Table 16

English Classroom Passage Rates			
English 1A			
Year	**# students completed**	**# of students passed**	**% of students passed**
2015-2016	38	37	97%
2016-2017	40	37	90%
2017-2018	47	43	91%

English 1B			
Year	**# students completed**	**# of students passed**	**% of students passed**
2015-2016	45	43	96%
2016-2017	74	69	93%
2017-2018	53	49	92%
ERWC A			
Year	**# students completed**	**# of students passed**	**% of students passed**
2015-2016	11	11	100%
2016-2017	12	12	100%
2017-2018	10	10	100%
ERWC B			
Year	**# students completed**	**# of students passed**	**% of students passed**
2015-2016	7	7	100%
2016-2017	12	12	100%
2017-2018	10	10	100%

(Source: Power School)

Table 17 provides the information regarding the passage rates of our core classroom classes in math. In Integrated Math 1 we maintained a consistent passage rate over the past three years, averaging an 80% passage rate overall. In Integrated Math 2 we have sustained a high percentage of passage rates over the past three years, averaging an 88% passage rate overall. In Integrated Math 3, we have had a high percentage of passage rates over the past three years, averaging a 90% passage rate overall. In precalculus, we have a small number of students enrolled; however, we have maintained a 100% passage rate over the past three years.

Table 17

Math Classroom Passage Rates			
Integrated Math 1A			
Year	**# students completed**	**# of students passed**	**% of students passed**
2015-2016	141	111	79%
2016-2017	128	93	73%
2017-2018	95	78	83%
Integrated Math 1B			
Year	**# students completed**	**# of students passed**	**% of students passed**
2015-2016	133	108	81%
2016-2017	121	93	77%
2017-2018	116	103	89%
Integrated Math 2A			
Year	**# students completed**	**# of students passed**	**% of students passed**
2015-2016	98	109	90%
2016-2017	168	136	81%
2017-2018	155	140	90%
Integrated Math 2B			
Year	**# students completed**	**# of students passed**	**% of students passed**
2015-2016	45	40	89%
2016-2017	105	91	87%
2017-2018	137	123	90%

Integrated Math 3A			
Year	**# students completed**	**# of students passed**	**% of students passed**
2015-2016	30	28	93%
2016-2017	18	16	89%
2017-2018	30	25	83%
Integrated Math 3B			
Year	**# students completed**	**# of students passed**	**% of students passed**
2015-2016	28	27	96%
2016-2017	12	11	92%
2017-2018	23	20	87%
Precalculus S1			
Year	**# students completed**	**# of students passed**	**% of students passed**
2015-2016	7	7	100%
2016-2017	4	4	100%
2017-2018	4	4	100%
Precalculus S2			
Year	**# students completed**	**# of students passed**	**% of students passed**
2015-2016	2	2	100%
2016-2017	-	-	-
2017-2018	3	3	100%

(Source: Power School)

Table 18 provides the information regarding the passage rates of our core classroom classes in science. In Biology A we saw a slight drop in the passage rate from 2015-2017, but it has gradually increased. Students have a higher passage rate the second semester in Biology B. Biology's passage rate over the past three years averages to a 76% passage rate overall. In chemistry we have sustained a high passage rate over the past three years, averaging an 89%

passage rate overall. There are some classes offered during the summer session for students who may not have passed required courses. During the 2017-2018 school year we added two lab science course offerings: Anatomy and Physiology and Marine Biology. Anatomy and Physiology is primarily taken by students enrolled in our health science pathways; however, it is open to all students. Marine Biology had been a single semester elective offering prior to the 2017-2018 school year. Our science teacher re-wrote the course to cover a year's worth of curriculum. Both courses are UC approved to meet the lab science criteria. Passage rate information for both of these courses is available in **Table 18** for the first year of implementation.

Table 18

Science Classroom Passage Rates			
Biology A			
Year	**# students completed**	**# of students passed**	**% of students passed**
2015-2016	144	92	64%
2016-2017	130	88	68%
2017-2018	118	93	79%
Biology B			
Year	**# students completed**	**# of students passed**	**% of students passed**
2015-2016	126	100	79%
2016-2017	145	116	80%
2017-2018	109	95	87%
Chemistry A			
Year	**# students completed**	**# of students passed**	**% of students passed**
2015-2016	33	27	82%
2016-2017	36	35	97%
2017-2018	47	39	83%

Chemistry B			
Year	**# students completed**	**# of students passed**	**% of students passed**
2015-2016	25	23	92%
2016-2017	39	34	87%
2017-2018	44	42	95%
Anatomy and Physiology A			
Year	**# students completed**	**# of students passed**	**% of students passed**
2017-2018	9	9	100%
Anatomy and Physiology B			
Year	**# students completed**	**# of students passed**	**% of students passed**
2017-2018	7	6	86%
Marine Biology A			
Year	**# students completed**	**# of students passed**	**% of students passed**
2017-2018	10	10	100%
Marine Biology B			
Year	**# students completed**	**# of students passed**	**% of students passed**
2017-2018	10	10	100%

(Source: Power School)

Graduation Rate

Since VCIS is an independent study school, we have a significant turnover in our student population; therefore, making it very difficult for us to calculate a true four-year cohort graduation rate. Instead, the principal decided to utilize a one-year graduation rate based on the "true senior population" of students. This graduation rate is calculated in the following manner. The total of potential graduates is calculated by taking the total list of graduates for the school year and subtracting all 10th, 11th, and 5th year seniors from that total. Then the previous year's 11th graders and any 10th graders from two years past are added into the potential graduates' total. This gives the total possible number of "true" potential graduates. Non-graduates are then subtracted from the potential graduates list. Then the actual number of

graduates is divides by the total potential graduates to determine our Graduation Rate for the year. **Table 19** provides the information regarding graduation rates for the past three years. We saw a slight increase in 2017, and have maintained a graduation rate average of 90%.

Table 19

Visalia Charter Independent Study Graduation Rate			
Year	**# of Seniors**	**# of Graduates**	**% of Graduates**
2016	204	181	89%
2017	248	227	92%
2018	234	208	89%

Summary of Data with Implications

Academic Achievement Data

Summary and Findings from Data Analysis
The administrative team looks at schoolwide data at regular intervals to determine the needs of our students. Classroom grade distribution data is reviewed after each semester for all core academic classroom courses. Student MAP testing results are reviewed after each of the three testing windows, and overall at the end of the school year. The CAASPP results are reviewed annually once released by the state. All of this data is incorporated into our schoolwide learner outcomes (SLOs) as measurements of academic achievement. This fall the Staff Leadership Team (made up of at least one representative from each department/area across the school) began the year by taking a look at data from the school's Action Plan, Schoolwide Learner Outcomes and student/parent/staff survey results. From their data analysis, the team identified areas of primary focus for the school year, which were college and career readiness and math supports for our students. **Table 20** includes the action steps that were brainstormed by the team to address the two identified areas of focus. The staff leadership team split into two focus groups to begin work on each of these focus areas.

Table 20 **- Staff Leadership Team analysis of Action Plan, SLOs, and Student, Parent and Staff Surveys**

Brainstormed Action Steps from SLT
College and Career Readiness needs
● We will create a document/guide that will provide clear information regarding dual/concurrent enrollment differences/process/benefits ● We will provide clear concurrent/dual Enrollment procedures with deadlines. ● Create a designated college and career tutor time/location for students to have the opportunity to walk in to get help and ask questions. ● We will provide a college and career center that is well advertised and equipped with resources to assure students have information of the opportunities available to them after high school.
Math supports needs
● Create an all-school instruction on basic math skills to help support math and science students. ● We will research programs for an all-school program for juniors not enrolled in a math class. ● We will support students in learning the basics of math by providing the extra support needed in a systematic way.

Perception Data

Summary and Findings from School Wide Data Analysis

Annually, in the spring, we administer surveys to our students, parents and staff. We maintain the same surveys yearly to allow us to compare results and growth across years, and allow us to monitor our Student Learner Outcome of shared support of student success by family, staff and students. Surveys are all done digitally for both staff and students. The parent survey is made available both digitally and on paper, in both English and Spanish. Administration gathers the results following the surveys and shares them out with all staff members. Staff is asked to individually complete a survey results reflection in which they identify areas of strength and areas for growth from all three surveys. All staff is asked to bring their survey results reflection to a designated end of the year staff meeting. Staff is then divided into groups to complete a survey analysis. They are asked to share out their individual survey results reflections within their groups. They are to discuss their observations of areas of strength and areas of growth for each survey. After discussion, the group is to pick one area of strength and one area for growth from each survey. They are to record their findings onto provided post-its and then place them on designated posters in the room. The assistant principal then gathers the input from all of the post-its and consolidates into one final survey results reflection document for the year. This document provides evidence of stakeholder collaboration and input around the student, parent and staff surveys, but more importantly involves staff in the process of identifying the schools' areas of strength and areas for growth based on stakeholder input. **Table 21** includes the findings from the 2017-2018 surveys.

Table 21 **- Staff Findings from Student, Parent and Staff Surveys**

Student Survey Results - ***Table 21 a***
Observed Areas of Strength
● Teachers take time to work with students when they don't understand concepts ● Teachers advise students on classes they need to take ● Treated fairly by staff ● Positive culture/safe environment/cultural diversity acceptance ● Students feel prepared post-grad ● Technology availability ● Availability and knowledge of tutoring and correction center
Observed Areas for Growth
● College and Career Center-providing info/scholarship information (ensure students are informed) ● More advanced classes ● Sports facilities

Parent Survey Results - *Table 21 b*
Observed Areas of Strength
● Safe campus/positive culture ● Students are treated fairly ● Cultural differences are accepted ● Access to technology ● Quality of education (curriculum) and variety of classes/techniques in the classroom ● Classes that prepare students for their future beyond high school ● Teachers guide and support students
Observed Areas for Growth
● Scholarship notifications ● More advanced courses ● Communication with parents ● Lunch options ● Parental involvement

Staff Survey Results - *Table 21 c*
Observed Areas of Strength
● School culture - Staff feels valued/respected by administration/voices are heard - Administration is effective and makes decisions to help students - Culture of professionalism - Safe environment - 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 - Staff training, support and collaboration around curriculum ● Technology use/workshops and trainings
Observed Areas for Growth
● Teacher training - More collaboration time - More training on common core ● Update facilities

- Personal learning plans (ILP) needs to have more collaboration
- More parental involvement/participation

Progress Report

Opportunities Addressed Since WASC Report in 2016

In the 2016 WASC Self-Study Accreditation Report, we identified two critical school learner needs as a result of data analysis of both academic and perception data. Within these two critical school learner needs we identified five areas for focus. **Table 22** and **23** contain a summary of the work we have done to address these needs over the past two years.

Table 22

Identified Critical Learner Need from 2016: ***Academic Achievement***	
Area of Focus: ***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.	**Progress:** ➔ PD for supervising teachers on ELA Common Core State Standards ➔ PD for all supervising teachers in curriculum writing support ➔ PD for all supervising teachers on new curriculum ➔ Math, Science, Spanish teachers attend district collaboration/PD ➔ Math, science, Spanish teachers attend PD conferences ➔ Team collaboration time ➔ Technology PD
Area of Focus: ***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.	**Progress:** ➔ Added two lab science classroom courses meeting UC “D” (laboratory science) requirement; Anatomy & Physiology and Marine Biology ➔ Developed and received UC approval for our own “wet labs” for use with online Edgenuity science classes; Biology and Chemistry ➔ Increased eDynamic online elective offerings meeting UC “G” (elective) requirement ➔ Addition of three eDynamic online elective offerings meeting UC “F” (fine art) requirement ➔ Currently working on our submission for all classroom based performing arts classes for the UC “F” (visual & performing arts) approval ➔ Added “dual enrollment” courses with College of the Sequoias Community College

Table 23

Identified Critical Learner Need from 2016: *School Culture and Climate*	
Area of Focus: **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 on showcasing their students in some way and then disseminating school information and needs during those student-focused programs.	**Progress:** ➔ Back to School Night combined with Fall Festival increase parent turnout ➔ Student bulletin available online in English and Spanish for students/parents to access ➔ Fall 2018 Parent Engagement Survey ➔ Continued parent survey in spring ➔ Development of a School Site Council and English Language Advisory Committee which will include parents ➔ Annual summer parent letter home communicating the new year's updates and changes
Area of Focus: **Improve communication amongst stakeholders** - It is important that all stakeholders are informed of the opportunities available to our students.	**Progress:** ➔ Continued use of school website, weekly bulletins in English/Spanish, and Remind notifications ➔ Increased use of Blackboard notifications by grade level, classes ➔ Added grade level college and career seminars ➔ Added video casts around campuses communicating upcoming opportunities ➔ Staff Leadership team is currently working on the development of a College and Career guide/pamphlet for VCIS
Area of Focus: **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.	**Progress:** ➔ All staff attended Mental Health PD through USA Mental Health First Aid ➔ All staff attended Mental Health and Suicide Prevention PD with our district psychologist ➔ All staff received training covering commercially sexually exploited children (CSEC) through the Human Trafficking Task Force of Tulare County ➔ Schoolwide PD on Mindset and Grit

Critical School Learner Needs

Identified Critical Learner Need #1. *Academic Achievement*

Summary & Implications:

Student Performance Data: The performance data is measured by the CAASPP, MAP Assessments, and end of course grades. On the ELA CAASPP from 2016-2018, 11th grade student scores for standard met/exceeded dropped 5% (from 51% to 46%). In the same years, 11th grade student Mathematics CAASPP scores for standard met/exceeded dropped 1% (from 6% to 5%; we did have an increase in 2017 to 8%). On the MAP assessment for Reading from 2016-2017 we saw observed growth for all grade levels; from 2017-2018 we saw observed growth for grades 9 and 10, and stagnant scores for grades 11 and 12. On the MAP assessment for Mathematics from 2016-2018 growth was observed for all grade levels. Our classroom based English courses have maintained a 90-100% passage rate from 2016-2018. From 2016-2018 our classroom based math courses have maintained the following passage rates: Integrated Math 1 (73-89%), Integrated Math 2 (81-90%), Integrated Math 3 (83-96%), and precalculus (100%). As a result of reviewing academic achievement data, it was found that there is a need to focus on mathematics. ***The implications of this data is that VCIS staff needs to research, develop, and implement a strategic mathematics support plan to increase student success.***

Perception Data: When reviewing the student, parent, and staff survey data gathered in the spring of 2018, an average of 92% reported having confidence in the vision, school purpose, governance, and leadership of the school. The majority surveyed (students at 93%, parents at 87%, staff 94%) feel the campus is safe, clean, and orderly. Students voiced concern over the lack of advanced classes (24%) and information about college scholarships (22%). Students also voiced the issue of not being aware of the career center and what it offers (36%). Parents showed most concern over dress and discipline code enforcement (21%) and their student being notified about scholarship and/or special programs (33%). Teachers showed most concern over parent involvement (25%), school connection with post-secondary institutions (18%), and personal learning plans for students being collaborative (20%). A significant amount of Supervising Teachers reported that they know what the Common Core State Standards (CCSS) are and are working to integrate them into their teacher meetings (44%) and a small group reported that they are not familiar with the CCSS (2%). Only 9% of Supervising Teachers reported being very knowledgeable of the CCSS and have fully implemented them into their teacher meetings. It is important to note that all of our core curriculum is written to address the CCSS, and that a significant amount of our teaching staff is made up of supervising teachers that implement the curriculum, but do not write/develop the curriculum. Therefore, they may not be as familiar with the specific CCSS; however, they are delivering and instructing students in curriculum that addresses the CCSS. Classroom teachers reported needing more time to collaborate with colleagues to evaluate, redesign, and modify teaching methods, activities, and assessments (70%). From teacher survey reflection, it was found that there is an ongoing need for continuous curriculum updates and implementation support. A need was also found to improve college and career guidance. ***The implication of this data is that the administrative***

team at VCIS needs to continue to provide focused professional development centered on curriculum implementation, and develop/implement a plan to ensure that college and career guidance is easily accessible and available.

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 implementation of the Common Core State Standards.
b. ***Mathematics Support*** - VCIS is committed to our students' academic success, ensuring that students graduate college and career ready. Our staff will research, develop, and implement a strategic mathematics support plan to increase student success
c. ***College and Career Guidance*** - 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 develop and implement a plan to ensure that college and career guidance is easily accessible and available.

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 increase achievement in mathematics?
2. What professional support is necessary to provide staff with the tools needed to ensure students are college and career ready?

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. 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 and other extracurricular opportunities), along with continued communication. Staff also discussed the need to support a small population of our students with "daily living necessities" (nutritional, clothing and hygiene). ***The implication of this data is that we need to increase our parental involvement. The second implication of this data is a need for a schoolwide***

nutritional program to meet the needs of our 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 on showcasing their students in some way and then disseminating school information and needs during those student-focused programs.
b. **Nutritional Program** - We recognize that the lack of "daily living necessities" creates an obstacle to achieving academic success for some of our students. It is our goal to work with our district to develop/implement a schoolwide program to help address these needs.

Correlated Schoolwide Learner Outcomes: The "L, S" of EAGLES

L-Life-long learners
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. How can we support the daily living necessities (nutritional, clothing, hygiene) of our students?

Chapter 2



Significant Changes and Development

Chapter 2: Significant Changes and Developments

Supporting Student Success

New Independent Study Curriculum

Since 2016, a variety of our independent courses have been revised, written, and implemented schoolwide. Some courses were revised due to new textbook adoptions in Visalia Unified School District, while others were revised or written to support our students in meeting the rigorous demands of the Common Core State Standards (CCSS).

Common Core Writing Success
We created a series of elective writing courses designed to support our students in developing and practicing the skills needed for different writing domains. This series was written by our credentialed English teachers, and it was entitled, Common Core Writing Success (CCWS). The first course written was the CCWS Informative Writing, which was in place prior to 2016 and was targeted to our sophomore students. In 2016-2017, both the CCWS Argumentative Writing and CCWS Narrative Writing were implemented schoolwide. A revised version of our Writing Foundations course was implemented in 2016-2017 as well. All freshmen begin with Writing Foundations and then move into CCWS Narrative Writing. The CCWS Argumentative Writing is given to all juniors. Each of these courses were designed from the Common Core English Language Arts (ELA) writing standards.

Health
Health was rewritten in the summer of 2016 and implemented in the fall of 2016. All students take this semester course as freshmen to meet graduation requirements. The entire course was rewritten and updated; however, the most significant update was made to the segment that addressed the sexual health content required by the state.

Economics
Economics was rewritten in the summer of 2016 and implemented in the fall of 2016. All students take this semester course as seniors to meet graduation requirements. The district adopted a new textbook, *Understanding Economics*, from McGraw Hill. This course was rewritten by our credentialed history-social science teacher, addressing the updated history-social science framework.

Core Physical Education
Core Physical Education A/B was rewritten in the summer of 2016 and implemented in the fall of 2016. All students take this two semester course as freshmen to meet graduation requirements. The prior Core PE course was outdated and in need of revision, so this course was rewritten by our credentialed physical education teacher. The course was written around the *Personal Fitness* textbook from Kendall/Hunt and includes a combination of physical activity, bookwork, written quizzes, physical fitness assessments, and written final exam. Students complete the physical activity requirements by working out in our school gym, attending boot camp sessions, or participating on our intramural sports teams.

Civics
Civics was rewritten during the 2016-17 school year and implemented in the fall of 2017. All students take this semester course as seniors to meet graduation requirements. The district adopted a new textbook, *Magruder's American Government*, from Pearson. This course was rewritten by our credentialed history-social science teacher, addressing the updated history-social science framework.

English 2
English 2 was rewritten during the 2016-17 school year and implemented in the fall of 2017. All students take this two semester course as sophomores to meet graduation requirements. The district adopted a new textbook, *My Perspectives*, from Pearson. This course was rewritten by one of our credentialed English teachers, addressing the California Common Core State Standards for English Language Arts.

American Literature
American Literature was rewritten during the 2016-17 school year and implemented beginning in the fall of 2017 and the spring of 2018. All students take this two semester course as juniors to meet graduation requirements. The district adopted a new textbook, *My Perspectives*, from Pearson. This course was rewritten by one of our credentialed English teachers, addressing the California Common Core State Standards for English Language Arts.

College and Careers - Naviance
In the spring and summer of 2017, we researched Naviance as an option to support our site in meeting students' college and career needs. In the fall of 2017, we moved forward with the purchase of this computer based curriculum, and our site administration went through training. In the spring of 2018, a group of supervising teachers helped to pilot the Naviance curriculum with a few of their students. Throughout the semester, we met to discuss the pilot and gather input from the teachers about potentially replacing the current college and careers independent study curriculum with Naviance. At the end of the spring semester, teachers reported that they really liked the curriculum; however, it lacked helping students move to the next steps in making the lessons applicable. In the summer of 2018, site administration worked to develop college and careers grade level seminars to extend the curriculum and help prepare our students for college and careers. The seminars began in the fall of 2018 and covered topics such as: graduation requirements, UC/CSU A-G requirements, transcript analysis, four year high school plan, time management and study skills, resume support/guidance, extracurricular activities, information on PSAT assessment, personal statement and scholarship essay guidance, and application support for FAFSA, scholarships, and college/technical schools. Students also completed specific grade level Naviance college and careers assessments.

Mindset Mini-Lessons
During the 2017-2018 school year, our schoolwide staff development focused on growth mindset. Through staff development sessions over the school year, many activities/lessons were modeled and completed as a segway for teachers to lead into mindset mini-lessons with their students. All students, upon enrollment, completed their very first assignment, learning about growth mindset. The topic was continually spiraled back to throughout the school year through the mindset mini-lessons. These mini-lessons included: You Can Grow Your Intelligence, What Would You Do If You Knew You Wouldn't Fail?, Mistakes Are Good, Critical Thinking Activities, Goal Setting, and Optimism Wall.

English 1

English 1 was rewritten during the spring/summer of 2018 and implemented in the fall of 2018. All freshmen take this two semester course in a classroom setting to meet graduation requirements. The district adopted a new textbook, *My Perspectives*, from Pearson, and this course was rewritten by one of our credentialed English teachers, addressing the California Common Core State Standards for English Language Arts. In addition, an independent study version of this English 1 course was also rewritten as an option for any upperclassmen that still need to complete English 1 credits towards graduation. The independent study version contains the same content/curriculum as the classroom course; it is simply structured a bit differently to accomodate a student completing the course independently.

Edgenuity Course Updates

In the fall of 2018, Edgenuity transitioned their online curriculum platform over to HTML5 and away from Adobe Flash and Shockware. With this update in Edgenuity, our core credentialed teachers reviewed and revised curriculum to better match our district's pacing, so that when students come to our site from other schools within our district, a common sequence of learning is in place. Courses that were updated include: Integrated Math 1, 2 and 3, Earth Science, and Biology. Both Earth Science and Biology updates also brought the curriculum in line with the Next Generation Science Standards. Edgenuity made curriculum updates to the following courses as well: PE, Health, Art History, Introduction to Art, Personal Finance, Psychology, Sociology, Speech, and World Geography. Visual Arts was updated to meet the UC visual and performing arts "F" requirement.

New Classroom Courses

Freshmen eDynamic

All freshmen at VCIS are enrolled into a study skills class that meets once a week for two hours. In the fall of 2016, we began utilizing eDynamic online elective courses to support the work done in these classes. Students were enrolled in the Health 1: Life Management Skills course for the first semester, providing them with access to curriculum in developing essential life skills, as well as exposure to the eDynamic online course platform. In the second semester of study skills, students had the opportunity to select from a variety of other eDynamic elective courses in which to enroll. During the study skills course, students received support from their teacher in working through the assignments and completing their tests. In the fall of 2018, we enrolled all freshmen into Career Explorations 1, a new eDynamic course that became available. In the second semester, students once again had the opportunity to choose from a variety of eDynamic course options.

Certified Nursing Assistant and Medical Assistant

The Certified Nursing Assistant and Medical Assistant programs both began in the fall of 2016. Students enrolled in the Certified Nurse Assistant Program learn the fundamental skills and theory of a Certified Nursing Assistant and then move into the clinical training, which takes place at local health clinics in the county. The course prepares students to take the CA State Proficiency Exam for Certification as a Nurse Assistant (CNA). Students enrolled in the Medical Assistant Program learn the fundamental skills of Administrative and Clinical Medical Assisting. Students learn theory in the classroom setting and then move into the clinical training, which takes place at local health clinics in the county. The course prepares students to obtain a CA State recognized Medical Assistant Certification. In addition to these courses, we also began offering Medical Math and Medical Terminology courses in the fall of 2016. In Medical Math,

students learn basic math skills with application to dosage calculations for metric, apothecary, and household systems for the adult and pediatric patient. In Medical Terminology, students are introduced to origin, word structure, and terminology pertaining to the body systems. Students complete the coursework in the online Edgenuity course and meet weekly in a classroom setting to provide discussion and extension activities. An overview of disease processes, symptoms, anatomy, special procedures, pharmacology, and medical abbreviations is provided, with an enhanced focus on spelling, pronunciation, and word usage. In the fall of 2018, the Medical Terminology course moved from utilizing the Edgenuity curriculum to utilizing *Peterson's Dean Vaughn Medical Terminology 350* as their curriculum. In the spring of 2018, Medical Billing and coding was added to the course offerings. The Medical Billing and Coding course introduces students to the principles of medical billing and coding related to health insurance claim submission and payment processing. Medical billing procedures, diagnostic coding, the health insurance industry, state and federal regulatory entities, and different reimbursement methodologies are examined and practiced. The Medical Billing and Coding course is a required pre/co-requisite course for all Medical Assistant students.

Pharmacy Technician

The Pharmacy Technician Program began in the fall of 2017. The Pharmacy Technician course covers the basics of pharmacy assisting, including various pharmacy calculations and measurements, pharmacy law, pharmacology, medical terminology and abbreviations, medicinal drugs, sterile techniques, USP 795 and 797 standards, maintenance of inventory, patient record systems, data processing automation in the pharmacy, and employability skills. Students in the program learn the fundamental skills and theory in the classroom and then move into the clinical training, which takes place at local pharmacies in the county. Successful completion of this course prepares the student for national certification for employment as a Certified Pharmacy Technician (CPhT). Students complete the coursework in the online Edgenuity course and meet weekly in a classroom setting to provide discussion and extension activities.

Anatomy and Physiology

Anatomy and Physiology began in the fall of 2017 as a two semester science course, targeting students enrolled in our health science pathway. The course is UC approved to meet a year of lab science requirements. Students meet for a three hour block once a week to complete instruction and labs.

Marine Biology

Marine Biology began being offered as a two semester science course in the fall of 2017. Prior to this, it had been offered as a one semester elective course. The course was rewritten by one of our credentialed science teachers. The course is UC approved to meet a year of lab science requirements. Marine Biology is designed around the Ocean Literacy Scope and Sequence for Grades K-12 written by the National Marine Educators Association (NMEA) and National Oceanic and Atmospheric Administration (NOAA). The course is also aligned to the Next Generation Science Standards Science and Engineering Practices (SEP) and Cross Cutting Concepts (CCC).

Creative Writing

Creative Writing began in the fall of 2016 as a two semester elective course. It is a course designed for students interested in exploring writing as an art form and for publication. This is a student directed class where the students decide what type of writing they would like to focus on for the semester. They write a variety of works, including poetry, short stories, feature articles,

opinion pieces, and more. They also create, design, and submit work to be published in the *Eagle Insider*, the VCIS school magazine. This course transitioned into a club in the fall of 2017, meeting together regularly and developing the second volume of the *Eagle Insider*.

Vocal Performance

Vocal Performance began in the fall of 2016. It is a course designed to focus on fostering students' individual vocal skills. This class explores basic vocal technique, theory, and history through pop music genres. Students perform in solo and small group settings, receive individual vocal coaching from the instructor, and gain practical feedback from the class through a cooperative learning experience. Students that are consecutively enrolled in the Eagle Choir perform solos for **t**he end of semester school performances.

Visual Arts Courses

Starting in the fall of 2017, we were able to add four new art course offerings with the hiring of a new credentialed art teacher. A room was renovated in our current online building to become our visual arts studio. The four new courses were: Drawing, Painting 1, Painting 2, and 3D Art. Drawing is an introductory course that focuses on increasing students' technical skills and aesthetic awareness through drawing. Units of study include: drawing from observations, gesture drawings, contour drawings, still life, grid systems, figure drawings, 1-2-3 point perspective, and drawing from imagination. Painting I is an introductory course that will focus on increasing students' technical skills and understanding of color theory in preparation for further study and exploration of painting. Areas of study include: primary, secondary, and tertiary colors, complementary colors, split complements, analogous colors, monochromatic, cool colors, and warm colors. Projects include: color wheel, proving color theory, value scale, scales using complementary colors, and color scheme designs and/or paintings. Painting 2 is designed to increase student technical skills, understanding and applying prior knowledge attained in Painting 1. The course focuses on experimenting with different techniques, materials and styles of painting. 3D Art 1 is an introductory course that explores three- dimensional art forms through lecture, demonstration, audio visual aids, and execution of projects. Projects include: working with papier mache, plaster, found objects, wire, and paper. Units of study may include: sculpture, clay, fiber, paper, mixed media, color theory, and printmaking. In each of these art courses, students participate in written assessments of their own works and the works of others through written and oral critiques.

Production and Theater Technology and Stagecraft

Production and Theater Technology and Stagecraft were added as semester electives in the fall of 2017 with the hiring of a new teacher in our performing arts department. In the Production and Theater Technology course, students gain hands-on experience in this field. They work in teams to accomplish specific tasks to assist in putting on the VCIS performing arts production at the end of each semester. Some examples of tasks include: production and advertising, organizing fundraising and ticket sales, assisting with props and costumes, and carrying out production and tech details. In the Stagecraft course, students assist in designing sets that will enhance the performing arts productions. Students use artistic ideas and techniques to paint sets and add color, dimension, and design. Set pieces that students have the opportunity to design include: murals, trees, caves, interior rooms, parts of a palace, and much more.

Robotic Engineering and Programming

Robotic Engineering and Programming was added in the fall of 2017 as a semester elective course. This is an engineering course that teaches engineering and programing concepts through the construction of robots. Students are a part of the VCIS Robotics Team, and they

develop STEM skills and practice engineering principles. As a team, students are challenged to design, build, program, and operate robots in a head-to-head challenge based on a theme that changes annually. Students design and build a robot using TETRIX robotic parts. After students have successfully built a robot, they use smartphones and a programming language to program their robot to move autonomously and by use of a game controller. At the end of the course, students take their robot and face off in a head-to-head challenge with other teams throughout the state.

Child Development

Child Development was added in the fall of 2017 as a two semester elective course. This course focuses on the physical, cognitive, social, and emotional development of children and the ways students can learn how to encourage and understand each developmental stage. The course is recommended to any student that plans to pursue a future career as a teacher, daycare provider, nurse, or doctor, and it is even recommended to those interested in learning these skills to help them one day as a parent.

Extended Support for Students

Child Care Center Playground and Equipment

We provide a Pregnant and Parenting Education Program designed for teens that are either pregnant or already parenting children. Students in this program attend a class, which includes: core academics, tutoring, parenting information, and electives. Babies and toddlers stay in the Child Care Center provided on-site while their parent attends classes, completes tests and assignments, and/or receives academic support on-site. In the fall of 2107, we developed an unused area on our site into a playground area for the children in childcare. This included the addition of a cemented trike path, play structure equipment, and playground equipment.

Daycare State License

VCIS has always provided a daycare setting for parenting teens. The daycare is set up so students can attend classes and complete their work while on campus. With this, VCIS was not required to go through state licensing, since students always remained on campus. The need, however, to provide a state licensed daycare recently came about after realizing that many of our teen parents are interested in our health science programs, Medical Assistant and Nursing Assistant. These programs became a significant draw to our teen parents, as they realized that they could become certified through the state upon graduation and become fully employable after completing the programs and passing their state licensing tests. Part of the requirement for both programs is that students must participate in externships off campus each week. Many of the teen parents do not have childcare outside of school, therefore, making them ineligible to complete or participate in the programs. Recognizing this need, VCIS decided to work on getting the childcare program state licensed so that students could leave their children on campus and participate in off-site externships. All of the paperwork required for the application is set to be completed in fall of 2018 and submitted for review. We are hopeful to have the daycare fully licensed by spring of 2019.

Math Assist

Math Assist was added in the fall of 2016 as a semester elective with the hiring of a new credentialed mathematics teacher. The course is designed to provide both the additional time and teacher assistance needed for success in a concurrent Integrated Math course. Instruction centers on ensuring that students have developed the background knowledge and the concepts

and skills required to understand and to apply to the content they are learning in their Integrated Math course. Students are identified for course placement if they meet specific criteria: a below grade level score on their Measurement of Academic Progress (MAP) Mathematics assessment, a 60% or below on their Integrated Math Diagnostic Test the first week of class, a 60-69% course grade in their prior semester of Integrated Math, and/or a recommendation from their mathematics teacher.

Reading Improvement

Reading Improvement was added in the spring of 2017 as a semester elective course. The course is designed to support the English 1A/B course, which is aligned to the state's Common Core ELA standards. This course focuses on the remediation of reading difficulties, equipping students with strategies to increase reading engagement/motivation, fluency, comprehension, vocabulary, and writing ability. Students read, discuss, and analyze a variety of short stories, novels, and non-fiction excerpts, as well as complete written responses and projects. Students are identified for course placement if they meet specific criteria: a below grade level score on their Measurement of Academic Progress (MAP) Reading assessment, a D or F earned in their prior semester of English 1, and/or a recommendation from their English teacher.

Tutoring

In the fall of 2017, we added additional tutors and tutoring sessions in English Language Arts, history-social science, science, and mathematics. Credentialed teachers added tutoring times, and we hired student workers. One student worker was designated to specifically provide support to special education students during their study skills time. Another student worker was assigned to provide support to students in the online program, and two student workers were assigned to work in the independent study program. In the fall of 2018, a credentialed science teacher was hired as a tutor to provide support in science courses.

Core Labs

In the spring of 2018, we piloted a series of core labs to support student success in independent study English and history-social science courses. As the Common Core State Standards have increased the rigor of these courses, a need arose to provide a larger tier of support to students beyond their one hour supervising teacher meeting or one-on-one tutoring sessions. Through the core labs, more students are able to be served. The pilot consisted of starting small, focusing on English 2B, American Literature B, World History B, and Economics, all instructed by our credentialed English and history-social science teachers. The core labs provide weekly support to students and are paced for the semester. Students do not earn credit for the core labs; however, it provides them the needed support to be successful in completing the course. Throughout the semester, we met with the teachers running pilot sessions to discuss the progress and determine any areas of needed support and the next steps for full implementation. At the end of the pilot, a survey was administered to all students involved to gain student insight as we moved forward with full implementation. As a result of this pilot, we began implementation of the core labs on a larger scale in the fall of 2018. We provided core labs for the following courses: American Literature A, World Literature A, World History A, US History A, Civics, and Economics. As a result of full implementation, the ELA core lab teachers have developed some curricular scaffolds that they have used to support students in the core lab sessions. Any scaffolds that they determined could be utilized by students not enrolled in the core labs have been shared with supervising teachers and presented during staff development.

Math RTI
In the spring of 2018. We piloted a math response to intervention (RTI) model. The purpose was to help students be successful in their math course by fully completing their weekly assignments to stay on pace with classroom instruction and to be prepared to move forward and learn new content. Students that did not turn in their homework on time were assigned to a mandatory intervention session to complete that assignment. Students were scheduled and parents/guardians were notified by the school. All intervention sessions provided extra support for students in a small group setting. A weekly math RTI process was put into place which incorporated a series of actions completed by math teachers, a general activities aide, supervising teachers, a math tutor, the assistant principal, and learning directors. By the end of the pilot, we did see growth in the pass rates in math for the spring 2018 semester; however, the amount of time and personnel required to maintain the weekly RTI process proved too cumbersome to continue into the fall 2018 semester. In the fall of 2018, administration began work in brainstorming new RTI options with the math department and the staff leadership team.

Student Hangout
In the fall of 2017, we closed our student hangout due to the building being repurposed to accommodate our Health Science program. In order to provide an area for students to be able to sit, gather, and complete work, we cleared out part of our library hall. The area now provides a space for students to quietly hang out on campus in between classes.

Food Program
In the fall of 2018, we developed a small scale food program in response to teachers reporting a need for some of our students. Through the program, students are provided the opportunity to daily receive a breakfast, snack and lunch at no cost to them. We are working collaboratively with the district to be able to provide a service on a larger scale to more students in need.

Advanced Student Opportunities

College and Career Readiness Pathways
Visalia Charter Independent Study began offering a new opportunity to our students in the fall of 2016. We rolled out our College and Career Readiness Pathways (CCRP). The CCRP combine academic classes with rigorous career-themed courses and work-based learning experiences. The CCRP prepare students for the 21st century, challenging them to develop a deeper understanding of subject matter, to think critically, and to apply learning to solve complex, real-world problems. Students select an education pathway based on personal and career interests. Selecting a pathway in high school does not determine a student's lifelong career path. Instead, it enhances the high school experience by exposing students to a range of professions, and it develops skills and confidence that are needed in any profession. The program includes a college preparatory curriculum that helps complete the necessary coursework for admission to a University of California (UC) or California State University (CSU). Students are provided with personalized support throughout the program through their supervising teacher, classroom teachers, and their Learning Director.

VCIS has five College and Career Readiness Pathways that are offered to students. These CCRP include: Arts, Media, and Entertainment, Education and Child Development, Health Science, Food Service and Hospitality, and Public Safety: Law & Forensics. Each CCRP combines both classroom based and online eDynamic electives throughout the pathway,

providing students with hands-on and digital learning opportunities. Students are able to earn state certification at the culmination of some of the College and Career Readiness Pathways.

With the rollout of the California Dashboard and new statewide measurements for school accountability, we worked alongside the district in identifying our CTE pathways and the courses within them in order to fulfill the concentrator and capstone requirements for a student to be considered a pathway completer. This work began in the fall of 2017 and continued into the fall of 2018. We have plans to refine our CCRP to include this work for our CTE pathways in order to roll it out in the fall of 2019.

Dual Enrollment

In the spring of 2018, we worked with our local community college, College of the Sequoias, to provide dual enrollment opportunities for our students in the fall of 2018. Dual enrollment is a program that allows high school students to take courses at the local community college free of charge. College credits earned through dual enrollment can be simultaneously applied towards high school and college graduation and can be transferred to other colleges or universities. For dual enrollment eligibility, VCIS highly recommends students have a 3.0 GPA or better and be on track to graduate. In the fall of 2018, we had students enrolled in American Sign Language, Psychology, and English 251. We plan to continue to grow in the course opportunities that we can provide to our students through dual enrollment.

College and Career Seminars

In the fall of 2018, we began offering grade level college and career seminars that covered topics such as: graduation requirements, UC/CSU A-G requirements, transcript analysis, four year high school plan, time management and study skills, resume support/guidance, extracurricular activities, information on PSAT assessment, personal statement and scholarship essay guidance, and application support for FAFSA, scholarships, and college/technical schools. Students also completed specific grade level Naviance college and careers assessments.

Assessment of Student Progress

Measurement of Academic Progress Assessments

VCIS utilizes the Measurement of Academic Progress (MAP) assessments to collect information on the growth of students and prepare them for high-stakes testing (CAASPP). It is imperative that VCIS implements a program that can assess students at their current levels to inform instruction, as well as prepare the students to take tests electronically with a program that adapts to their learning levels. In the fall of 2016, we began utilizing the Measurement of Academic Progress (MAP) assessments in both mathematics and reading through the Northwest Evaluation Association (NWEA). These assessments are administered to all grade levels three times throughout the school year. All students are initially tested during the week prior to school, starting at our annual “round up” sessions or upon enrollment anytime throughout the school year. Students are then tested again in the winter prior to leaving for winter break. Lastly, they are tested in the spring prior to the end of the school year. Following the initial testing session, Supervising Teachers individually review student’s results with them and establish an annual growth goal. Following winter testing, supervising teachers review student progress/growth in reading and mathematics with each student, and they revisit and adjust annual goals as needed. Following spring testing, supervising teachers review

progress/growth in reading and mathematics with each student one last time prior to summer break.

We also utilize the MAP assessments to monitor academic performance and growth by grade level in reading and mathematics. As long as a student takes each test during each of the three testing windows (fall, winter, spring), their data is included into this report. This is highly beneficial, as it allows us to focus the data on the students that have been enrolled at our site for the full school year.

Testing Lab

Students in our independent study program are required to complete tests for their independent study course work in the testing lab. All assessments are housed in Schoology. Student results are reported to the supervising teacher on a testing slip completed by the testing lab aide. These tests and answer keys were also available, at one time, on a shared teacher drive for all supervising teachers to access, allowing tests to also be administered one-on-one during a teacher meeting. In the fall of 2017, changes were made to this procedure. The decision was made to house all English language arts, history-social science, Earth Science, Health, and physical education assessments in Schoology and require that all student testing take place in the testing lab. All tests and answer keys were removed from the shared teacher drive. This change was implemented to provide consistency in assessments schoolwide, as well as the ability to maintain testing data.

As a result of being able to maintain data of student testing results, we were able to complete an item analysis of assessments, allowing us to address areas of weakness in both tests and curriculum. As a result, tests were revised for Health, Economics, and Civics.

Testing Protocol Updates for Online Program

The online team spent time revisiting and clarifying the policies and procedures for cumulative exams. It was emphasized that students' phones must be put away during an exams, as written in the VCIS Online Policies and Procedures. As a team, the supervising teachers agreed to monitor students more closely during exams, meaning students' computers should be visible to the supervising teacher during cumulative exams. In 2017, the cumulative exam time limits were extended to 90 minutes in the subjects of math and Chemistry. The retake policy for failed cumulative exams was implemented in 2017, in that if a student did not demonstrate proficiency in a subject with a passing exam score, the entire credit would be reset. In fall 2018, exam time limits in all other core classes were extended to 65 minutes.

Updated Grade Sheets/Gradebook Calculator

During the spring and summer of 2018, supervising teachers from the staff leadership team worked together to develop a grade sheet format that was universal and adhered to our grading policies for all of our core and physical education independent study classes. The new grade sheets were finalized over the summer, and all supervising teachers were trained in the new format and how to utilize them with the gradebook calculator. This new format helped to provide consistency in the grading of our independent study courses schoolwide, calculating the proper weighting of assignments and assessments within courses.

Communication of Important Schoolwide Information

Student Bulletin and Video Casts
Students have the opportunity to view a weekly bulletin with their supervising teacher during their teacher meeting each week. In this bulletin, important events, dates, and opportunities are covered to help ensure that all students receive access to this information. These bulletins are also made available on our school website for both students and parents to access. In the fall of 2017, televisions posted throughout campus began to video cast this same information throughout the day as an additional feature to increase communication and awareness of opportunities for students. The video casts also provide a platform for a series of short films that tied into our schoolwide focus on growth mindset, paired with questions to help students reflect and think critically about their own mindset.

