

# Global Learning Charter School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Global Learning Charter School
<b>Street</b>	1051 W. Robin Dr.
<b>City, State, Zip</b>	Visalia, CA 93291
<b>Phone Number</b>	559-730-7768
<b>Principal</b>	Jessica Wynn
<b>Email Address</b>	jwynn@vusd.org
<b>School Website</b>	<a href="https://www.vusd.org/glcs">https://www.vusd.org/glcs</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	54 72256 0135863

### 2024-25 District Contact Information

<b>District Name</b>	Global Learning Charter School
<b>Phone Number</b>	559-730-7300
<b>Superintendent</b>	Kirk Shrum
<b>Email Address</b>	kshrum@vusd.org
<b>District Website</b>	www.vusd.org

### 2024-25 School Description and Mission Statement

**DESCRIPTION OF SCHOOL**  
 Global Learning Charter School (GLC) was approved in December 2017, opened in August 2018, and is a part of the Visalia Unified School District (VUSD). The school is located in the northeast quadrant of Visalia, CA. GLC serves roughly 425 students from TK to 8th grade and shares its site with two VUSD preschool classes as well as Tulare County Office of Education (TCOE) special day classes.

According to the 2024 CA School Dashboard, the student population consisted of approximately 87% Hispanic, 7% White, 2%

## 2024-25 School Description and Mission Statement

African American and 1% Asian. In the same year, the student body included 79% socioeconomically disadvantaged, 31% English Learners, and 13% students with disabilities. As stated in its charter petition, the school aims to reflect the student population of the district as a whole "as measured by academic, ethnic, socio-economic, and other measures of diversity." GLC is more than achieving its goal regarding parity of population by significant subgroups.

Developed by a team consisting of parents, teachers, administrators, and community members, the school's vision, guiding beliefs, and general theme guide the school's direction. The staff and School Site Council (SSC) develop and evaluate the school's work towards its vision.

### VISALIA UNIFIED SCHOOL DISTRICT MISSION

We exist to provide students with an education that affords them limitless opportunities for the future.

### GLOBAL LEARNING CHARTER SCHOOL VISION

- We believe that successful students model 21st-century skills.
- We believe that successful students value community.
- We believe that successful students are collaborative.
- We believe that successful students take risks and learn from experience.
- We believe that successful students are caring and open-minded.

### GLOBAL LEARNING CHARTER SCHOOL THEME

Our school prepares students to be successful in our global community by developing 21st-century skills through experiential and community-based learning within a technology and language-rich environment. We provide a safe environment that encourages risk-taking and perseverance.

### GLOBAL LEARNING CHARTER SCHOOL GUIDING TEAM PRINCIPLES

- We will celebrate, laugh, and have fun together.
- We will build and maintain a culture that promotes safety and trust.
- We will stay positive, open-minded, and flexible.
- We will communicate with the intent to understand, the willingness to find consensus, and the bravery to effectively solve problems – ever mindful of what is best for our students.
- We will model a growth mindset by continually seeking limitless opportunities for professional growth through innovation, perseverance, and risk-taking.
- We will come willing to work hard for our kids, our peers, and ourselves.
- We will be committed to motivating, valuing, respecting, and supporting each other in ideas, decision-making, and problem-solving – constantly striving to be an effective team.
- We will keep students as our primary focus, setting high expectations, and committing to the achievement of our goals.

### PBIS BEHAVIORAL STATEMENT OF PURPOSE

In order to make our community a more peaceful and compassionate place where all members feel valued and safe, we will create a framework for establishing a positive school climate, including systemic behavioral expectations and consistent routines and procedures. We will do this by focusing on prevention, teaching and modeling pro-social behaviors, fostering self-efficacy, providing specific feedback, and collecting data to guide continuous improvement and next steps.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	52
Grade 2	50
Grade 3	47
Grade 4	43
Grade 5	43
Grade 6	56
Grade 7	36
Grade 8	37
Total Enrollment	436

