Visalia Charter Independent School (VCIS)
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Visalia Charter Independent School (VCIS)
Street	1821 West Meadow Lane
City, State, Zip	Visalia, CA 93277
Phone Number	(559) 735-8055
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 2018-19)

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, and 1 adult school. 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 2018-19. 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 2017-18)

Grade Level	Number of Students
Grade 9	65
Grade 10	85
Grade 11	169
Grade 12	232
Total Enrollment	551

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.7
Asian	2.4
Filipino	0.2
Hispanic or Latino	69.1
Native Hawaiian or Pacific Islander	0.4
White	22.3
Socioeconomically Disadvantaged	69.3
English Learners	9.6
Students with Disabilities	4.9
Foster Youth	2.0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	0	14	14	14
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

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

Overall Facility Rating (Most Recent Year)

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

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	44.0	46.0	47.0	48.0	48.0	50.0
Mathematics (grades 3-8 and 11)	8.0	4.0	31.0	31.0	37.0	38.0

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.

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	233	225	96.57	45.78
Male	99	98	98.99	39.80
Female	134	127	94.78	50.39
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	160	155	96.88	37.42
White	48	46	95.83	58.70
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	153	149	97.39	41.61

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	30	27	90.00	11.11
Students with Disabilities	11	10	90.91	10.00
Students Receiving Migrant Education Services	--	--	--	--
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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	242	233	96.28	4.29
Male	101	99	98.02	6.06
Female	141	134	95.04	2.99
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	166	161	96.99	1.24
White	50	47	94	10.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	158	153	96.84	2.61
Students with Disabilities	11	9	81.82	0
Students Receiving Migrant Education Services	--	--	--	--
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Career Technical Education Programs (School Year 2017-18)

For the 2017-18 school year, VCIS strengthened our College and Career Readiness Pathways (CCRP) for students. 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. 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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	218
% of pupils completing a CTE program and earning a high school diploma	21
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	67.7
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	33.3	36.1	8.3

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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 award night. These school events are 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	8.3	15.1	7.9	3.2	6.0	5.0	10.7	9.7	9.1
Graduation Rate	84.3	78.3	81.4	94.7	90.9	90.1	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	91.4	88.7
Black or African American	50.0	82.9	82.2
American Indian or Alaska Native	80.0	90.3	82.8
Asian	100.0	93.4	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	100.0	89.2	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	96.3	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	98.4	92.6	88.6
English Learners	64.3	57.3	56.7
Students with Disabilities	100.0	86.2	67.1
Foster Youth	83.3	81.8	74.1

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.3	1.1	1.8	4.9	4.9	5.3	3.7	3.7	3.5
Expulsions	0.1	0.0	0.0	0.2	0.1	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 9/24/2018. Some safety measures that VCIS has implemented include a keypad 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. VCIS has updated and Installed cameras for the Studio and online buildings spring 2018. Gates around the Studio and the Health Science classroom were 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 the 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	12.0	4			11.0	5			10.0	8		
Mathematics	21.0	12	1	2	23.0	8	2	3	20.0	10	2	3
Science	17.0	10		1	22.0	4	3		20.0	7	1	2
Social Science												

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 2017-18)

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 (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,112	$634	$8,478	$63,776
District	N/A	N/A	$6,610	$72,750
Percent Difference: School Site and District	N/A	N/A	24.8	-13.1
State	N/A	N/A	$7,125	$80,764
Percent Difference: School Site and State	N/A	N/A	17.3	-23.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

In addition to general state funding, the district receives state and federal categorical funding for special programs. For the 2017-18 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,748	$47,903
Mid-Range Teacher Salary	$70,449	$74,481
Highest Teacher Salary	$93,459	$98,269
Average Principal Salary (Elementary)	$125,141	$123,495
Average Principal Salary (Middle)	$131,599	$129,482
Average Principal Salary (High)	$141,583	$142,414
Superintendent Salary	$229,608	$271,429
Percent of Budget for Teacher Salaries	33.0	35.0
Percent of Budget for Administrative Salaries	7.0	5.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

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)

The following areas of professional development has been provided to staff: Professional Learning Communities (PLCs), Positive Behavior Interventions and Supports (PBIS) and Multi-tier Systems of Support (MTSS), Career Technical Education (CTE) High Quality pathway development, CTE Project-Based Learning (PBL), CTE Work-Based Learning (WBL), and effective math and literacy instruction and other areas as indicated by site data. Our district provides professional development based off of data from both the district and site level to ensure that areas of need are being addressed. Professional Development occurs at the district, site and classroom level dependent on teacher goals. The district provides Teachers on Special Assignment (TOSA) in Math, Science, Literacy, and Social Science to provide onsite coaching and support after professional development has occurred.

Support for Novice Teachers: Due to a shortage of highly qualified teachers in our area, twenty percent of Visalia Unified's certificated educators do not yet hold a clear credential and are considered "novice" educators. In response to this challenge and in compliance with the California Commission on Teacher Credentialing, Visalia Unified offers a robust support and training system for these novice educators including differentiated professional development and continuous professional growth opportunities. The professional learning system begins with the New Certificated Staff Summer Institute which is a five-day interactive training offered in August one week before school begins. This training covers classroom management, classroom culture, curriculum frameworks, and lesson design. In addition, a four-day workshop on student engagement and cooperative learning is offered during winter break so that teachers may implement new structures and strategies during the spring semester. All novice teachers receive ongoing support and individualized training throughout the year via weekly meetings with their assigned mentor at their respective school sites. Mentors and district teachers-on-assignment support implementation of new knowledge by providing in-class coaching, collaborating on lesson design, accompanying novice teachers on classroom tours, and assisting with student data analysis to drive instructional decisions. In addition, novice teachers and their mentors attend monthly after school training in action research and are provided time to reflect on their instructional practice. Mentors and teachers on assignment are carefully selected experienced educators trained in how to facilitate the individualized professional growth of novice teachers. Novice teachers who have preliminary credentials participate in the VUSD Teacher Induction Clear Credential Program which is accredited by the Commission and is offered at no cost to the candidate.

Support for Veteran Teachers: Veteran teachers in need of classroom management assistance also have access to one-on-one mentor support as may be needed in the case of a new grade level assignment or challenging class. Visalia Unified also offers a Peer Assistance and Review (PAR) program which is a formal system of mentoring and accountability.

In addition to the district professional development, VCIS requires all staff, certificated and classified, to attend professional development days on site 6 times throughout the school year. Topics covered include technology, state standards, school improvement, and other topics. These meetings happen 3 times each semester on Monday.