Supporting Staff Success

Staffing

New Staff
Our school has benefited from the hiring of new staff members since the fall of 2016. During the 2016-17 school year, we saw the addition of the following staff members: a new math teacher, a new culinary arts teacher, a new choir teacher, a certified nursing assistant teacher, a medical assistant teacher, three new supervising teachers, a new secretary for the online program, a clerk typist, a paraprofessional, a general activities aide, and a student worker. During the 2017-18 school year, we saw the addition of the following staff members: a new art teacher, a new theater arts teacher, six new supervising teachers, a substitute supervising teacher, a new campus supervisor, and four student workers/tutors. One of our supervising teachers also took on a new role of overseeing our prenatal and parenting program. During the 2018-19 school year, we saw the addition of the following staff members: a new math teacher, four new supervising teachers, a new math tutor, a new science/history-social science tutor, and two new physical education specialists to oversee our gymnasium.

New Teacher Lead Positions
In the fall of 2018, we added the new role of grade level leads to our independent study program. Supervising teachers interviewed for the new roles in the spring of 2018, and two were selected to begin in August of 2018. One oversees the 9/10 grade level supervising teachers and the other oversees the 11/12 grade level supervising teachers. We also added a similar role of online school mentor for our online program. One of our lead online supervising teachers stepped into this role. All work very closely with our compliance coach. Some of their responsibilities consist of: overseeing and supporting new teachers, continuing to support and answer questions for all teachers in their grade level, organizing professional development and collaboration for their grade level, offering compliance support, updating checklists and the policies & procedures manual, and maintaining the staff bulletin.

Staff Development and Collaboration

During the 2016-2017 school year, our site based staff development focused on implementing new aspects of our safe school plan, implementing the MAP assessments schoolwide, providing

mental health professional development, providing tools to support student writing, and offering instructional technology support. In addition, classified staff were included in all staff development beginning this school year.

Safe School Plan Staff Development

Staff development throughout the 2016-17 school year focused on updates and new protocols added to our safe school plan. Starting in the fall of 2016, all staff were required to wear identification cards on staff lanyards at all times while on campus. On the back of staff identification card are codes designated to specific emergency situations: active threat, lockdown, intruder on campus (non-threatening), fight, and medical emergency. Time was spent talking through these emergency notification codes during staff development. A significant addition to our school safety plan was the addition of active shooter training. Our site contracted with a security consultant and developed an active shooter plan specifically to address the needs of our buildings. The administrative team and campus supervisor worked with our security consultant to create the plan and receive training in the implementation of the plan for leadership roles. The security consultant provided initial training in active threats to the whole staff and worked with administration to present our school's active threat plan. The plan addressed the lockdown/evacuation needs of all four of our site locations and included a strategic plan for our child care staff and children. Staff then walked through an active threat scenario on campus and followed up with an all staff debrief. Our security consultant worked with administration to stage two additional active shooter drills on campus during the school day while students were present. Staff was notified of the date of the first drill; however, the second date was unannounced to staff in order to provide a more accurate active shooter scenario. Following both active shooter drills, the administrative team and campus supervisor were debriefed. Then, our security consultant wrote up an official report and met with all staff the week following the drills to debrief during staff development. Adding this piece to our safe school plan has added an increased level of awareness amongst staff, as well as the opportunity to prepare as much as possible in the event of a live shooter scenario. Our safe school plan continued to be a focus during the 2017-18 school year. Active shooter drills led by our security consultant took place both semesters and a debrief/Q&A with staff took place at designated staff development days following drills.

In the summer of 2017, staff had the opportunity to participate in Individual First Aid Kit (IFAK) training through our security consultant. Three members from administration and five teachers participated in the IFAK training. Through this training they essentially learned how to assess casualties in the event of an active shooter and the steps/skills required to sustain someone's life until emergency medical responders arrive. The training involved learning the MARCH (massive bleeding, airway, respiratory, circulation, hypothermia) Assessment when assessing someone's injuries, as well as hands on practice with the use of tourniquets, chest seals, and wound packing. IFAK kits were purchased and placed around our school site. The same training was offered again in the summer of 2018 and two administrators, six teachers, and our campus supervisor participated.

Measurement of Academic Progress (MAP) Staff Development

The schoolwide implementation of the Measurement of Academic Progress (MAP) assessments was also an area of focus for staff development during the 2016-17 school year. All supervising teachers were provided training in the fall for MAP, with an overview of the two assessments in reading and mathematics. They were given a deeper look at the assessments' performance areas based on Common Core State Standards and provided with a toolkit to help interpret student results. Supervising teachers became familiar with the Rasch Unit (RIT) scale, which

measures students' performance and growth in MAP. They learned how to interpret the RIT score based on national status and growth norms. They also looked at how to interpret students' Lexile scores. Teachers worked with Class Reports and Student Goal Setting Worksheets to become familiar with these reports and learn how to utilize them to communicate performance with students and establish annual growth goals. In the winter, staff development focused again on reviewing the interpretation of RIT scores and the use of the two reports. Teachers reviewed their students' winter testing results, as well as how to communicate performance, adjust annual goals as needed, and monitor progress with students.

Mental Health and Commercially Sexually Exploited Children Staff Development

Another area of focus for staff development in the fall of 2016 was mental health. This was an area of interest highly requested by our staff members. The training sessions were led by USA Mental Health First Aid. Through these trainings, staff had the opportunity to learn more about strategies to support people who may be struggling mentally and/or emotionally in an effort to prevent a medical emergency. Staff members were given basic instruction on the importance of empathic listening, strength-finding, and becoming familiarized with the signs and symptoms to be aware of when working with someone who is experiencing mental distress. Many resources were provided, including links to websites, hotline numbers, and a manual for future reference. In the fall of 2018, an additional staff development covering mental health and suicide prevention was provided through a district psychologist. In addition, staff received training covering commercially sexually exploited children (CSEC) through the Human Trafficking Task Force of Tulare County. This provided staff with information about common signs or symptoms to look for, local statistics and support resources, and an enhanced knowledge and awareness of the issue.

New Curriculum Staff Development (Health, Economics, Core PE)

Supervising teachers were provided with staff development in new curriculum for Health, Economics, and Core PE. The staff development was led by our credentialed teachers who wrote the courses. The sessions provided an overview of the courses, as well as an opportunity for teachers to ask questions and become familiar with the curriculum.

Common Core Writing Success Curriculum Staff Development

Supervising teachers were provided with staff development in new curriculum for the Common Core Writing Success: Narrative Writing course. The staff development was led by one of our credentialed English teachers who wrote the course. The session provided an overview of the course, as well as an opportunity for teachers to ask questions and become familiar with the curriculum. An additional staff development session in support of student writing was held in the spring of 2017. This session was led by our English department team. They took time to review citation expectations for essays and the valuable resource that had been created on this topic for supervising teachers and students the prior year. They then introduced a new resource that they had created, entitled "Essential Questions for Writers." This resource was created to help guide the writing process discussion between the teacher and student, with the goal of creating stronger writing. Time was also spent reviewing examples of exemplar essays to be utilized for writing instruction and support.

Staff Review and Input on Surveys, SLOs, and Action Plan 2017

During the spring of 2017, time was also spent during staff development reviewing items in relation to WASC. Staff took time to review parent, staff, and student survey results, completing reflections on observed areas of strength and observed areas for growth for each survey. Time was also spent reviewing the Student Learner Outcomes (SLOs) and our progress, as well as

growth goals established for the school year. Staff also participated in reviewing our WASC Action Plan in small groups, each completing a reflection for each action plan goal. They identified if action steps had been completed and provided recommendations for next steps. These staff reflections from the surveys and action plan provided all staff the opportunity to be involved in monitoring our school's progress and to provide valuable input on next steps.

Instructional Technology Staff Development

During the summer of 2017, staff development in the use of instructional technology was provided as an option for all staff to attend. Staff was able to sign up for sessions of interest to them. Three different sessions were offered: eDynamic, Schoology, and Google Basics. The eDynamic session allowed teachers to become more familiar with the online elective course offerings through eDynamic. They were able to explore the student interface and understand the makeup of the courses and the expectations for students in assignments and assessments. The Schoology session provided teachers with exposure on how to access Schoology, how to navigate through the program, and how to utilize it in the classroom. The Google Basics session focused on familiarizing staff members with some of the basic features of Google Drive, including: Google Docs, Slides, and Forms. Staff received instruction and hands-on practice creating new files, and they gained exposure to sharing and collaboration features.

Staff Development Outside of VCIS 2016-17

In 2016-17, staff also participated in professional development opportunities outside of our site based staff development. Our math, English, and Spanish teachers all participated in district level curriculum collaboration meetings throughout the school year and summer. Our Assistant Principal of Curriculum and Instruction and one of our English teachers attended a Tulare County Office of Education California ELA/ELD Framework training. Our lead math teacher attended Tulare County Office of Education: The Heart of Coaching trainings and the CMC Math Conference. Our new full-time teachers attended Kagan Cooperative Learning trainings. The math team and a science teacher attended the CUE Conference in Palm Springs. Members of the site leadership team also attended the California Consortium for Independent Study conference in Sonoma. A couple site leadership team members also attend the California Student Mental Wellness conference in Sacramento. Site leadership also participated in Flippen Leadership training through the district.

During the 2017-2018 school year, our site based staff development focused on continuing the implementation of our safe school plan, exploring and integrating a growth mindset schoolwide, and emphasizing focused team collaboration.

Mindset Staff Development

The significant focus for staff development in 2017-18 revolved around growth mindset. Five different sessions were held throughout the year, each building further upon the theme. The principal and assistant principal utilized the text, *Mindsets in the Classroom* by Mary Cay Ricci, as well as numerous articles and videos they found in their research to design the sessions. The key topics of focus were: introduction to mindset, praise phrases, the brain and neuroplasticity, mistakes, critical thinking, helping students adopt a growth mindset, goal setting, and reflection. During each of these sessions, staff interacted with the resources, participated in engaging/applicable activities, and shared their thoughts and experiences with each other. Many of the activities from the staff development sessions were developed into "mindset mini-lessons" which teachers then completed with their students. All articles and videos were posted to our school website as a resource for staff and students.

During the fall of 2017, classroom teachers met after school for eight different sessions with the principal and assistant principal to discuss chapter 3 from *Mindsets in the Classroom* by Mary Cay Ricci. All classroom teachers were given a copy of the text. The title of chapter 3 is, "Why is a differentiated, responsive classroom important to a growth mindset class culture?" These sessions allowed for the classroom teachers to have collaborative discussions around the key topics of: differentiated and responsive classrooms, pre-assessments, curriculum compacting, flexible grouping, management, acceleration and enrichment, and formative and summative assessments.

New Curriculum Staff Development (Civics, American Literature, English 2)

Supervising teachers were provided with staff development in the new curriculum for Civics, American Literature, and English 2. The staff development was led by our credentialed history-social science and English teachers who wrote the courses. The sessions provided an overview of the courses, as well as an opportunity for teachers to ask questions and become familiar with the curriculum.

Teacher Team Collaboration

During all 2017-18 staff development sessions, a couple hours were set aside for team collaboration around designated topics that were pertinent to specific teams. The teams were: 9-10 grade level supervising teachers, 11-12 grade level supervising teachers, classroom teachers, and online teachers. Teams collaborated around common curriculum, assessments, and any logistical items that were applicable to their teams. This also allowed teachers to share best practices and discuss curriculum and instruction.

Staff Leadership Team Collaboration

In the fall of 2017, a staff leadership team was developed to work collaboratively in supporting the administrative team in planning for school improvement, collecting data to identify areas of growth, and working together to implement plans. Expectations of the team and the open invitation to be a part of the team was presented to staff in September. The plan was to have at least one representative from each department/area across the school represented on the team. The team formed and began meeting monthly starting in October. During the 2017-18 school year, they discussed, researched, piloted, and explored a variety of topics, including: testing lab "unofficial test results" slips, testing lab coverage, item analysis of specific tests after concern over passage rate, tutorial name change to "correction center," creation of a common format for independent study course grade sheets, pilot of Naviance college and careers curriculum, math RTI, tutoring needs, pilot of core labs, and how to showcase classroom electives. The staff leadership team continued into the next school year.

During the spring and summer of 2018, supervising teachers from the staff leadership team worked together to develop a universal grade sheet format that adhered to our grading policies for all of our core and physical education classes. The new grade sheets were finalized over the summer, and all supervising teachers were trained in the new format and in how to utilize them with the gradebook calculator. This new format helps to provide consistency in the grading of our independent study courses schoolwide, providing proper weighting of assignments and assessments within courses.

In the fall of 2018, a new open invitation to be a part of the staff leadership team was presented to all staff in August. The team was made up of some members that chose to continue on the team, as well as new members. They began the year taking a look at data from the school's action plan, schoolwide learner outcomes, and student/parent/staff survey results. From the

data, the team identified areas of primary focus for the school year, which were college and career readiness and math supports for our students.

Staff Review and Input on Surveys, SLOs, and Action Plan 2018

During the spring of 2018, time was also spent during staff development reviewing items in relation to WASC. Staff took time to review parent, staff, and student survey results, completing reflections on observed areas of strength and observed areas for growth for each survey. Time was also spent reviewing the Student Learner Outcomes (SLOs) and our progress, as well as growth goals established for the school year. Staff also participated in reviewing our WASC Action Plan in small groups, each completing a reflection for each action plan goal, in which they identified if action steps had been completed and provided recommendations for next steps. These staff reflections from the surveys and action plan provided all staff the opportunity to be involved in monitoring our school's progress and to provide valuable input on next steps.

Staff Development Outside of VCIS 2017-18

In 2017-18, staff also participated in professional development opportunities outside of our site based staff development. Our math, science and Spanish teachers all participated in district level curriculum collaboration meetings throughout the school year and summer. The math team attended the Illuminate Education User Conference: National IEUC 2018 in San Diego. Two of our science teachers attended the Accelerating into NGSS Statewide Rollout conference at the Tulare County Office of Education. Our Spanish teacher attended Kagan Cooperative Learning training. Members of the site leadership team attended the California Consortium for Independent Study conference in Sonoma. A couple site leadership team members attended the California Student Mental Wellness conference in Sacramento. Our online learning director, online lead teacher, and a couple online supervising teacher attended and presented at an Edgenuity collaborative event in Madera. Our principal attended the California Charter Schools conference in San Diego. Site leadership also participated in Flippen Leadership Training through the district.

During the 2018-2019 school year, our site based staff development focused on continuing to refine our safe school plan, exploring and building upon growth mindset through Grit schoolwide, and emphasizing focused team collaboration.

Grit Staff Development

One significant focus for staff development in 2018-19 revolved around building upon our knowledge of growth mindset and delving deeper by exploring Grit. Sessions were held throughout the year, each building further upon the exploration of Grit. The principal and assistant principal utilized the text, *Grit, The Power of Passion and Perseverance* by Angela Duckworth, as well as numerous articles and videos they found in their research to design the sessions. The key topics of focus were: introduction to Grit, the grit scale, my word/my intent activity and tokens, WOOP (wish, outcome, obstacle, and plan) goal setting activity, application and reflection, growing grit from the inside out, and growing grit from the outside in. During each of these sessions, staff interacted with the resources, participated in engaging/applicable activities, and shared their thoughts and experiences with each other.

Writing/Curriculum Support Staff Development (English 2 & American Literature)

During the 2018-19 school year, supervising teachers were provided with staff development in writing support for the English 2 and American Literature curriculum. The staff development was led by our credentialed English teachers who wrote the courses. Five sessions were held throughout the year, each focusing on understanding the specific assessment pieces throughout

each course and on providing guidance and resources in helping supervising teachers to support their students. In addition to the presentation and resources, teachers had the opportunity to talk through the curriculum and discuss teaching strategies.

Teacher Team Collaboration

During all 2018-19 staff development sessions, time was set aside for team collaboration around designated topics that were pertinent to specific teams. The teams were: 9-10 grade level supervising teachers, 11-12 grade level supervising teachers, and online teachers. Teams collaborated around common curriculum, assessments, and any logistical items that were applicable to their teams. This also allowed teachers to share best practices and discuss curriculum and instruction.

Staff Development Outside of VCIS 2018-19

In 2018-19, staff also participated in professional development opportunities outside of our site based staff development. Our site secretaries participated in clerical training and Power School training through our district. Our math, science, and Spanish teachers all participated in district level curriculum collaboration meetings throughout the school year and summer. Our science teachers participated in the new textbook adoption process for the district. The math team attended a Math 360 training held at a local high school in our district. Our performing arts teachers and assistant principal attended the CTE Sector Collaborative Conversations - Arts, Media, and Entertainment conference at the Tulare County Office of Education. Members of the site leadership team and supervising teacher grade level leads attended the California Charter Schools Conference in Sacramento and the California Consortium for Independent Study conference in Irvine. Our principal and assistant principal attended the Curriculum and Instruction Steering Committee Leadership Symposium 2019 in Anaheim. Members of the leadership team, the campus supervisor, activities aide, and a secretary received automated external defibrillator (AED) training provided through our school nurse.

Compliance and Communication

Google Assignment Sheet Suites

Google Assignment Sheet Suites (GASS) were introduced to all supervising teachers during the 2016-17 school year after a small group piloted them during the 2015-16 school year. The addition of the GASS has made a significant impact on our record keeping procedures. Paperwork requirements can be daunting in an independent study setting, and the Google Assignment Sheet Suites provide a streamlined and simplified template for tracking all pertinent documents. Each student has his/her own GASS, which is comprised of a Google Sheets workbook with several different tabs. These tabs include crucial academic and attendance documents for the entire school year, which saves time, reduces errors, and, ultimately, increases time to focus on one-on-one instruction.

Students' audit files and record keeping procedures were further streamlined during the 2017-18 school year with the transition to digital storage of essential documents that were once housed in all students' audit files. Google Assignment Sheet Suites were also enhanced by adding two more sheets, which include students' Individualized Learning Plan (ILP) and homework sample cover pages that are pre-filled with pertinent student data. These changes further increased functionality of the GASS and increased student/teacher interaction and instruction.

Random File Checks

In addition to our biannual internal audits, as well as the yearly audit conducted by district officials, random file checks were introduced during the 2016-17 school year. The addition of random file checks provides not only an increase in teacher accountability, it also provides a mid-semester checkpoint to ensure that supervising teachers are adhering to the school's best practices. In the event that an issue arises, the results from the random file checks give supervising teachers the opportunity to correct their errors prior to the internal and external audits.

Google Staff Bulletin

In the fall of 2016, a Google staff bulletin was created as a digital platform to communicate important information, events, deadlines, etc. with staff on a weekly basis. Google slides was utilized as the platform for the teacher bulletin, continually building new slides each week. Slides proved beneficial in that it allowed for hyperlinks to be embedded, making it easy for staff to simply click and access anything they might need. It is also easily accessible once added to their Google drive. The content is separated according to supervising teacher or classroom teacher. This provides one designated place for staff to go for information and cuts down on the number of emails needing to be sent. Staff is expected to check it each week. We have continued to utilize the Google teacher bulletin. This has been one way to help support communication to teachers.

Facilities

During the 2016-17 school year, VCIS added two health science programs, Medical Assistant and Nurse's Assistant. Both programs were housed at an off-site district facility during that school year. The principal was informed mid-year that the facility these programs were occupying was to be used for another district program beginning in the 2017-18 school year, thus leaving our health science programs without a facility. It then became necessary to search for a suitable building to house both of these programs. It was decided that they would occupy the building directly north of the VCIS main campus until a permanent placement could be secured. Besides needing a new facility for the health science programs, VCIS was in need of more space due providing additional elective offerings and student support opportunities. Providing these opportunities to offer all of the student supports we had in mind, led to scheduling and facility availability issues. The principal began working with the district during the 2017-18 school year to find a suitable facility to house the health science programs and provide extra room for the growing needs of the school. During the spring of 2018, the principal and district personnel found a facility in Visalia that would meet the needs of VCIS and provide a permanent home for the health science programs. The facility was previously occupied by Brandman University at 649 S. County Center Drive. During the fall 2018, minor changes were made to the building, including making structural changes to two classrooms, creating one biology room, adding a sink to the art room, and resurfacing floors in specific areas. Plans to renovate the three suites attached to the building are scheduled to start spring of 2019. The three suites will be made into two large spaces housing the health science programs and the entire online program. As of spring 2019, all 9th and 10th grade students and Supervising Teachers will be housed at this facility, as well as a biology classroom, two math classrooms, an art classroom, a gym, a special education department, additional tutoring space, a testing lab and correction center, and other spaces that will be used for meetings and professional development.

Student Achievement and Recognition

MAP Assessment Recognition and Incentives

Recognition and incentives have been built into our MAP testing throughout the year as a result of collaborative teacher input. Following winter testing, we provide a sweet treat to each student that has shown growth of one point or more in reading and/or mathematics. In the spring, we promote a schoolwide raffle incentive in which students earn tickets for the raffle based upon the number of points they grow from the winter to spring in both reading and mathematics on their MAP assessments. Through this raffle, they have the opportunity to win a wide variety of local gift cards and school apparel. We also have "Top 10 Categories" which allow them to earn 10 additional tickets into the raffle for: most overall growth, highest mathematics score in the spring, and highest reading score in the spring.

Robotic Engineering and Programming Competition

Students in the Robotic Engineering and Programing class had the opportunity in December 2017 to participate in the First Tech Challenge, which was a qualifying tournament in Clovis, CA. The first task the team completed at the competition was passing the robot inspection. The inspection included having the robot fit within a 30 inch cube and having the appropriate warnings labeled on the power switch and motors. Next, the team had to pass the field inspection. The team had to show that the robot electronics were correctly put together and that the controller device and devices used to drive the robot were properly synced. Then the team had to go in front of a panel of three judges and talk about their experiences and design process for building the robot, as well as any way the community or school was involved in that process. The final task was the actual field competition, in which students had two minutes and thirty seconds to drive their robot and pick up foam cubes and place them into a scoring box either vertically or horizontally. The first three tasks are the same every year, but the last task, which is called the "field game," changes every year. They placed 11th out of 13 teams, and, with this being the first year of implementing the course and competing, they, most importantly, learned so much.

Lions Club Student Speakers Contest

In February of 2017 we had four students participate in the 80th Annual Student Speakers Contest hosted by the local Lions Clubs. Students wrote and delivered speeches on the topic: "Is the right to privacy a threat to our national security?" We had one student recognized as a citywide finalist for his speech.

Student Work in the *Eagle Insider*

Many of our student writers and artists are recognized through the publication of their work in our *Eagle Insider* magazine. The magazine was created by the Creative Writing class, which later transitioned into a club. The magazine provides an avenue for students to showcase their poetry, short stories, feature articles, opinion pieces, and more.

Kindness Tickets

Kindness Tickets were established to recognize students for being kind, polite, and respectful to others. All staff members are given Kindness Tickets to distribute as they observe students demonstrating kindness on campus. When students receive a ticket, they put their name on the back of it and place it in a designated box on the library desk. At the end of each week, two

names are drawn from the box. Those students then receive a snack and a drink of their choice from the ASB snack bar.

School Site Safety

In addressing two of the "areas for growth" recommended by our prior WASC visiting committee, a significant investment of time and money was placed into integrating new pieces into our safe school plan. The two areas for growth were: 1) update safety protocols to mandate identification expectations and safety procedures for staff, and 2) explore the possibility of providing active shooter training, at least at level one, in the event of a live shooter scenario.

Starting in the fall of 2016, all staff were required to have identification cards. These identification cards were to be worn on staff lanyards at all times while on campus. On the back of each identification card are codes designating specific emergency situations: active threat, lockdown, intruder on campus (non-threatening), fight, and medical emergency. Time was spent talking through these emergency notification codes during staff development.

In the spring of 2016, our site contracted with a security consultant and developed an active shooter plan to specifically address the needs of our buildings. The administrative team and campus supervisor worked with our security consultant to create the plan and receive training in the implementation of the plan for leadership roles. Our security consultant provided active shooter training to all staff on our campus through the form of presentations, announced/unannounced drills, and all staff debriefings and reflections. These drills and debriefs have continued twice each school year as our annual safety protocols. Adding this piece to our safe school plan has added an increased awareness amongst staff, as well as the opportunity to prepare as much as possible in the event of a live shooter scenario.

Following the Individual First Aid Kit (IFAK) training in the summer of 2017 through our security consultant, our site purchased IFAKs that were strategically placed around sites. Staff members that participated in the IFAK training received hands-on practice with the use of the materials contained within the IFAK. This adds an additional level of safety in the event someone is seriously wounded in an active shooter incident. IFAK training was held again in the summer of 2018.

As an added measure of security, the security access codes for all magnetically locked doors on each of our campus buildings are changed annually. Staff and students are provided with the security access code each year. Maintaining a regular policy to annually update the access codes helps to provide more secure access to our current students and staff. In addition to the magnetically locked doors, the site secretaries at the main campus and online building have the ability to utilize the panic button to be able to securely lock the front entrance doors with the push of a button.

We hired a new campus supervisor in the fall of 2017. He went through a one-on-one training with our security consultant in becoming very familiar with the safe school plans and procedures. In addition, he also attended the districts' annual Handle with Care Behavior Management System training, which prepares staff with protocols and strategies to deal with emotionally elevated students or students in crisis situations through verbal and non-verbal interventions, as well as safe student restraint techniques. Participants complete the training

with a Handle with Care certification, good for one year. All administration has received this training as well and is annually recertified. As an additional safety training, members of the leadership team, the campus supervisor, activities aide, and a secretary received automated external defibrillator (AED) training provided through our school nurse.

In the fall of 2017, we updated our security camera system on the main campus, which added additional coverage behind the school. Cameras were also installed at the online building since there has been a large transient population in the area. Steel fencing was added around the entrance of the Studio and around the back parking lot of our Health Hub building in December of 2017. With the help of Visalia Unified School District, the fencing was added as a proactive protective measure against the transient population that had been frequently found in both areas, presenting a potential threat at times. Since the addition of the fencing, the issues with the transient population have been significantly minimized. In addition, a crash bar was installed on an exit gate that had remained securely locked prior to this update. This now allows staff on the north side of the main building to easily evacuate through that exit door and gate in the event of an emergency.

Parent and Community Connectedness

Student Bulletin

Our weekly student bulletin is distributed to staff members weekly, allowing them to share important information and updates with students. In the fall of 2016, we began posting the weekly student bulletin to our website in both English and Spanish so that parents and community members would have access as well. This is a great way for parents to be able to check in for any important upcoming events that might pertain to their child and family.

Health Science Community Partnerships

We have developed strong community connections with the addition of our health science programs. Our health science teachers have reached out to health clinics in our county, building partnerships and opportunities for our students to complete the externship portion of the courses at locations throughout the county. Medical Assistant students have completed externships at Kaweah Delta Healthcare Center in Exeter and at Family Healthcare Networks in Farmersville, Goshen, Traver, Tulare, Woodlake, and Visalia. Certified Nursing Assistant students have completed externships at Redwood Springs Healthcare Center. The Pharmacy Technician students have completed externships at Family Healthcare Network in Visalia and at Walgreens in Visalia.

During the fall of 2016, students enrolled in the medical assistant program volunteered time over both Thanksgiving and winter break to help serve those less fortunate in our community during the holiday season. Students helped to hand out Thanksgiving turkeys and dinners to Family Healthcare Network patients in Ivanhoe and Goshen. Over winter break, they helped to prepare food donations at the Visalia Emergency Aid Pantry. They then worked to distribute the groceries to families at the Family Healthcare Network in Goshen. This was a great opportunity for our students to serve, as well as make connections with the local healthcare facilities in which many of them worked to complete their clinical hours for the nursing program.

Tulare County Department of Rehabilitation

Our special education department has established a strong community connection with the Tulare County Department of Rehabilitation. This program provides vocational counseling and guidance to persons with disabilities. Their services include: vocational evaluation, job training, job placement and follow-up, and support services. Several of our junior and senior students with disabilities have been placed into jobs in our community, working for businesses such as, Marie Calendar's, Foot Locker, and a local private design company.

ASB Family and Community Connections

Our Associated Student Body (ASB) class has hosted and participated in many events that help connect our families to our school and our students to our community. The class has planned an annual Fall Festival the past few years. Students create and oversee a variety of games and booths in which students and families can participate. Performances are made by our dance and music classes, and local vendors provide different food options for purchase. The event serves as a great fundraiser for ASB, as well as a great opportunity for students to serve and involve our families. ASB has also hosted school dances to provide opportunities for our student body to come together outside of the classroom and to continue to foster a positive and welcoming school culture. ASB also participates in a variety of community service opportunities. They served at the local Bethlehem Center, which serves meals to the homeless, and they have hosted food, clothing, and toiletry drives to benefit our local community. They have also annually participated in Kids Day, which is a fundraiser that benefits Valley Children's Hospital through the sale of a special Kids Day edition of *The Fresno Bee*.

The Interact Club Service Projects

The Interact Club participates in two main service projects each school year. The club does a local service project and international service project. In 2016-17, the local service projects included the neighborhood beautification project and helping out at Food Link. Their international service projects included collecting gently used shoes of all sizes for Soles4Souls, a non-profit social enterprise that creates sustainable jobs and provides relief through the distribution of shoes and clothing around the world. In addition, the club also made and donated blankets to support Project Linus. Project Linus has chapters located across all 50 states. Blankets are collected locally and distributed to children in hospitals, shelters, social service agencies, or anywhere that a child might be in need of a big hug. The Interact Club helped to honor the millions of lives lost during the Holocaust by helping to collect buttons during the months of February and March of 2018. The buttons collected were donated to the Visalia Holocaust Memorial and represent the 6 million lives lost during the Holocaust.

Neighborhood Outreach

As a way to connect and build a positive rapport with our neighbors in the surrounding neighborhood behind our school, the Neighborhood Beautification community service project was created in the fall of 2016. Flyers were distributed on doorsteps offering free front yard services of raking leaves, sweeping sidewalks and driveways, and picking up any trash once a week from November through December. Neighbors could contact the school or complete an

online request for the services. Although we had high hopes of serving many neighbors, we only had one take us up on the opportunity to serve; but we served this neighbor well! Each week students and a staff member walked to the home to rake leaves, sweep the sidewalk and driveway, and clean up any trash. Student members from the Interact Club, Leading Ladies Club, Men's Leadership Club, and Multicultural Club all participated. Each week a note was left on the door from the specific club thanking this neighbor for the opportunity to serve. After the culmination of the project, the neighbor contacted the school, expressing gratitude and commendations for our students.

As an additional outreach to connect with local neighbors, our culinary and art departments collaborated in December of 2016 to prepare cookies and Christmas cards to be delivered to our neighbors in the surrounding neighborhood behind our school. Students in the culinary classes baked cookies, students in the Studio Art classes created handmade cards, and students in the Leading Ladies Club helped to nicely box up the cookies with the cards. Students from our Leading Ladies Club helped to deliver these packages to porches the week before winter break. In December of 2017, the art department continued the outreach by preparing boxes of chocolates and handmade cards. Students from our ASB class helped to deliver them to porches the week before winter break.

District and Community Luncheons

In December of 2016, members of the Leading Ladies Club volunteered their time to help prepare and serve at the winter luncheon for the administrative services department of Visalia Unified School District. The girls spent time prior to the luncheon learning proper serving etiquette. Mrs. Lugo from the culinary department prepared the majority of the meal, with help from Ms. Morales and some of the girls. Each girl was in charge of serving and managing her own table at the event. They served salad, a main course meal, a dessert, water and tea, and they took care of clearing their tables. This was an excellent opportunity for the girls to serve, as well as for the district personnel to see the exceptional and hardworking students of VCIS in action. They were very impressed with the meal and the students who served them.

Our culinary department has also been provided with other opportunities to connect to our community. Students in the Advanced Culinary and Baking and Pastry classes helped to prepare food for a district community luncheon in the spring of 2018. This was a great opportunity to highlight our program to local community businesses that attended the luncheon. In addition, a food service class was created in the spring of 2018 to prepare lunches that are sold at the local Four Creeks Cafe located in the Visalia Learning Center behind the district office building. Employees at the district office have the opportunity to pre-order lunch two times a week and then pick up/pay for it at Four Creeks Cafe. Additional lunches are also prepared weekly to be sold without pre-orders at the cafe. This has been a great opportunity for our students to prepare meals that are sold and consumed in the district. It is providing them with excellent real-world experience.

Back to School Night
At back to school night in 2017, the principal presented a parent informational session on growth mindset. The purpose of the presentation was to introduce our parents to growth mindset since it was a significant focus for the 2017-18 school year. Parents received an overview of growth vs. fixed mindset and an introduction to the use of "praise phrases." They were provided with articles and a list of praise phrases that had been brainstormed by our staff. As an additional resource to promote their exploration and support of a growth mindset in the home, all articles and videos that were used with staff and students throughout the school year were posted to our school website for parents and students to access.

The fall 2018 Back to School Night was combined with our Fall Festival, which was hosted by ASB. By combining both events, we saw an increase in the number of families that were in attendance.

FAFSA Workshops
Our Learning Director that oversees grades 11-12 held several FAFSA Workshops for parents during the 2017-18 school year. Before each scheduled workshop, parents and student were asked to create the FAFSA IDs ahead of time so there were no delays in the process. Parents and students were informed and reminded via Blackboard, supervising teachers, and the Remind app about the workshops. During the workshops, the Learning Director assisted parents with filling out the FAFSA application. She also discussed the difference between loans and grants.

Technology

Updated technology needs are annually addressed annually throughout the site. As the need arises, copy machines, computers, monitors, printers, and document cameras are updated. As growth occurs, new technology is purchased to meet staff and student needs.

Google
The use of Google Drive to collaborate schoolwide has evolved into the norm over the past three years. All staff has become familiar with the basic use of Google Docs, Google Sheets, and Google Slides. We operate most of our site wide communication and documentation through these formats.

Chromebooks
In the fall of 2016, we were able to purchase additional Chromebooks so that every supervising teacher would have access to use a Chromebook one-on-one with their students during weekly teacher meetings. The cart of thirty Chromebooks is housed in the staff lounge where teachers can pick up their designated Chromebook in the morning and then return it at the end of the day so that it can charge overnight in a secure location. With the addition of these Chromebooks, teachers are able to support students in their assignments and the use of technology each week.

Schoology

We have utilized Schoology as a hub to house our curriculum and assessments for a while. However, in the fall of 2016, we moved away from students correcting their work with paper keys and/or taking their tests on paper scantrons. All assignment answer keys and core course assessments are housed in Schoology, and students are granted access to these resources digitally by the correction center and testing lab aides. We have established policies and procedures that ensure a secure access and locking of all assignment keys and tests. Through the use of Chromebooks in the correction center and testing lab, all students, with staff oversight, are able to digitally correct their work and take their assessments.

Television Video Cast

In the fall of 2017, televisions posted all throughout campus began to video cast schoolwide information throughout the day to increase communication and awareness of opportunities for students. The video casts also provided a platform for a series of short films that tied into our schoolwide focus on growth mindset, paired with questions to help students reflect and think critically about their own mindset. We have also utilized them to promote all of our classroom electives and encourage students to enroll and explore new learning opportunities. They have also provided a great platform to recognize students throughout the year.

Symbaloo

All teaching staff was trained in how to utilize Symbaloo in the fall of 2017. Symbaloo allows you to have all of your favorite websites/links at your fingertips, anywhere and always. Our teachers were provided with a home page template with links to common documents/resources that VCIS teachers often utilize. They were then taught how to personalize their own Symbaloo homepage. Many of the teachers use this resource, as it has helped to mainstream their resources into one easy-to-go-to location on their computer.

Edgenuity

In the fall of 2018, Edgenuity transitioned their online curriculum platform over to HTML5 and away from Adobe Flash and Shockware. This helped to better control content and display and eliminated the need for Adobe Flash updates/plugins. It also provided consistent web experience across multiple devices with better graphics. With this update in Edgenuity, our core credentialed teachers reviewed and revised curriculum to better match our district's pacing, so that when students come to our site from other schools within our district, a common sequence of learning is in place.

Chapter 3



Ongoing School Improvement

3: Ongoing School Improvement

Process of Engaging Stakeholders

The VCIS staff has dedicated a significant amount of time to the development of our WASC Progress Report. Throughout the process, focus has been strategic in identifying our areas of strength, our areas of growth, and our work around our action plan to support the continued growth and success of VCIS. We've ensured that we gathered input from all stakeholders annually: students, parents, classified staff, certificated staff, and administration.

Table 24 is a chronology of stakeholders' interactions with significant documents that helped to gather input/evidence to focus reflection, collaboration, and guidance for our school.

Table 24

Document or Activity	Stakeholders Involved	Date
Reviewed the revised Action Plan upon recommendations of WASC visiting team	All staff members	August 2016
Reviewed Vision, Mission, and progress on Student Learner Outcomes	All staff members	August 2016
Administered the staff survey	All staff members	February 2017
Administered the student survey	Students	February 2017
Administered the parent survey	Parents	February - March 2017
Reviewed results of student, parent, and staff surveys and identified areas of strength and areas for growth	All staff members	April 2017
Action Plan - reflected on progress and provided input	All staff members	April 2017
Reviewed Vision, Mission, and progress on Student Learner Outcomes	All staff members	August 2017
Began draft of the Significant Changes and Developments chapter of the WASC Progress Report	Assistant Principal	January 2018
Administered the student survey	Students	February 2018

Administered the parent survey	Parents	February 2018
Administered the staff survey	All staff members	March 2018
Action Plan - reflected on progress and provided input	All staff members	March 2018
Reviewed Vision, Mission, and progress on Student Learner Outcomes	All staff members	March 2018
Significant Developments 2016-2018 - provided input	All staff members	March 2018
Reviewed results of student, parent, and staff surveys and identified areas of strength and areas for growth	All staff members	April 2018
Continued draft of the WASC Progress Report	Principal, Assistant Principal	July 2018-November 2018
Reviewed Vision, Mission, and progress on Student Learner Outcomes	All staff members	August 2018
Parent Engagement Survey	Parents	September 2018
Reviewed draft of WASC Progress Report	All staff members	October 2018
Edited the WASC Progress Report	ELA credentialed teachers	December 2018
Critical Learner Needs	All staff members	Spring 2018

Vision, Mission, and Student Learner Outcomes

Annually, in the fall, we revisit our vision, mission and student learner outcomes as a whole staff. We take time to review our progress in meeting our Student Learner Outcome goals from the prior school year. The principal talks through each area and presents the data to all staff. During fall 2018, the principal brought this Student Learner Outcome data, alongside survey results, to the Staff Leadership Team to help drive our areas of focus for the school year. The annual Student Learner Outcome documents can be found in the appendix.

Action Plan

Annually, in the spring, all staff comes together to reflect on the action plan for the year. Staff breaks into groups and provides input on the action plan. Each group is provided with our action plan, and are tasked with reviewing the action plan as a team, determining if each action step was met for each goal, recording their findings/input onto the document, providing any

recommendations for next steps or additional comments, and then returning the document to administration. They do this process for all four action plan goals. The assistant principal then takes each groups' input for all four action plan goals and consolidates all feedback onto one "Staff Input/Reflection on WASC Action Plan" document annually. These documents provide evidence of stakeholder collaboration and input around the action plan, but more importantly involve staff in the process of addressing the schools' focus and areas of need. The annual Staff Input/Reflection on WASC Action Plan documents can be found in the appendix.

Student, Parent, and Staff Surveys

Annually, in the spring, we administer surveys to our students, parents, and staff. We maintain the same surveys yearly to allow us to compare results and growth across years, and allow us to monitor our Student Learner Outcome of shared support of student success by family, staff and students. Surveys are all done digitally for both staff and students. The parent survey is made available both digitally and on paper, in both English and Spanish. Administration gathers the results following the surveys and shares them out with all staff members. Staff is asked to individually complete a survey results reflection in which they identify areas of strength and areas for growth from all three surveys. All staff is asked to bring their survey results reflection to a designated end of the year staff meeting. Staff is then divided into groups to complete a survey analysis. They are asked to share out their individual survey results reflections within their groups. They are to discuss their observations of areas of strength and areas of growth for each survey. After discussion, the group is to pick one area of strength and one area for growth from each survey. They are to record their findings onto provided post-its and then place them on designated posters in the room. The assistant principal then gathers the input from all of the post-its and consolidates the findings onto one final survey results reflection document for the year. This document provides evidence of stakeholder collaboration and input around the student, parent, and staff surveys, but more importantly involves staff in the process of identifying the schools' areas of strength and areas for growth based on stakeholder input. The annual survey results and survey results reflections can be found in the appendix.

Process of Preparing the Progress Report

Writing the Progress Report

The principal and assistant principal collaborated in writing the WASC Progress Report. They divided up the sections to be written for the report. Members of the leadership team also helped to provide input and information to be written into the progress report. Staff provided additional input throughout the writing process. Writing began in the spring of 2018 and culminated in late fall 2018. Once the draft of the report was complete, it was edited by our English Language Arts credentialed teachers.

Staff Input on Significant Changes and Developments

In the spring of 2018, all staff was asked to provide input on significant developments since the 2016 WASC visit. The administrative team developed a document that identified a list of significant developments that occurred during the 2016-17 and 2017-18 school years. The document was divided into overarching categories such as: supporting student success, supporting staff success, staff development & collaboration, student achievement & recognition, school site safety, parent & community connectedness, and technology. This document was created as a starting point to brainstorm what needed to be addressed in Section 2 of the WASC Progress Report. Staff was divided into groups and each group was provided with

copies of the 2016-18 Significant Developments document. In under each school year/category was extra space that was entitled “Anything We Missed?” In small groups staff was directed to determine if there were any ***new*** developments missing in each category. They were to record any of their findings onto a single document. The assistant principal collected these documents from each group and then recorded all of the additional findings of “***new*** significant developments” onto one final document. This document served as a guide when writing Section 2 of the WASC Progress Report. The final significant developments brainstorming document can be found in the appendix.

Staff Input on Progress Report Draft

Staff was provided with “draft” copies of two sections of the WASC Progress Report at the October 2018 staff development. They received “draft” copies of the “Significant Changes and Developments” and of the “Progress on Critical Areas for Follow-up/Schoolwide Action Plan.” Staff input on these two sections was gathered in a jigsaw activity fashion. The “Significant Changes and Developments” section was divided into four different focus areas, each having three different teams of 5-8 staff members reviewing it. The “Progress on Critical Areas for Follow-up/Schoolwide Action Plan” had two different teams of 5-8 staff members reviewing it. Teams were directed to read through their designated section of the report. They were to select a scribe to record notes onto a staff input sheet, as well as an annotator to record any edits necessary onto a designated copy of their assigned section. Then each team returned these two documents to administration to provide input on the WASC Progress Report. The assistant principal went through all staff input documents, made a record of staff input, and made the necessary edits to the draft documents. Each team was then provided with an email following up on their suggestions as to how they were addressed/resolved within the report.