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	0.2
Asian	1.4
Black or African American	1.8
Hispanic or Latino	87.2
Two or More Races	1.6
White	7.1
English Learners	31.2
Foster Youth	0.2
Homeless	1.1
Migrant	0.7
Socioeconomically Disadvantaged	79.1
Students with Disabilities	12.6

## **A. Conditions of Learning** **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.80	87.48	1187.10	86.89	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	67.90	4.97	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	54.60	4.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.50	12.47	31.20	2.29	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	25.30	1.86	18854.30	6.86
<b>Total Teaching Positions</b>	20.30	100.00	1366.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.10	89.94	1227.70	88.08	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.47	71.60	5.14	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.47	35.30	2.53	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	1.12	27.10	1.95	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	31.90	2.29	15831.90	5.67
<b>Total Teaching Positions</b>	22.30	100.00	1393.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.20	95.50	1166.60	85.45	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.50	70.00	5.13	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	47.10	3.46	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	35.90	2.63	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	45.50	3.33	14303.80	5.15
<b>Total Teaching Positions</b>	22.20	100.00	1365.30	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	1.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	1.00	0

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	2.50	0.20	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	2.50	0.20	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

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

The Charter School retains autonomy and flexibility in identifying curriculum and materials that support the school's vision, theme, and student outcomes.

Year and month in which the data were collected

December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading Language Arts: McGraw Hill Wonders K-5 (2014) Pearson My Perspectives Grade 6 (2017) Heggerty Phonetic Awareness (2022) Foundations, Wilson Language, K-2 (2023)  Supplemental: Leveled Guided Reading Books Leveled Literacy Intervention (2015)	Yes	0%
<b>Mathematics</b>	Houghton Mifflin Harcourt Go Math! (2015)	Yes	0%
<b>Science</b>	Base: McGraw Hill Inspire Science (2019)	Yes	0%
<b>History-Social Science</b>	Base: McGraw-Hill IMPACT Social Studies (2018)	Yes	0%
<b>Foreign Language</b>		Yes	0%
<b>Health</b>	Goodheart-Wilcox Essential Health (2021)	Yes	0%
<b>Visual and Performing Arts</b>	Silver Burdett (Classroom Music Grade 4-6) Strictly Strings (Orchestra) Standard of Excellence (Band)	Yes	0%

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



## School Facility Conditions and Planned Improvements

Global Learning Charter School (GLC) takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes classrooms, playgrounds, staff workrooms, and other grounds. The following procedures and activities help us ensure a clean and safe facility.

### MAINTENANCE AND REPAIR

Our school staff works with district maintenance staff to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A site-level work order system is used for maintenance and repairs that can be completed by our on-site custodian. A district-level work order process is used to report other items for maintenance or repair. Emergency repairs are given the highest priority.

### CLEANING PROCESS AND SCHEDULE

In addition to our school custodian who is on duty during the school day, a team of specialists comes in after hours for regular cleaning. District and school staff work cooperatively to develop cleaning schedules and to ensure a clean and safe school.

### DEFERRED MAINTENANCE PROGRAM

The district participates in a deferred maintenance program that ensures that all classrooms and facilities are maintained to a degree of adequacy that allows for a safe and effective learning environment.

### FACILITIES IMPROVEMENTS

During the 2023-24 academic year and the first half of 2024-25, several improvements have been made to the GLC campus. Improvements included, but were not limited to:

- New school garden (Spring 2024)
- Six new A/C units (Summer 2024)
- Double TV monitors installed in 3 classrooms (Fall 2024)
- Three security cameras and security system installed (October 2023)
- Self locking/timed front entry door (October 2023)

### FACILITIES INSPECTIONS

GLC successfully completed an in-depth fire safety and prevention inspection in January 2022.

Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

<b>Year and month of the most recent FIT report</b>	1/6/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			: 13/ PRESCHOOL: 2. EXHAUST FAN IS NOT WORKING IN RR. 4. CEILING TILE IS BROKEN. CEILINGBTILES HAVE WATER STAINS. 13. ACTIVE ROOF LEAK (WET CEILING TILE). 90: 2. EXHAUST FAN IS NOT WORKING IN RR. 7. TWO LIGHT PANELS ARE OUT. BOYS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. GIRLS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 4. TILES ARE BROKEN AND MISSING ON COUNTERTOP. WALL TILES ARE MISSING. 7. THREE LIGHT PANELS ARE OUT.
<b>Interior:</b> Interior Surfaces			X	11: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS MISSING ON COUNTERTOP. RUBBER MOLDING IS MISSING. 9. ONE DRINKING FOUNTAIN HAS NO FLOW. 12: 4. CEILING TILES HAVE WATER STAINS.

## School Facility Conditions and Planned Improvements

13/ PRESCHOOL: 2. EXHAUST FAN IS NOT WORKING IN RR. 4. CEILING TILE IS BROKEN. CEILINGBTILES HAVE WATER STAINS. 13. ACTIVE ROOF LEAK (WET CEILING TILE).  
21: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 7. LIGHT DIFFUSERS ARE BROKEN.  
22: 4. CEILING TILES HAVE WATER STAINS.  
23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. LIGHT DIFFUSERS ARE BROKEN.  
31: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT.  
32: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HAS A LOW FLOW.  
33: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING IN EAVES. TWO LIGHT PANELS ARE OUT.  
34: 4. CEILING TILE HAS A HOLE. CEILING TILES ARE MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED.  
43: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP.  
44: 4. CEILING TILES HAVE WATER STAINS. 14. TRIP HAZARD ON WALKWAY.  
50: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. FIRE EXTINGUISHER CASE WINDOW IS BROKEN.  
51: 4. CEILING TILE HAS A HOLE.  
52: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. FORMICA IS CHIPPING ON COUNTERTOP.  
60/ LIBRARY: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP.  
61: 4. CEILING TLES HAVE WATER STAINS. CEILING TILE HAS A HOLE. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER CASE WINDOW IS BROKEN.  
62: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. LIGHT DIFFUSER IS LOOSE. 10. FIRE EXTINGUISHER CASE WINDOW IS BROKEN.  
70: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP.  
71: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. LIGHT DIFFUSER IS MISSING.  
72: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP.  
80: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS LOOSE. 9. DRINKING FOUNTAIN CAP IS MISSING.  
81: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS BROKEN.

## School Facility Conditions and Planned Improvements

			<p>91: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT IN THE RR'S.</p> <p>BOYS RESTROOM: 4. RUBBER MOLDING IS MISSING. FLOOR TILES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE INTERIOR WALL. 15. DOOR DOESN'T SHUT PROPERLY.</p> <p>BOYS RESTROOM: 4. WALL TILE IS MISSING. 15. THRESHOLD IS MISSING.</p> <p>CAFETERIA: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. LIGHT PANELS ARE OUT IN RING OF LIGHTS. LIGHT COVER IS MISSING.</p> <p>GIRLS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 4. TILES ARE BROKEN AND MISSING ON COUNTERTOP. WALL TILES ARE MISSING. 7. THREE LIGHT PANELS ARE OUT.</p> <p>NURSE: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS BROKEN. 9. FAUCET HAS A DRIP.</p> <p>OFFICE: 4. CEILING TILE IS BROKEN.</p> <p>STAFF ROOM: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		
<p><b>Electrical</b></p>		<p>X</p>	<p>20: 7. LIGHT DIFFUSER IS BROKEN.</p> <p>21: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 7. LIGHT DIFFUSERS ARE BROKEN.</p> <p>23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. LIGHT DIFFUSERS ARE BROKEN.</p> <p>24: 7. LIGHT DIFFUSER IS LOOSE. ALARM KEYPAD PANEL IS LOOSE/BROKEN (TAPED).</p> <p>30: 7. TWO LIGHT PANELS ARE OUT.</p> <p>31: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT.</p> <p>33: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING IN EAVES. TWO LIGHT PANELS ARE OUT.</p> <p>40: 7. TWO LIGHT PANELS ARE OUT.</p> <p>41: 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER NEEDS TO BE RECHARGED.</p> <p>42: 7. MOTION SENSOR IS BROKEN. 12. DRY ROT ON EAVES.</p> <p>61: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER CASE WINDOW IS BROKEN.</p> <p>62: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. LIGHT DIFFUSER IS LOOSE. 10. FIRE EXTINGUISHER CASE WINDOW IS BROKEN.</p> <p>71: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN.</p>