Members of our English Language Arts team took time to review and edit the “draft” copy of the WASC Progress report in December 2018/January 2019.

Staff was provided with a “draft” copy of the “Student/Community Profile Data” chapter of the WASC Progress Report at the January 2019 staff development. Staff was specifically guided to focus on the section identifying critical learner needs and areas of focus for our site. Staff participated in an activity in which they worked in teams to brainstorm ideas and respond to the questions raised by the analysis of performance and perception data.

Chapter 4



Progress on Critical Areas for Follow-up/

Schoolwide Action Plan

4: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Critical Areas for Follow-up

There were four critical areas for follow-up identified in our visiting committee report prepared by our visiting committee following their March 2016 WASC visit.

1. While the current administration is dedicated to doing so, the school needs to institutionalize systems and processes so that programs can be self-sustaining.

2. The leadership and instructional staff of VCIS should establish and employ a systematic use of
a student performance assessment program 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 SLOs.

3. VCIS would benefit from a review of school policy and site safety plan regarding identification of all staff through ID badges and other means of identification, i.e., security vest, polo shirt.

4. VCIS staff expresses a desire for more frequent and more proactive professional development in order to drive student achievement. 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 schoolwide definition of "best practices" (specific to VCIS students) for both the one-on-one and classroom settings and the implementation of a system to monitor and reflect on these practices.

The information below provides explanations on the accomplishments of each area of our schoolwide action plan, references the critical areas for follow-up addressed, and provides supporting evidence.

Action Plan Goal # 1

Goal number one in the action plan was changed slightly beginning the 2017-18 school year. The prior verbiage addressed the need to provide a varied and more frequent amount of professional development for the entire teaching staff to drive student achievement. We were very intentional about addressing this goal in 2015-2017. It is still a significant focus for our site; however, we changed the verbiage to address the plan to "continue" to provide professional development and collaboration time for the entire teaching staff to drive student achievement. We believe that we are in a solid place of addressing professional development needs for staff and plan to continue to maintain this commitment.

2015-16 Action Plan (revised following WASC visit to address areas for growth and critical areas for follow-up)
2016-17 Action Plan
School Goal #1: Provide a varied and more frequent amount of professional development for the entire teaching staff to drive student achievement.

2017-18 Action Plan
School Goal #1: Continue to provide professional development and collaboration time for the entire teaching staff to drive student achievement.

Critical Area for Follow-up Addressed: VCIS staff expresses a desire for more frequent and more proactive professional development in order to drive student achievement. 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 schoolwide definition of "best practices" (specific to VCIS students) for both the one-on-one and classroom settings and the implementation of a system to monitor and reflect on these practices.

2015-16 **Accomplishments:** ➔ Professional development to supervising teachers on the ELA Common Core State Standards ➔ Provided staff development to allow more hands on time/collaboration for supervising teachers ➔ Staff conference attendance to further support Common Core implementation ➔ Developed and implemented a plan to allow time for all math teachers to reflect on student data during PLC time ➔ Professional development for all staff on technology and technology implementation	**2015-16** **Supporting Evidence:** ➔ Staff attendance at professional development and agendas/presentations ➔ Professional development calendar ➔ Master schedule and PLC agendas
2016-17 **Accomplishments:** ➔ Professional development to supervising teachers on the ELA Common Core State Standards ➔ Professional development for all staff members on Mental Health for students ➔ Participated in district level curriculum teams (math, ELA, foreign language) ➔ Provided a student Chromebook for each supervising teacher station ➔ Staff conference attendance to further support Common Core implementation ➔ Developed and implemented a plan to allow peer observation in the classroom	**2016-17** **Supporting Evidence:** ➔ Staff attendance at professional development and agendas/presentations ➔ Professional development calendar ➔ Chromebook cart installation ➔ Master schedule and PLC agendas

2017-18 **Accomplishments:**	**2017-18** **Supporting Evidence:**
➔ Professional development to supervising teachers on new curriculum: English 2 & American Literature ➔ Planned and implemented Professional Development to all VCIS staff on Growth Mindset ➔ Participated in district level curriculum teams (math, science, foreign language) ➔ Team collaboration time during professional development sessions ➔ Provided team collaboration (PLCs) for math, English, science, and performing arts ➔ Staff conference attendance to further support Common Core implementation ➔ Established and implemented a Staff Leadership Team composed of certificated and classified staff	➔ Staff attendance at professional development and agendas/presentations ➔ Professional development calendar ➔ Master schedule and PLC agendas ➔ Staff Leadership Team agendas ➔ Leadership team agendas

Action Plan Goal # 2

2015-16 Action Plan (revised following WASC visit to address areas for growth and critical areas for follow-up)
2016-17 Action Plan
2017-18 Action Plan

School Goal #2: Research and create procedures to institutionalize systems and processes to create a self-sustaining program.

Critical Area for Follow-up Addressed: The leadership and instructional staff of VCIS should establish and employ a systematic use of a student performance assessment program 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 SLOs.

2015-16 **Accomplishments:**	**2015-16** **Supporting Evidence:**
➔ Researched an alternative program for ASAM testing, NWEA MAP testing ➔ Create a Policy and Procedure on the use of NWEA to include in the Policies & Procedures Manual ➔ Created a Best Practices for the online school, independent study, and classroom based classes ➔ Researched and purchased the Lifetrack program to conduct follow-up surveys of VCIS graduates ➔ Reviewed all current Policies and Procedures at the end of the year for updates and accuracy	➔ NWEA Webinar 2015; purchase order and training for staff summer of 2016 ➔ Best Practices documents ➔ Lifetrack purchase order/surveys ➔ Policies and Procedures Manual

2016-17 **Accomplishments:** ➔ Created and launched an implementation plan for the NWEA program school-wide ➔ Researched methods to consistently update all independent study curriculum each year ➔ Created and launched an implementation plan for the Lifetrack program school-wide ➔ Reviewed and updated all Policies and Procedures and created an online access for all staff members	**2016-17** **Supporting Evidence:** ➔ Student MAP testing schedule/reports SLO chart measurements ➔ MAP training presentation/resources for supervising teachers ➔ School Policies and Procedures ➔ Lifetrack student survey completion/SLO chart measurements ➔ Updated Policies and Procedures
2017-18 **Accomplishments:** ➔ Provided oversight of Edgenuity at comprehensive sites with the addition of a Teacher on Special Assignment (TOSA) ➔ Researched, purchased, and piloted (ST Pilot Team) the Naviance program to support college and career readiness ➔ Supervising teachers on the Staff Leadership Team collaborated to create a common grade sheet format for core independent study courses to be implemented in 2018-19 ➔ Reviewed all current Policies and Procedures at the end of the year for updates and accuracy ➔ Reviewed and updated Parent Student Handbook and Course Catalog ➔ Research methods to consistently update all independent study curriculum each year ➔ Interviewed and hired teacher leads for 9/10, 11/12, and online supervising teacher teams	**2017-18** **Supporting Evidence:** ➔ VUSD student enrollment in Edgenuity courses ➔ Staff Leadership Team agendas and Naviance teacher/student reflections from pilot group ➔ Staff Leadership Team agendas and updated grade sheet templates ➔ Updated Policies and Procedures manual ➔ Updated Parent Student Handbook ➔ Staff Leadership Team agenda ➔ Interviews for teacher leads (teacher panel and administrative panel interviews)

Action Plan Goal # 3

Goal number three in the action plan was changed slightly starting the 2017-18 school year. The prior verbiage addressed the need to research, establish, and employ a systematic use of student performance assessments to measure the effects of the programs and services, guide staff development, and modify instruction resulting in student achievement. We were very intentional about addressing this goal in 2015-2017. It is still a significant focus for our site; however, we changed the verbiage to address the plan to "maintain" a systematic use of student performance assessments to measure the effects of the programs and services, guide staff development, and modify instruction resulting in student achievement. We believe that with the systematic implementation of the NWEA MAP assessments in reading and mathematics annually has provided us with the data needed to successfully address the needs of our students and school. We plan to continue to maintain this commitment.

2015-16 Action Plan (revised following WASC visit to address areas for growth and critical areas for follow-up)

2016-17 Action Plan

School Goal #3: Research, establish, and employ a systematic use of student performance assessments to measure the effects of the programs and services, guide staff development, and modify instruction resulting in student achievement.

2017-18 Action Plan

School Goal #3: Maintain a systematic use of student performance assessments to measure the effects of the programs and services, guide staff development, and modify instruction resulting in student achievement.

Critical Area for Follow-up Addressed: The leadership and instructional staff of VCIS should establish and employ a systematic use of a student performance assessment program 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 SLOs.

2015-16 Accomplishments:	**2015-16 Supporting Evidence:**
➔ Researched an alternative program for ASAM testing, NWEA MAP testing ➔ Purchased the NWEA MAP testing program in spring 2016 for implementation in fall 2016 to test all students in reading and mathematics three times annually ➔ Create a Policy and Procedure on the use of NWEA to include in the Policies & Procedures Manual ➔ Developed a plan to train proctors to administer tests ➔ Developed a plan to train supervising teachers on how to interpret student results and monitor student progress/establish goals	➔ NWEA Webinar 2015; purchase order and training for staff summer of 2016 ➔ NWEA purchase order ➔ Policies and Procedures Manual ➔ Google slides and resources developed to train staff; RIT scale overviews by grade level/testing window

2016-17 **Accomplishments:** ➔ Train all certificated staff on the NWEA program to allow teachers the ability to monitor their own students ➔ Administered MAP Assessments in reading and mathematics three times annually ➔ Developed a plan for math teachers to use the NWEA program to determine readiness for the integrated math classes ➔ Develop and implement a plan to utilize the NWEA program for a math intervention course ➔ Developed and implement a plan to utilize the NWEA program for a freshman reading intervention course ➔ Developed a plan to monitor student progress throughout the school year ➔ Planned ways to share student growth with all stakeholders	**2016-17** **Supporting Evidence:** ➔ Professional Development Calendar ➔ PLC notes and agendas ➔ Administration agenda and notes ➔ Student growth data/administration agenda ➔ Enrollment in math intervention course ➔ Enrollment in reading intervention course
2017-18 **Accomplishments:** ➔ Administered MAP Assessments in reading and mathematics three times annually ➔ Monitored student progress on MAP Assessments and Supervising Teachers established/reviewed annual growth goals with each student ➔ Further developed the plan to utilize students' MAP scores and other indicators for placement in Math Assist and Reading Improvement courses ➔ Created a plan to utilize students' MAP scores and other indicators for placement in Core Lab Pilot (ELA & HSS) ➔ Researched, developed, and implemented an RTI plan for mathematics to increase students' success in math courses ➔ Planned and wrote a policy and procedure for placement into intervention courses ➔ Continued to plan ways to share student growth with all stakeholders	**2017-18** **Supporting Evidence:** ➔ MAP assessment reports ➔ Student goal setting worksheets ➔ Parent letters ➔ Enrollment in intervention classes ➔ Parent letters ➔ Enrollment in Core Lab courses ➔ Math RTI Plan ➔ Math RTI Google spreadsheet ➔ Leadership Team agendas ➔ Updated Policies and Procedures manual

Action Plan Goal # 4

Goal number four in the action plan was changed slightly starting the 2017-18 school year. The prior verbiage addressed the need to review, research, and employ a school site safety plan to encompass the unique needs of the independent study program. We were very intentional about addressing this goal in 2015-2017. It is still a significant focus for our site; however, we changed the verbiage to address the plan to "continue" to employ a school site safety plan to encompass the unique needs of the independent study program. We believe that contracting with our security consultant has provided us with the guidance and tools to improve our school

site safety plan through the development and implementation of training and protocols that address the needs of our school. We plan to continue to maintain this commitment.

2015-16 Action Plan (revised following WASC visit to address areas for growth and critical areas for follow-up)
2016-17 Action Plan
School Goal #4: Review, research, and employ a school site safety plan to encompass the unique needs of the independent study program.

2017-18 Action Plan
School Goal #4: Continue to employ a school site safety plan to encompass the unique needs of the independent study program.

Critical Area for Follow-up Addressed: VCIS would benefit from a review of school policy and site safety plan regarding identification of all staff through ID badges and other means of identification, i.e., security vest, polo shirt.

2015-16 **Accomplishments:** ➔ Researched new methods of planning for school safety protocol on the VCIS campus ➔ Met with potential security experts to determine current site safety plan effectiveness ➔ Continued meeting with security experts with the support of district personnel on the campus safety plan ➔ Hired a security consultant to revise the VCIS school safety plan ➔ Planned for staff development and implementation of new security drills on the VCIS campus	**2015-16** **Supporting Evidence:** ➔ Administration meeting agendas ➔ Administration calendars ➔ Security consultant contract
2016-17 **Accomplishments:** ➔ Administration worked with security consultant to develop site safety protocols on-site for all staff members ➔ Security consultant and admin trained all staff on new protocols of the VCIS safe schools plan ➔ Security consultant and and admin trained campus supervisor on specific areas of the safe school plan ➔ Administration worked with security consultant to plan and implement security drills on the VCIS campus ➔ Administration worked with security consultant to plan and implement security drill debriefs will all staff members ➔ Required staff ID's ➔ Required front office check-in ➔ Provided/required parking decals for all staff ➔ Provide a basic emergency medical training course for teachers and administrators	**2016-17** **Supporting Evidence:** ➔ Professional development calendar ➔ Administration calendar ➔ Professional development calendar ➔ Visible staff IDs ➔ Check-in log ➔ Decals on all staff vehicles ➔ Basic emergency medical training course certificates of completion

2017-18 **Accomplishments:**	**2017-18** **Supporting Evidence:**
➔ Hired a new campus supervisor ➔ Security consultant and administration trained campus supervisor on specific areas of the safe school plan ➔ Planned and implemented security drills on the VCIS campus with support from security consultant ➔ Administration held active threat tabletop discussions with security consultant ➔ Post active threat debriefs at all staff professional development ➔ Updated/added security features on-sites (i.e. cameras, fencing) ➔ Provided basic emergency medical training courses for staff	➔ Professional development calendar ➔ Administration calendar ➔ Leadership Team agenda ➔ Professional development agendas ➔ Updated/added security cameras, fencing ➔ Basic emergency medical training course certificates of completion

Impact on Student Achievement

The Schoolwide Action Plan has served as a great tool to drive and monitor the development and implementation of the needs presented as our critical areas for follow-up. The Schoolwide Learner Outcomes have served as a great tool to help monitor the progress and growth as a result of the implementation of our Schoolwide Action Plan. The information below provides an overview of our Student Learner Outcomes and the monitoring for growth that has taken place.

Schoolwide Learner Outcomes

Table 25

SLO - E Every student succeeds				
	15-16 Data	**16-17 Data**	**17-18 Data**	**Growth Y/N?**
CAASPP % Met/Exceeded in ELA	52%	45%	46%	No
MAP Grade 9 Reading	-	226	222	No
MAP Grade 10 Reading	-	223	227	Yes
MAP Grade 11 Reading	-	223	224	Yes
MAP Grade 12 Reading	-	225	223	No
CAASPP % Met/Exceeded in Math	6%	8%	4%	No
MAP Grade 9 Math	-	226	223	No
MAP Grade 10 Math	-	226	231	Yes
MAP Grade 11 Math	-	226	226	No
MAP Grade 12 MAP	-	225	224	No
Specific Measures: CAASPP ELA & math results MAP testing results based off of spring mean RIT score from students tested in all three testing windows. (Student Growth Summary Report) MAP testing base year 2016-17				

The Schoolwide Learner Outcome of “every student succeeds” is represented in **Table 25**. Although we have seen a slight drop in achievement data for ELA and mathematics, we continue to respond in ways that aim to support our staff and students in reaching success. Both ELA and mathematics curriculum have undergone revision and new implementation since the 2016 visit. With these revisions, the curriculum has become more rigorous to address the expectations of the Common Core State Standards and assessments. Teaching staff have participated in staff development to become familiar with the curriculum and ways to support student success through instruction. Additional tutoring has been put into place across all core content areas. We have run Math Assist support classes alongside Integrated Math 1 and 2 courses to provide additional support and guidance to students. We have also run Reading Improvement classes for freshmen alongside their English 1 classroom course. In addition, we ran a math RTI pilot in the spring of 2018, and have intentions of developing a more efficient math RTI support structure this school year. Following the pilot of core labs in English and social science last spring, we have fully implemented core labs this school year to support struggling students alongside their independent study English and social science courses. With

the implementation of multiple levels of support for students as well as continued staff development around curriculum and instruction, we expect to see growth in both ELA and mathematics in the near future.

Table 26

SLO - A Academic achievement and advancement				
	15-16 Data	**16-17 Data**	**17-18 Data**	**Growth Y/N?**
*pass rate in English classroom courses	97%	96%	93%	No
**pass rate in math classroom courses	85%	78%	88%	Yes
***pass rate in science classroom courses	74%	78%	86%	Yes
Specific Measures: (combined pass rates from S1 & S2) *English - English 1 & ERWC; **math - Integrated Math 1, Integrated Math 2, Integrated Math 3, & Pre-Calculus; ***science - Biology & Chemistry (Anatomy & Physiology and Marine Biology added to science classroom measurement in the 17-18 school year)				

The Schoolwide Learner Outcome of "academic achievement and advancement" is represented in **Table 26**. The pass rate in classroom classes has been an area of growth and achievement. With the combination of professional development centered on curriculum and instruction and the multiple levels of student supports put into place, we have seen success reflected in our core classroom courses. Although the pass rate dropped in English, it is based on a much smaller group of students and is still a significantly high pass rate.

Table 27

SLO - G Graduate students that are college and career ready				
	15-16 Data	**16-17 Data**	**17-18 Data**	**Growth Y/N?**
*Graduation rate	89%	92%	89%	No
**Lifetrack Exit Survey	96.4%	96.85%	96%	No
% meeting A-G at graduation	2.8%	10%	22%	Yes
***# of students enrolled in CTE courses	191	218	302	Yes
****% of graduates employed in the workforce	-	-	62%	-
Specific Measures: *Record of students graduating VCIS with their four-year cohort; not reflective of state CalPads data. **Lifetrack Exit Survey Question 5: Do you believe you are adequately prepared to make your transition to college, military, or the workplace? ***CTE courses - CCRP elective courses & any VCIS student enrolled in a CTE course at a comprehensive high school ****These results reflect the responses of 117/209 (60.6%) former students of the graduating class of 2016 that are currently working part-time/full-time, as reported by the Lifetrack Postgraduate Survey; the 17-18 school year was the first year we began receiving this data.				

The Schoolwide Learner Outcome of "graduate students that are college and career ready" is represented in **Table 27**. Graduation rate has remained fairly steady. As a result of graduate responses on the Lifetrack Exit Survey, 96% of VCIS graduates consistently believe that they are adequately prepared to make the transition to college, military, or the workplace. Since 2016 we have seen a 19% increase in the number of students meeting A-G requirements at graduation. As a site we have been able to increase our A-G elective offerings with the eDynamic online course options. We have also seen an increase in the enrollment of students

to our site in the pursuit of meeting A-G by graduation. Since 2016 we have also increased our CTE course offerings in both the classroom and online elective options. With this, we have seen significant growth in the number of students taking CTE classes annually. We received our first Lifetrack Postgraduate Survey in the spring of 2018, which reflected the responses of 117/209 (60.6%) former students of the graduating class of 2016. Those results showed that 62% are currently working part-time/full-time.

Table 28

SLO - L Life-long learners				
	15-16 Data	**16-17 Data**	**17-18 Data**	**Growth Y/N?**
*% enrolled in colleges (2 year and 4 year)	-	-	38%	-
*%enrolled in trade schools	-	-	2%	-
*% enlisted in military	-	-	3%	-
Specific Measures: *These results reflect the responses of 117/209 (60.6%) former students of the graduating class of 2016, as reported by the Lifetrack Postgraduate Survey; the 17-18 school year was the first year we began receiving this data.				

The Schoolwide Learner Outcomes of "life-long learners" is represented in **Table 28**. We received our first Lifetrack Postgraduate Survey in the spring of 2018, which reflected the responses of 117/209 (60.6%) former students of the graduating class of 2016. Those results showed that 38% of the 2016 graduates are enrolled in college, 2% are enrolled in trade schools, and 3% are enlisted in the military. We will continue to monitor this data for each graduating class. Each graduating class receives an 18 month and a five year Lifetrack Postgraduate follow up survey.

Table 29

SLO - E Exercise high ethical standards				
	15-16 Data	**16-17 Data**	**17-18 Data**	**Growth Y/N?**
Annual attendance rate	95.39%	94.84%	93.31%	No
Annual suspension rate	0.02%	2%	1.75%	Yes
Annual expulsion rate	0%	0%	0%	No
Specific Measures: data received from district research specialist and director of student services				

The Schoolwide Learner Outcomes of "exercise high ethical standards" is represented in **Table 29**. Our data for annual attendance rate shows a slight drop; however, it continues to remain significantly high. The data for our suspension and expulsion rate show that we maintain a site with high behavioral expectations as well as foster a school culture in which students come to school to learn and belong. Our focus and work around improving our safe school plan has also helped to strengthen these areas.

Table 30

SLO - S Shared support of student success by family, staff, and students				
	15-16 Data	**16-17 Data**	**17-18 Data**	**Growth Y/N?**
*staff survey	96%	98%	98%	Yes
**parent survey	91%	91%	86%	No
***student survey	88%	88%	89%	Yes

Specific Measures:(all strongly agree & agree from each survey)
*Staff Survey - Questions 1: The school has clearly stated plans to help students learn and achieve their goals. Question 2: The school administration makes decisions and initiates activities to help students. Question 6: Staff members deal effectively with cultural diversity and help each student feel welcomed and valued.
**Parent Survey - Question 11: My student's classes are helping to prepare him/her for the future. Question 12: My child is learning skills that he/she can use in the job force or in pursuing education after high school. Question 13: Upon graduation, VCIS students will be able to compete on an equal level with students graduating from other high schools.
***Student Survey - Question 12: My teacher advises me on the classes I need to take. Question 13: After graduation, I can compete on an equal level with students graduating from other high schools. Question 14: My classes are helping to prepare me for the future. Question 15: The school has resources available for me to find a career that I would like to pursue. Question 16: Advanced classes are available and open for me to take. Question 17: Upon graduation, I am prepared to continue the pursuit of my academic and occupational goals.

The Schoolwide Learner Outcomes of "shared support of student success by family, staff, and students" is represented in **Table 30**. The data from our staff, parent, and student surveys reflect high levels of support and success. Staff members believe that the school has clearly stated plans to help students learn and achieve at high levels, the school administration makes decisions and initiates activities to help students, and that staff members deal effectively with cultural diversity and help each student feel welcomed and valued. The students believe that their teachers advise them on the classes they need to take, that after graduation they can compete on an equal level with students graduating from other high schools, that their classes are helping to prepare them for the future, that the school has resources available for them to find a career that they would like to pursue, that advanced classes are available and open for them to take, and that upon graduation, they are prepared to continue the pursuit of their academic and occupational goals. We saw a 5% drop in the percentage for the parent survey in the 17-18 school year. Two of the questions (#11 & #12) maintained high percentages reflecting that the parents believe that their student's classes are helping to prepare him/her for the future, and that their child is learning skills that he/she can use in the job force or in pursuing education after high school. For some reason we saw that 19% of parents responded with "Not Sure" to Question #13: Upon graduation, VCIS students will be able to compete on an equal level with students graduating from other high schools. While 79% of parents agreed with Question 13, the "not sure" response caused the percentage for our parent survey results to drop 5%. We are not sure what led 19% of the 302 parent responses to be uncertain of students' ability to compete on an equal level with students graduating from other high schools. We plan to work to provide families with better communication about the opportunities afforded to their students at VCIS.

Chapter 5



Schoolwide Action Plan Refinements

5: Schoolwide Action Plan Refinements

Refinements Made to the Schoolwide Action Plan

Our schoolwide action plan was refined as a result of the "critical areas for follow-up" recommended by the WASC self-study visiting team.

New Action Plan Goals 2015-16

Following the self-study visit, the 2015-16 action plan goals were revised to address the four "critical areas for follow-up." The newly revised goals became:

Goal 1	Provide a varied and more frequent amount of professional development for the entire teaching staff to drive student achievement.
Goal 2	Research and create procedures to institutionalize systems and processes to create a self-sustaining program.
Goal 3	Research, establish, and employ a systematic use of student performance assessments to measure the effects of the programs and services, guide staff development, and modify instruction resulting in student achievement.
Goal 4	Review, research, and employ a school site safety plan to encompasses the unique needs of the independent study program.

Slightly Revised Action Plan Goals 2017-18

The action plan goals have remained in place, with slight wording revision in 2017-18 to three of the four goals as a result of the progress that has been made. The wording revisions are indicated below in blue italics and/or text strikethroughs of wording removed.

Goal 1	*Continue to* provide ~~a varied and more frequent amount of~~ professional Development *and collaboration time* for the entire teaching staff to drive student achievement.

Goal #1 is still a significant focus for our site; however, we changed the verbiage to address the plan to "continue" to provide professional development and "collaboration time" for the entire teaching staff to drive student achievement. We believe that we are in a solid place of addressing professional development needs for staff and plan to continue to maintain this commitment.

Goal 2	Research and create procedures to institutionalize systems and processes to create a self-sustaining program.

Goal #2 was not revised. We have made significant growth in this goal and continue to maintain a commitment to that growth.

Goal 3 *Maintain* ~~Research, establish, and employ~~ a systematic use of student Performance assessments to measure the effects of the programs and services, guide staff development, and modify instruction resulting in student achievement.

Goal #3 is still a significant focus for our site; however, we changed the verbiage to address the plan to "maintain" a systematic use of student performance assessments to measure the effects of the programs and services, guide staff development, and modify instruction resulting in student achievement. We believe that with the systematic implementation of the NWEA MAP assessments in reading and mathematics annually has provided us with the data needed to successfully address the needs of our students and school. We plan to continue to maintain this commitment.

Goal 4 *Continue to* ~~Review, research, and~~ employ a school site safety plan to encompasses the unique needs of the independent study program.

Goal #4 is still a significant focus for our site; however, we changed the verbiage to address the plan to "continue" to employ a school site safety plan to encompass the unique needs of the independent study program. We believe that contracting with our security consultant has provided us with the guidance and tools to improve our school site safety plan through the development and implementation of training and protocols that address the needs of our school. We plan to continue to maintain this commitment.

Latest Updated Schoolwide Action Plan

See the following page for the most recent Action Plan. All Action Plans since the spring 2016 visit can be found in the appendix.

Visalia Charter Independent Study

School-wide Action Plan 2018-2019

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- Continue to provide professional development and collaboration time for the entire teaching staff to drive student achievement.

Rationale of Critical Need: Due to the rigor of the Common Core State Standards and the constant changes in technology, it is important that we continuously provide professional development opportunities for all teaching staff. In addition, providing staff with training in mental health and growth mindset are also a priority in helping to connect students and create a positive high school experience, resulting in increased student academic achievement.

Action Steps	Person Responsible	Timeline	Measure and Report
Provide professional development to supervising teachers on ELA Common Core State Standards	Leadership Team VCIS ELA teachers	Throughout the 2018-19 school year	Staff attendance of professional development agendas as reported by administration
Plan and implement Professional Development to all VCIS staff	Leadership Team	Throughout the 2018-19 school year	Staff attendance of professional development agendas as reported by administration
Participate in district level curriculum teams (math, science, foreign language)	Math, science and Spanish teachers	Throughout the 2018-19 school year	Staff attendance of professional development agendas as reported by administration
Provide team collaboration time during professional development sessions	Leadership Team	Throughout the 2018-19 school year	Staff attendance of professional development agendas as reported by administration
Provide additional team collaboration for math, English, science, and performing arts	Leadership Team, math, English, science, and performing arts teachers	Throughout the 2018-19 school year	Team collaboration agendas
Maintain a Staff Leadership Team composed of certificated and classified staff	Administration	Throughout the 2018-19 school year	Staff Leadership Team agendas

School Goal #2 - Research and create procedures to institutionalize systems and processes to create a self-sustaining program.

Rationale of Critical Need: There are many different components to the VCIS program that makes the school unique. As these pieces have been implemented, systems and processes were not put in place to sustain the program if key administrative personnel leave. The need to institutionalize these systems is imperative to the continued success of the VCIS program and students.

Action Steps	Person Responsible	Timeline	Measure and Report
Hire a part-time teacher for oversight of Edgenuity at comprehensive sites	District, Administration, TOSA	Summer 2018	Human Resources documentation
Implement Naviance program to support college and career readiness	Administration and counselors	Throughout the 2018-19 school year	Staff Leadership Team agendas and Naviance teacher/student reflections
Implement a common gradesheet format for core independent study courses	Administration and IS teaching staff	Implementation Fall 2018	Staff Leadership Team agendas and updated gradesheet templates
Review all current Policies and Procedures at the end of each year for updates and accuracy	Leadership Team	Spring/Summer 2018 and ongoing	Updated Policies and Procedures manual
Review and update Parent Student Handbook and Course Catalog	Leadership Team	Spring/Summer 2018 and ongoing	Updated Parent Student Handbook
Implement a grade level teacher leader for the 9/10 grades and 11/12 grades	Administration	Fall 2018	Staff email
Plan a new method for Round-up that incorporates IS teaching staff	Administration, Leadership Team	2018-19 school year	Admin Agenda, Leadership Team agenda

School Goal #3 – Maintain a systematic use of student performance assessments to measure the effects of the programs and services, guide staff development, and modify instruction resulting in student achievement.

Rationale of Critical Need: VCIS is an Alternative School Accountability Model (ASAM) that requires the program to collect growth data of the student population. To collect information on the growth of the students and prepare students for high-stakes testing (CAASPP), it is imperative that VCIS implements a program that can assess students at their current levels to inform instruction as well as prepare the students to take tests electronically with a program that adapts to their learning levels. The utilization of the NWEA MAP Assessments provide data to inform us of students' progress in reading and mathematics, allowing us to determine placement in intervention courses.

Action Steps	Person Responsible	Completion Date	Measure and Report
Pilot a math RTI in the Integrated Math 2 course that was developed by the math teachers spring 2018	Administration, IM 2 math teachers	Fall 2018	Student grades and attendance reports
Pilot an All School Instruction for math that can be monitored by IS teaching staff	Administration, supervising teachers (pilot group)	Fall 2018	Student growth as reported by the MAP assessment
Implement a targeted RTI utilizing the MAP assessment taught by math instructors	Administration, math teachers	Fall 2018 implementation - review on 2nd MAP assessment window	MAP assessment
Hire additional teaching staff to run Core Lab classes	Administration	Summer 2018	Human Resources documentation
Increase the Core Lab offerings to include Earth Science and other English courses	Administration	Throughout 2018-19 school year	Core lab attendance and student achievement on tests
Offer local community college courses to students wanting to advance their education (Fall Psychology 1 and American Sign Language/ Spring English 1 and/or 251)	Administration, counselors	Throughout the 2018-19 school year	Enrollment, attendance, and completion reports
Offer the PSAT for all sophomore students and eligible juniors	Administration, counselors	Fall 2018	Student attendance logs

School Goal #4 – Continue to employ a school site safety plan to encompasses the unique needs of the independent study program.

Rationale of Critical Need: Due to the unique nature of the VCIS campus, the administration needs to employ new methods to create a safe and secure campus for staff and students. The VCIS campus does not fit into the traditional campus safety plans implemented at other schools in the district.

Action Steps	Person Responsible	Completion Date	Measure and Report
Hire and train a new campus supervisor for the new site	Administration, Security Consultant, and Campus Supervisor	Fall 2018	Human Resources documentation
Plan and implement security drills on the VCIS campus	Leadership Team, Security Consultant, and Campus Supervisor	Throughout the 2018-19 school year	Administration calendar
Post active threat debriefs at all staff professional development	Administration, Security Consultant	Throughout the 2018-19 school year	Professional development agendas
Provide ongoing basic emergency medical training courses each summer for staff	Administration, Security Consultant	Summer 2018 and ongoing	Administration calendar

Appendix



Appendix 1



School Accountability Report Card

Visalia Charter Independent Study
School Accountability Report Card Reported Using Data from the 2016-17 School Year
Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- 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/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains
additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18

School Contact Information	
School Name	Visalia Charter Independent Study and Studio
Street	1821 West Meadow Lane
City, State, Zip	Visalia, CA 93277
Phone Number	(559) 735-8055 ext 104
Principal	Michele Reid
E-mail Address	mreid@vusd.org
Web Site	vciseagles.org
CDS Code	54-72256-0109751

District Contact Information	
District Name	Visalia Unified School District
Phone Number	(559) 730-7300
Superintendent	Todd Oto, Ed.D.
E-mail Address	toto@vusd.org
Web Site	www.vusd.org

School Description and Mission Statement (School Year 2017-18)

Description of District
The Visalia Unified School District is the oldest school district in Tulare County. The district is comprised of 25 elementary schools, 5 middle schools, 4 comprehensive high schools, 1 continuation high school, 5 charter schools, 1 adult school, and a school that serves orthopedic handicapped students. Over 32,000 students Pre-K to adult are served through the Visalia Unified School District.

Description of School
Visalia Charter Independent Study (VCIS) serves approximately 600 students in grades 9-12 in 2016-17. VCIS offers both a college style learning schedule, or 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 50 part-time teachers and 14 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 approved. VCIS is a hybrid learning independent study charter high school which means students complete courses independently with master teacher support as well as attend courses that require more instruction such as math and science. We are leading the way with technology instruction by offering C+ programming, a culinary program, full performing arts, 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 career exploration classes to connect both college and career options for all students. These classes have built another level of confidence and success for students; such as, performing arts, culinary, science and engineering, and more. 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:
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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 8	1
Grade 9	46
Grade 10	89
Grade 11	151
Grade 12	231
Total Enrollment	518

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	1.5
Asian	3.5
Filipino	0
Hispanic or Latino	65.3
Native Hawaiian or Pacific Islander	0
White	24.3
Two or More Races	1.9
Socioeconomically Disadvantaged	78.4
English Learners	7.7
Students with Disabilities	4.6
Foster Youth	3.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	11	12	14	1095
Without Full Credential	0	1	1	141
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	127

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions		0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2018

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.

Subject	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	9th Holt Lifetime Health (2009) Positive Prevention Plus (2016) 9-12 Biology - McDougal-Littell Biology (2007) Chemistry – Prentice Hall Chemistry Earth Science – Holt Earth Science Physics – Holt Physics Conceptual Physics – Addison Wesley Publisher	Yes	0
History-Social Science	Grade 10 McDougal-Littell (2006) Modern World History Grade 11 McDougal-Littell (2006) The Americans Grade 12 Pearson (2016) Magruder's American Government Grade 12 McGraw Hill/Glencoe Understanding Economics	Yes	0
Foreign Language		Yes	0
Health		Yes	0
Visual and Performing Arts		Yes	0
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 had 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. VCIS also leases another building approximately 2 blocks north of the main campus that houses our online program. West of the main campus, across the street from Mooney Boulevard, VCIS has another leased building for all performing arts, dance, drama, and choir classes. In the fall of 2017, a fence was installed around the back of the dance studio and around the front of the building to deter transients in the area. Visalia Unified acquired the property directly north of the VCIS main campus, which houses the nurse's assistant and medical assistant programs for the 2017-18 school year. This building was also fenced in the back area to deter the transients in the area.

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

VCIS added a full time custodian to work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: Jan 2018

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)

Year and month of the most recent FIT report: Jan 2018				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	51	44	48	47	48	48
Mathematics (grades 3-8 and 11)	7	8	32	31	36	37

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	218	204	93.58	44.12
Male	87	81	93.1	35.8
Female	131	123	93.89	49.59
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	141	135	95.74	37.04
White	57	51	89.47	62.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	153	144	94.12	43.06
English Learners	30	29	96.67	6.9
Students with Disabilities	11	11	100	9.09
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	222	209	94.14	8.13
Male	88	84	95.45	9.52
Female	134	125	93.28	7.2
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	143	138	96.5	2.17
White	59	53	89.83	26.42
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	155	147	94.84	6.12
English Learners	30	29	96.67	0
Students with Disabilities	11	11	100	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	40	39	57	56	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

For the 2016-17 school year, VCIS added new College and Career Readiness Pathways (CCRP) for students to choose from. The pathways were a combination of both online and seat based classes. These pathways included Arts, Media, and Entertainment; Health Science; Education; Hospitality and Tourism; Law and Public Safety. To compliment our seat based classes, VCIS used an online elective program, eDynamic, that offers over 75 UC approved elective courses. Nurse's Assistant and Medical Assistant programs were two classroom based programs added for students and are the foundation for our Health Science pathway. Additional elective courses were added to help support and strengthen both programs. For 2016-17, students could also take Medical Math and Medical Terminology in addition to their CNA and MA courses. In addition to the health science CTE courses, VCIS offers culinary classes. The culinary program has additional elective courses that students can take online through our eDynamic program that compliments and strengthens this pathway. Some of the online courses include Restaurant Management and Hospitality and Tourism. Since the CCRP's were introduced to students and staff in 2016-17, many of the pathways were still under construction and in need of capstone courses. Throughout the year, the pathways were restructured and adjusted according to the availability of classes and student interest.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	103
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	60.74
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	2.75

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	42.9	26.5	16.3

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2017-18)

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 including student concerns or success. 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, harvest festival, 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 weekly bulletin is uploaded to our website in Spanish and English for families to view. Remind 101 is used in classrooms for important reminders. We publish a yearbook and other publications, and Blackboard is used 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 Michele Reid at (559) 735-8055 or visit our website at vciseagles.org

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	8.4	8.3	15.1	5.6	3.2	6	11.5	10.7	9.7
Graduation Rate	84.73	84.25	78.29	92.09	94.69	90.91	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	95.06	87.11
Black or African American	100	91.3	79.19
American Indian or Alaska Native	100	97.37	80.17
Asian	100	98.92	94.42
Filipino	0	100	93.76
Hispanic or Latino	100	93.64	84.58
Native Hawaiian/Pacific Islander	0	83.33	86.57
White	100	97.56	90.99
Two or More Races	100	89.47	90.59
Socioeconomically Disadvantaged	100	93.71	85.45
English Learners	77.78	85.05	55.44
Students with Disabilities	100	84.12	63.9
Foster Youth	100	70.83	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.7	1.3	1.1	5.2	4.9	4.9	3.8	3.7	3.6
Expulsions	0.0	0.1	0.0	0.3	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Safety of students and staff is a primary concern of VCIS. Responsibility for safety is shared among staff, teachers, and administration. Our School Site Safety plan is reviewed regularly throughout the year to ensure drills are up to date and protocols are followed. The last update/ review was held on 10/7/2017. Some safety measures that VCIS has implemented include a key pad to enter the building, a metal fence surrounding the campus, and panic buttons at each of the secretaries desks at the front office. An updated camera system has been installed on the main campus during the fall of 2017. Install of cameras for the Studio and online buildings are scheduled for installation spring 2018. Gates around the Studio and the Health Science classroom have been installed fall 2017 to deter transiency in the area.

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.

Federal Intervention Program (School Year 2017-18)

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	N/A	25
Percent of Schools Currently in Program Improvement	N/A	67.6

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	14	6			12	4			11	5		
Mathematics	18	14	2	2	21	12	1	2	23	8	2	3
Science	22	5	1	2	17	10		1	22	4	3	
Social Science	10	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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	256
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.1	N/A
Resource Specialist	2.5	N/A
Other	0	N/A

Note: Cells with N/A values 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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,112	$634	$8,478	$65,456
District	N/A	N/A	$6,610	$71,211
Percent Difference: School Site and District	N/A	N/A	28.3	-8.1
State	N/A	N/A	$6,574	$79,228
Percent Difference: School Site and State	N/A	N/A	29.0	-17.4

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to general state funding, the district receives state and federal categorical funding for special programs. For the 2016-17 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

- Title III, Immigrant
- IDEA, Special Education - TCOVE

- State Programs
- Local Control Funding Formula
- Local Control Accountability Plan

As a charter school, we also receive the charter school block grant.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,236	$47,808
Mid-Range Teacher Salary	$68,265	$73,555
Highest Teacher Salary	$90,685	$95,850
Average Principal Salary (Elementary)	$121,016	$120,448
Average Principal Salary (Middle)	$126,487	$125,592
Average Principal Salary (High)	$134,699	$138,175
Superintendent Salary	$257,050	$264,457
Percent of Budget for Teacher Salaries	32%	35%
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 (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Our district's focus for professional development has been in the following areas, professional learning communities, student engagement, and student connectedness. Trainings are offered during the school year as well as during the summer. The train ings offer in-class support through coaching and collaboration throughout the school year. Additionally, Teacher Support Services provides new teacher support through the VUSD Teacher Induction program. Interns, pre-interns, and new special education teachers are also supported through this program. The goals of the VUSD Teacher Induction program 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. Early release days provide time for site-level activities targeting student achievement.

Since VCIS employs many part-time teachers, the administration has implemented mandatory professional development each year specific to the staff. For the 2017-18 school year, VCIS is focusing on the growth mindset for both students and staff. After realizing that many of our students come to us from the comprehensive high schools with anxiety issues and a lack of confidence in themselves, VCIS determined that the growth mindset PD would be very valuable. Throughout the 2017-18 school year, the VCIS staff, including classified staff members, will have attended 6 professional development days to cover the following topics; what is a growth mindset?, malleability of the brain, critical thinking, praise and how we talk to our students, and how to encourage a growth mindset in our students. After each professional development day, teachers are then asked to complete one of the activities that they learned with each of their students. Teachers are constantly monitoring their students for individual growth and success.

Appendix 2

VUSD Board Goals

BELIEFS of the Visalia Unified School District

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

We Believe...

EVERY STUDENT CAN LEARN

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

LEARNING IS CONSTANT, TIME AND RESOURCES ARE VARIABLE

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

WE WORK IN TEAMS

Together, we can do more and better.

FAMILIES HAVE THE MOST INFLUENCE IN A CHILD'S LIFE

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

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

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

THE PRINCIPAL IS THE MOST INFLUENTIAL PERSON IN THE SCHOOL

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

EVERY PERSON IN OUR SCHOOL COMMUNITY HAS VALUE

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

WE ARE ALL ACCOUNTABLE FOR EVERY STUDENT'S FUTURE

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

THE DIVERSITY IN OUR COMMUNITY IS AN ASSET

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

ETHICS MATTER

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

Visalia UNIFIED SCHOOL DISTRICT "We Create Futures"

District Wide GOALS for 2017~22

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

To attain this goal, our organization will:

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

1.1 - Maintain consistently high academic standards in a curriculum that is relevant to each student's chosen path

1.2 - Provide equitable opportunities for every student to succeed

1.3 - Provide systematic and reliable access to services that support academic development

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

2.1 - Establish a district-wide professional learning community

2.2 - Engage the community fully as a partner in the education of students

2.3 - Provide systematic and relevant opportunities for parents to participate in the education of their children

2.4 - Communicate effectively with parents and the community

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

3.1 - Ensure safe, secure, healthy, and positive environments that promote a sense of significance and belonging

3.2 - Provide systematic and reliable access to services that support social and emotional development

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

4.1 - Aggressively recruit and hire highly qualified staff members who reflect the demographics of our students and community

4.2 - Ensure competitive salary and benefits for all staff

4.3 - Provide systematic and relevant certificated, classified, and management support services

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

5.1 - Effectively manage resources to strengthen our fiscal foundation, maintain prudent reserves, and meet funding requirements for retiree health insurance and increases to employee retirement systems

5.2 - All schools, facilities, and grounds will be clean, safe, secure, and well-maintained

5.3 - Refine VUSD facility plans to align with the Measure E Implementation and Facility Master Plan

5.4 - Plan for and open new schools that support the strategic interests of the district and the community

5.5 - Maintain total transparency in all services and projects and be accountable to the community

Visalia Unified School District "We Create Futures"

Our Vision of a Visalia Unified Graduate



Critical Thinker

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



Collaborative

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



Communicator

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



Creative

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



Civic-minded

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

Visalia UNIFIED SCHOOL DISTRICT

Appendix 3

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

Appendix 4

VUSD Calendar

Visalia Unified School District
2018-19 School Calendar

Board Approved: 3/14/2017

2018

July (0)				
Mon	Tue	Wed	Thr	Fri
2	3	4 H	5	6
9	10	11	12SE	13
16	17	18	19	20
23	24	25	26	27
30	31			

August (12)				
Mon	Tue	Wed	Thr	Fri
		1	2	3
6	7	8	9	10
13 X	14 X	15 T	16	17
20	21	22	23	24
27	28	29	30	31

September (19)				
Mon	Tue	Wed	Thr	Fri
3 H	4	5	6	7
10	11	12	13	14
17 M	18	19	20	21
24	25	26	27	28

October (23)				
Mon	Tue	Wed	Thr	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22 M	23	24	25	26
29	30	31		

November (16)				
Mon	Tue	Wed	Thr	Fri
			1	2
5	6	7 C	8 C	9 C
12 H	13 C	14 C	15 C	16C
19 L	20 L	21 H	22 H	23 H
26	27	28	29	30

December (15)				
Mon	Tue	Wed	Thr	Fri
3 M	4	5	6	7
10	11	12	13	14
17	18	19▲	20▲	21▲
24 H	25 H	26 L	27 L	28 L
31 L				

2019

January (13)				
Mon	Tue	Wed	Thr	Fri
	1 H	2 L	3 L	4 L
7 L	8 L	9 L	10 L	11 L
14	15	16	17	18
21 H	22	23	24	25
28 M	29	30	31	

February (18)				
Mon	Tue	Wed	Thr	Fri
				1
4	5	6	7	8
11 X	12	13	14	15
18 H	19	20	21	22
25	26	27	28	

March (21)				
Mon	Tue	Wed	Thr	Fri
				1
4	5	6	7	8
11	12	13 C	14 C	15 C
M 7-12 18	19	20	21	22
25	26	27	28	29

April (16)				
Mon	Tue	Wed	Thr	Fri
1	2	3	4	5
8	9	10	11	12
15 L	16 L	17 L	18 L	19 L
22 H	23	24	25	26
29	30			

May (22)				
Mon	Tue	Wed	Thr	Fri
		1	2	3
6 M	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27 H	28	29	30	31

June (5)				
Mon	Tue	Wed	Thr	Fri
3	4	5▲	6▲	7▲■
10 ½	11 S	12	13	14
17	18	19	20	21
24	25	26	27	28

	School Not In Session
	School In Session Student Attendance Day
■	Minimum Day for K-12 Students
½	Half-Day for Teachers
C	Conference Day Minimum Day Schedule For K-6 Only
T	Teacher Work Day
H	Holidays
D	District Office Closed
X	Staff Development
SE	2018 High School Summer School Ends /TBD
▲	Middle School and High School Finals
S	2019 Summer School Begins (High School)
L	Local Student Non-Attendance Day
M	Minimum Day District Staff Development

Appendix 5

VCIS Leadership Team Organizational Chart

VCIS LEADERSHIP TEAM

ORGANIZATIONAL CHART 2018-19

PRINCIPAL
Michele Reid

ASSISTANT PRINCIPAL
Angie O'Neal

- **Curriculum & Instruction**
- UC Submissions & Curriculum Development
- **Culinary Program**
- **Library, Testing Lab, Tutorial, Tutoring**
- **Master Schedule**
- **PLCs:** English & Math
- **Staff Development**
- **Testing: CAASPP Testing, MAP Testing**
- **WASC Oversight**

LEARNING DIRECTOR 11-12
Janette Duran-Alonzo

- **11th & 12 Grades** IEPs, Discipline, Orientations
- **EL Students**
- **Library, Testing Lab, Tutorial, Tutoring**
- **Master Schedule**
- **Parenting Program**
- **Safe School Plan**
- **Student Services/College & Career/Scicon**
- **Testing: ELPAC Testing**

LEARNING DIRECTOR 9-10
Jana Lewis

- **9th & 10th Grades** IEPs, Discipline, Orientations
- **Online Oversight**
- **Performing Arts:** Choir, Dance, Drama, Guitar/Rock Band
- **PLC:** Science
- **Sports & Physical Education**
- **Social Media**
- **SST Online & 504s**
- **Student Board Awards**

COMPLIANCE
Marissa Castro

GRADE LEVEL LEADS
Colleen Cantelmi (9-10)
Lupe Wilkinson (11-12)

- **Policies & Procedures**
- **Teacher Training & Support**
- **Staff bulletin**
- **Sunshine Club**

ONLINE SCHOOL
Brenda Milligan

ONLINE MENTOR
Sara Villarreal

- **District Edgenuity Teacher Support**
- **Edgenuity Oversight**
- **Online Teacher Training & Support**
- **Online Orientations**

HEALTH SCIENCE
Colleen Tunnell

Health Science Program Oversight

- **Certified Nursing Assistant**
- **Medical Assistant**
- **Pharmacy Technician**
- **Health Science Electives**

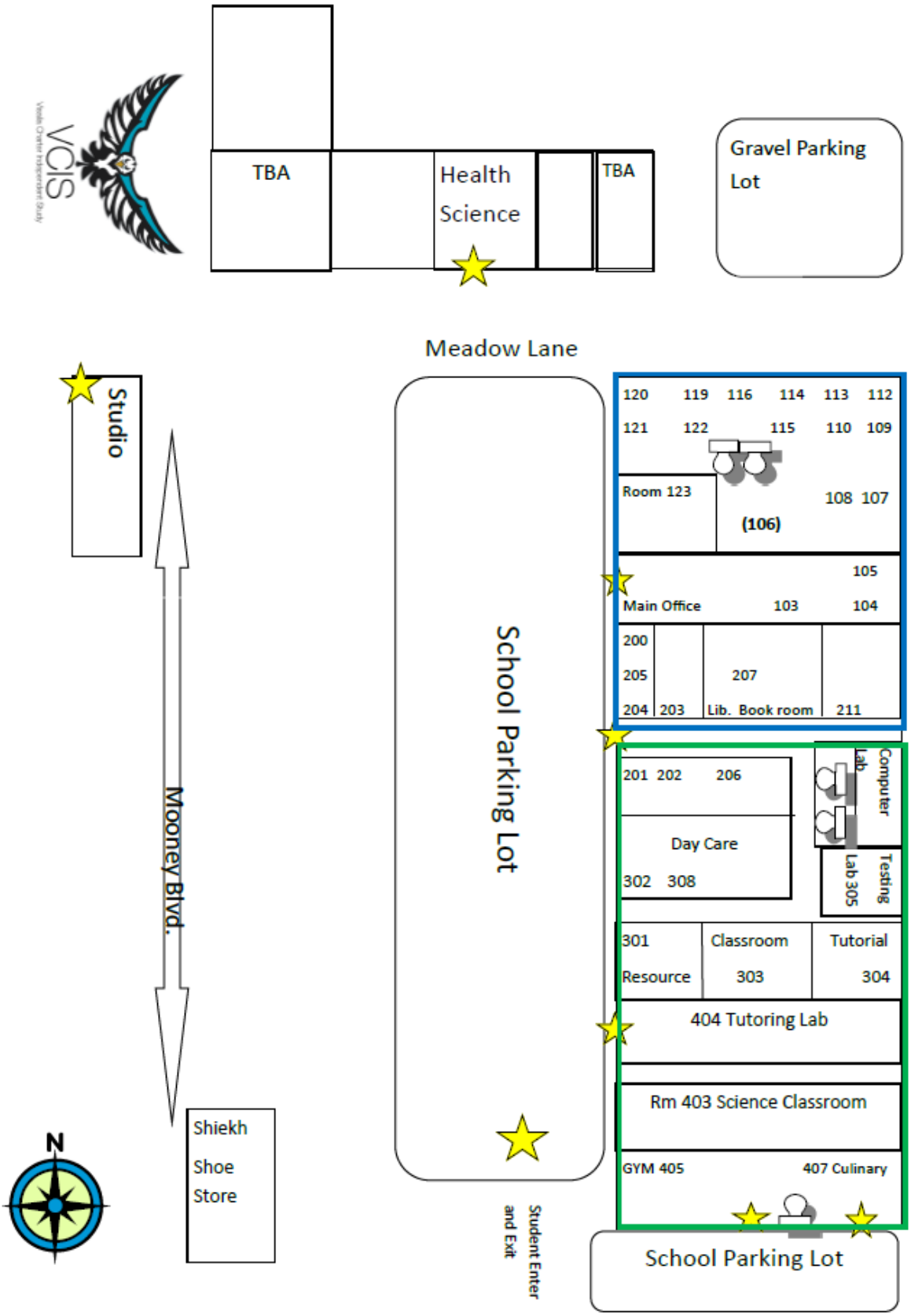
Appendix 6



Campus Maps

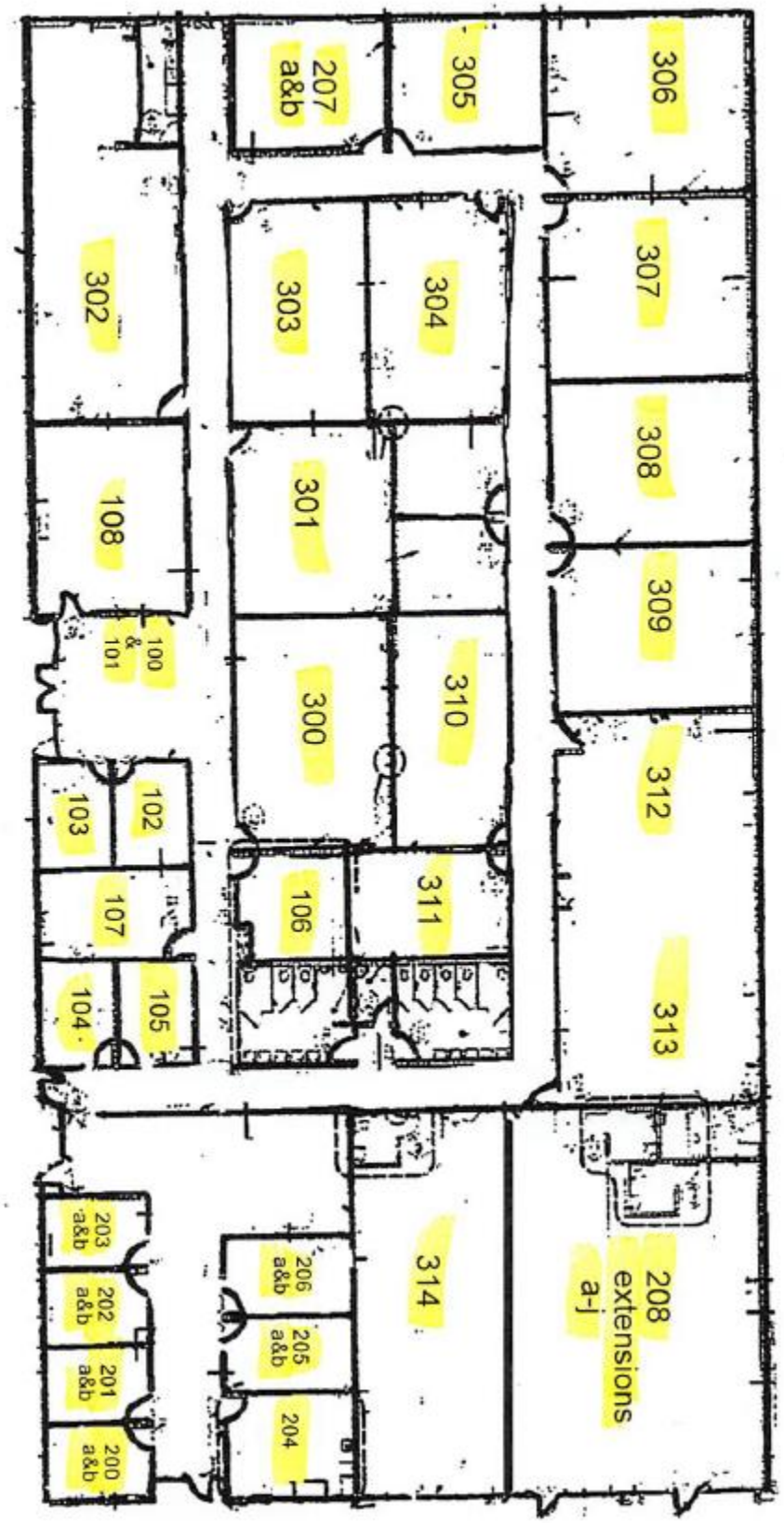
VCIS East Campus

1821 West Meadow Lane, Visalia, CA 93277



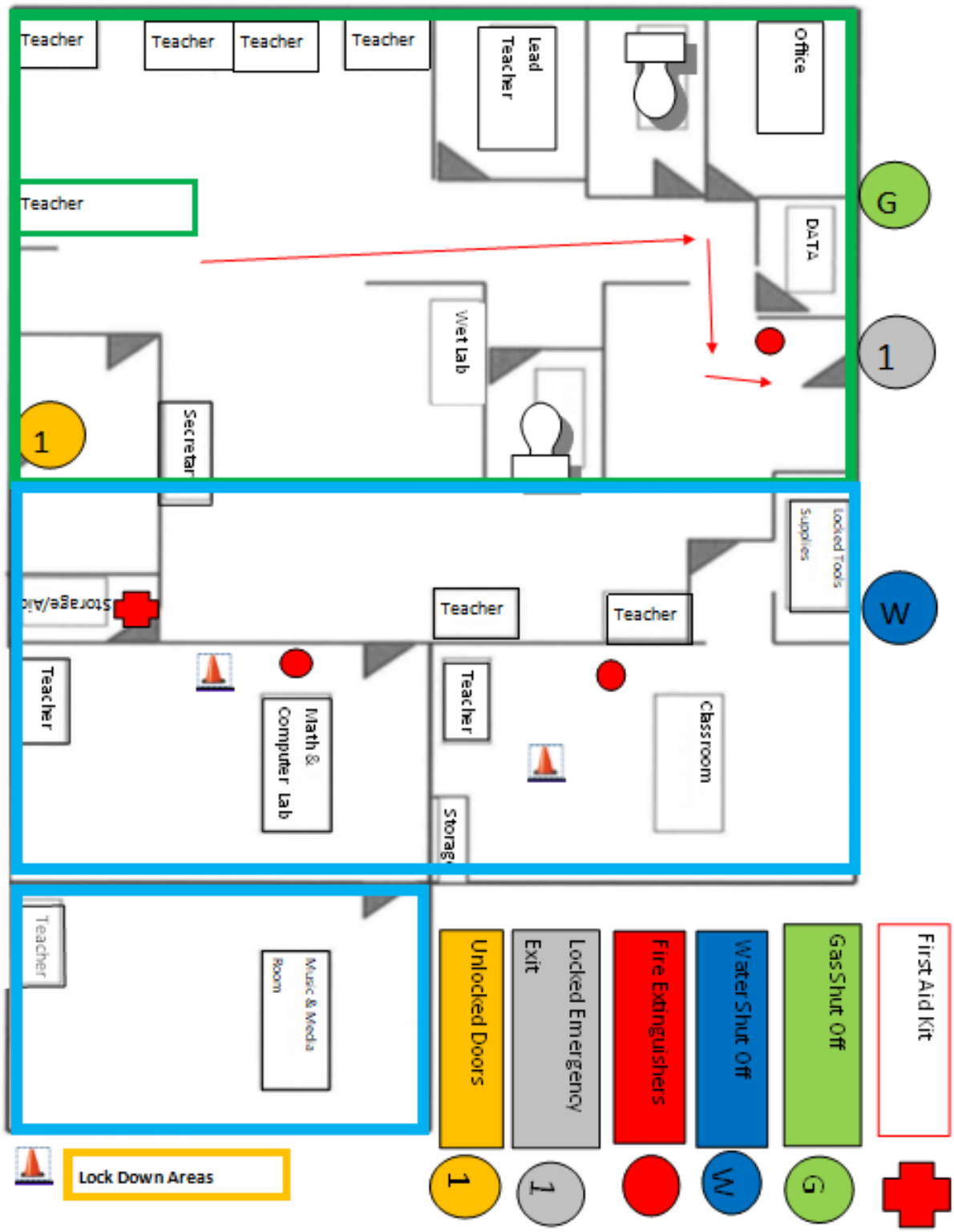
VCIS West Campus

649 S. County Center Dr., Visalia, CA 93277



VCIS Online Campus

750 S. Mooney Blvd., Visalia, CA 93277



Appendix 7



Master Schedule

VCIS East Campus

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:00					
9:00	9:30					
9:30	10:00					
10:00	10:25					
10:30	11:00		Child Development			
11:00	11:30		Brodersen			
11:30	12:00		room 123			
12:00	12:25		363.1			
12:25	12:55	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	1:30					
1:30	2:00					
2:00	2:30					
2:30	2:55					
				SPRING 2019		Room 123

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:00	Parenting	American Lit B	US History B	ERWC (B)	
9:00	9:30	Brodersen	Core Lab	Core Lab	Crawford	
9:30	10:00		Crawford	Hartley		
10:00	10:25	9242.1	5443.1	5443.12	9093.1	
10:30	11:00	Prenatal	World Lit B	Spanish 1B	American Lit B	Spanish 1B
11:00	11:30	Brodersen	Core Lab	Walters	Core Lab	Walters
11:30	12:00		Crawford		Crawford	
12:00	12:25	9247.2	5443.14	9274.1	5443.11	9274.1
12:25	12:55					
1:00	1:30			Spanish 2B	Economics	Spanish 2B
1:30	2:00			Walters	Core Lab	Walters
2:00	2:30				Hartley	
2:30	2:55			9276.1	5443.13	9276.1
				Spring 2019		Room 203

VCIS East Campus

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:00	Math PLC	Integrated 3B	Integrated 2A	Integrated 3B	Integrated 2A
9:00	9:30		Moore	Moore	Moore	Moore
9:30	10:00		8:30-10:30	8:30-10:25	8:30-10:30	8:30-10:25
10:00	10:25		3275.1	3270.9	3275.1	3270.9
10:30	11:00		Integrated 2A	Integrated 2 B	Integrated 2A	Integrated 2 B
11:00	11:30	Curriculum	Moore	Moore	Moore	Moore
11:30	12:00	Development	10:30-12:25	10:30-12:25	10:30-12:25	10:30-12:25
12:00	12:25		3270.8	3271.9	3270.8	3271.9
12:25	12:55					
1:00	1:30			Integrated 3B	IM 2 Math Assist	Integrated 3B
1:30	2:00	PLC Lead Development	Tutoring	Moore		Moore
2:00	2:30			1:00-2:55 (2)	Moore	1:00-2:55 (2)
2:30	2:55			3275.2	9151.1	3275.2
				Spring 2019		Room 211

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:00	Math				
9:00	9:30	PLC	IM 2B		IM 2B	
9:30	10:00		Goodman		Goodman	
10:00	10:25		3271.8		3271.8	
10:30	11:00	Bootstrap				
11:00	11:30		IM 2B		IM 2B	
11:30	12:00		Goodman		Goodman	
12:00	12:25	3402.1	3271.4		3271.4	
12:25	12:55					
1:00	1:30					
1:30	2:00	Tutoring	IM 2B		IM 2B	
2:00	2:30	Room 303	Goodman		Goodman	
2:30	2:55		3271.5		3271.5	
		EAST	EAST		EAST	
				Spring 2019		Room 303

VCIS East Campus

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	8:30-12:00	8:30-12:00	8:30-12:00	8:30-12:00	8:30-12:00
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	12:00-3:00	12:00-3:00	12:00-3:00	12:00-3:00	12:00-3:00
2:00	2:30					
2:30	3:00					
3:00	3:30					
3:30	4:00					
4:00	4:30					Room 305 Testing Lab

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	8:30	7:30-5:00	7:30-5:00	7:30-5:00	7:30-5:00	8:00-5:00
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					
4:30	5:00					
						Room 304 Correction Center

VCIS East Campus

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:00			Chem B		Chem B
9:00	9:30			(Hoskins)		(Hoskins)
9:30	10:00	Anatomy/ Physiology				
10:00	10:25	LAB		9169.1		9169.1
10:30	11:00	9:30-12:25	Chem B		Chem B	Marine Bio B
11:00	11:30		(Hoskins)		(Hoskins)	(Hoskins)
11:30	12:00	Hoskins				
12:00	12:25	4023.8	9169.2		9169.2	9183.1
12:25	12:55					
1:00	1:30					
1:30	2:00					
2:00	2:30	PLC				
2:30	2:55					
				Spring 2019		Room 403

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:25	Culinary PLC w/Comp sites	Food Service	Basic Culinary Arts	Food Service	Adv. Culinary Arts
9:30	10:25		8969.2 (1)	9375.4	8969.2 (1)	9376.1
10:30	11:25		Baking & Pastry	Basic Culinary Arts	Baking & Pastry	Baking & Pastry
11:30	12:25		O348.1	9375.5	O348.3	O348.4
12:30	1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00	2:00		Baking & Pastry??	Garden	Garden Oversight	Basic Culinary Arts
2:00	2:55		O348.2	Club	Food Order	9375.6
				Spring 2019		Room 407

VCIS East Campus

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
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					
		Christina	Christina	Christina	Christina	Christina
						GYM

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	8:30					
8:15	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	1:45					
1:45	2:00					
2:00	2:30					
2:30	3:00					
					Early Enrichment Center	

VCIS East Campus

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:25	Boot camp Hampel 8:30-10:25	VAPA PLC	Dance Performance (Dance Team)	Boot camp Hampel 8:30-10:25	Dance Performance (Dance Team)
9:30	10:25		Studio	6612NUC.1		6612NUC.1
10:30	11:25	Dance Show	Intermediate Dance	Intro to Dance	Intermediate Dance	Intro to Dance
11:30	12:25	Choreography	9126.1	9271.1	9126.1	9271.1
12:25	12:55	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	1:55	ASB	Adv. Dance	Boot camp Hampel	Adv. Dance	Production Choreography, music, costumes
2:00	2:55	8311.1	6609NUC.1	1:00 - 2:55	6609NUC.1	
						Studio Front
				Spring 2019		

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:00		VAPA PLC	Stagecraft 8:30-10:30 (1) 8993.1		Production & Theater Tech 8:30-10:30 9382.1
9:00	9:30					
9:30	10:00					
10:00	10:25					
10:30	11:00		Choir 1 McMahon 10:30-12:25 9139.1	Drama 1 10:30-12:25 6203NUC.1	Choir 2 McMahon(Vocal) 10:30-12:25 6923.1	Drama 1 10:30-12:25 6203NUC.1
11:00	11:30					
11:30	12:00					
12:00	12:25					
12:25	12:55					
1:00	1:30			Drama 2 1:00-2:55 (Theater Troupe) 6207NUC.1		Drama 2 1:00-2:55 (Theater Troupe) 6207NUC.1
1:30	2:00					
2:00	2:30					
2:30	2:55					
						Studio - Back
				Spring 2019		

VCIS East Campus

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:25		Nurses Assist (CNA Class)	Pharm Tech-Aiello		Pharm Tech-Aiello
9:30	10:25		8716.1	8:30-10:25 9360OL.1		8:30-10:25 9360OL.1
10:30	11:25	Medical Terminology	8:30-2:00	Medical Math	Medical Billing and Coding 9378.1	Open Lab
11:30	12:25	Tunnell 8938.3		Aiello 8320.4	10:30-12:25 Tunnell	10:30-12:25 Aiello
12:25	12:55		Lunch 11:45-12:30	Lunch 11:45-12:30	Lunch 11:45-12:30	Lunch 11:45-12:30
1:00	2:00		Aiello	Open Lab	Tunnell	Tunnell
2:00	2:55			1:00-3:00 Aiello		
						Health Science

VCIS West Campus

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	8:30	7:30-4:30	7:30-4:30	7:30-4:30	7:30-4:30	7:30-4:30
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					
4:30	5:00					
						Room 300 Correction Center

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	8:30					
8:30	9:00					
9:00	9:30	9-3	9-3	9-3	9-3	9-3
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					Room 301 Testing Lab

VCIS West Campus

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:00		Bio B	Bio B	Bio B	Bio B
9:00	9:30	**Forensics**	(Lobb)	(Lobb)	(Lobb)	(Lobb)
9:30	10:00	9308.1				
10:00	10:25		**9179.2**	**9179.4**	**9179.2**	**9179.4**
10:30	11:00		Bio B	Bio A	Bio B	Bio A
11:00	11:30	**Tutoring**	(Lobb)	(Lobb)	(Lobb)	(Lobb)
11:30	12:00					
12:00	12:25		**9178.3**	**9178.7**	**9178.3**	**9178.8**
12:25	12:55					
1:00	1:30		Bio B	Bio B	Bio B	Bio B
1:30	2:00	Science	(Lobb)	(Lobb)	(Lobb)	(Lobb)
2:00	2:30	PLC				
2:30	2:55		**9179.6**	**9179.5**	**9179.6**	**9178.5**
2:55	3:45	Prep	Prep	Prep	Prep	Prep
						Room 302

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:00		**English 1B**		**English 1B**	
9:00	9:30					
9:30	10:00		**Forbes**		**Forbes**	
10:00	10:25		**9097.1**		**9097.1**	
10:30	11:00		**English 1B**		**English 1B**	
11:00	11:30		**Forbes**		**Forbes**	
11:30	12:00					
12:00	12:25		**9097.2**		**9097.2**	
12:25	12:55					
1:00	1:30		**English Support**		**English 2B**	
1:30	2:00		**and**		**Core Lab**	
2:00	2:30		**Essay Grading**		**Forbes**	
2:30	2:55				**5443.17**	
						Room 303

VCIS West Campus

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:25				eDynamic 8:30-10:25 Cain	
9:30	10:25					
10:30	11:25		eDynamic 10:30-12:25 Cain		eDynamic 10:30-12:25 Cain	
11:30	12:25					
12:25	12:55					
1:00	1:30	Edynamic Oversight Cain	eDynamic 1:00-2:55 Cain			
1:30	2:30			Photography Chan	Photography Chan	
2:30	3:00			9132.3	9132.4	
			Spring 2019			Room 304

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:00		Rebecca Moler Biology Tutoring 8:30-10:15	Reading Support	Rebecca Moler Biology Tutoring 8:30-10:15	Biology
9:00	9:30		Mr. Tomola	Class	Mr. Tomola	Tutoring
9:30	10:00		Tutoring	VCIS West Campus	Tutoring	R. Moler
10:00	10:30		Social Studies and Earth Science	Moshier	Social Studies and Earth Science	
10:30	11:00					
11:00	11:30					
11:30	12:00		Lunch	Lunch	Lunch	
12:00	12:30		Mr. Tomola		Mr. Tomola	
12:30	1:00		Tutoring		Tutoring	
1:00	1:30		Social Studies and Earth Science		Social Studies and Earth Science	Biology
1:30	2:00					Tutoring
2:00	2:30					R. Moler
2:30	3:00					
			Science Tutoring	Reading	Science Tutoring	Room 305 Health Science Electives

VCIS West Campus

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
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					
						GYM

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:00	PLC				
9:00	9:30		IM Math 1A	IM Math 1B	IM Math 1A	IM Math 1B
9:30	10:00		3267.7	3268.6	3267.7	3268.6
10:00	10:25					
10:30	11:00					
11:00	11:30	Tutoring	IM Math 1B	IM Math 1	IM Math 1B	IM Math 1
11:30	12:00		3268.3		3268.3	
12:00	12:25					
12:25	12:55	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	1:30					
1:30	2:00	Independent IM 1,2	IM Math 1B	IM Math 1B	IM Math 1B	IM Math 1B
2:00	2:30	3267.8=1A	3268.5	3268.7	3268.5	3268.7
2:30	2:55	3268.2 =1B				
2:55	3:45	Prep	Prep	Prep	Prep	Prep
						Room 307

VCIS West Campus

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:00	Math				
9:00	9:30	PLC		**IM 2B**		**IM 2B**
9:30	10:00			Goodman		Goodman
10:00	10:25			3271.7		3271.7
10:30	11:00					
11:00	11:30			**IM 2A**		**IM 2A**
11:30	12:00			Goodman		Goodman
12:00	12:25			3270.6		3270.6
12:25	12:55					
1:00	1:30					
1:30	2:00			**IM 2B**		**IM 2B**
2:00	2:30			Goodman		Goodman
2:30	2:55			3271.6		3271.6
2:55	3:45			**WEST**		**WEST**
				Spring 2019		
						Room 308

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:00		**Spanish 1B**		**Spanish 1B**	
9:00	9:30		**Walters**		**Walters**	
9:30	10:00					
10:00	10:25		**9274.2**		**9274.2**	
10:30	11:00					
11:00	11:30					
11:30	12:00					
12:00	12:25					
12:25	12:55					
1:00	1:30			**World History**		
1:30	2:00			**Core Lab**		
2:00	2:30			**Hartley**		
2:30	2:55			**5443.9**		
						Room 309
				Spring 2019		

VCIS West Campus

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:00		3D Art	Studio Art II (B)		Studio Art 1 (B)
9:00	9:30			"Painting 2"		
9:30	10:00		Ardesch	Ardesch		Kelly
10:00	10:25		6001NUC.1	6107NUC.1		9135.1
10:30	11:00		Studio Art II (A)	Open Studio		
11:00	11:30		"Painting I"			
11:30	12:00		Ardesch			
12:00	12:25		6106NUC.3			
12:25	12:55					
1:00	1:30		Open Studio	3D Art		
1:30	2:00					
2:00	2:30			Ardesch		
2:30	2:55			6001NUC.2		
				Spring 2019		310 Art Room

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
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			World History Core Lab Hartley		
1:30	2:00					
2:00	2:30					
2:30	3:00					
						311 Tutoring

VCIS West Campus

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:00				English Tutoring Lucietto 8:30-1:30 & Math Tutoring Nathan McClurg 9:00-3:00	
9:00	9:30		Math Tutoring	Math Tutoring Nathan McClurg 9:00-3:00		Math Tutoring Nathan McClurg 9:00-3:00
9:30	10:00					
10:00	10:25		English Tutoring Lucietto			
10:30	11:00					
11:00	11:30					
11:30	12:25					
12:30	12:55					
1:00	1:30					
1:30	2:00		Nathan McClurg 9:00-3:00		Math Tutoring Nathan McClurg Continues	
2:00	2:30					
2:30	2:55					
						312

VCIS Online Campus

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:00	Student Work Area	New Online Student Orienation/ Tunnell Tutoring			
9:00	9:30					
9:30	10:00					
10:00	10:25					
10:30	11:00	Student Work Area		Math Tutoring Mota		Math Tutoring Mota
11:00	11:30					
11:30	12:00					
12:00	12:25					
12:25	12:55					
1:00	1:30	Student Work Area	PreCalculus	PreCalculus	Student Work Area	Student Work Area
1:30	2:00					
2:00	2:30		Milligan	Milligan		
2:30	2:55		3303.1	3303.1		
				SPRING 2019		Online Room 1

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:00					
9:00	9:30					
9:30	10:00					
10:00	10:25					
10:30	11:00					
11:00	11:30					Guitar
11:30	12:00					
12:00	12:25					11:00 - 12:55
12:25	12:55					9131.2
1:00	1:30					Contemporary Music Performance
1:30	2:00					"Rock Band"
2:00	2:30					1:00 - 2:55
2:30	2:55					9380.1
				SPRING 2019		Online Room 2

VCIS Online Campus

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	9:00				Chemistry and Biology Tutoring Lab Maintenance (Stephens)	
9:00	9:30					
9:30	10:00					
10:00	10:25					
10:30	11:00					
11:00	11:30					
11:30	12:00					
12:00	12:25					
12:25	12:55					
1:00	1:30				Biology Tutoring Online Wet Lab Oversight	
1:30	2:00					
2:00	2:30					
2:30	2:55					
				Spring 2019		Online Room 3

Appendix 8

VCIS Professional Development Calendars

On Site Professional Development

VCIS Staff Development Dates 2016-2017

Date/Time	Attendees	Focus
October 10 8:30 - 12:30	List of Attendees*	Mental Health Day 1 (4 hours)
1:00 - 3:00	Supervising Teachers *(including those who teach a class)*	MAP Testing Overview
December 5 8:30 - 12:30	List of Attendees*	Mental Health Day 2 (4 hours)
1:00 - 2:30	All Staff	Safe School Plan Drill Debrief
2:30-3:00	Supervising Teachers *(including those who teach a class)*	New Curriculum PD: - Common Core Writing Success: Narrative (freshmen S2)
December 12 8:00 - 4:30	List of Attendees*	Mental Health Day 1 and 2
February 6 8:30 - 10:00	All Staff	Safe School Plan Drill Debrief VCIS Updates
10:00- 12:30	Supervising Teachers *(including those who teach a class)*	MAP Mid-Year Progress Review (45 minutes) Staff Survey -discuss student/parent surveys, ELA Essay Citations, Grade level breakout/curriculum debrief
April 3 8:30 - 12:30	Certificated Staff (Classified Staff *that are able to attend)*	Safe School Plan Drill Debrief WASC Action Plan, SLOs, significant developments, Mental Health Q&A

The Mental Health PD will only accommodate a set number of participants. Refer to the attached list of attendees.

VCIS Staff Development Dates 2017-2018

Date/Time	Attendees	Focus
August 4 8:30-2:00	New Supervising Teachers Only	New Teacher Orientation
August 7 8:30 - 10:30 12:00 - 3:30	All Staff All Staff	District Convocation Site PD
August 8 8:30 - 11:00 10:30-3:30	All Staff Certificated Staff	Site PD - Mindset Team Collaboration
August 11 5:00 - 8:00	All Staff - invited to attend	Back to School Get Together @ Brodersen Home
August 31 6:00 - 7:30	Contracted staff are required to attend; all other staff are welcome to attend.	Back to School Night
September 18 8:30-12:30	All Staff	Site PD - Malleability of the Brain/Mistakes
November 6 8:30-12:30	Certificated Staff	Site PD - Critical Thinking
December 4 6:00 - 8:00	All Staff - invited to attend	Christmas Party @ Visalia Ceramic Tile
January 8 8:30-12:30	All Staff	Site PD - Helping Students Adopt A Growth Mindset
March 5 8:30-12:30	Certificated Staff	Site PD - Mindset closure; WASC
April 30 4:30 - 7:30	All Staff	Staff Meeting/Awards Night

VCIS Staff Development Dates 2018-2019

Date/Time	Attendees	Focus
August 10 8:30-12:00	New Supervising Teachers Only	New Teacher Orientation
August 13 8:30 - 10:30 11:00 - 3:00	All Staff All Staff	District Convocation Site PD - GRIT & My Word
August 14 8:30 - 12:00 1:00-3:00	Certificated Staff	Team Collaboration
August 24 5:00 - 8:00	All Staff - invited to attend	Back to School Get Together
September 24 8:30-12:00 1:00-3:00	All Staff Certificated Staff	Site PD - WOOP & My Word Team Collaboration
September 27 5:00 - 8:00	Contracted staff are required to attend; all other staff are welcome to attend.	Back to School Night/Fall Carnival
October 29 8:30-12:00 1:00-3:00	All Staff Certificated Staff	Site PD - GRIT & WOOP Reflection Team Collaboration
December 19 During lunch period	All Staff - invited to attend	Holiday Lunch Potluck
January 14 8:30-12:00 1:00-3:00	All Staff Certificated Staff	Site PD - WASC Team Collaboration
March 4 8:30-12:00 1:00-3:00	All Staff Certificated Staff	Site PD - GRIT for Kids Team Collaboration
May 6 4:30 - 7:30	All Staff	Staff Meeting/Awards Night

VCIS Staff Participation in Professional Development Opportunities 2016-2017

June	PD Event	PD Location	Sub Required?	VCIS Staff Participants
7-10 9:00-5:00	VUSD Secondary Mini-Conferences	GAMS	No	Ben Goodman, Raquel Lugo
July	**PD Event**	**PD Location**		**VCIS Staff Participants**
29	TCOE California ELA/ELD Framework	Doe Complex	No	Marika Forbes, Angie O'Neal
August	**PD Event**	**PD Location**		**VCIS Staff Participants**
9	PLC Training	Convention Center	No	Ben Goodman, Chritina Johnson, Luis, Mota, Jose Vega, Allyson Cain, Mindy Hoskins, Raquel Lugo, Colleen Tunnell, Kassi Hampel, Jennifer Walters
30	MS/HS Math 1 District Collaboration Team	Oaks 2B	Yes	Jose Vega
31	ELA Adoption HS District Collaboration Team	Oaks 2C	No	Marika Forbes
September	**PD Event**	**PD Location**		**VCIS Staff Participants**
27-28 8:30-3:00	The Heart of Coaching TCOE PD	Doe Complex	Yes	Christine Johnson
13	ELA Adoption HS District Collaboration Team	Oaks 2C	No	Marika Forbes, Angie O'Neal
27	MS/HS Math 1 District Collaboration Team		Yes	Jose Vega
28	HS Math 2, 3, 4 HS District Collaboration Team		Yes	IM2 - Ben Goodman
October	**PD Event**	**PD Location**		**VCIS Staff Participants**
25 8:30-3:00	The Heart of Coaching TCOE PD	Doe Complex	Yes	Christine Johnson
12	Spanish District Collaboration Team	Oaks Bldg.	No (Lugo cover Spanish class)	Jennifer Walters
26	MS/HS Math 1 District Collaboration Team		Yes	Jose Vega
27	HS Math 2, 3 HS District Collaboration Team		Yes = Ben No = Christine	IM2 - Ben Goodman, IM 3 - Christine Johnson
November	**PD Event**	**PD Location**		**VCIS Staff Participants**
16	MS/HS Math 1 District Collaboration Team HS Math 2 District Collaboration Team	Oaks 2C Oaks 2B	Yes	IM 1 - Jose Vega, IM 2 - Been Goodman
17	HS Math 3 HS District Collaboration Team	Oaks 2B	Yes	IM 3 - Christine Johnson
December	**PD Event**	**PD Location**		**VCIS Staff Participants**
6	Spanish District Collaboration Team	Oaks 2C	No	Jennifer Walters
January	**PD Event**	**PD Location**		**VCIS Staff Participants**
3-4 8:15-3:30	Kagan Cooperative Learning (Days 1 & 2)	Shannon Ranch Elementar	No	Beth Aeilo, Erin Lobb, Colleen Tunnell
5-6 8:15-3:30	Kagan Cooperative Learning (Days 3 & 4)	Shannon Ranch Elementar	No	Beth Aeilo, Erin Lobb, Colleen Tunnell
29-31	CA Consortium for Independent Study Conference	Sonoma	No	Michele Reid, Angie O'Neal, Marissa Castro, Jana Lewis, Clarissa Friesen
February	**PD Event**	**PD Location**		**VCIS Staff Participants**

13	PLC Training		No	Ben Goodman, Chritina Johnson, Luis, Mota, Jose Vega, Allyson Cain, Mindy Hoskins, Raquel Lugo, Colleen Tunnell, Kassi Hampel, Jennifer Walters
15	ELA Adoption HS District Collaboration Team		No	Rebecca Crawford
21	HS Math 2, 3 HS District Collaboration Team	Oaks 2B	Yes	IM2 - Ben Goodman, IM 3 - Christine Johnson
28	MS/HS Math 1 District Collaboration Team	Oaks 2C	Yes	Jose Vega, Luis Mota (no sub)
March	**PD Event**	**PD Location**		**VCIS Staff Participants**
15-18	CUE Conference	Palm Springs	Yes	Christine Johnson, Ben Goodman, Luis Mota, Jose Vega, Nancy Moore, Erin Lobb
29	MS/HS Math 1 District Collaboration Team	Oaks 2C	Yes	Jose Vega, Luis Mota (no sub)
30	HS Math 2, 3, 4 HS District Collaboration Team	Oaks 2B	Yes	IM2 - Ben Goodman, IM 3/4 - Christine Johnson
April	**PD Event**	**PD Location**		**VCIS Staff Participants**
5	MS/HS ELA Pearson Launch Training - American Lit.	Oaks 2C	No	Rebecca Crawford
25	MS/HS Math 1 District Collaboration Team	Oaks 2C	Yes	Jose Vega, Luis Mota (no sub)
26	HS Math 2, 3 HS District Collaboration Team	Oaks 2C	Yes	IM2 - Ben Goodman, IM 3 - Christine Johnson
May	**PD Event**	**PD Location**		**VCIS Staff Participants**
June	**PD Event**	**PD Location**		**VCIS Staff Participants**
12-15	District Math Team Collaboration - Summer Institute	VLC 10 9:00-12:30/1:30-5:00	No	IM 2 - Ben Goodman IM 1 - Luis Mota (1/2 day after summer school)
19-22	District Math Team Collaboration - Summer Institute	VLC 10 9:00-12:30/1:30-5:00	No	IM 1 - Luis Mota (1/2 day after summer school)
22-23	Flipin Leadership Training	TCOE	No	Janette Duran-Alonzo, Jana Lewis, Angie O'Neal