## School Facility Conditions and Planned Improvements

			<p>FORMICA TRIM IS MISSING ON COUNTERTOP. 7. LIGHT DIFFUSER IS MISSING.</p> <p>80: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS LOOSE. 9. DRINKING FOUNTAIN CAP IS MISSING.</p> <p>81: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS BROKEN.</p> <p>90: 2. EXHAUST FAN IS NOT WORKING IN RR. 7. TWO LIGHT PANELS ARE OUT.</p> <p>91: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT IN THE RR'S.</p> <p>BOYS RESTROOM: 4. RUBBER MOLDING IS MISSING. FLOOR TILES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE INTERIOR WALL. 15. DOOR DOESN'T SHUT PROPERLY.</p> <p>CAFETERIA: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. LIGHT PANELS ARE OUT IN RING OF LIGHTS. LIGHT COVER IS MISSING.</p> <p>GIRLS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 4. TILES ARE BROKEN AND MISSING ON COUNTERTOP. WALL TILES ARE MISSING. 7. THREE LIGHT PANELS ARE OUT.</p> <p>GIRLS RESTROOM: 7. ONE LIGHT PANEL IS OUT.</p> <p>KITCHEN: 7. ONE LIGHT SWITCH IS BROKEN. 10. FIRE EXTINGUISHER CASE IS BROKEN.</p> <p>NURSE: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS BROKEN. 9. FAUCET HAS A DRIP.</p> <p>STAFF ROOM: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>WORKROOM: 7. ONE LIGHT DIFFUSER IS BROKEN.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X		<p>11: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS MISSING ON COUNTERTOP. RUBBER MOLDING IS MISSING. 9. ONE DRINKING FOUNTAIN HAS NO FLOW.</p> <p>32: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>80: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS LOOSE. 9. DRINKING FOUNTAIN CAP IS MISSING.</p> <p>GIRLS RESTROOM: 9. ONE FAUCET HAS A DRIP.</p> <p>NURSE: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS BROKEN. 9. FAUCET HAS A DRIP.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>34: 4. CEILING TILE HAS A HOLE. CEILING TILES ARE MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>41: 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER NEEDS TO BE RECHARGED.</p>

## School Facility Conditions and Planned Improvements

			<p>50: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. FIRE EXTINGUISHER CASE WINDOW IS BROKEN.</p> <p>61: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER CASE WINDOW IS BROKEN.</p> <p>62: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. LIGHT DIFFUSER IS LOOSE. 10. FIRE EXTINGUISHER CASE WINDOW IS BROKEN.</p> <p>BOYS RESTROOM: 4. RUBBER MOLDING IS MISSING. FLOOR TILES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE INTERIOR WALL. 15. DOOR DOESN'T SHUT PROPERLY.</p> <p>KITCHEN: 7. ONE LIGHT SWITCH IS BROKEN. 10. FIRE EXTINGUISHER CASE IS BROKEN.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		<p>13/ PRESCHOOL: 2. EXHAUST FAN IS NOT WORKING IN RR. 4. CEILING TILE IS BROKEN. CEILINGBTILES HAVE WATER STAINS. 13. ACTIVE ROOF LEAK (WET CEILING TILE).</p> <p>42: 7. MOTION SENSOR IS BROKEN. 12. DRY ROT ON EAVES.</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>44: 4. CEILING TILES HAVE WATER STAINS. 14. TRIP HAZARD ON WALKWAY.</p> <p>BOYS RESTROOM: 4. RUBBER MOLDING IS MISSING. FLOOR TILES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE INTERIOR WALL. 15. DOOR DOESN'T SHUT PROPERLY.</p> <p>BOYS RESTROOM: 4. WALL TILE IS MISSING. 15. THRESHOLD IS MISSING.</p> <p>PARKING LOTS: 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	30	34	42	43	46	47
<b>Mathematics</b> (grades 3-8 and 11)	10	18	26	28	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	253	248	98.02	1.98	34.27
Female	121	119	98.35	1.65	43.70
Male	132	129	97.73	2.27	25.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	224	220	98.21	1.79	33.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	38.46
English Learners	76	76	100.00	0.00	14.47
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	210	207	98.57	1.43	31.40
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	34	91.89	8.11	5.88