VCIS Staff Participation in Professional Development Opportunities 2017-2018				
July	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
August	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
9	New Campus Supervisor Training w/ Hampel Security	VCIS	No	David Garcia
September	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
7	Science Focus Committee	Oaks 2C	No	Erin Lobb, Angie O'Neal
October	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
2 (Mon)	MS/HS Spanish Leads	Oaks 2C	No	Jennifer Walters
4 (Wed)	HS Science NGSS	Oaks 2C	No (Hoskins cover Bio)	Erin Lobb
23 (Mon)	Math 3/Precac Leads	Oaks 2C	No (Lobb/Hoskins cover IM 3)	Christine Johnson
25 (Wed)	Math 1 Leads	Oaks 2B	Yes	Jose Vega
30 (Mon)	Math 2 Leads	Oaks 2B	No (cancel/reschedule bootstrap)	Ben Goodman
November	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
December	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
January	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
4-5	Flipin Leadership Training	Oaks	No	Janette Duran-Alonzo, Jana Lewis, Angie O'Neal
February	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
1-2	Illuminate Education User Conference: National IEUC 2018	San Diego Convention Ctr	Yes	Christine Johnson, Luis Mota,Jose Vega, Angie O'Neal
7-9	CA Consortium for Independent Study Conference	Sonoma	No	Marissa Castro, Jana Lewis, Clarissa Friesen
8 (Thurs)	HS Science NGSS	Oaks 2C	Yes (only one to cover both)	Erin Lobb, Mindy Hoskins
28 (Wed)	Math 1	Oaks 2B	Yes	IM 1 - Jose Vega, Luis Mota
28-1	CA Student Mental Wellness Conference	Sacramento	No	Marissa Castro, Clarissa Friesen
March	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
26-28	CA Charter Schools Conference	San Diego	No	
April	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
4 (Wed)	MS/HS Spanish Leads	Oaks 2C	Yes	Jennifer Walters
May	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
1-2	Accelerating into the NGSS Statewide Rollout	TCOE Mooney	No	Erin Lobb, Elizabeth Stephens, Mindy Hoskins
8 (Tues)	Math 7-8 and Math 1 Leads	Oaks 2B	Yes	Jose Vega, Luis Mota
9 (Wed)	Math 2/Math 3 Leads	Oaks 2B	Yes	IM2 - Ben Goodman, IM 3 - Christine Johnson
June	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
5	Basic Medical Emergency Training & IFAK	VCIS Studio	No	Kristy Mueller, Kristy Mellow, Lisa Anderson, David Garcia, Janette Alonso, Frank Kelly, Marissa Castro, Charlene Blunt, Jana Lewis
5-8	VUSD Secondary Science Summer Institute	TBD (9-12:30/1:30-5)	No	Mindy Hoskins
6-8	VUSD Secondary Mathematics Summer Institute	VLC 10 (8-12/1-5)	No	Luis Mota (afternoons only due to SS)

VCIS Staff Participation in Professional Development Opportunities 2018-2019

July	PD Event	PD Location	Substitute Needed?	VCIS Staff Participants
26	VUSD Annual Clerical Training	VUSD Board Room	No	Sara Ray, Karen Souza, Hannah Spaite
August	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
September	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
6 (Th)	Science Leads - NGSS Transition	VLC 10	Yes (1)	Erin Bellah, Mindy Hoskins
20 (Th)	Spanish Leads	Oaks 2C	Yes	Jennifer Walters
October	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
4 (Th)	Math 360	EDHS	Yes (3)	Ben Goodman, Nancy Moore, Jose Vega, Angie O'Neal, Michele Reid
23 (Tu)	CTE - Sector Collaborative Conversations-Arts, Media & Entertainment	TCOE	Yes (1)	Tim Avila, Kassi Hampel, Shannon McMahon, Ryan McMahon, Angie O'Neal
25 (Th)	AED Training	VCIS	No	Michele Reid, Jana Lewis, Hannah Spaite, Brenda Milligan, Janette Alonso, Kaci Weber, David Garcia, Angie O'Neal
29	VUSD Clerical Training	DO2	No	Sara Ray
30 (Tu)	Spanish Leads	Oaks 2C	Yes	Jennifer Walters
November	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
November 6	VUSD Power School 101 (Basic)	VLC 12	no	Sara Ray, Karen Souza, Hannah Spaite, Nelly Morales
November 7	VUSD Power School Advanced	Oaks 2C	no	Sara Ray, Karen Souza, Hannah Spaite, Nelly Morales
December	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
January	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
22 (Tu)	Math 3/Math 4 Leads (half day: IM 3 AM/IM 4 PM)	Oaks 2B	Yes	Nancy Moore
25 (F)	Science Leads - NGSS Transition		Yes (1)	Erin Bellah, Mindy Hoskins
29(Tu)	Math 360	VCIS	Yes (2)	Ben Goodman, Nancy Moore, Jose Vega, Luis Mota, Erin Bellah
30 (W)	Math 1/Math 2 Leads (half day: IM 1 AM/IM 2 PM)	Oaks 2B	Yes	Jose Vega/Ben Goodman
February	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
21 (Th)	Science Leads - NGSS Transition		Yes (1)	Erin Bellah, Mindy Hoskins
28 (Th)	Spanish Leads		Yes	Jennifer Walters
March	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
11-13	CA Charter Schools Conference	Sacramento	No	Colleen Cantelmi, Marissa Castro, Brenda Milligan, Jana Lewis, Sara Villarreal (maybe Lupe Wilkinson?)
12 (Tu)	Science Leads - Publisher Showcase		Yes (1)	Erin Bellah, Mindy Hoskins
April	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
3 (W)	Science Leads - NGSS Transition			
May	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**
2 (Th)	Science Leads - NGSS Transition			
22 (W)	CNA/MA graduation (Students)			
June	**PD Event**	**PD Location**	**Substitute Needed?**	**VCIS Staff Participants**

Appendix 9



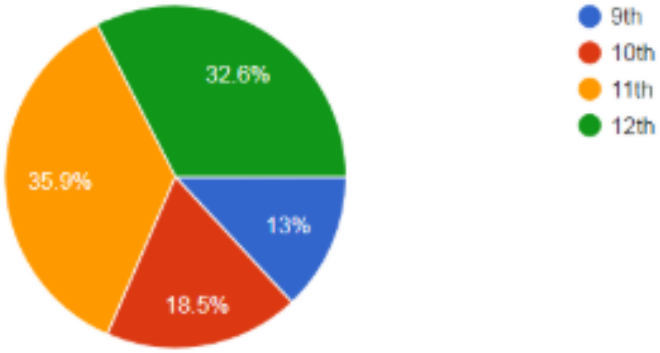
Student Survey Responses

Student Survey Results 2017-2018

460 responses

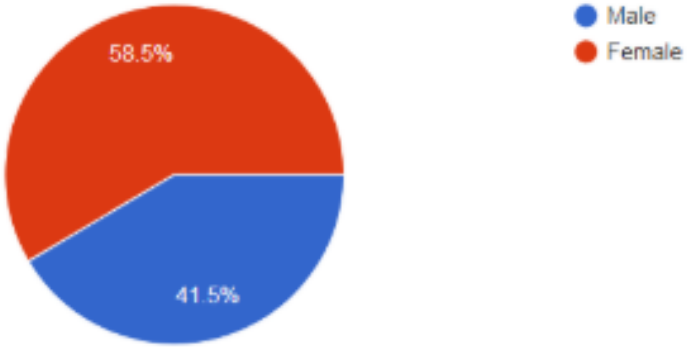
1. What grade are you in?

460 responses



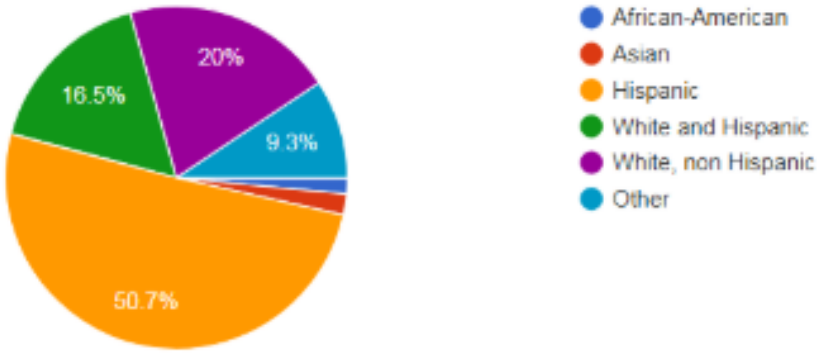
2. Gender:

458 responses



3. Ethnicity:

460 responses

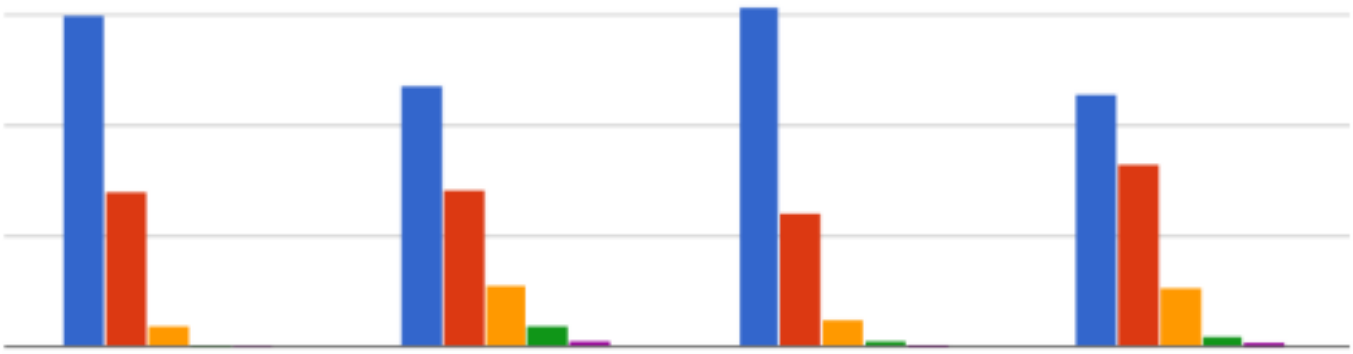


Vision and Purpose, Governance, Leadership and Staff, and Resources

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.

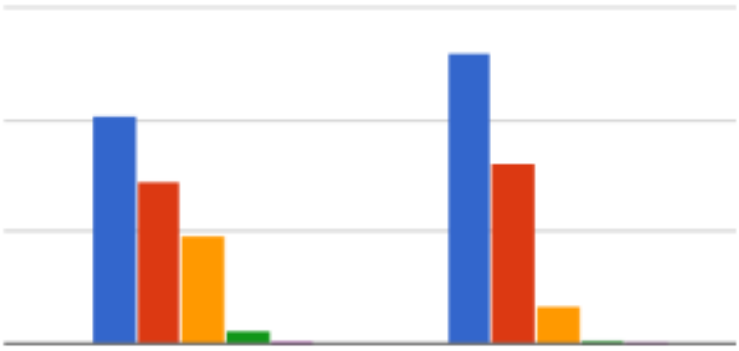


Curriculum

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.

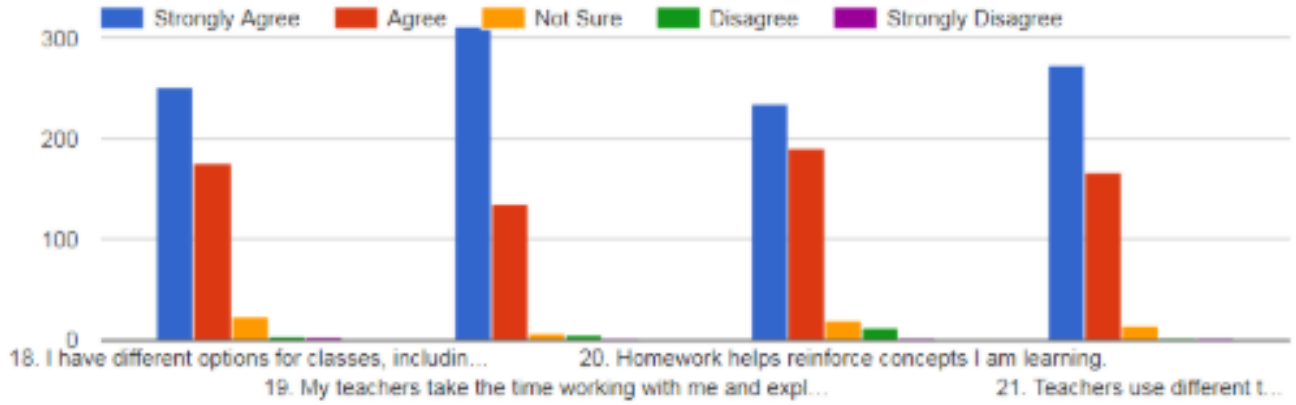


16. Advanced classes are available and open for me to take.
17. Upon graduation, I am prepared to continue the pursuit of my academic and occupational goals.



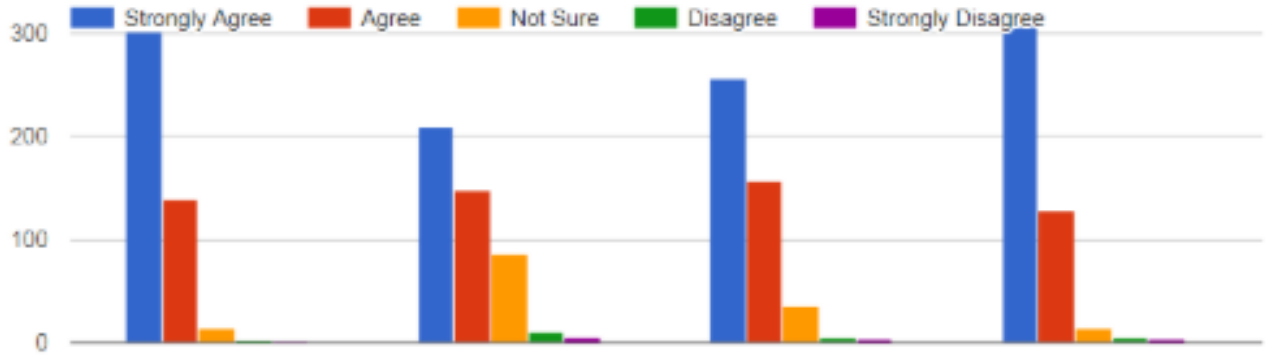
Instruction

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

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.
25. Computers and the internet are easily accessible to me.

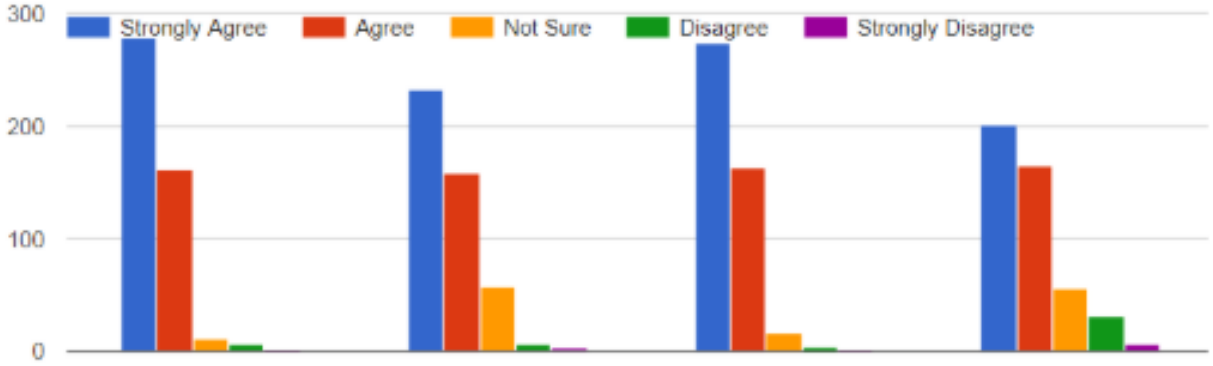


26. Sports equipment and sporting facilities are adequate.
27. I know about the career center and what is offered.

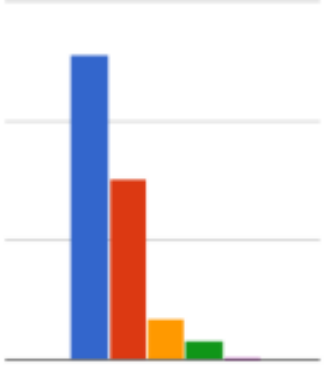


Assessment and Accountability

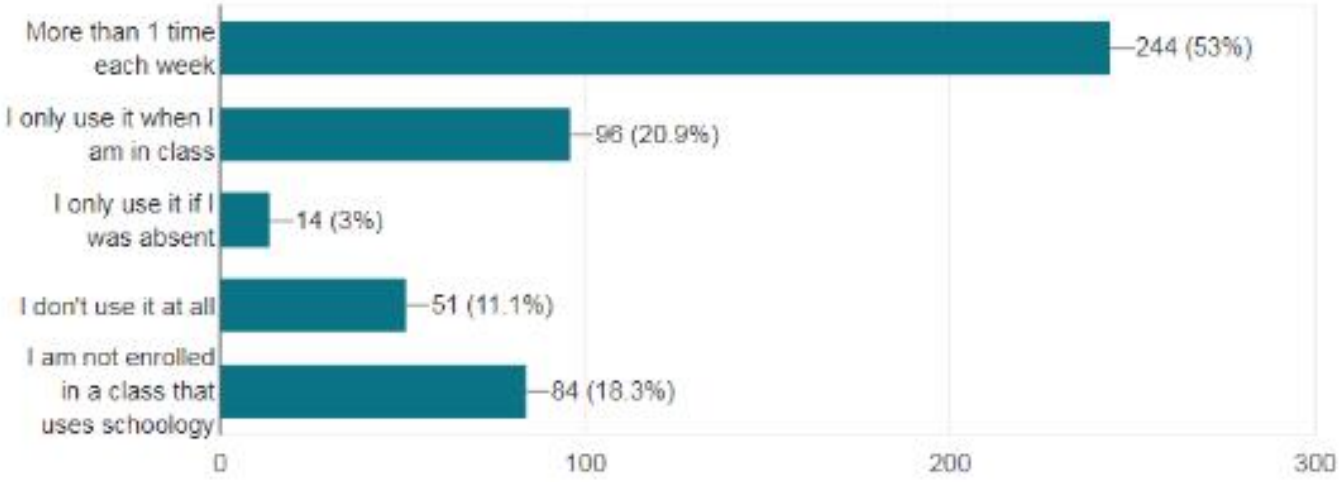
28. I am graded on a variety of assignments and tests that accurately reflect my knowledge on that subject.
29. Parents are informed about my progress on a regular basis.
30. There is a standard (fair) grading system in all my classes.
31. Standardized testing accurately reflects my intelligence.



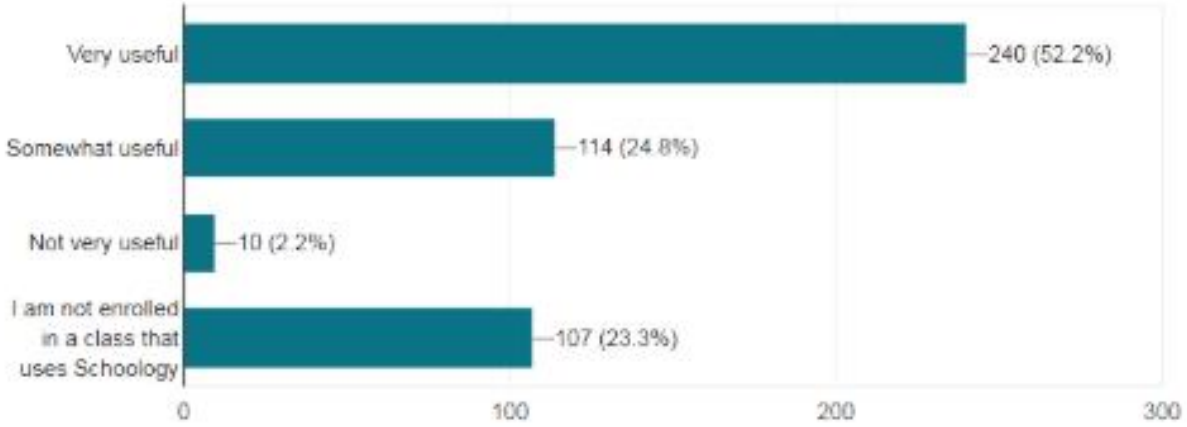
32. My teachers prepare me to enter the real world.



33. If you are using Schoology in a classroom setting, how often do you use this tool?



34. If you are using Schoology in a classroom setting, please rate how useful this tool has been.



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.

72 responses

no (2)
none (2)
VCIS has amazing and helpful teachers who guide you through the right path. Everyone here is very friendly and kind and I believe that this school is way better than any regular high school. I love the courses they offer and I definitely feel that I am being properly prepared for the future.

This school makes me work harder for less credits and my last school gives 120 a year. This school is helping me but i wish they could actually give that many credits like my last school. I love that i can be home and do my work from there but i would come to school everyday if i could get 120 credits a year. Not everyone would agree with me because they are not where i am.

Ooofff

I really have a love for this school. This school has so much to offer. I love the classes and sports they offer here.

The classes are all way too easy. There are no opportunities for honors or advanced courses. There is also no way to get about a 4.0 gpa. That's really frustrating. Most of the work is easy busy work. I do not feel challenged whatsoever.

More info about the career center.

This school is really helping me graduate on time.

My experience at VCIS has been great! I honestly love it teachers and staff are really nice and always help you out. I feel like they really care about students and want them to succeed in life.

I love VCIS!!!

VCIS has a lot of potential and I can see this school growing.

i hope someday this school can grow bigger and better because it deserves it.

No everything is Gucci

VCIS has changed my way of learning and thinking. I will never regret taking the chance at joining online school because it has truly changed my life in the best possible way!

My experience at this school has been outstanding. :)

Mrs. Moore is a fantastic teacher that as helped me in my future and made me the person i am today.

I love this school i am treated fairly and i am respected i am also able to work with quit time with no distractions and if i need help i am help they explain it as best possible

Thank you for making my life better than what it was :)

Mrs. Stephens is hands down the best master teacher you have here at the online school.

Safety issues in the sports department, sometimes. Especially with soccer, shin-guards should be required, even when just practicing.

why so much homework

I believe that at times, all students are not treated fairly. At times I do see favoritism and opportunities are not often given to those who are not a favorite. I do see this mainly in electives, in the performing arts department.

It's a great school ! ((: And i have a great teacher

My teachers have been extremely understanding and helpful in anything I have struggled with. I don't plan on attending college after graduation and don't feel like the core classes I am required to take are relevant to the career I plan to pursue after high school. However, my teachers have been very helpful in helping me get my required credits done so I can finish high school as soon as possible.

The teachers should communicate about their students' progress more.

The new electives that help students find a career is a great addition to the school.

this school is coo.

This school is cool.

I believe that VCIS should offer more advanced classes for students who wish to achieve more

The staff here is wonderful, you can tell that they really care for their students and they treat us as the young adults we are. Everyone I've interacted with (that are part of the staff specifically) have spoken to me rather than at me every time. The teachers here are very encouraging and kind.

Mrs.Cain is a great teacher!! I wish i could have her for junior year.

makes me feel like im accounted for every action i take for my education, i like feeling responsible helps make me grow up

My teacher Mrs. Marquez is amazing!

Teachers are extremely accepting and kind to everyone. VCIS has a welcoming home vibe and makes you feel comfortable.

I recently took a biology course that required me to use a burner and i'm scared to death of fire maybe reconsider that lab in case if you find someone with a similar case

I think you should give homework to kids that need it most for classroom classes and when there are tests. You always have way to much homework and it can get overwhelming.

I do not always feel challenged and I wish that I could take advanced classes. My teachers are very supportive and try their best to put me in the classes that I need

why dont they give lunch like crescent

The staff here at VCIS is great
its pretty lit
Have a good day!
My experience here at VCIS has been wonderful. Ever since I have entered this school I have had nothing but passing grades, and now I am a senior going to be graduating this year class of 2018. I thank all the staff for their help and support.
I sometimes feel like school sports are unorganized. Is there any way to fix this?
its cool
I love being in CVIS cause they really help me a lot in other high school they really don't help like this school I'm glad to me this school
we should wear uniforms because it would help with the dress code a lot and they are really cute
I would like to see a business class added to electives that us students can choose to have
I absolutely love this school. I am so blessed to have such a wonderful teacher and support here. It is not perfect obviously, there have been problems with some teachers but I really love what they do here and how everything is run.
Junior Year so far has been very great. My master teacher is very kind and she encourages me about my position in my academic place, However last year was not as great because of my last master teacher not really showing me a plan or a direction to how I could graduate on time. The district is very kind and merciful when you make mistakes, which is my favorite thing about this school.
My experience at VCIS has helped me improve in my overall performance in school.
I feel that sometimes we have to take to many tests I mean I get why but sometimes I get a little stressed out.
Man I love this place!
Everything so far has been great from my experience. It is quite an adjustment compared to my previous experiences at schools but as I spend more time here I become more comfortable as I get used to the environment. It is definitely a change and its own thing in comparison to how other schools are run. I like it.
My experience as a student has been great. I get along with almost everyone here and I'm more than happy to help other students
Mrs. Stephens is a literal godsend.
VCIS is a great school, its easy access to everywhere and if you miss your class you can check on schoology for any missed work
I love the school setting it is very helpful.
I believe that the staff and students at school are very kind and willing to help if asked.

This school has made my learning experience fun and useful
I have really enjoyed my time here and have greatly improved in my academic success. I really love how my teacher, Mrs.Pressley goes throught everything throughly and thoughtfully
Can meetings be in the afternoon?
its great
I like the support system i have here
my experience at vcis is going pretty well and i might graduate here
N/A
It's a good school and I see myself doing better here than I did in my public school.
None
I don't think I have anything else to say about my experience at VCIS.

Appendix 10



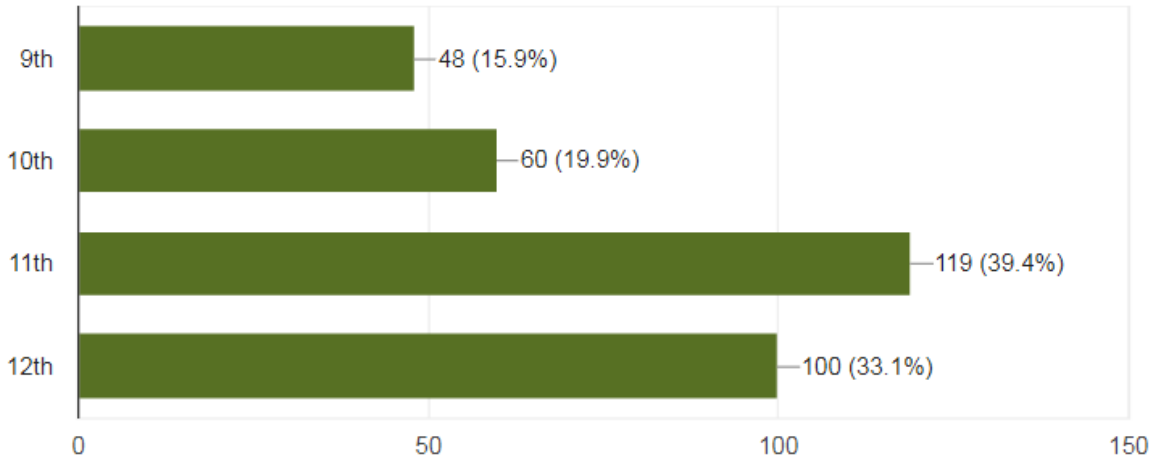
Parent Survey Responses

Parent Survey Results 2017-2018

302 responses

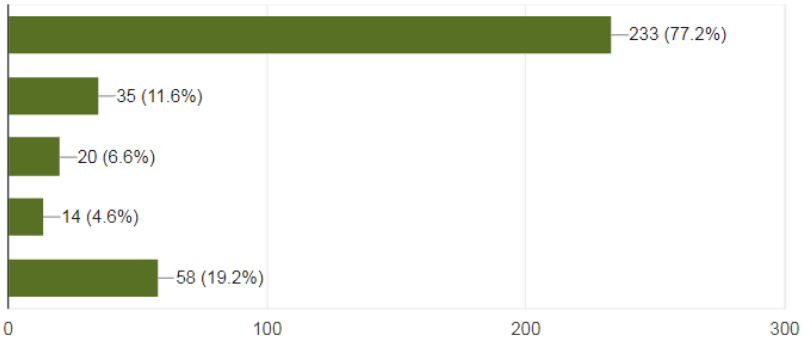
1. What grade is (are) your child(ren) in? (check all that apply)

302 responses



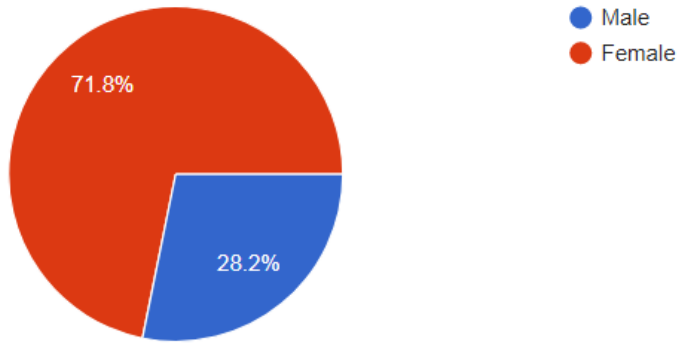
2. Tell us about your child's current class schedule: (check all that apply) *

- [ ] Attending at least one course in a classroom
- [ ] Attending at least one tech. prep\vocational class at another site: (wood, computer, ROP, etc.)
- [ ] Attending at least one resource or special education class
- [ ] Attending at least one class at the College of the Sequoias or Adult School
- [ ] None of the Above



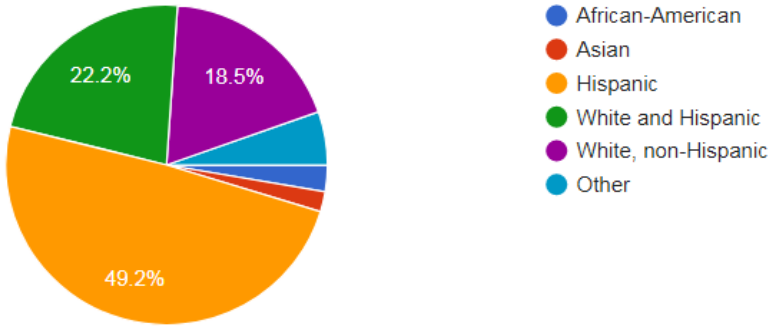
3. Your Gender:

298 responses



4. Your Ethnicity:

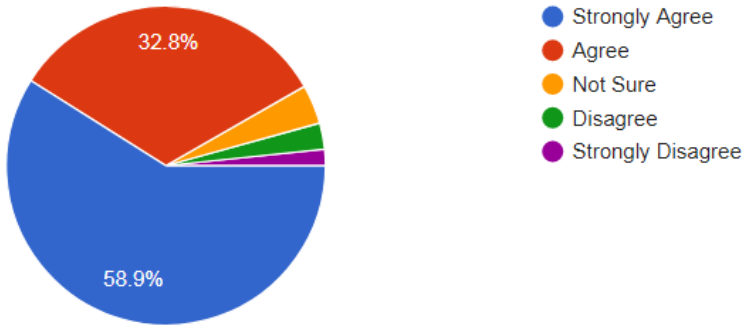
297 responses



Vision and Purpose, Governance, Leadership and Staff, and Resources

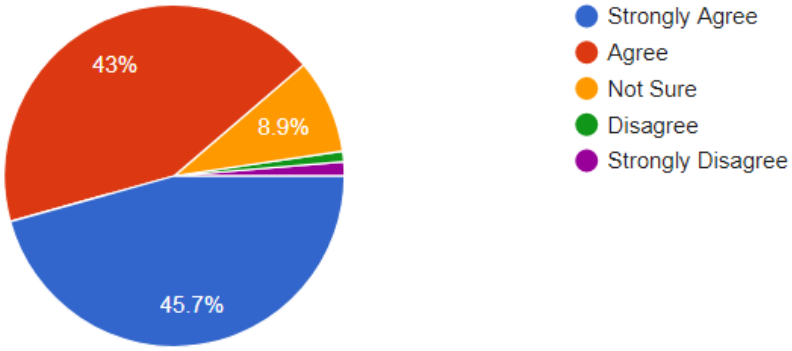
5. The school has made it clear what classes my student needs to take to graduate.

302 responses



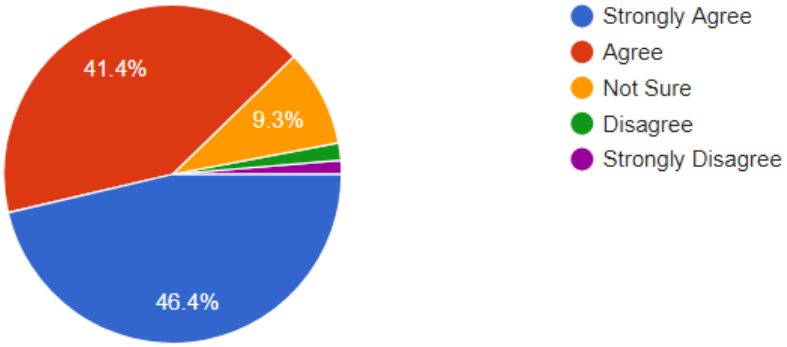
6. My student has the opportunity to be involved in an extra-curricular activity.

302 responses



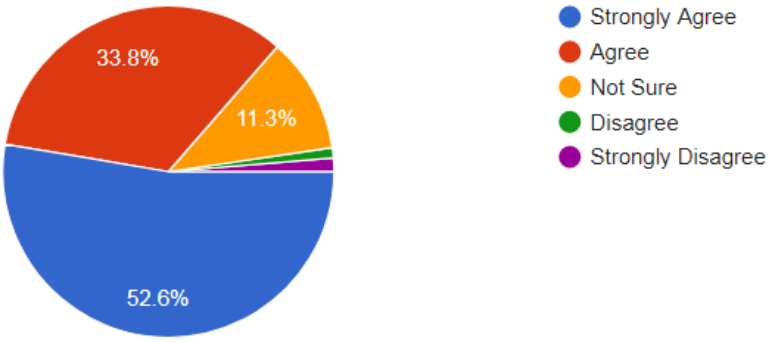
7. The campus is safe.

302 responses



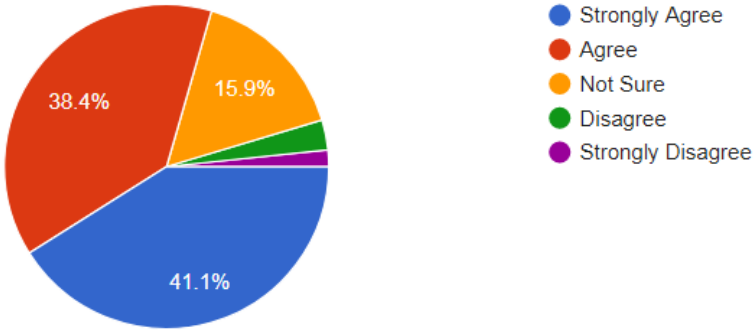
8. Cultural differences are accepted on campus.

302 responses



9. The dress and discipline codes are enforced equally on all students.

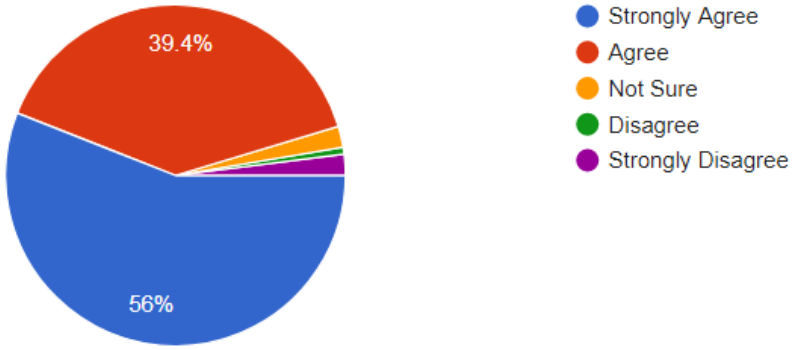
302 responses



Curriculum

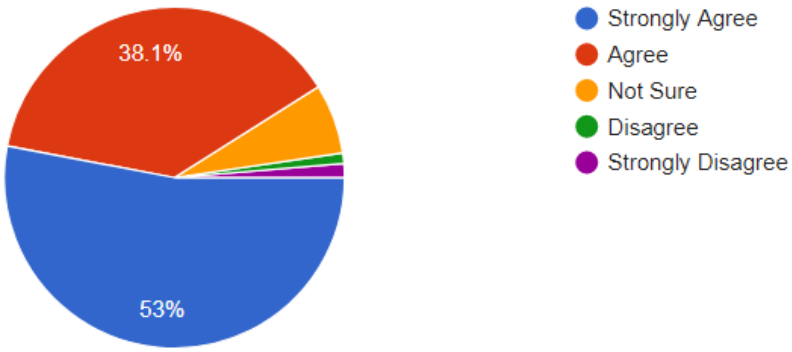
10. My student is able to get into the classes he/she needs.

302 responses



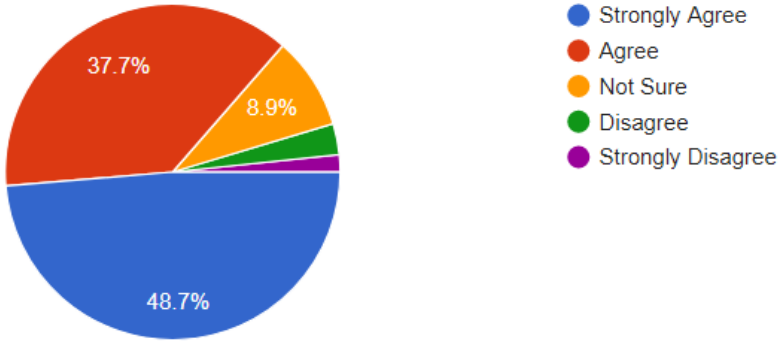
11. My student's classes are helping to prepare him/her for the future.

302 responses



12. My child is learning skills that he/she can use in the job force or in pursuing education after high school.

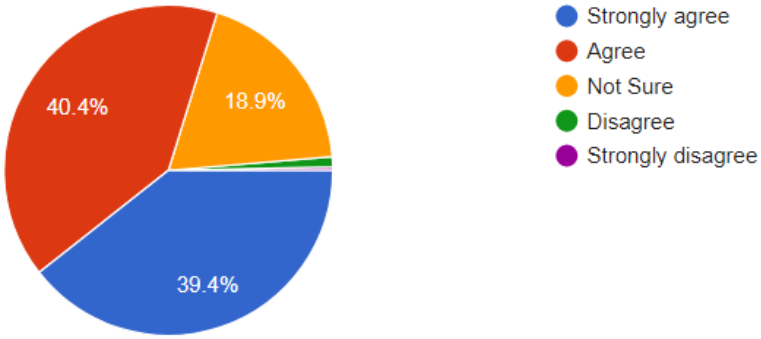
302 responses



Instruction

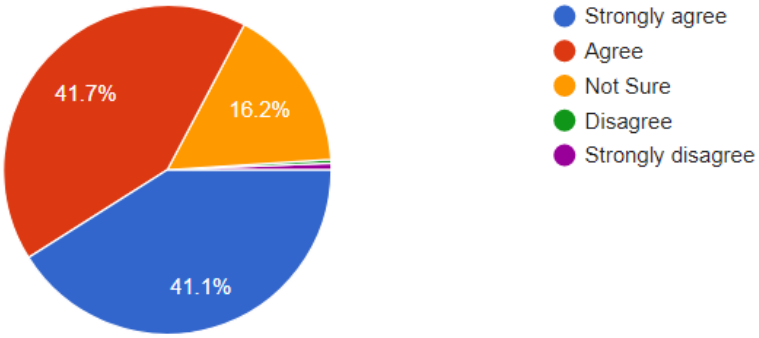
13. Upon graduation, VCIS students will be able to compete on an equal level with students graduating from other high schools.

302 responses



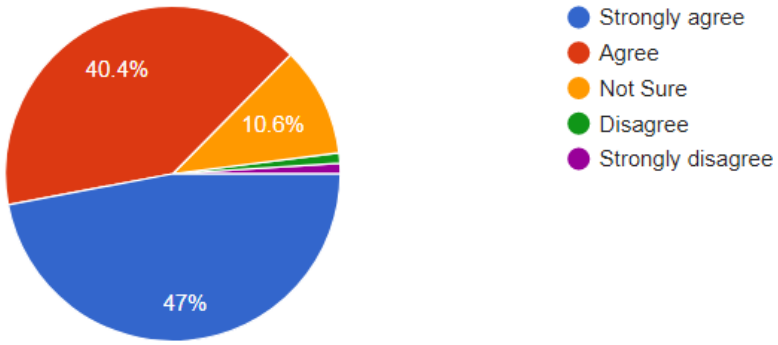
14. My student has different options for classes, including electives, math, and biology.

302 responses



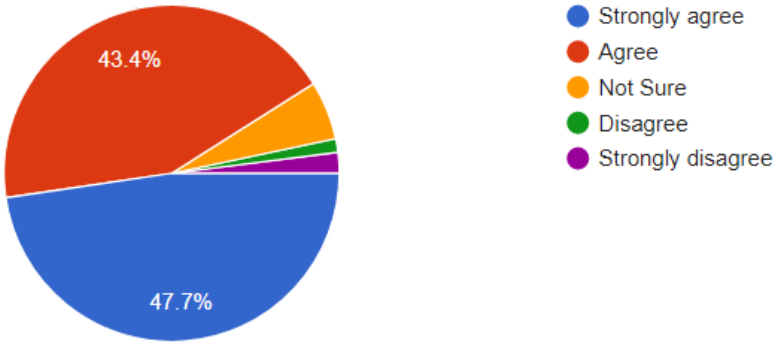
15. Teachers spend time working with and explaining concepts to those who don't fully understand what is being taught.

302 responses



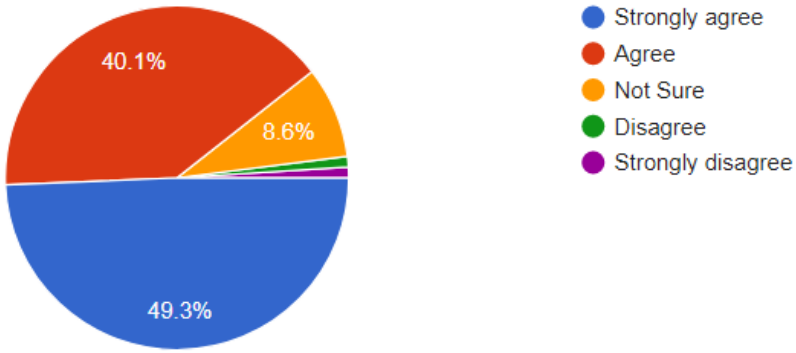
16. Homework reinforces what my student learns with his/her teacher.

302 responses



17. Teachers use different techniques, including technology, to help all students learn.

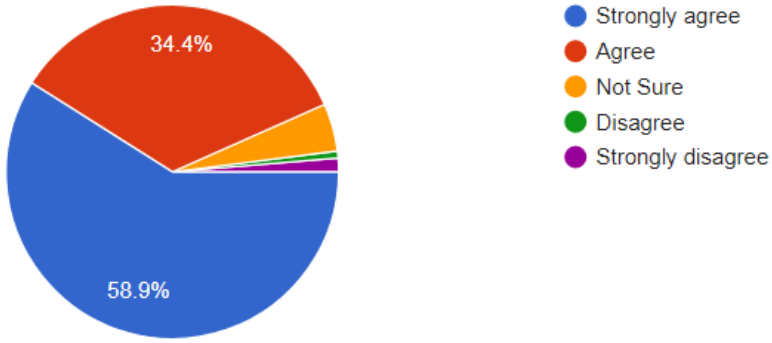
302 responses



School Culture and Support for Student Personal and Academic Growth

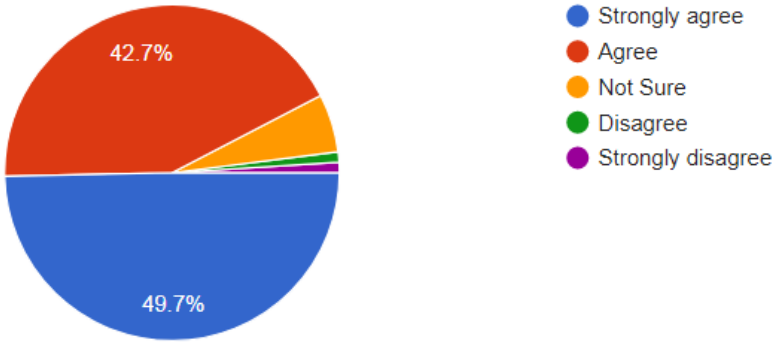
18. Computers and the internet are easily accessible to my student.

302 responses



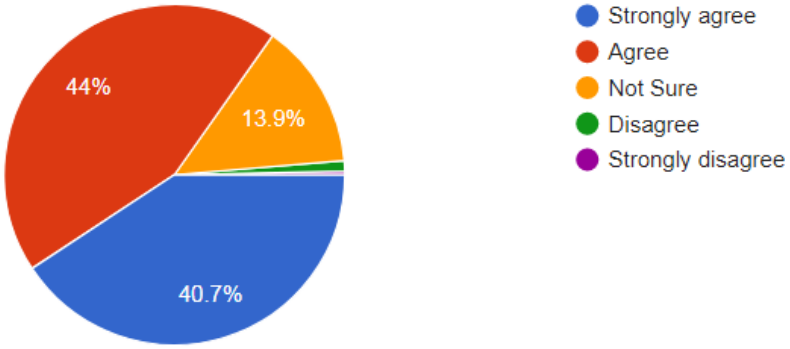
19. I know about tutorial help and I know where my student can go to get help.

302 responses



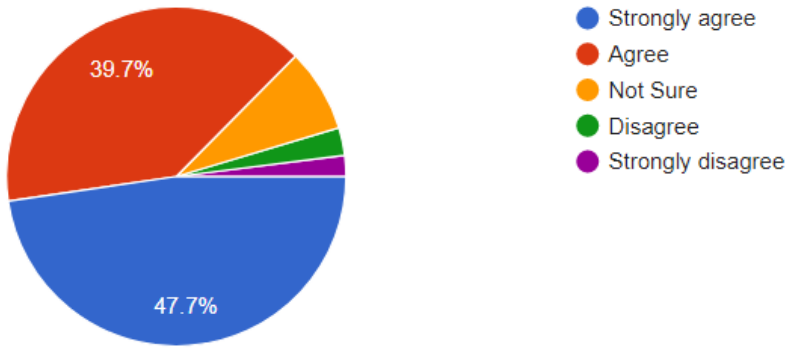
20. Classroom facilities are adequate.

302 responses



21. My student is comfortable approaching a teacher for extra help with problems inside and outside of the classroom or meeting time.

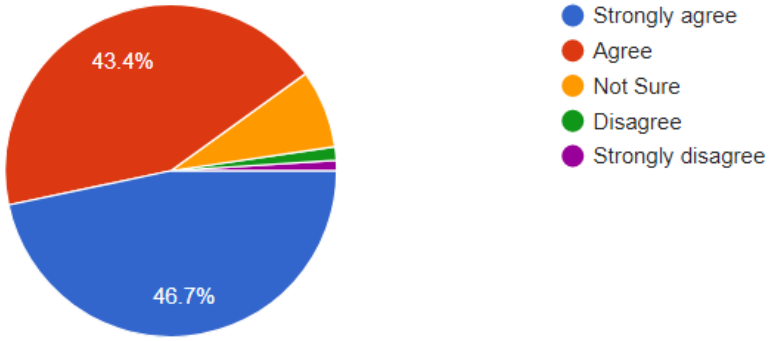
302 responses



Assessment and Accountability

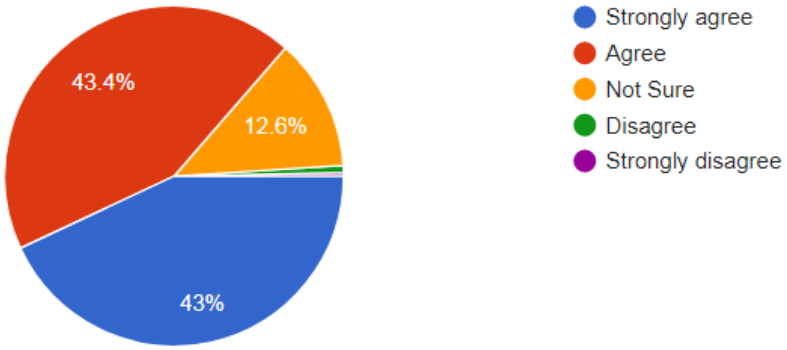
22. My student's grades accurately represent what he/she has learned in class.

302 responses



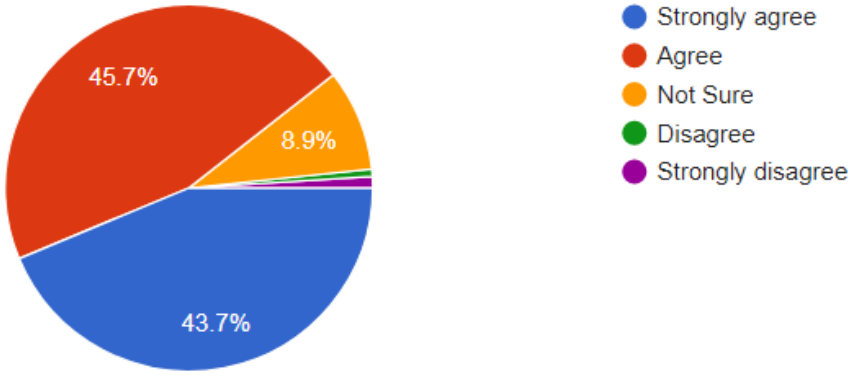
23. Teachers use a variety of assignments to evaluate my child's learning.

302 responses



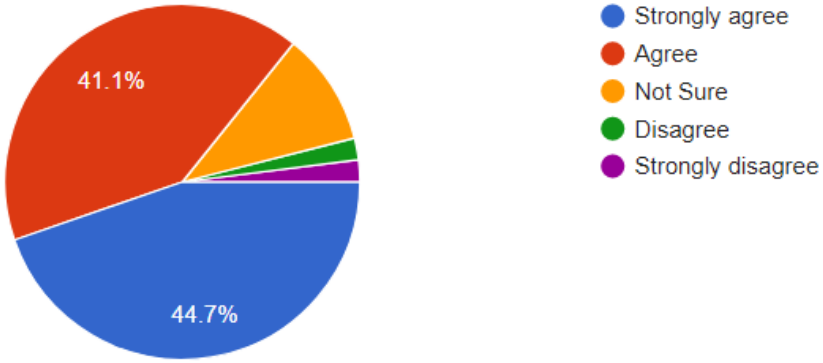
24. Students are graded fairly.

302 responses



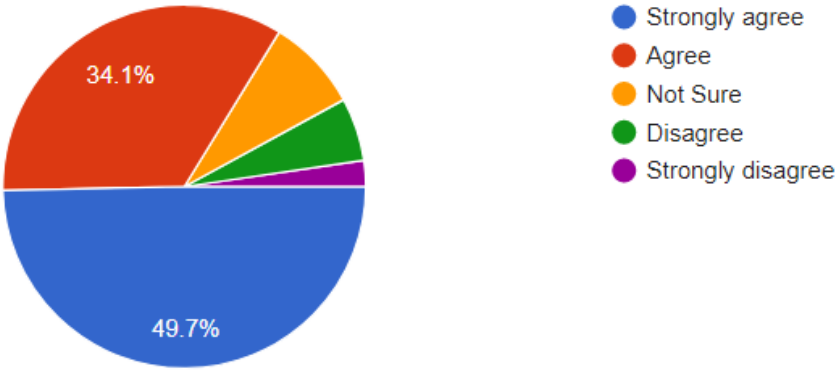
25. Parents are notified on a regular basis about students' academic progress.

302 responses



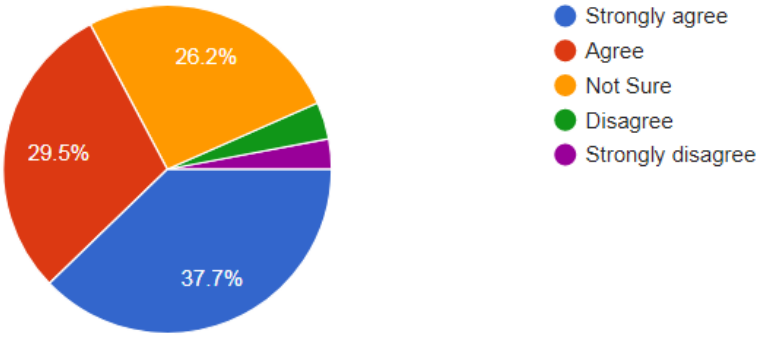
26. I have had an opportunity to meet my student's teacher(s).

302 responses



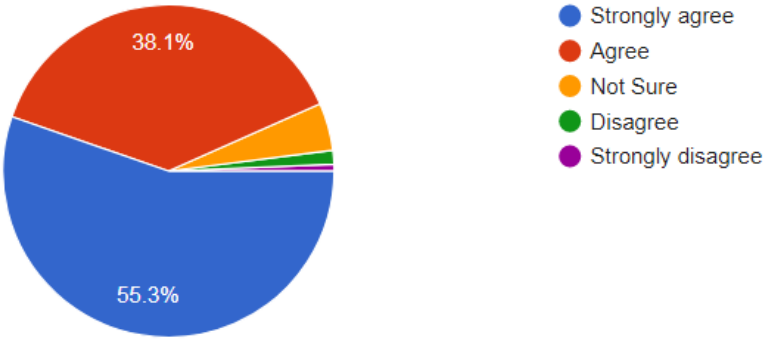
27. My student is notified about scholarships and/or special programs.

302 responses



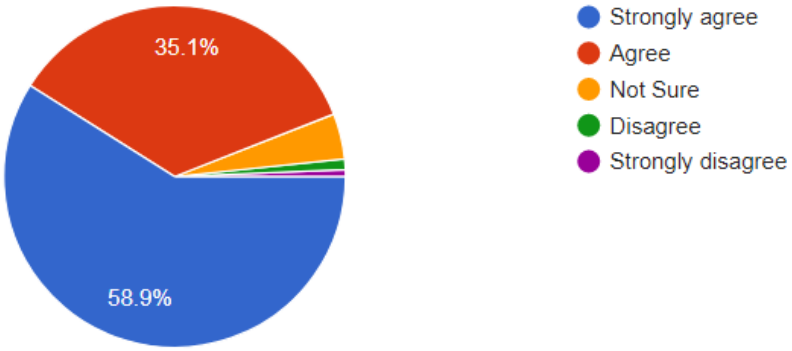
28. My child received adequate orientation about VCIS when enrolling.

302 responses



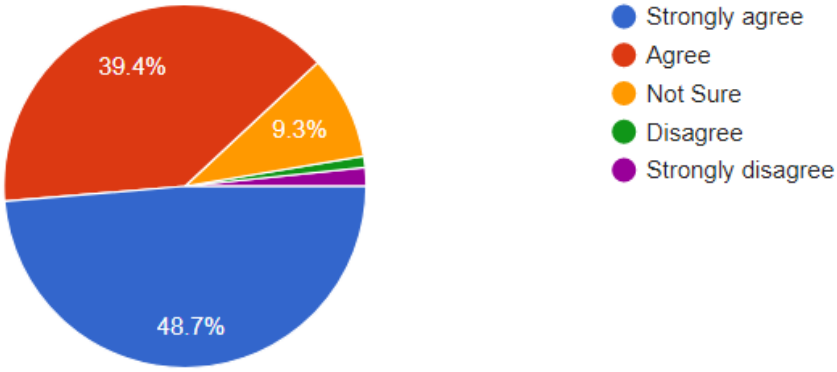
29. My child is treated fairly by his/her teachers.

302 responses



30. Parent input and decision making is valued.

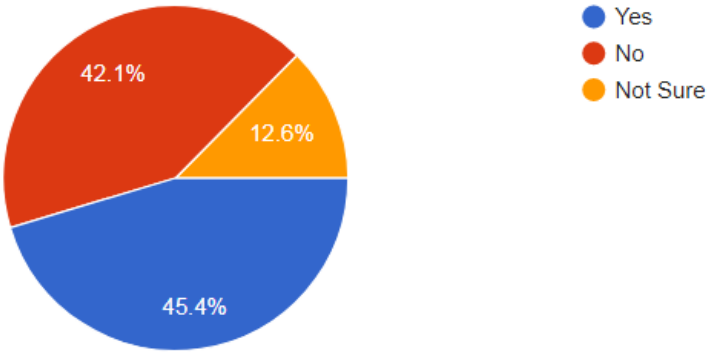
302 responses



Parent Involvement - How have you been involved at VCIS during the last two years?

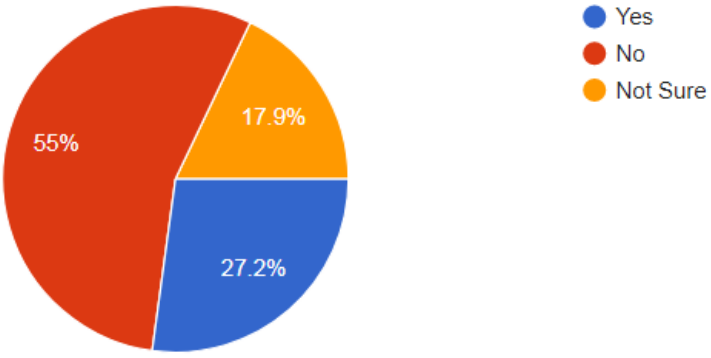
31. Teacher Conference

302 responses



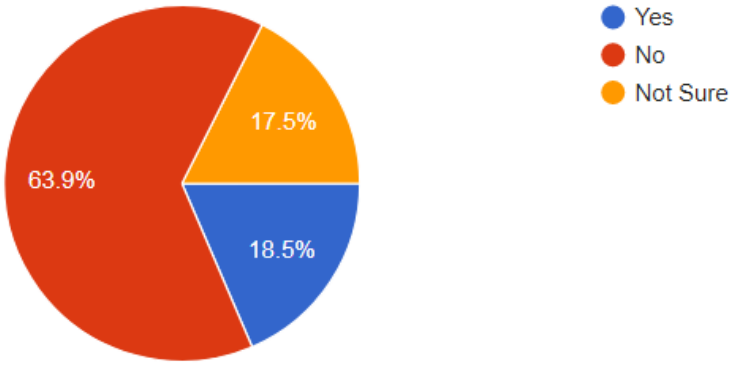
32. Conference with an Administrator

302 responses



33. Attendance at Back to School Night in the fall

302 responses



Additional Feedback

34. Please feel free to write any comments in the space below. Your comments are appreciated. Thank you for completing the survey.

38 responses

I have found this school to be very accommodating. Each teacher and administrator has gone over and above for my daughter. It is very much appreciated.
Testing Room. Essay scores to have 1 week turn around, not 2.
Testing Room. Essay scores to have 1 week turn around not 2. (parent of two VCIS students --> two surveys/ same comment)
#24. Student are graded fairly. This is a huge issue! If it ever negatively impacts our students final grade we will pursue further action. My student's grade should not be determined by what another student has or has not learned or written down (or copied) on the test. Then the teacher randomly grading one test from the group! The "retake" option doesn't "fix" the problem either because an "A" on the retake averaged with a "C" or worse on the group test does not give an "A" to the student who knows the material. I work for the school district and every teacher I have mentioned this to cannot believe this actually takes place.
Last year I made it clear I wanted my student to graduate early. The teacher set my student up for more classes than necessary. Waste of time and a lack of ability to do what was asked. Its BS that my child now has to deal with more classes then necessary. Not acceptable.
Thank you for his teacher. She makes sure my son understands what his assignments are and is available when needed. VCIS has done wonders for by boy. Thank you so much.

Thank you for everything you do for my daughter. The help and support has been beyond amazing! She has made so much progress, because of teachers that are kind and care for their students.
Thank you to the teachers and staff for all your dedication! It's greatly appreciated.
Our family has had and amazing experience with VCIS. We are very happy with our decision to attend this high school. My daughters teachers go above and beyond to help her. They're amazing!
I am happy with my child's outlook on education since she was enrolled into this school.
Thanks to the VCIS staff and teachers for helping my son get to where he has to go.
I am glad to say that my daughter enjoys this environment 100%. And is happy to attend this school as well.
VCIS is an amazing school and I am so thankful for the wonderful teachers and administrators. My son has struggled with school since kindergarten and it's only because of the dedication and communication of the teachers that he is doing as well as he is. #22. My student's grades accurately represent what he/she has learned in class - Disagree. Only because his grades often reflect his effort on studying/ completing assignments - not because of the content taught.
I don't like taking test. :)
Teachers seem to really care and want to help students do well.
Cyanne loves school. We find the staff very friendly, helpful, including the office staff. (Karen etc.)
I understand what you guys were saying but the Spanish survey is a little off. (Written in Spanish)
VCIS has been the best for my daughter since attending from Whitney her grades have extremely improved, she has become more involved and independent. She likes going to school. Staff is great.
Very happy with the way VCIS has helped my daughter raise her grades. I have appreciated the staffs helpfulness as well.
Amazing school, my child would have been lost at a regular high school.
I would like to see a class being offered on managing money so that by the time they graduate they are equip to make good choices. I have also wanted to see a lunch room / cafeteria.
My child just started first semester two weeks ago. I don't know enough about the school to grade it.
Administrator was very unprofessional. We have not been notified about any scholarships. Is there a back to school night? This is a "Parent Survey" but most of the questions should be directed to students. My student enjoys the teachers and front office staff.

I am very glad that Cody is here!
My child made great improvement academically in this school. The teacher student ratio is very good and she is able to focus and maintain good grades.
Great school, my son went from straight F's to getting at least 3 A's and a few B's.
Great school.
Betsy Devos has declared that common core was "a disaster" and yet it is still part of your curriculum. It is a horrible program and it needs to go away! Please!! Language Art are the worst, right behind math.
Likes the school.
It would be nice if you offered school pictures.
Would like to have more access and information about scholarships and special programs.
VCIS has been a positive experience for my son and has provided him the opportunity to continue his education in an nontraditional setting. So grateful for Mr. Mota and his support!
I wish there were advanced honor and AP courses because my child is extremely bored in school right now.
I appreciate the positive atmosphere of the school.
Mrs. Stephens has been an amazing teacher.
I'm not fully aware of how to access the Parent Edgenuity.
Dislike the violation policies they have for students for not doing work. But i also like it because it pushes the kids to get with the program and be able to finish.
I truly feel without this school my student would of failed. This school has helped my son socially and academically. Thank you.

Appendix 11



Staff Survey Responses

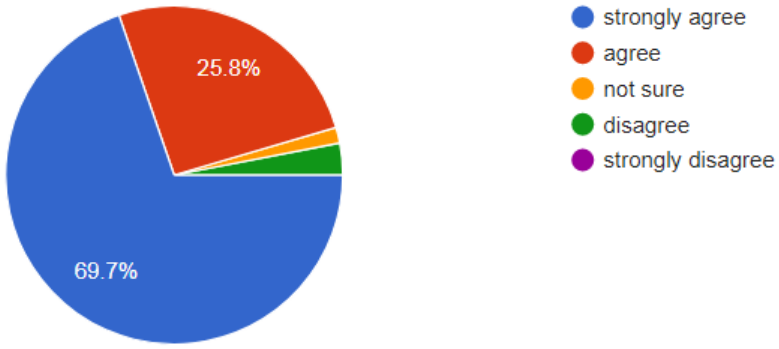
Staff Survey Results 2017-2018

66 responses

Vision and Purpose, Governance, Leadership and Staff, and Resources

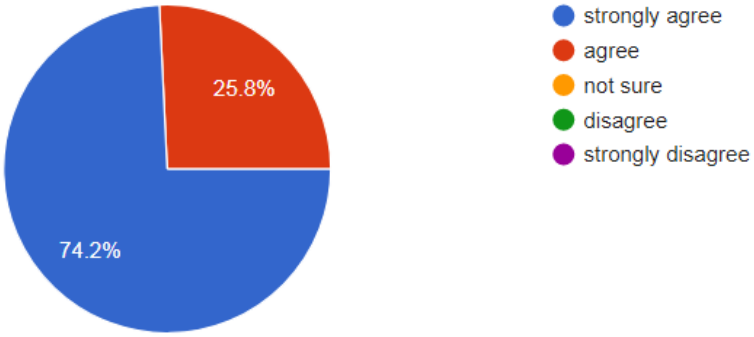
1. The school has clearly stated plans to help students learn and achieve their goals.

66 responses



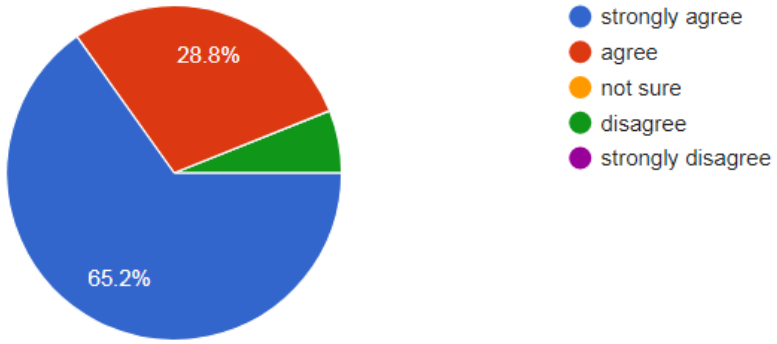
2. The school administration makes decisions and initiates activities to help students.

66 responses



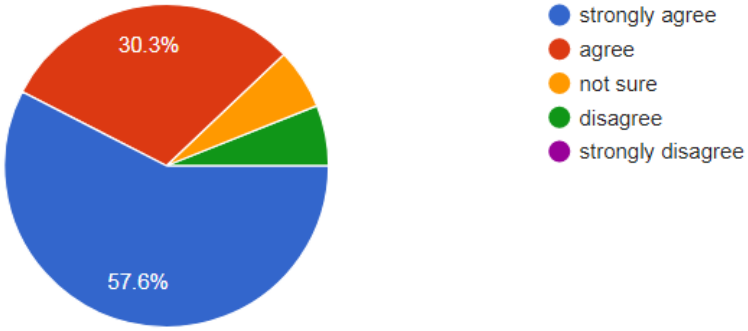
3. The culture of the school is one of professionalism and trust.

66 responses



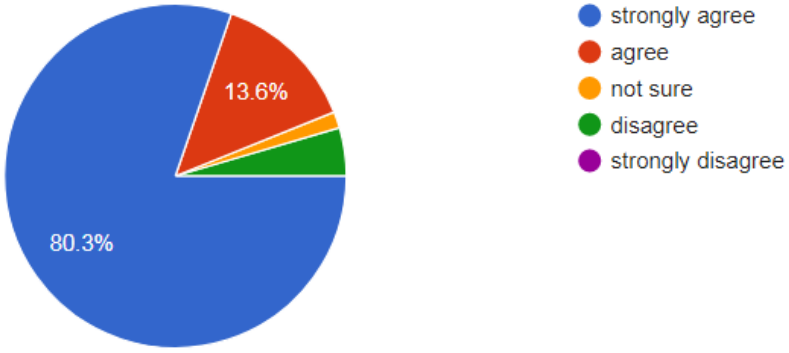
4. There is ample opportunity for staff members to provide input on decisions at the site level.

66 responses



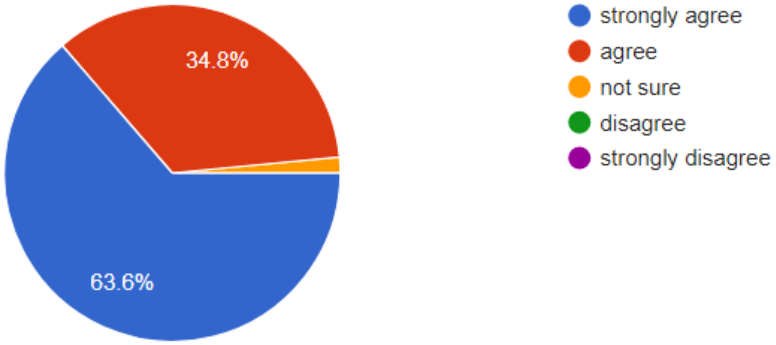
5. Staff members are regarded with respect by the administration.

66 responses



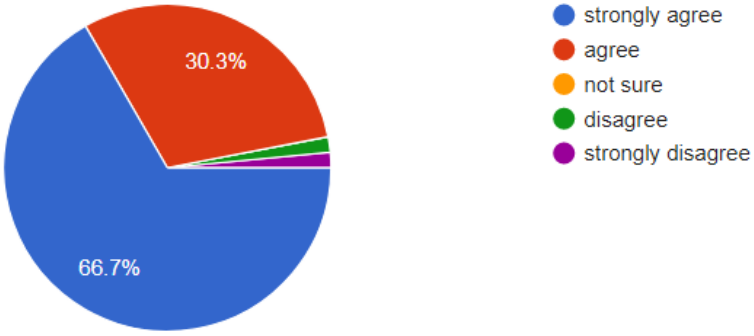
6. Staff members deal effectively with cultural diversity and help each student feel welcomed and valued.

66 responses



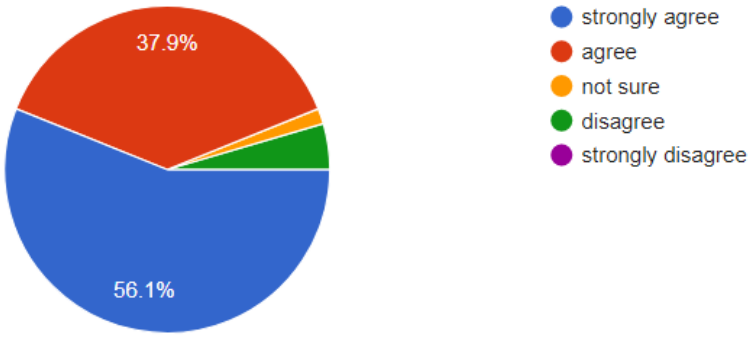
7. Academic honesty is encouraged by staff members and supported by the administration.

66 responses



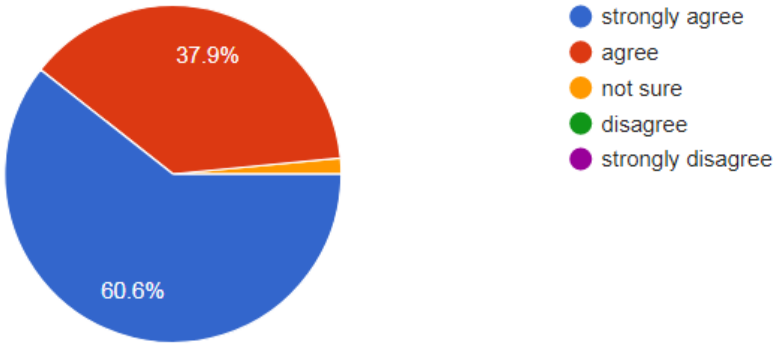
8. The school environment is clean and orderly.

66 responses



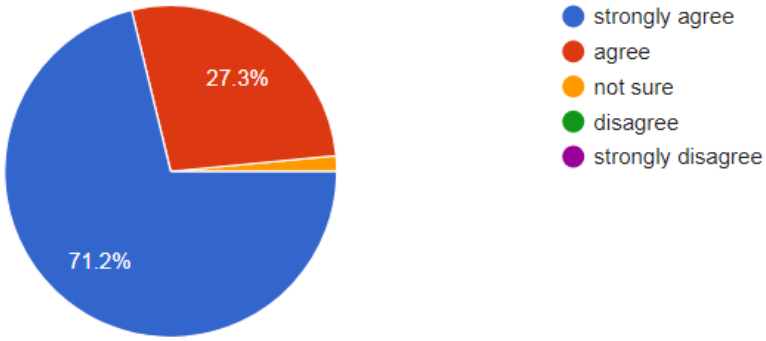
9. The school provides a safe environment that promotes learning.

66 responses



10. The school supports professional development for staff members.

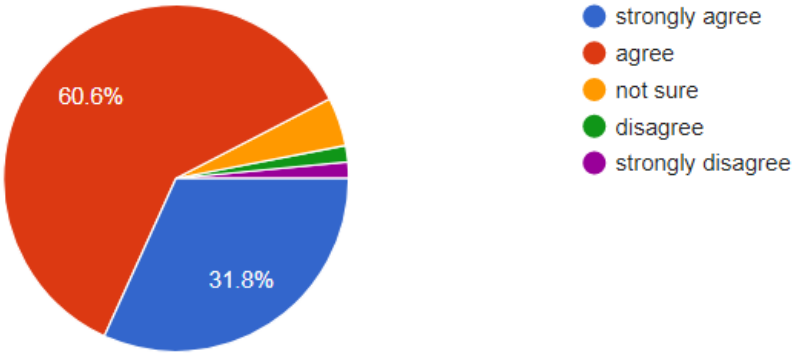
66 responses



Curriculum

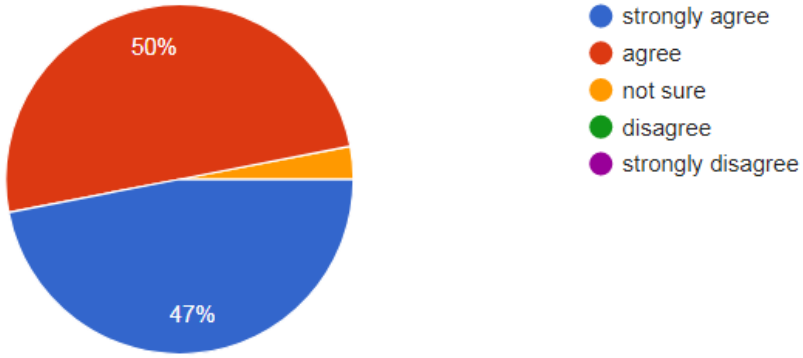
11. All students participate in a rigorous, relevant, and coherent academic curriculum.

66 responses



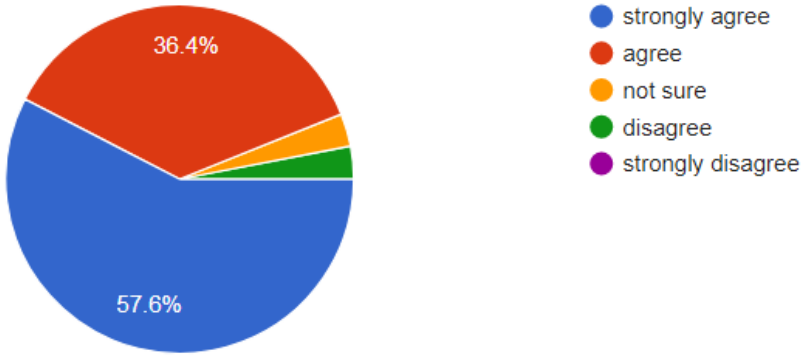
12. Curriculum is closely aligned with district, state, and national standards.

66 responses



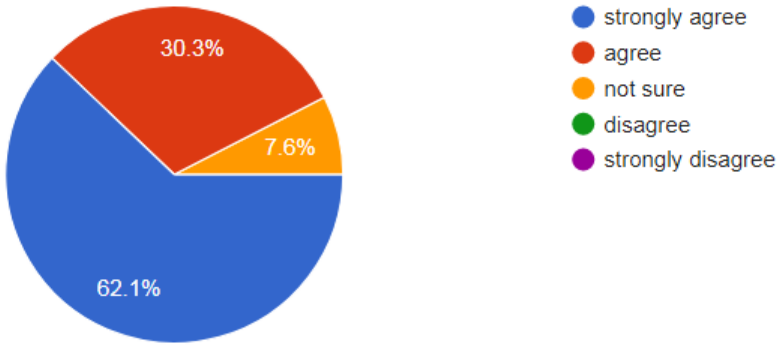
13. All students have access to a variety of curriculum choices.

66 responses



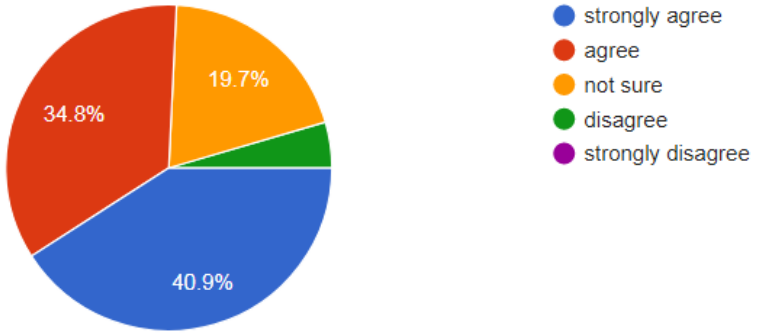
14. All students have personal learning plans that are viewed as flexible blueprints.

66 responses



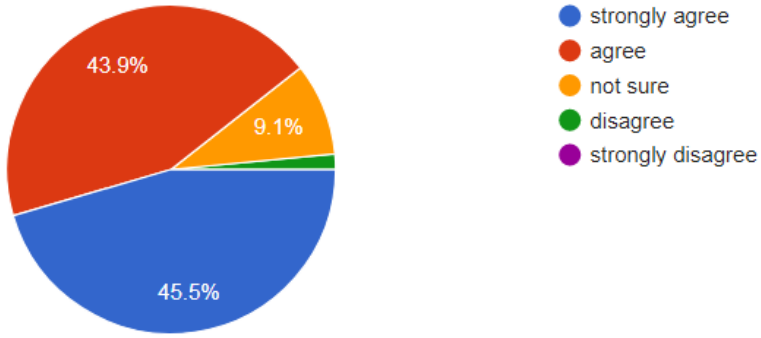
15. Personal learning plans are developed collaboratively, involving the student, staff, and parents.

66 responses



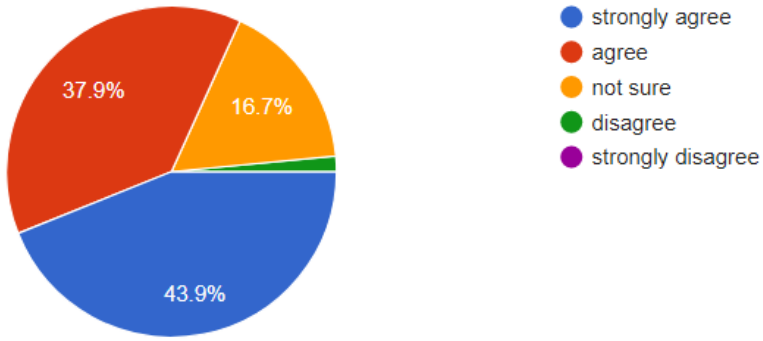
16. Students understand the graduation requirements.

66 responses



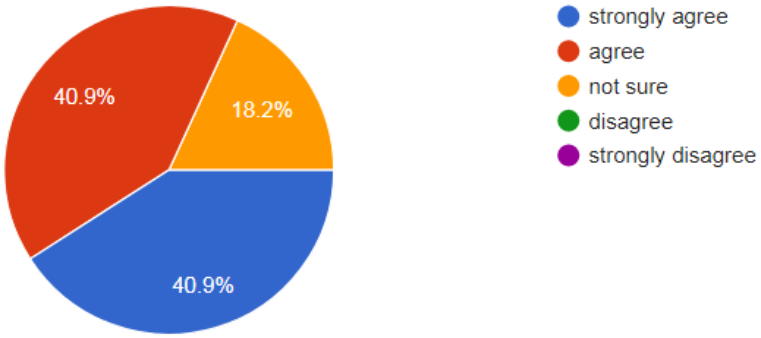
17. All students have access to course sequencing that will prepare them for post-secondary goals (college or career).

66 responses



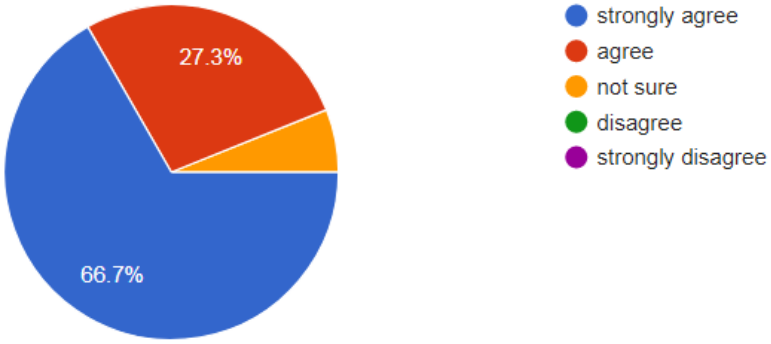
18. The school maintains connections with post-secondary institutions.

66 responses



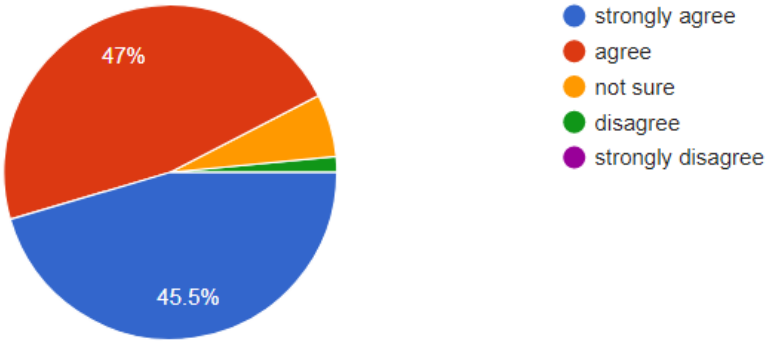
19. VCIS provides students ample opportunity to use on-line resources to improve their education.

66 responses



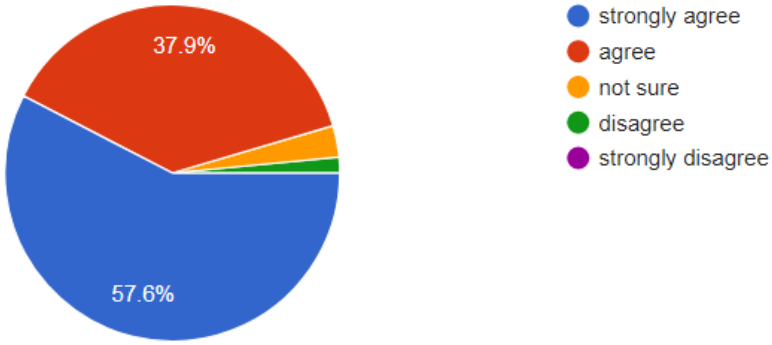
20. VCIS staff organizes extra-curricular activities that support student learning and understanding.

66 responses



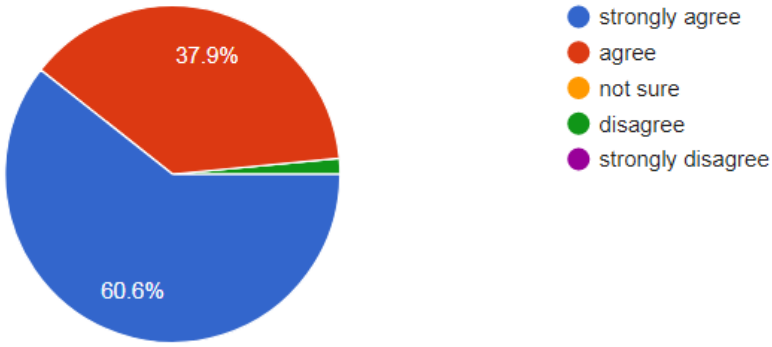
21. Within the constraints of available facilities and resources, VCIS staff guides students to become independent learners.

66 responses



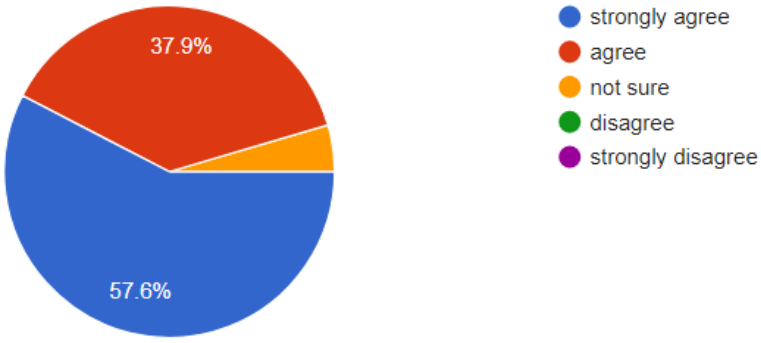
22. As much as currently possible, staff members regularly participate in collaboration with colleagues to improve the quality of education.

66 responses



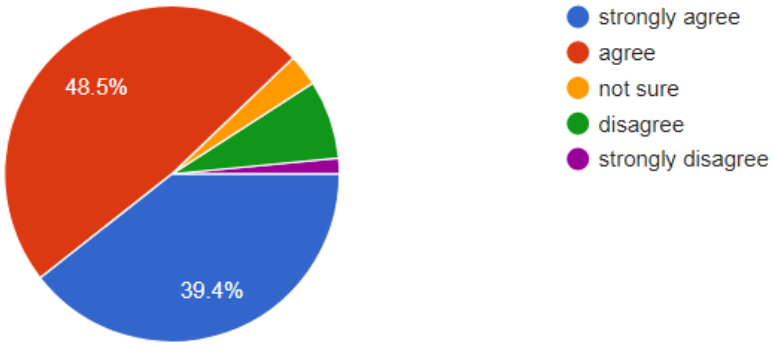
23. VCIS provides sufficient access to current technology to improve instruction and learning.

66 responses



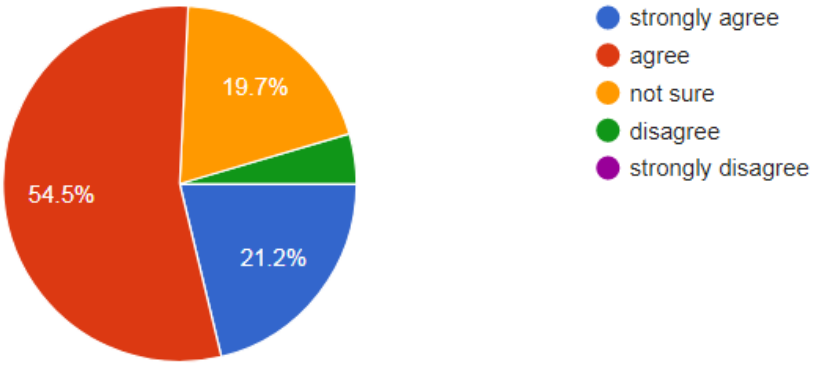
24. The facilities and resources at VCIS are up to date and provide the possibility of high quality education.

66 responses



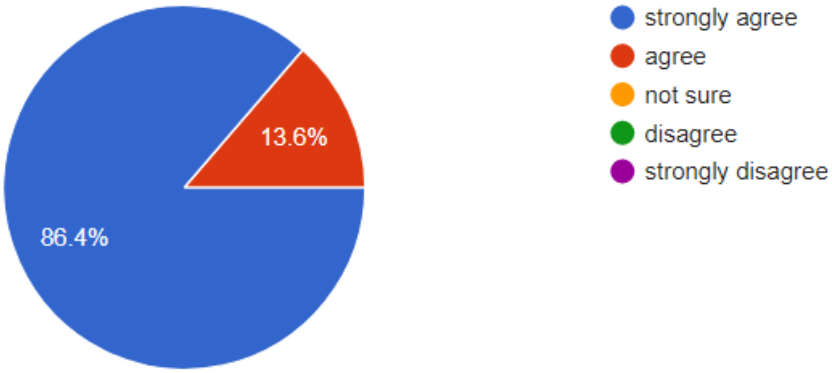
25. The school employs a wide range of strategies to encourage parental involvement.

66 responses



26. I work to make the school a safe place.

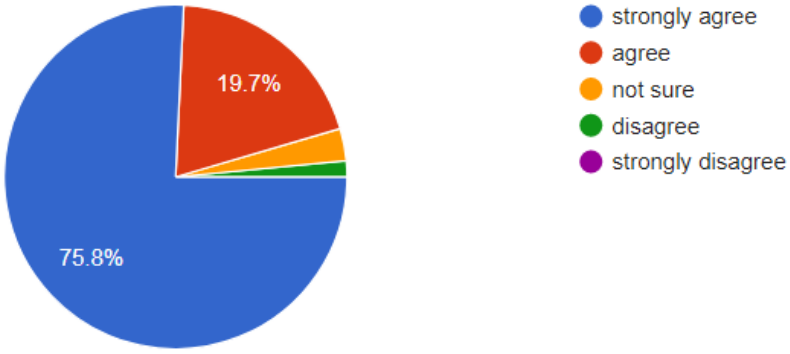
66 responses



Staff

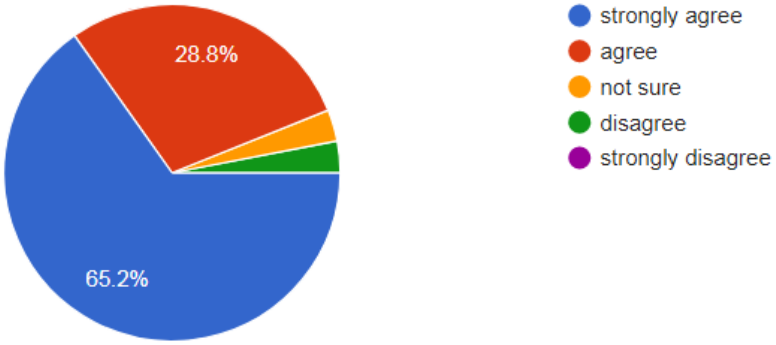
27. The staff works to make the school a safe place.

66 responses



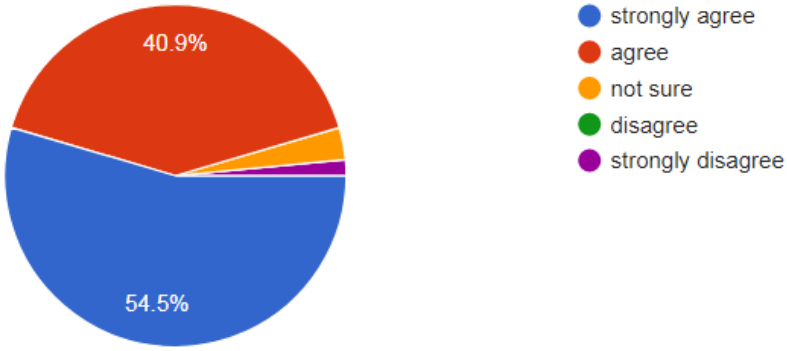
28. The staff works to assure that the school is a clean and orderly place.

66 responses



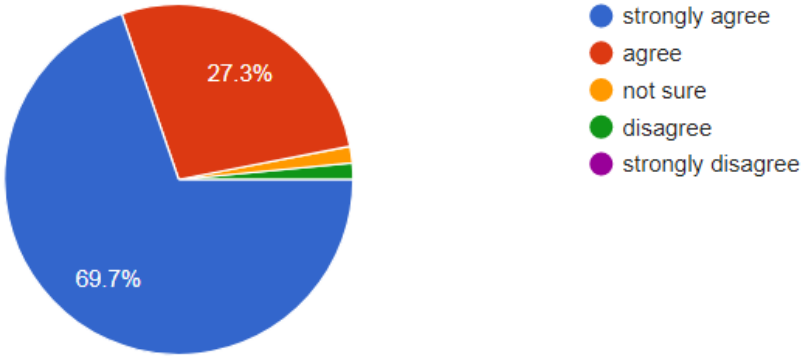
29. VCIS staff nurtures learning and has high expectations for students.

66 responses



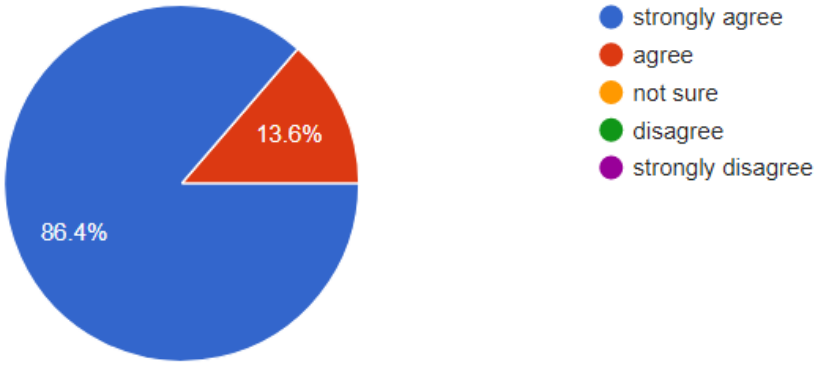
30. VCIS staff members helps to establish a culture that is characterized by trust and professionalism.

66 responses



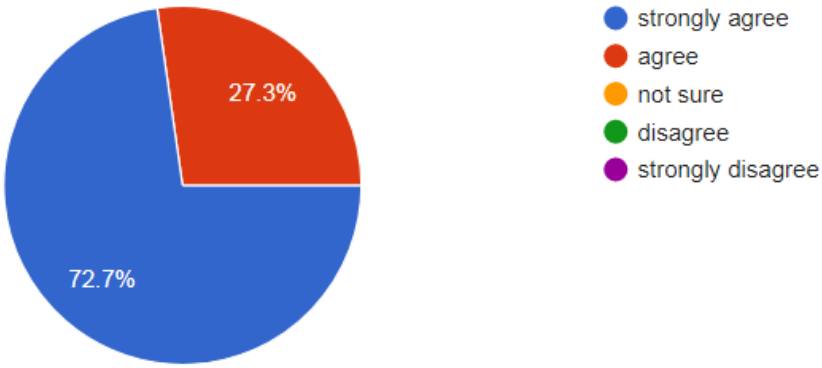
31. I help to establish a culture that is characterized by trust and professionalism.

66 responses



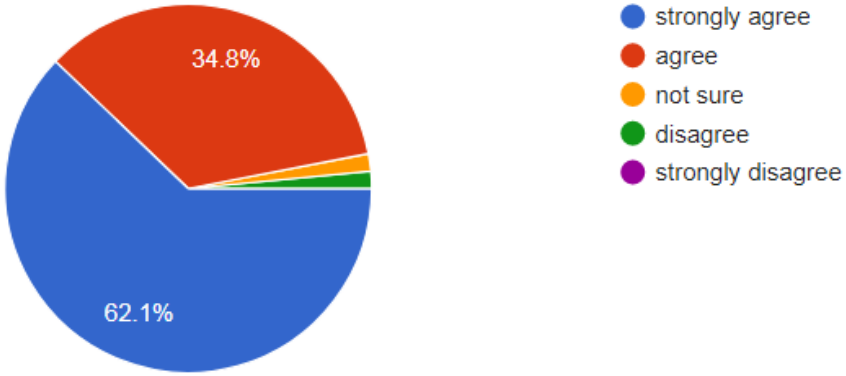
32. The staff focuses on continuous school improvement.

66 responses



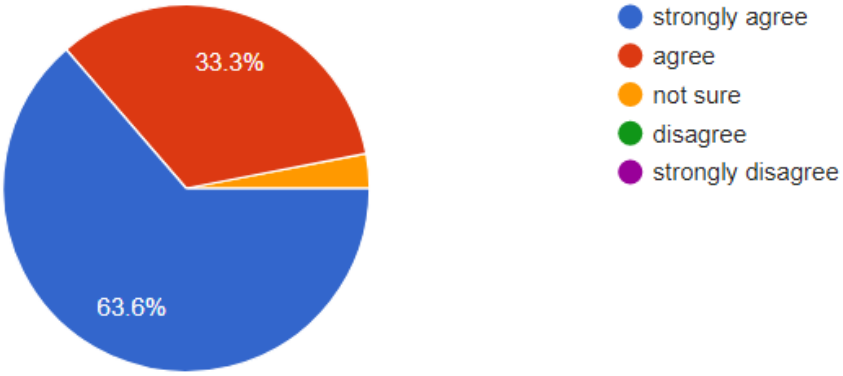
33. I personally focus on continuous school improvement.

66 responses



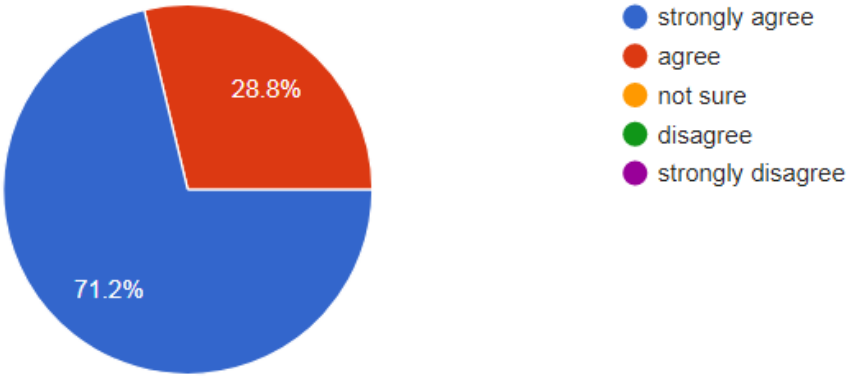
34. The staff provides opportunities and appropriate support to help ensure academic success.

66 responses



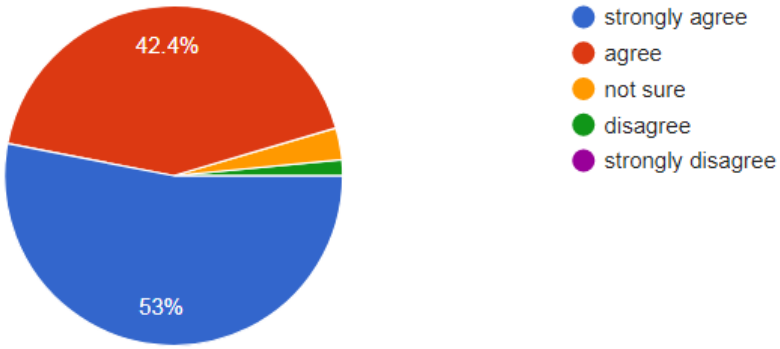
35. I, personally, provide opportunities and appropriate support to help ensure academic success.

66 responses



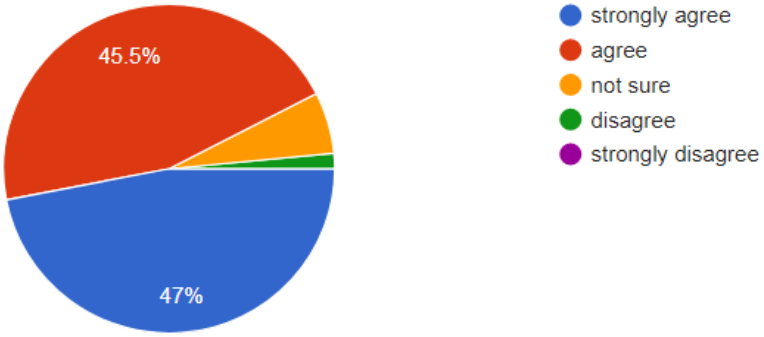
36. VCIS staff provides students with access to a system of personal support services, activities, and opportunities at school and within the community.

66 responses



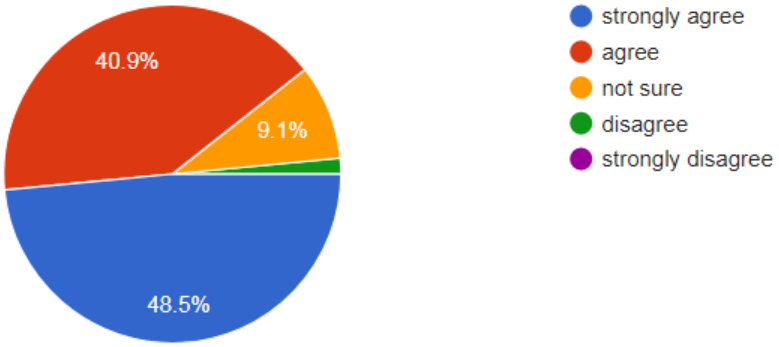
37. I provide students with access to a system of personal support services, activities, and opportunities at school and within the community.

66 responses



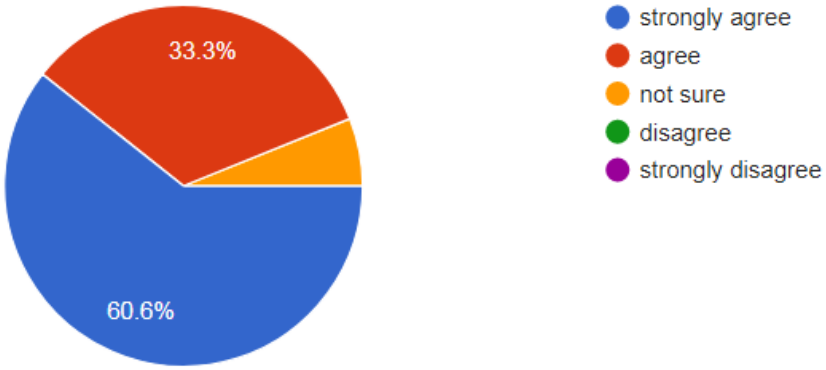
38. VCIS staff members consistently monitor their students based on the student's ability to apply knowledge and skill.

66 responses



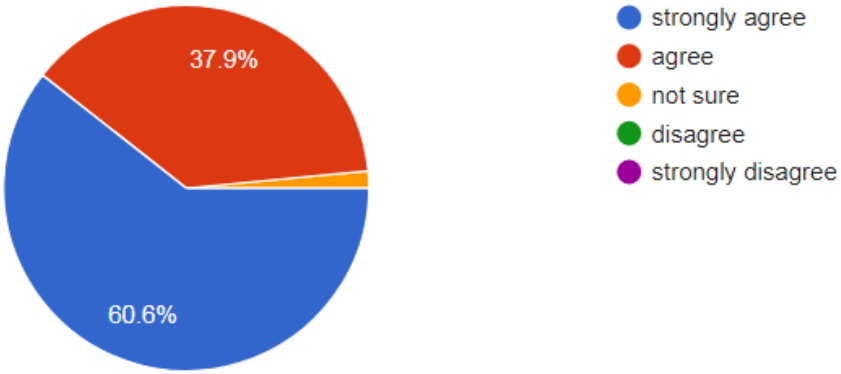
39. VCIS uses state assessment processes to collect performance data on individual students.

66 responses



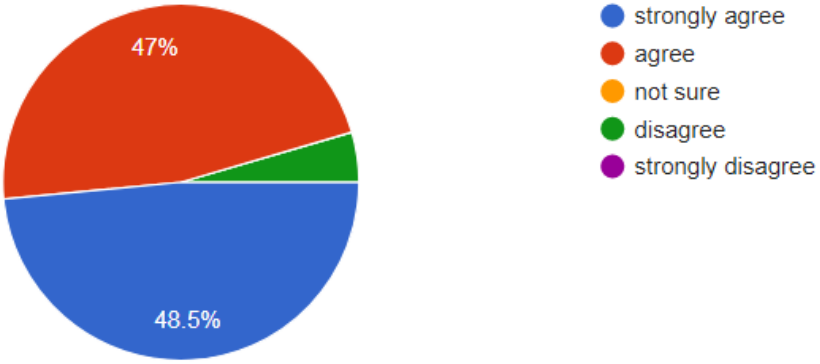
40. The administration is supportive of VCIS staff members' assessment of student work.

66 responses



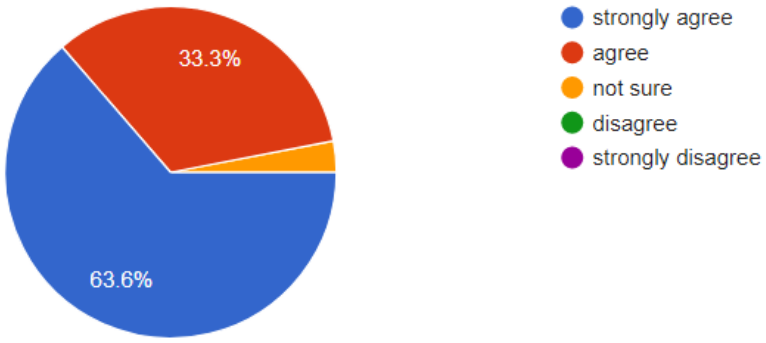
41. VCIS staff members analyze test result data to improve academic programs and individual student performance.

66 responses



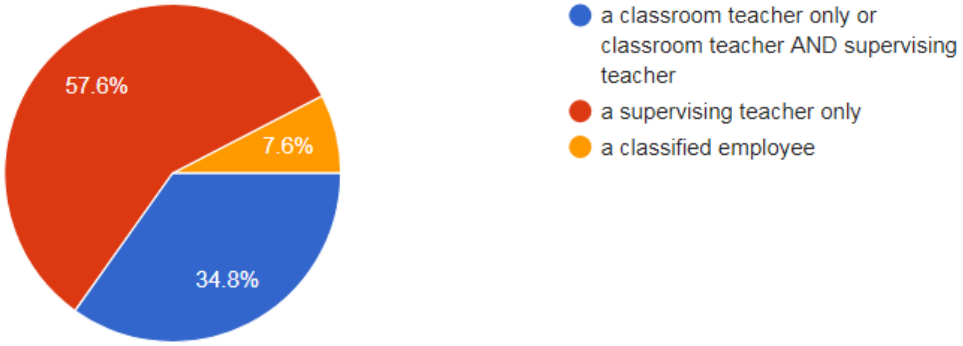
42. Overall, I think VCIS is doing a good job of preparing students for the future.

66 responses



Are you...

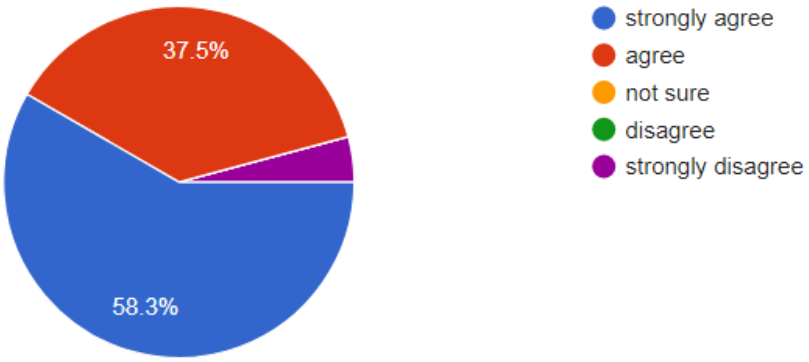
66 responses



Classroom teachers: Please answer a few more questions...

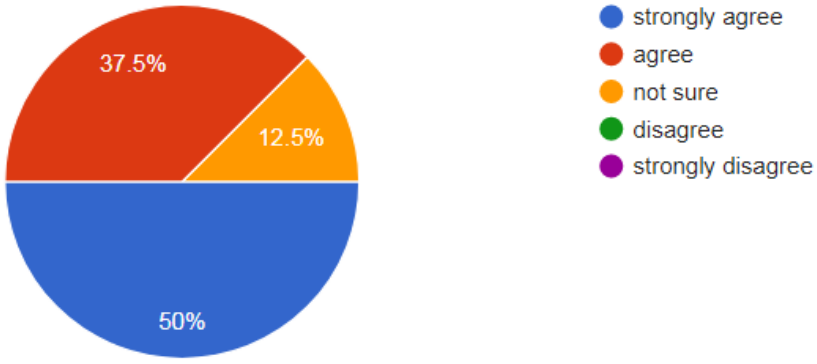
44. I use a variety of strategies to provide stimulating learning experiences for students.

24 responses



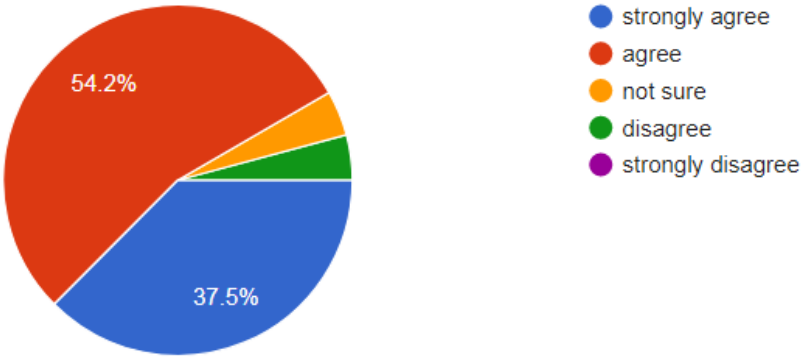
45. Teachers use a variety of strategies to provide stimulating learning experiences for students.

24 responses



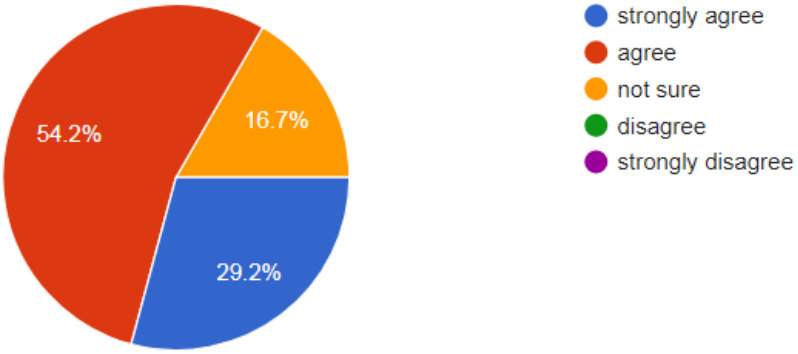
46. I sufficiently use technology to provide stimulating learning experiences for students.

24 responses



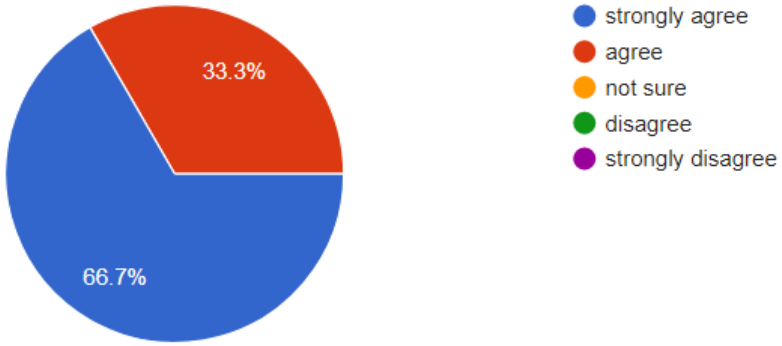
47. VCIS Teachers sufficiently use technology to provide stimulating learning experiences for students.

24 responses



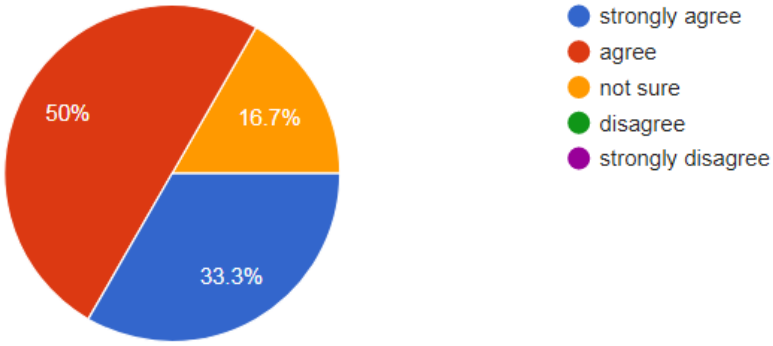
48. I use teaching strategies that require students' active involvement in learning.

24 responses



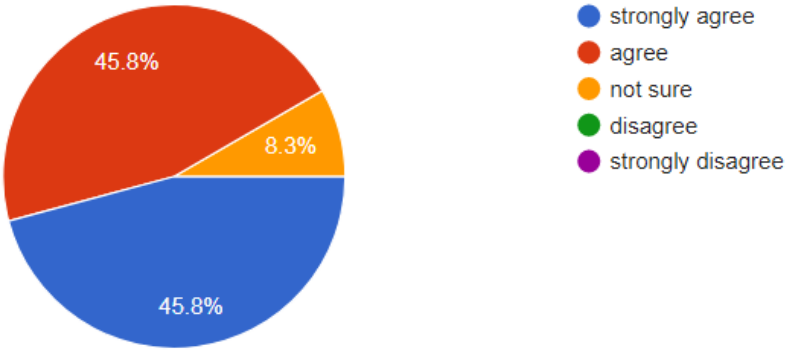
49. VCIS Teachers use teaching strategies that require students' active involvement in learning.

24 responses



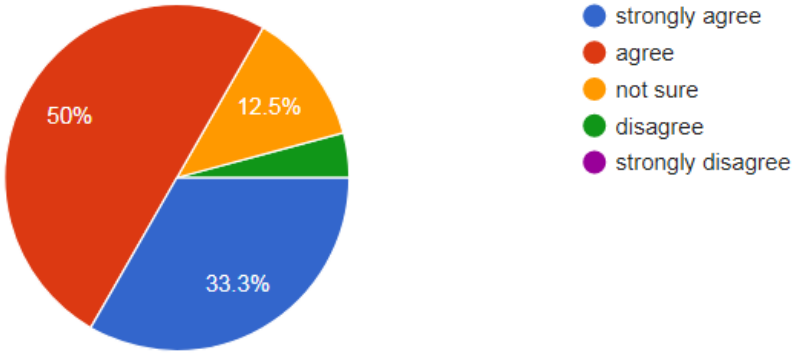
50. I provide students opportunities to participate in collaborative activities that reflect meaningful tasks and products.

24 responses



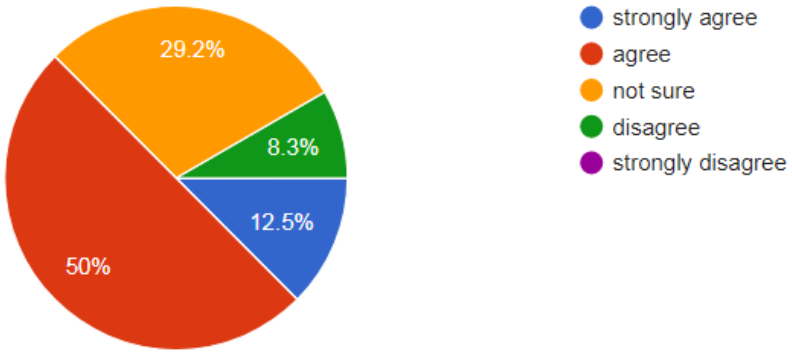
51. VCIS teachers provide students opportunities to participate in collaborative activities that reflect meaningful tasks and products.

24 responses



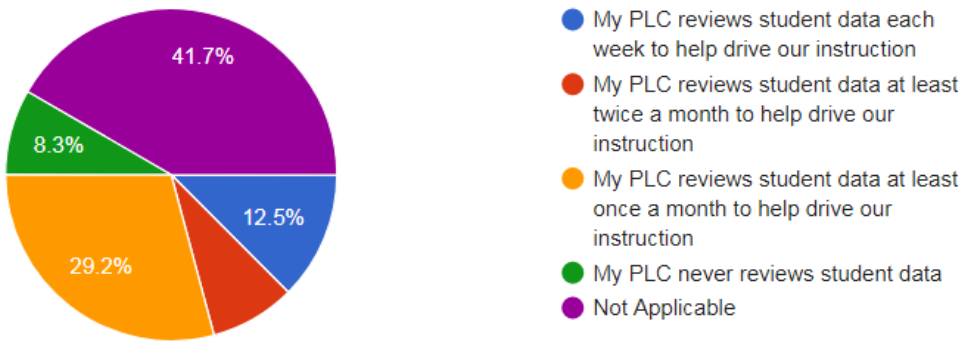
52. VCIS teachers need more time to collaborate with colleagues to evaluate, redesign, and modify teaching methods, activities, and assessments.

24 responses



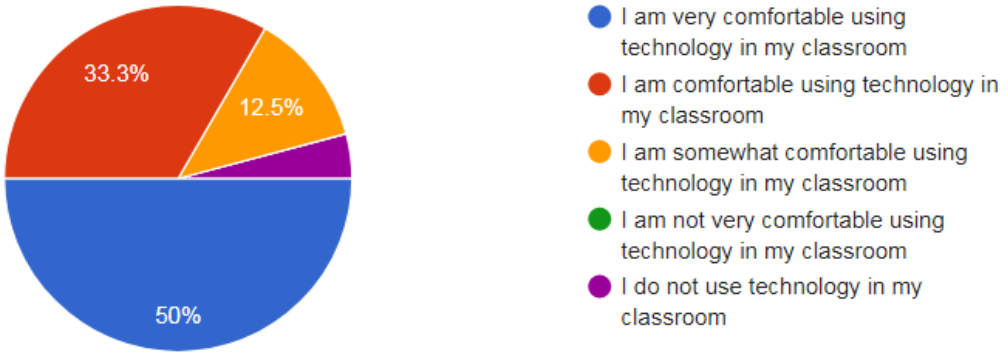
53. Classroom Teachers -Please rate how effective your PLC meetings are in reviewing student data

24 responses



54. Classroom Teachers- Please rate how comfortable you are using technology in your classroom

24 responses

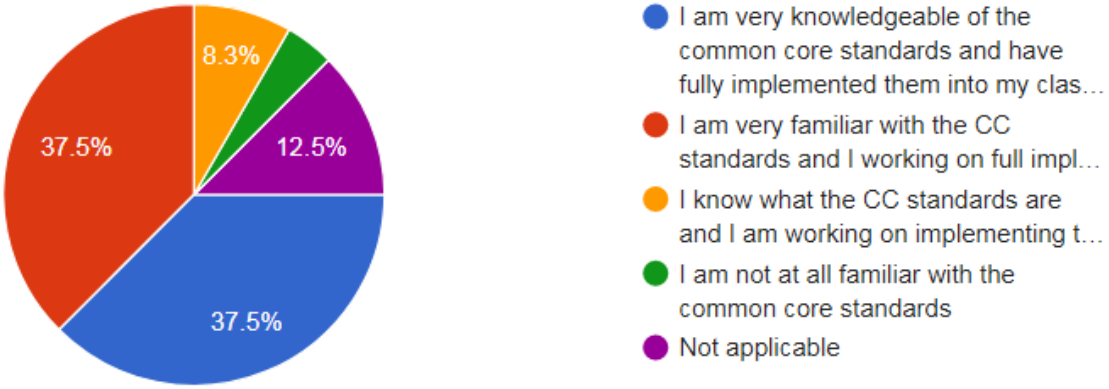


55. Classroom Teachers -Please rate how knowledgeable you are with the *

- I am very knowledgeable of the common core standards and have fully implemented them into my classroom this yea
- 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

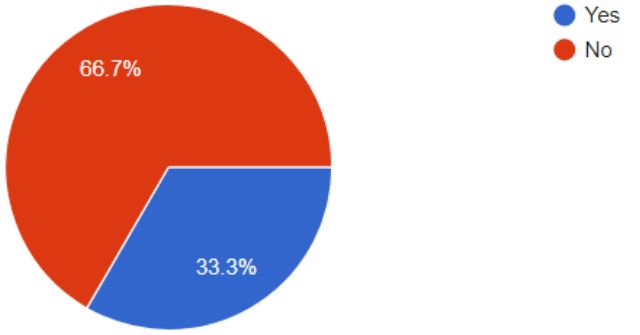
55. Classroom Teachers -Please rate how knowledgeable you are with the Common Core Standards that you teach

24 responses



Are you also a supervising teacher?

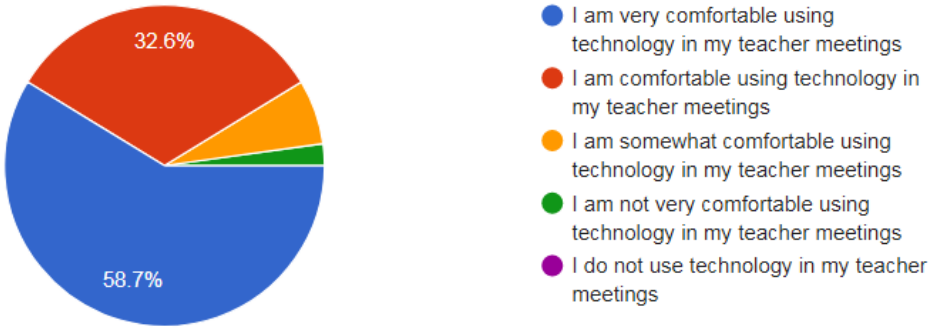
24 responses



Supervising teachers: Please answer a few more questions...

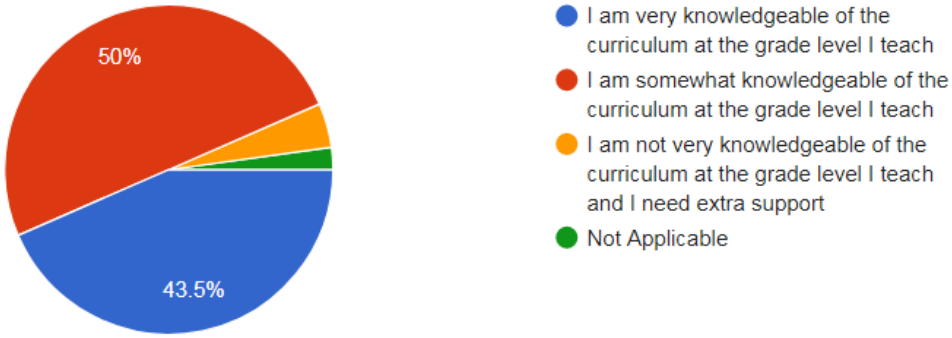
56. Supervising Teachers- Please rate how comfortable you are using technology in your teacher meetings

46 responses



57. Supervising Teachers -Please rate how knowledgeable you are of the curriculum at the grade level you are assigned

46 responses

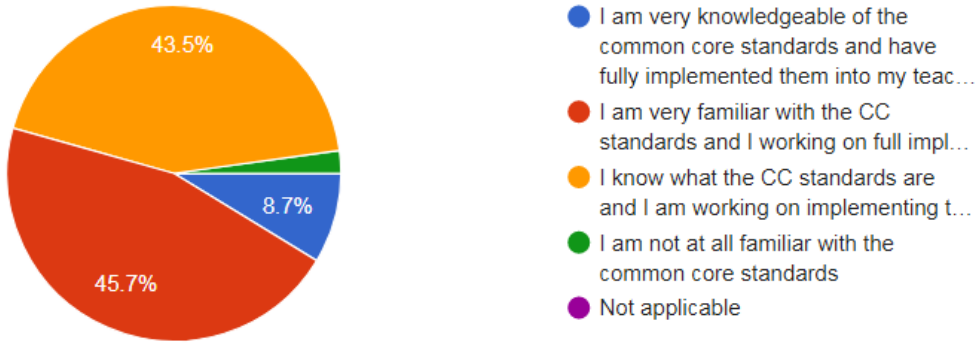


58. Supervising Teachers -Please rate how knowledgeable you are with the *

- I am very knowledgeable of the common core standards and have fully implemented them into my teacher meetings t
- 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

58. Supervising Teachers -Please rate how knowledgeable you are with the Common Core Standards that you teach

46 responses



Student Awards Night

Do you have any other ideas?

16 responses

I would suggest whatever system is most economical of time (2)
N/A
I truly don't care how we deliver the comments at the student awards night. Majority rules might be the best or whatever is easier for admin. It makes no difference to me. Thanks!
No

Whenever possible, when new ELA curriculum is rolled out, it would be helpful to give staff adequate time to read the novels and other literary pieces.
I'm totally comfortable reading the comments but i just think it might be awkward to read your own comments while your student is walking up and waiting for you to finish reading :)
Allow for the teachers to be in the main auditorium during the ceremony.
It would be nice if classroom teachers who are also supervising teachers have time to collaborate with other classroom teachers during staff development. There are many of us who never have the opportunity to collaborate with and help make decisions with the classroom teachers. I would personally like to share my opinion in decisions that are being made for my class....as is I have no idea what is even being discussed with classroom teachers, many times these discussions and decisions are never translated back to those who do both jobs.
Make sure the students who are receiving the award can see the video too because it makes not sense to have us say all these great things about the students if the students can't see it. I think the teachers should sit on the stage and the students who get the award sit in the audience. Or, have a different venue for the awards so there is more room. How about renting out a movie theater for the awards and we can play the video on the huge screen. I know they rent those places but not sure if it would seat enough people.
I like how we did it last year.
I liked the personalized videos of each teacher talking about their student, but the execution could be improved (holding off the clapping until the very end of the presentation for each student.)
I thought awards went well last year
I like when teachers write thoughts on a card and admin reads it.
Thank you for providing us with this survey! I feel we are striving to meet all the needs of our students, but there is more that we can do!
n/a

Appendix 12



VCIS Survey Results Reflection

VCIS 2018 Survey Results Reflection

Input gathered from all staff at 4/30/18 staff meeting.

✓= item noted by another group

2018 Parent Survey

Observed Areas of Strength	Observed Areas for Growth
• VCIS is welcoming and safe ✓✓ • Good access to technology ✓ • Teachers treat students fairly ✓ • Teachers respect students and their culture ✓ • Courses needed for students to graduate are made clear and accessible ✓ • Extra-curricular activities • Teachers guide students • Students are able to get the classes they need • Culturally diverse	• Lunch options • More advanced courses ✓ • Scholarship notifications ✓✓✓✓✓ • Back to School Night • Facilities • Better communication • More information about parent-teacher communication

2018 Staff Survey

Observed Areas of Strength	Observed Areas for Growth
• School admin helps make decisions to help students • Administration is very effective • Treated with respect by admin ✓ • Staff members are respected • Safe environment ✓✓✓ • Technology • Communication • School/staff culture of trust and professionalism ✓ • Good support/collaboration • Cultural diversity • Clearly stated plans to help students learn and achieve their goals	• Parental involvement ✓ • More collaboration time ✓✓✓ • Personal learning plans (ILP) need to have more collaboration ✓✓ • More training on common core • State aligned curriculum • Need more rigorous curriculum • Up-to-date facilities ✓✓ • More substitutes

2018 Student Survey	
Observed Areas of Strength	**Observed Areas for Growth**
• Teachers take time for students ✓✓ • Teachers help with content ✓ • Treated fairly by staff ✓✓✓ • Teachers are approachable • Cultural diversity ✓ • Online school knocking it out of the park • Safe place • Technology/tutorial/Schoology • Teachers Rock! • Teachers/staff care	• Career center (where is it?) ✓✓✓✓✓✓ • Informed about scholarships ✓ • More advanced course offerings ✓✓✓✓ • Sports facility

Appendix 13



WASC Action Plans

2015-2016 Revised

2016-2017

2017-2018

Visalia Charter Independent Study



School-wide Action Plan 2015-2016 *Revised*

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- Provide a varied and more frequent amount of professional development for the entire teaching staff to drive student achievement.

Rationale of Critical Need: Due to the change to the Common Core Standards, supervising teachers have not been formally introduced to the content or expectations laid out in the framework. Supervising teachers meet weekly with students and are responsible with supporting them in the new CCSS ELA throughout their high school years.

Action Steps	Person Responsible	Timeline	Measure and Report
Provide professional development to master teachers on ELA Common Core State Standards	Leadership team VCIS 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		January of 2016; ongoing throughout school year as needed	Professional Development Calendar
Provide a student Chromebook for each master teacher station	Leadership team	Begin spring 2016; full implementation fall 2016	Chromebook installation
Continue professional development to further Common Core implementation through conference attendance	Administration	Ongoing	Professional Development Calendar
Research a new method of providing staff development that would provide more hands on time for teachers.	Leadership team VCIS staff	Spring and Summer 2016	Admin Meeting Agenda Notes
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
	Leadership team Math department		

School Goal #2 - Research and create procedures to institutionalize systems and process to create a self-sustaining program.

Rationale of Critical Need: There are many different components to the VCIS program that makes the school unique. As these pieces have been implemented, systems and processes were not put in place to sustain the program if key administrative personnel leave. The need to institutionalize these systems is imperative to the continued success of the VCIS program and students.

Action Steps	Person Responsible	Timeline	Measure and Report
Research an alternate program for ASAM testing, NWEA, 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
Create a Policy and Procedure on the use of NWEA to include in the Policies & Procedures Manual	Leadership team	Complete summer 2016	Policy and procedures document
Create Best Practices for the online school, independent study, and classroom based classes	Leadership team Online teachers Classroom teachers	Completed spring/summer 2016	Completed Best Practices documents
Research and employ methods to consistently update all independent study curriculum each year	Leadership team	Completed spring/summer 2016	School policies and procedures
Research and purchase the Lifetrack program to conduct follow-up surveys of VCIS graduates	Leadership team	Research completed fall 2015 with full implementation spring 2016	Lifetrack purchase order/ Lifetrack surveys
Review all current Policies and Procedures at the end of each year for updates and accuracy	Leadership team Compliance Coach	Spring/summer 2016 & ongoing	Updated policies and procedures

School Goal #3 – Research, establish, and employ a systematic use of student performance assessments to measure the effects of the programs and services, guide staff development, and modify instruction resulting in student achievement.

Rationale of Critical Need: VCIS is an Alternative School Accountability Model (ASAM) that requires the program to collect growth data of the student population. To collect information on the growth of the students and prepare students for high-stakes testing (CAASPP), it is imperative that VCIS implements a program that can assess students at their current levels to inform instruction as well as prepare the students to take tests electronically with a program that adapts to their learning levels.

Action Steps	Person Responsible	Completion Date	Measure and Report
Research an alternate program for ASAM testing, NWEA, 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
Purchase the NWEA program for the fall 2016	Principal	Spring 2016	NWEA purchase order
Create a Policy and Procedure on the use of NWEA to include in the Policies & Procedures Manual	Leadership team	Complete summer 2016	Policy and procedures document
Train all certificated staff on the NWEA program to allow teachers the ability to monitor their own students.	Leadership team NWEA representative	Fall 2016 (beginning year PD)	Professional Development Calendar
Develop a plan for math/science teachers to use the NWEA program to determine readiness for the integrated math classes	Administration Math team	Fall 2016	PLC notes and agendas
Develop a plan to monitor student progress throughout the school year	Leadership team	Fall 2016	Admin agenda and notes
Share student growth with all stakeholders and revisit plan to improve the process	Leadership team	Spring 2017	Student growth data/admin agenda

School Goal #4 – Review, research, and employ a school site safety plan to encompasses the unique needs of the independent study program.

Rationale of Critical Need: Due to the unique nature of the VCIS campus, the administration needs to employ new methods to create a safe and secure campus for staff and students. The VCIS campus does not fit into the traditional campus safety plans implemented at other schools in the district.

Action Steps	Person Responsible	Completion Date	Measure and Report
Research new methods of planning for school safety protocol on the VCIS campus	Leadership Team	Winter 2015	Admin agendas
Meet with potential security experts to determine current site safety plan effectiveness			
Continue meeting with security experts with the support of district personnel on the campus safety plan	Principal	Spring 2016	Admin calender
Hire a security consultant to revise the VCIS school safety plan			
Train all staff on new protocols of the VCIS safe schools plan	Administration District personnel	Spring 2016	Admin calender
Train campus supervisor on specific areas of the safe school plan			
Plan and implement security drills on the VCIS campus	Principal	Spring 2016	Consultant contract
	Leadership team Security consultant	Fall 2016	Professional development calendar
	Security consultant Campus supervisor	Fall 2016	Professional development calendar
	Leadership team Security consultant Campus supervisor	Ongoing 2016-17	Admin calender

Visalia Charter Independent Study



School-wide Action Plan 2016-2017

Visalia Charter Independent Study

"Academic excellence, one student at a time"

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S	Shared support of student success by family, staff, and students

School Goal #1- Provide a varied and more frequent amount of professional development for the entire teaching staff to drive student achievement.

Rationale of Critical Need: Due to the change to the Common Core Standards, supervising teachers have not been formally introduced to the content or expectations laid out in the framework. Supervising teachers meet weekly with students and are responsible with supporting them in the new CCSS ELA throughout their high school years.

Action Steps	Person Responsible	Timeline	Measure and Report
Provide professional development to master teachers on ELA Common Core State Standards	Leadership team VCIS ELA teachers	Throughout the 2016-17 school year	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	Throughout the 2016-17 school year	Professional Development Calendar
Continue professional development for all staff members on Mental Health for students	Leadership team	Throughout the 2016-17 school year	Professional Development Calendar
Provide a student Chromebook for each master teacher station	Administration	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
Develop and implement a plan to allow peer observation in the classroom.	Leadership team Math department	Fall 2016	Meeting agendas, outline of plan, teacher schedules

School Goal #2 - Research and create procedures to institutionalize systems and process to create a self-sustaining program.

Rationale of Critical Need: There are many different components to the VCIS program that makes the school unique. As these pieces have been implemented, systems and processes were not put in place to sustain the program if key administrative personnel leave. The need to institutionalize these systems is imperative to the continued success of the VCIS program and students.

Action Steps	Person Responsible	Timeline	Measure and Report
Create and launch an implementation plan for the NWEA program school-wide	Leadership team	Full implementation by fall 2016	Student MAP Testing Schedule/reports SLO Chart Measurements
Research and employ methods to consistently update all independent study curriculum each year	Leadership team	Ongoing thru 2016-17 school year	School policies and procedures
Create and launch an implementation plan for the Lifetrack program school-wide	Leadership team	Ongoing thru 2016-17 school year	Lifetrack student survey completion/SLO chart measurements
Review and update all Policies and Procedures and create an online access for all staff members	Leadership team Compliance Coach	Summer 2017 & ongoing	Updated policies and procedures

School Goal #3 – Implement a systematic use of student performance assessments to measure the effects of the programs and services, guide staff development, and modify instruction resulting in student achievement.

Rationale of Critical Need: VCIS is an Alternative School Accountability Model (ASAM) that requires the program to collect growth data of the student population. To collect information on the growth of the students and prepare students for high-stakes testing (CAASPP), it is imperative that VCIS implements a program that can assess students at their current levels to inform instruction as well as prepare the students to take tests electronically with a program that adapts to their learning levels.

Action Steps	Person Responsible	Completion Date	Measure and Report
Train all certificated staff on the NWEA program to allow teachers the ability to monitor their own students.	Leadership team NWEA representative	Fall 2016 (beginning year PD)	Professional Development Calendar
Develop a plan for math/science teachers to use the NWEA program to determine readiness for the integrated math classes	Administration Math team	Fall 2016	PLC notes and agendas
Develop a plan to monitor student progress throughout the school year			
Share student growth with all stakeholders and revisit plan to improve the process	Leadership team	Fall 2016	Admin agenda and notes
Develop and implement a plan to utilize the NWEA program for a freshman reading intervention course	Leadership team	Spring 2017	Student growth data/admin agenda
Develop and implement a plan to utilize the NWEA program for a math intervention course	ELA team, Administration	Fall 2016	Enrollment in reading intervention course
	Math team, Administration	Fall 2016	Enrollment in math intervention course

School Goal #4 – Implement a school site safety plan to encompasses the unique needs of the independent study program.

Rationale of Critical Need: Due to the unique nature of the VCIS campus, the administration needs to employ new methods to create a safe and secure campus for staff and students. The VCIS campus does not fit into the traditional campus safety plans implemented at other schools in the district.

Action Steps	Person Responsible	Completion Date	Measure and Report
Train all staff on new protocols of the VCIS safe schools plan	Leadership team Security consultant	Fall 2016	Professional development calendar
Train campus supervisor on specific areas of the safe school plan	Security consultant Campus supervisor	Fall 2016	Professional development calendar
Plan and implement security drills on the VCIS campus			
Plan and implement security drill debriefs will all staff members	Leadership team Security consultant Campus supervisor	Ongoing 2016-17	Admin calender
Develop site safety protocols on site for all staff members • Required staff ID's • Required front office check-in • Parking decals for all staff	Leadership Team Security Consultant	Ongoing 2016-17	Professional Development Calendar
Provide a basic emergency medical training course for teachers and administrators	Administrative Team Campus Supervisor	Full implementation fall 2016	Visible staff IDs Check-in log Decals on all staff vehicles
	Administration, Security Consultant	Summer 2017	Certificates of Completion

Visalia Charter Independent Study



School-wide Action Plan 2017-2018

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- Continue to provide professional development and collaboration time for the entire teaching staff to drive student achievement.

Rationale of Critical Need: Due to the rigor of the Common Core State Standards and the constant changes in technology, it is important that we continuously provide professional development opportunities for all teaching staff. In addition, providing staff with training in mental health and growth mindset are also a priority in helping to connect students and create a positive high school experience, resulting in increased student academic achievement.

Action Steps	Person Responsible	Timeline	Measure and Report
Provide professional development to supervising teachers on ELA Common Core State Standards (new curriculum: English 2 & American Literature)	Leadership team VCIS ELA teachers	Throughout the 2017-18 school year	Staff attendance of professional development agendas as reported by administration
Plan and implement Professional Development to all VCIS staff on Growth Mindset	Leadership team	Throughout the 2017-18 school year	Staff attendance of professional development agendas as reported by administration
Participate in district level curriculum teams (math, science, foreign language)	Math, science and Spanish teachers	Throughout the 2017-18 school year	Staff attendance of professional development agendas as reported by administration
Provide team collaboration time during professional development sessions	Leadership team	Throughout the 2017-18 school year	Staff attendance of professional development agendas as reported by administration
Provide team collaboration for math, English, science, and performing arts	Leadership team, math English, science, and performing arts teachers	Throughout the 2017-18 school year	Team collaboration agendas
Establish a Staff Leadership Team composed of certificated and classified staff	Administration	Throughout the 2017-18 school year	Staff Leadership Team agendas
Plan for technology PD for 2018-19 school year	Leadership team	Fall 2017 Spring-summer 2018	Leadership team agendas

School Goal #2 - Research and create procedures to institutionalize systems and processes to create a self-sustaining program.

Rationale of Critical Need: There are many different components to the VCIS program that makes the school unique. As these pieces have been implemented, systems and processes were not put in place to sustain the program if key administrative personnel leave. The need to institutionalize these systems is imperative to the continued success of the VCIS program and students.

Action Steps	Person Responsible	Timeline	Measure and Report
Provide oversight of Edgenuity at comprehensive sites with the addition of a Teacher on Special Assignment (TOSA)	District, Administration, TOSA	Fall 2017 and ongoing	VUSD student enrollment in Edgenuity courses
Research, purchase and pilot (ST Pilot Team) the Naviance program to support college and career readiness	Leadership team, Staff Leadership Team Supervising Teachers	Spring 2017 - Spring 2018	Staff Leadership Team agendas and Naviance teacher/student reflections
Create a common gradesheet format for core independent study courses to be implemented in 2018-19	Staff Leadership Team IS Supervising Teachers and Administration	Throughout the 2017-18 school year	Staff Leadership Team agendas and updated gradesheet templates
Review all current Policies and Procedures at the end of each year for updates and accuracy	Leadership Team	Spring/Summer 2018 and ongoing	Updated Policies and Procedures manual
Review and update Parent Student Handbook and Course Catalog	Leadership Team	Spring/Summer 2018 and ongoing	Updated Parent Student Handbook
Research methods to consistently update all independent study curriculum each year	Staff Leadership Team and Administration	Spring 2018	Staff Leadership Team agenda

School Goal #3 – Maintain a systematic use of student performance assessments to measure the effects of the programs and services, guide staff development, and modify instruction resulting in student achievement.

Rationale of Critical Need: VCIS is an Alternative School Accountability Model (ASAM) that requires the program to collect growth data of the student population. To collect information on the growth of the students and prepare students for high-stakes testing (CAASPP), it is imperative that VCIS implements a program that can assess students at their current levels to inform instruction as well as prepare the students to take tests electronically with a program that adapts to their learning levels. The utilization of the NWEA MAP Assessments provide data to inform us of students' progress in reading and mathematics, allowing us to determine placement in intervention courses.

Action Steps	Person Responsible	Completion Date	Measure and Report
Administer MAP Assessments in reading and mathematics three times annually	Administration, MAP testing proctors	Throughout the 2017-18 school year	MAP assessment reports
Monitor student progress on MAP Assessments and establish/review annual growth goals	Administration, Supervising Teachers	Throughout 2017-18 school year	Student goal setting worksheets
Create a plan to utilize students' MAP scores and other indicators for placement in Math Assist and Reading Improvement courses	Administration, Supervising Teachers, ELA teachers, and math teachers	Fall 2017	Parent letters Enrollment in intervention classes
Create a plan to utilize students' MAP scores and other indicators for placement in Core Lab Pilot (ELA & HSS)	Administration, Supervising Teachers, Staff Leadership Team, Core Lab Teachers	Fall 2017	Parent Letters Enrollment in Core Lab courses
Research, develop and implement an RTI plan for mathematics to increase students' success in math courses	Administration and Math Team	Fall 2017 Implementation spring 2018	RTI Plan Google RTI spreadsheet
Develop a plan to share student MAP data with all stakeholders	Administration	Spring 2018	Leadership Team agendas
Plan and write a policy and procedure for placement into intervention courses	Leadership Team	Spring 2018	Updated Policies and Procedures manual

School Goal #4 – Continue to employ a school site safety plan to encompasses the unique needs of the independent study program.

Rationale of Critical Need: Due to the unique nature of the VCIS campus, the administration needs to employ new methods to create a safe and secure campus for staff and students. The VCIS campus does not fit into the traditional campus safety plans implemented at other schools in the district.

Action Steps	Person Responsible	Completion Date	Measure and Report
Hire and train a new Campus Supervisor on specific areas of the safe school plan	Administration, Security Consultant, and Campus Supervisor	Fall 2017	Professional Development Calendar
Plan and implement security drills on the VCIS campus	Leadership team, Security Consultant, and Campus Supervisor	Throughout the 2017-18 school year	Administration calendar
Active threat tabletop discussions with Security Consultant & administration	Administration, Security Consultant	Throughout the 2017-18 school year	Leadership Team agenda
Post active threat debriefs at all staff professional development	Administration, Security Consultant	Throughout the 2017-18 school year	Professional development agendas
Update/add security features on sites (i.e. cameras, fencing)	Administration, Security Consultant	Fall 2017	Updated/added security cameras, fencing
Provide ongoing basic emergency medical training courses each summer for staff		Summer 2018 and ongoing	Administration Calendar

Appendix 14



Staff Annual Input/Reflection on

WASC Action Plan

Spring 2017 & Spring 2018

Staff Input/Reflection on WASC Action Plan - done in groups at the April 3, 2017 PD

School Goal #1- Provide a varied and more frequent amount of professional development for the entire teaching staff to drive student achievement.

Rationale of Critical Need: Due to the change to the Common Core Standards, supervising teachers have not been formally introduced to the content or expectations laid out in the framework. Supervising teachers meet weekly with students and are responsible with supporting them in the new CCSS ELA throughout their high school years.

Action Steps	Was each Action Step completed (yes/no)?	Recommendations for Next Steps and Additional Comments
Provide professional development to master teachers on ELA Common Core State Standards	Yes	• More (monthly) tips on specific common core strategies via email, handouts, etc., staff bulletin • Provide 15-20 min to as ?s to Eng. Dept. at staff meeting
Provide peer coaching for master teachers on implementation of the ELA curriculum	Yes/No	• Continue discussions each year • ELA CCSS - in Jan. 2016, but not 2016-17 school year
Continue professional development for all staff members on technology and technology implementation	Yes/No	• Learned about new Narrative CC writing curriculum; need more • More time to look over curriculum before implementing • Continue tech training and optional Saturday seminars
Provide a student Chromebook for each master teacher station	Yes	• Google suite training; need more tech training • Need updates as the year begins: schoology/Illuminate training
Continue professional development to further Common Core implementation through conference attendance	Yes/No	• Have math team share what they learned at CUE • Feel we still need continued work/support in this area • Would love to get some hands-on experience w/ eDynamic (walk through)
Research a new method of providing staff development that would provide more hands on time for teachers.	Yes/?	• Annual update needed on ELA CCSS and technology • Chromebooks on main campus
Develop and implement a plan to allow time for all math teachers to reflect on student data during PLC time	Yes/?	• We need to do more; math may have done this through CUE or others • NGSS: science dept. Needs more PD
Develop and implement a plan to allow peer observation in the classroom.	Yes/?	• More opportunities for supervising teachers • Electives need to be involved in attending conferences pertaining to them • PLC time for supervising teachers
	Yes/?	• Math has PLCs on Mondays • Continue as is • More needed

School Goal #2 - Research and create procedures to institutionalize systems and process to create a self-sustaining program.

Rationale of Critical Need: There are many different components to the VCIS program that makes the school unique. As these pieces have been implemented, systems and processes were not put in place to sustain the program if key administrative personnel leave. The need to institutionalize these systems is imperative to the continued success of the VCIS program and students.

Action Steps	Was each Action Step completed (yes/no)?	Recommendations for Next Steps and Additional Comments
Research an alternate program for ASAM testing, NWEA, that can be used throughout the year for progress monitoring and SBAC testing practice	Yes	• MAP
Create a Policy and Procedure on the use of NWEA to include in the Policies & Procedures Manual	Yes/Work in Progress/?	• MAP
Create Best Practices for the online school, independent study, and classroom based classes	Yes/?	• Staff need to be aware of or included in sharing best practices in each disciplinary area on a shared document • Continuing to do • Not sure if we have a "best practices" document
Research and employ methods to consistently update all independent study curriculum each year	Yes	• However, a lot of curriculum needs to be updated • Continuing updating
Research and purchase the Lifetrack program to conduct follow-up surveys of VCIS graduates	Yes	• Most is looked at, not every class is updated every year (is that needed?) • Updated as district updates
Review all current Policies and Procedures at the end of each year for updates and accuracy	Yes	• Cool idea
	Yes	• Keep it up • STs aren't included in this, but we could be...it'd be nice

School Goal #3 – Research, establish, and employ a systematic use of student performance assessments to measure the effects of the programs and services, guide staff development, and modify instruction resulting in student achievement.

Rationale of Critical Need: VCIS is an Alternative School Accountability Model (ASAM) that requires the program to collect growth data of the student population. To collect information on the growth of the students and prepare students for high-stakes testing (CAASPP), it is imperative that VCIS implements a program that can assess students at their current levels to inform instruction as well as prepare the students to take tests electronically with a program that adapts to their learning levels.

Action Steps	Was each Action Step completed (yes/no)?	Recommendations for Next Steps and Additional Comments
Research an alternate program for ASAM testing, NWEA, that can be used throughout the year for progress monitoring and SBAC testing practice	Yes	• MAP Testing
Purchase the NWEA program for the fall 2016	Yes	• MAP Testing
Create a Policy and Procedure on the use of NWEA to include in the Policies & Procedures Manual	Work in Progress	• Publish or communicate when policies & procedures change or modify
Train all certificated staff on the NWEA program to allow teachers the ability to monitor their own students.	Yes	• Make sure all are trained • STs got binders/training; not “all” certificated staff were trained
Develop a plan for math/science teachers to use the NWEA program to determine readiness for the integrated math classes	Yes/No	• Math Assist and Reading Improvement class enrollment based on scores. Continue these classes. • Math:yes/Science:no - look into this for science
Develop a plan to monitor student progress throughout the school year	Yes	• MAP Testing • Keep it up • We like incentives! Continue to provide incentives for students. • Do we share MAP info/scores with parents? • Develop a way to share MAP results with parents
Share student growth with all stakeholders and revisit plan to improve the process	Yes/Work in Progress	

School Goal #4 – Review, research, and employ a school site safety plan to encompasses the unique needs of the independent study program.

Rationale of Critical Need: Due to the unique nature of the VCIS campus, the administration needs to employ new methods to create a safe and secure campus for staff and students. The VCIS campus does not fit into the traditional campus safety plans implemented at other schools in the district.

Action Steps	Was each Action Step completed (yes/no)?	Recommendations for Next Steps and Additional Comments
Research new methods of planning for school safety protocol on the VCIS campus	Yes	• Kassi's family rocks! • Great job! • Active Threat Training
Meet with potential security experts to determine current site safety plan effectiveness	Yes	• Update students on security protocols • Locked gates need push bar
Continue meeting with security experts with the support of district personnel on the campus safety plan		• Great steps! We just need to install crash-bar on the north gate to ensure student/staff safety
Hire a security consultant to revise the VCIS school safety plan	Yes	
Train all staff on new protocols of the VCIS safe schools plan		
Train campus supervisor on specific areas of the safe school plan	Yes	
Plan and implement security drills on the VCIS campus	Yes	• Have a drill week (because some teachers have never experienced a drill) • Revisit color code, simplify
	Yes	• Still some confusion on code names
	Yes	• Continue practices

Staff Input/Reflection on WASC Action Plan - done in groups at the March 5, 2018 PD

School Goal #1- Continue to provide professional development and collaboration time for the entire teaching staff to drive student achievement.

Rationale of Critical Need: Due to the rigor of the Common Core State Standards and the constant changes in technology, it is important that we continuously provide professional development opportunities for all teaching staff. In addition, providing staff with training in mental health and growth mindset are also a priority in helping to connect students and create a positive high school experience, resulting in increased student academic achievement.

Action Steps	Was each Action Step completed (yes/no)?	Recommendations for Next Steps and Additional Comments
Provide professional development to supervising teachers on ELA Common Core State Standards (new curriculum: English 2 & American Literature)	Yes	Follow-up for corrections/modifications More information on ELA standards; more time for STs to implement new curriculum More time to learn curriculum in PD Revisit curriculum more often (tips, refreshers), exemplar essays/projects, book talks, PD activities
Plan and implement Professional Development to all VCIS staff on Growth Mindset	Yes	Growth Mindset - Additional follow-up Maybe have Growth Mindset file on SDrive of resources to use during teacher meetings
Participate in district level curriculum teams (math, science, foreign language)	Yes	
Provide team collaboration time during professional development sessions	Yes	Online teachers would like more time together during PD days. Main campus teachers would like more grade-level meetings. STs that teach classes participate in classroom collab.; after a short time of classroom collab. Have a longer collab time for specific departments
Provide team collaboration for math, English, science, and performing arts	Yes	
Establish a Staff Leadership Team composed of certificated and classified staff	Yes	Debrief - inform STs of decisions Less walking in circles, more direct action
Plan for technology PD for 2018-19 school year	Yes	Provide notes for all staff to access Summer PD available for classroom teachers?

School Goal #2 - Research and create procedures to institutionalize systems and processes to create a self-sustaining program.

Rationale of Critical Need: There are many different components to the VCIS program that makes the school unique. As these pieces have been implemented, systems and processes were not put in place to sustain the program if key administrative personnel leave. The need to institutionalize these systems is imperative to the continued success of the VCIS program and students.

Action Steps	Was each Action Step completed (yes/no)?	Recommendations for Next Steps and Additional Comments
Provide oversight of Edgenuity at comprehensive sites with the addition of a Teacher on Special Assignment (TOSA)	Yes	
Research, purchase and pilot (ST Pilot Team) the Naviance program to support college and career readiness	Yes	STs would like to know about this
Create a common gradesheet format for core independent study courses to be implemented in 2018-19	In Progress	Add in extra assignments to increase work time so students clearly earn 5 hours Add growth mindset activities/videos/FAFSA Continue development for new classes Continue to create, share, revise
Review all current Policies and Procedures at the end of each year for updates and accuracy	Yes	
Review and update Parent Student Handbook and Course Catalog	Yes	Continue to update, format each year
Research methods to consistently update all independent study curriculum each year	Yes	Begin updating elective course that need updating Add Edgenuity updates

School Goal #3 – Maintain a systematic use of student performance assessments to measure the effects of the programs and services, guide staff development, and modify instruction resulting in student achievement.

Rationale of Critical Need: VCIS is an Alternative School Accountability Model (ASAM) that requires the program to collect growth data of the student population. To collect information on the growth of the students and prepare students for high-stakes testing (CAASPP), it is imperative that VCIS implements a program that can assess students at their current levels to inform instruction as well as prepare the students to take tests electronically with a program that adapts to their learning levels. The utilization of the NWEA MAP Assessments provide data to inform us of students' progress in reading and mathematics, allowing us to determine placement in intervention courses.

Action Steps	Was each Action Step completed (yes/no)?	Recommendations for Next Steps and Additional Comments
Administer MAP Assessments in reading and mathematics three times annually	Yes	Do not schedule last week of break Each student assigned date/time is helpful
Monitor student progress on MAP Assessments and establish/review annual growth goals	Yes	Consider revising how we give awards because really high students don't have room to grow and still do great. We should reward everyone who grows, not just the middle to end. Need scores consistently for new students (online)
Create a plan to utilize students' MAP scores and other indicators for placement in Math Assist and Reading Improvement courses	Yes	Share MAP scores with classroom teachers
Create a plan to utilize students' MAP scores and other indicators for placement in Core Lab Pilot (ELA & HSS)		
Research, develop and implement an RTI plan for mathematics to increase students' success in math courses	Yes	Possible implementation for core science courses?
Develop a plan to share student MAP data with all stakeholders	Yes	
Plan and write a policy and procedure for placement into intervention courses	Yes	Parents? Not sure how this information is to be shared. Classroom teachers
	In Progress	

School Goal #4 – Continue to employ a school site safety plan to encompasses the unique needs of the independent study program.

Rationale of Critical Need: Due to the unique nature of the VCIS campus, the administration needs to employ new methods to create a safe and secure campus for staff and students. The VCIS campus does not fit into the traditional campus safety plans implemented at other schools in the district.

Action Steps	Was each Action Step completed (yes/no)?	Recommendations for Next Steps and Additional Comments
Hire and train a new Campus Supervisor on specific areas of the safe school plan	Yes	
Plan and implement security drills on the VCIS campus	Yes	Making sure new hires and substitute employees are aware of all school site safety plans.
Active threat tabletop discussions with Security Consultant & administration	Yes	
Post active threat debriefs at all staff professional development	Yes	
Update/add security features on sites (i.e. cameras, fencing)	Yes	Homeless problem for Studio and Online needs to be addressed - needs more support from officers and VUSD or give teachers Need more protection by having doors. Need camera at online, single entrance, metal detector
Provide ongoing basic emergency medical training courses each summer for staff	Yes	Not just summer, need it at other times because not everyone can do summer Having training during PDs (CPR) Better at informing staff of date and details CPR, First Aide, emergency

Appendix 15

Staff Significant Developments Brainstorm

WASC Significant Developments 2016-2018
Staff Input from 3/5/18

Supporting Student Success

New in 2016-17	New in 2017-18
New Curriculum Common Core Writing Success - Argumentative Common Core Writing Success - Narrative Core PE A/B Economics Health New Classroom Courses Certified Nursing Assistant & Medical Assistant Programs Creative Writing College & Career Readiness Pathways MAP Testing Implementation Implementation of math and English support classes Math Assist Reading Improvement	New Curriculum Civics English 2 American Literature Naviance pilot? New Classroom Courses Pharmacy Technician Anatomy and Physiology Medical Billing and Coding Marine Biology (full year science course) Robotic Engineering & Programming Production and Theater Tech Stagecraft Painting 1 Painting 2 Drawing 3D Art Child Development Core Support Labs Pilot in spring English 2B, American Lit B, World History B, Economics Schoolwide Video Casts on TVs scrolling important school info Mindset Mini-Lessons You Can Grow Your Intelligence, What would you do if you knew you wouldn't fail?, Mistakes Are Good, Critical Thinking Activity
Anything we missed in supporting student success in 2016-17?	**Anything we missed in supporting student success in 2017-18?**
• Current Events • Medical Math • Creative Writing publication/magazine • Required eDynamic course for freshmen	• Math RTI • Expanding choices for eDynamic w/ Mrs. Cain • Additional tutoring for ELA, HSS and math tutoring (credentialed teachers and student workers) • NOTE for 18-19: possible online math cohorts • Creative writing club • Specific SPED tutors for students are now a part of the SPED department • COS Dual Enrollment offering • Moving tests into testing lab (PE, health, ELA finals)

	• Playground equipment • Snack box • Helpline hotline on back of student id cards • English 2 added a study guide and final

Supporting Staff Success

New in 2016-17	New in 2017-18
Google slides teacher bulletin Google Assignment Sheet Suites <u>New Staffing</u> math teacher (Goodman), science teacher (Lobb), MA & CNA teachers (Tunnell & Aiello), culinary teacher (Lugo), choir teacher (S. McMahon), 3 supervising teachers (Hardwick, Mendonca, Moore), online secretary(Gladys), clerk typist (Hannah), general activities aid (Chantel), paraprofessional (Delia), student worker (Shelby)	School Site Leadership Team <u>New Staffing</u> Additional art teacher (Ardesch), drama teacher (R. McMahon), 6 supervising teachers (Belman, Galbraith, Geary, Mueller, Pressley, Thompson), substitute supervising teacher (Malmstrom), online district TOSA (Milligan), campus supervisor (David), 4 student workers (Jasmine, Vanessa, Neri, Mar)
Anything we missed in supporting staff success in 2016-17?	**Anything we missed in supporting staff success in 2017-18?**
• Kaci hangout • Random file checks and percentages for teacher accountability	• Testing supervisor for online building • Grand Canyon University presentation for staff • Viviana is now in math classes, working with teachers to support student success • Online school has purchased a plagiarism catching program to help teachers • Changes to student files (taking out grade sheets, simplifying HW samples) • Streamlining student files and assignment sheets • Daily Engagement Sheets • Improved Google Assignment Sheet Suites (es. ILP, HW sample sheets) • Kaci library and monitoring students in hangout; on campus now, so it is easier for STs and amin to also supervise student behaviors • Parenting is now overseen on site by Brodersen • Created a classroom for Visual Arts

Staff Development & Collaboration

New in 2016-17

Active Shooter PD
MAP overview and application
USA Mental Health PD
ELA PD - citations and transitional words
ELA PD - essay support "Essential Questions for Writing"
Individual First Aid Kit (IFAK) training
Summer PD sessions: eDynamic, Schoology, Google Suite
WASC surveys, SLOs & Action Plan review/input

District Curriculum Team Collaboration
Integrated Math 1 - Jose Vega, Luis Mota
Integrated Math 2 - Ben Goodman
Integrated Math 3 - Christine Johnson
Spanish - Jennifer Walters
English - Marika Forbes, Rebecca Crawford

Professional Development Conferences
TCOE California ELA/ELD Framework - Marika Forbes & Angie O'Neal
TCOE The Heart of Coaching - Christine Johnson
Kagan Cooperative Learning - Beth Aiello, Erin Lobb, Colleen Tunnell
CUE conference - Christine Johnson, Ben Goodman, Luis Mota, Jose Vega, Nancy Moore, Erin Lobb
California Consortium on Independent Study - Michele Reid, Angie O'Neal, Jana Lewis, Clarissa Friesen, Marissa Castro
CA Student Mental Wellness Conference - Marissa Castro, Clarissa Friesen
Flippen Leadership Training - Janette Duran-Alonzo, Jana Lewis, Angie O'Neal

New in 2017-18

Active Shooter PD
WASC surveys, SLOs & Action Plan review/input

Mindset PD
August - Introduction to mindset, Praise phrases (Eagle Challenge)
September - The brain and neuroplasticity, Mistakes
November - Critical thinking
January - Helping students adopt a growth mindset

Team Collaboration Time at PDs
- Curriculum discussions
- American Lit team PD (October, December)
- Grade sheet input
- Health & US History tests item analysis

Classroom Teacher Collaboration
Mindsets in the Classroom Building a Culture of Success and Student Achievement in Schools
- Chapter 3: Why is a differentiated, responsive classroom important in a growth mindset class culture?

District Curriculum Team Collaboration
Integrated Math 1 - Jose Vega
Integrated Math 2 - Ben Goodman
Integrated Math 3 - Christine Johnson
Spanish - Jennifer Walters
NGSS - Erin Lobb, Mindy Hoskins

Professional Development Conferences
National Illuminate Education User Conference 2018 - Christine Johnson, Luis Mota, Jose Vega
California Consortium on Independent Study - Clarissa Friesen, Marissa Castro, Sara Villarreal
CA Student Mental Wellness Conference - Marissa Castro, Janette Duran-Alonzo, Clarissa Friesen
CA Charter Schools Conference - Michele Reid
Flippen Leadership Training - Janette Duran-Alonzo, Jana Lewis, Angie O'Neal
Accelerating into NGSS - Erin Lob, Elizabeth Stephens

Anything we missed in staff development and collab. in 2016-17?

- Sunshine Committee: added members and each one having specific duties; organized yearlong events
- Having classified come to meetings and get information helps the success of school and students
- CMC Math Conference 2016 - Johnson

Anything we missed in staff development and collab. in 2017-18?

- Civics, American Lit & English 2 PD
- Kagan - Jennifer Walters
- Grade level collab teams
- Changing grade sheets
- Symbaloo training
- Core support lab pilot meetings

Student Achievement & Recognition

New in 2016-17	New in 2017-18
MAP Mid-year growth recognition (smart cookie) MAP end-year growth raffle Student Spotlight District Overall Achievement Awards Rotary Students of the Month ACSA Student Award	Robotics competition District Overall Achievement Awards Rotary Students of the Month ACSA Student Award
Anything we missed in student achievement & recog. in 2016-17?	**Anything we missed in student achievement and recog. in 2017-18?**
• Student Spotlight? The one on the Facebook page? • Citywide finalist in Rotary Speech Contest (Aaron Navarro) • Eagle Insider Magazine - recognizes student writers and artists	• ASB supported “Kindness tickets/cards” to recognize students doing kind acts • Science Olympiad? • Mrs. Lobb, Mrs. Cain, & Mrs. Johnson giving out recognitions to students for good work and working together with students

School Site Safety

New in 2016-17	New in 2017-18
Active shooter plan/drills Staff identification cards/badges Update to facilities for safety…	Active shooter plan/drills Update/added security cameras Fencing added to Studio and Health Hub IFAK Kits
Anything we missed in school site safety in 2016-17?	**Anything we missed in school site safety in 2017-18?**
	• Active shooter and “bomb threat” plan/drill • Security code updated (for doors) • New door locks in childcare

Parent & Community Connectedness

New in 2016-17	New in 2017-18
Principal letter home Weekly bulletin Neighborhood Beautification Project Culinary & Art Departments - cookies & cards for local neighbors District holiday luncheon - Leading Ladies & Mrs. Lugo Interact Club - Food Link, Soles4Souls, Project Linus Medical Assistant students volunteer over Thanksgiving & winter break: hand out turkeys at Family Healthcare Network; prepared food donations at Visalia Emergency Aid Pantry and distribute groceries to families at Family Healthcare Network in Goshen & Ivanhoe <u>Externship sites for health classes:</u> MA - Family Healthcare Network (Visalia, Tulare, Goshen & Traver, Woodlake, Farmersville), Kaweah Delta Exeter Health Clinic CNA - Redwood Springs Healthcare Center	Back to School Night - Growth Mindset parent presentation Art Department - chocolate & cards for local neighbors Food Service class prep of meals sold at Four Creeks cafe in Visalia Learning Center Interact Club - button drive for the Visalia Holocaust Memorial <u>Externship sites for health classes:</u> MA - Family Healthcare Network (Visalia, Farmersville, Woodlake, Traver, Tulare); Kaweah Delta Healthcare Center (Exeter) CNA - Redwood Springs Healthcare Center PhT - Family Healthcare Network (Visalia); Walgreens SPED Department - works with the Tulare County Department of Rehabilitation in placing 11/12 students into jobs in the community. Students currently placed at Marie Calendars, Foot Locker and a local private design company.
Anything we missed in parent & community connect. in 2016-17?	**Anything we missed in parent & community connect. in 2017-18?**
• ASB served at the Bethlehem center • ASB did a clothes collection • Blackboard? (when did this start being used?)	• School dance • Movie night • ASB did “Kids Day” • ASB - fall festival • Parents included to FAFSA workshop • Culinary - district community luncheon • Wing Stop & VAPA collaboration? • Interact Club - hurricane relief fall 2017

Technology

New in 2016-17	New in 2017-18
Chromebooks added for STs one-on-one with students	TVs used to cast weekly schoolwide information New iPads
Anything we missed in technology in 2016-17?	**Anything we missed in technology in 2017-18?**
• Switch over to Google docs (wide range) • All corrections completed using Chromebooks/Schoology in correcting center • More tests in Schoology in testing lab	• Symabloo • Note 18-19: Edgenuity move to HTML5 and away from Adobe flash and shockware • Projector & ELMO - online school for art room • Added working printer to room 203 • Advertising electives through pictures and videos • Growth mindset videos to encourage students thinking

Appendix 16



Staff Input on Progress Report Draft

WASC Progress Report 2019
Staff Input 10-29-18

Please pick **ONE scribe** and **ONE annotator**.

- **Scribe**: record notes on this sheet
- **Annotator**: record any edits necessary on the colored draft of your assigned group section
- Return these two documents to administration at the end of this session to provide input on the Progress Report

Group Members:

- Dieter Temmerman, Lius Mota, Becca Crawford, Emily Lucietto, Ben Goodman
- Vickie Malmstrom, Marika Forbes, Shannon McMahon, Mike Tomola, Desiree Carrillo, Nelly Morales, Quetzali Basulto, Nate McClurg
- Erin Bellah, Rebecca Moler

Assigned area of WASC Progress Report:

Significant Changes and Developments > Pages 1-5

Supporting Student Success - New Independent Study Curriculum, New Classroom Courses

Additional Recommendations for this section of the report:

- Updated curriculum for online courses - health, PE, English, etc.
- Naviance needs to be mentioned
- Maybe something about everyone (staff and students) having access to Chromebooks
- Add vocal performance as a new course in 2016 with Shannon
- Capitalize the names of the courses if they are used as their proper name in the text
- More concise in wording
- Indicating new textbook adoptions is important, but the way they are indicated in the report comes across a bit choppy
- Anatomy and Physiology started in fall 2017? Marine Biology fall 2017.

WASC Progress Report 2019
Staff Input 10-29-18

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Group Members:

- Michael Kelly, Mindy Garland, Susan Ardesch, Wende Richards, Lawrence Chan, Deanna Thompson
- Heather Marmolejo, Brenda Milligan, Marissa Castro, Marni Todd
- Jennifer Walters, Ann Brodersen

Assigned area of WASC Progress Report:

Significant Changes and Developments > Pages 5-9

Supporting Student Success - Extended Support for Students, Advanced Student Opportunities, College and Career Readiness Pathways, Assessment of Student Progress, Communication of Important Schoolwide Information

Additional Recommendations for this section of the report:

- We all agree that MAP math scores at 4-6 grade level; these students should attend a basic math "survival class." We feel that students would benefit from focusing on fractions, decimals, and percentages, etc...to survive in real world applications. Is there a possibility to offer such a class? Most of our students are failing basic math concepts.
- Assessment of student progress - add online protocol/procedures
- Is it necessary to have/state "history social science" - can it just say "social science"?
- In process of applying for child care state license
- Core labs - help scaffold for students; teachers also given scaffolding techniques at teacher in-services
- RTI - explain what RTI stands for
- Food program - would be nice to include child care in our food program
- College and career readiness pathways - second paragraph: add state certification for some pathways
- Dual enrollment - add concurrent enrollment also
- Testing lab - not all ELA tests are in the testing lab - ELA quizzes are given by the supervising teachers
- Assessment of Student Progress - newly designed grade sheets - more consistent, uniform grading

WASC Progress Report 2019
Staff Input 10-29-18

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Group Members:

- Maria DelaCerda, Jose Vega, Ryan McMahon, Jennifer Pressley, Christina Harris, Kristy Mellow, Stephanie Hartley
- Angie Marques, Lupe Wilkinson, Elly Kelly, Nancy Moore, Elizabeth Stephens, Sara Villarreal
- Beth Aiello, Colleen Tunnell

Assigned area of WASC Progress Report:

Significant Changes and Developments > Pages 9-15

Supporting Staff Success - Staffing, Staff Development and Collaboration, Communication and Logistics, Facilities

Additional Recommendations for this section of the report:

- Safe School Plan - add child care plan for evacuation
- Page 15 paragraph on Student Audit Files needs wording clarified “students’ audit files”
- New Staff - should be 2 PE teachers for 2018; clarify the word “new” in 2016-2017; 2018-2019 online secretary change
- Safe School Plan Staff Development - spelling error...active “treat”
- Teacher Team Collaboration - add 2018-2019: continue to collaborate at PD
- Staff Development Outside of VCIS 2017-2018 - add Edgenuity collaboration even in spring 2018
- Staff Development Outside of VCIS page 14 - change to 2018-2019 - add CCIS conference in Irvine
- New staff/new classes - CNA instructor took on Pharmacy Tech and Medical Math; MA instructor took on Medical Terminology and Medical Billing and Coding
- Staff Development outside of VCIS in the Health Science classes - possibly summer seminar

WASC Progress Report 2019
Staff Input 10-29-18

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Group Members:

- Joni Hemphill, Therese Bruce, Tesa Woods, Kristy Mueller, Julie Konishi
- Lori Bruton, Melissa Munoz, Allyson Cain, Ashley Geary, Pat Rosenburg, Lisa Noronha
- Tim Avila, Mindy Hoskins

Assigned area of WASC Progress Report:

Significant Changes and Developments > Pages 15-21

Student Achievement and Recognition, School Site Safety, Parent and Community Connectedness, Technology

Additional Recommendations for this section of the report:

- Include crash bar improvement on outside gate in safety section by Lupe's office
- MAP Recognition and Incentives - can we say something other than "cookie"
- Under Student Recognition section - do Mrs. Bellah's comment cards fit this area?
- End of the year student recognition awards
- Add AED training
- Add in Naviance career seminars
- School culture?? - pumpkin coloring contest and candy corn estimate contest
- Are we still doing Interact club? Neighborhood Beautification? Leading Ladies Club?
- Put student spotlights, etc. on the TVs
- Under Student Achievement and Recognition - add Science Olympiad

WASC Progress Report 2019
Staff Input 10-29-18

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Group Members:

- Meghan Martin, Hannah Spaite, Rebecca Delgado, Meredith Belman
- Janet Mendonca, Lisa Anderson, Maria Teran, Colleen Cantelmi, Frank Kelly, Cherice Galbraith, Charlene Blunt, Jennifer Moshier

Assigned area of WASC Progress Report:

Progress on Critical Areas for Follow-up/Schoolwide Action Plan

> Pages 1-11

Critical Areas for Follow-up, Action Plan Goal #1, Action Plan Goal #2, Action Plan Goal #3, Action Plan Goal #4, Impact on Student Achievement

Additional Recommendations for this section of the report:

- Team-specific meetings/trainings (secretarial, instructional aides, etc.)
- Students need concrete and relevant reason to take MAP tests
- Teachers need resources to help students to improve MAP scores (during supervising teacher meetings)
- The order of the critical areas matching the ordering of the action plan goals - is it possible to reduce the confusion?
- Does the hiring/creating of 9/10 and 11/12 coaches fit under helping to institutionalize systems and offering needed support?