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	253	248	98.02	1.98	17.81
<b>Female</b>	121	119	98.35	1.65	16.10
<b>Male</b>	132	129	97.73	2.27	19.38
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	224	220	98.21	1.79	18.26
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	13	13	100.00	0.00	23.08
<b>English Learners</b>	76	76	100.00	0.00	7.89
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	210	207	98.57	1.43	16.43
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	37	34	91.89	8.11	0.00



## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	10.64	11.69	26.54	25.54	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	77	77	100.00	0.00	11.69
<b>Female</b>	35	35	100.00	0.00	8.57
<b>Male</b>	42	42	100.00	0.00	14.29
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	72	72	100.00	0.00	11.11
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	23	23	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	62	62	100.00	0.00	8.06
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	98%	95%	100%
Grade 7	94%	94%	94%	94%	94%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Parent involvement and communication are essential elements of a successful school. Global Learning Charter School (GLC) continually strives to involve parents by sharing information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

As described in our Local Control Accountability Plan (LCAP), one of our annual school goals is: "We will support a district-wide collaborative culture for students and adults focused on learning and results achieved through collaboration and community partnerships." Providing quality and relevant opportunities for families and community partners is an important component of this goal. GLC creates regular and varied opportunities for family and community partner involvement through advisory councils, parent organizations, family events, parent education programs, volunteer programs, frequent communication, and more. Opportunities for involvement include, but are not limited to:

##### ADVISORY COUNCILS

- School Site Council (SSC)
- English Learner Advisory Council (ELAC)

##### PARENT ORGANIZATIONS

- Parent Teacher Student Association (PTSA)

##### FAMILY EVENTS

- Student recognition assemblies (5-6 per year)
- Meet-n-Greet (August)
- Back-to-School Night (September)
- Lunch on the Lawn (October and April)
- PTSA movie night (November and February)
- Ornaments from Around the World (December)
- Community Literacy Night (January)

## 2024-25 Opportunities for Parental Involvement

- Padres y Pan (September and January)
- World's Fair (April)

### VOLUNTEER PROGRAMS

- Classroom volunteer opportunities (e.g., instructional activities, presentations)
- School volunteer opportunities (e.g., classroom preparations, chaperoning, library assistance, family nights, sports, PTSA activities)
- At-home volunteer opportunities (e.g., material preparations, translation)

### COMMUNICATION

- Website ([www.vusd.org/glcs](http://www.vusd.org/glcs))
- Marquee
- Twitter (@GLC\_VUSD)
- Instagram (glc\_vusd)
- Paper notices
- Weekly phone/email/text messages (via Blackboard)
- Weekly Newsletter for families (via Smore)
- ClassTag (classroom communication system)
- Parent-teacher conferences (minimum of 1 per year)
- Student Study Teams (SSTs) (as needed)
- School Attendance Review Team (SART) meetings (as needed)

Additional opportunities for parental involvement also exist at the district level (e.g., DAC, DELAC). Parents who would like more information on how to become involved may contact our front office at (559) 730-7768.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	463	451	61	13.5
Female	231	225	30	13.3
Male	232	226	31	13.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	401	391	50	12.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	33	32	7	21.9
English Learners	156	153	14	9.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	379	372	55	14.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	59	59	11	18.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.53	5.05	3.46	5.15	5.4	5.88	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.19	0.25	0.2	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.46	0.00
Female	2.16	0.00
Male	4.74	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.74	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.06	0.00
English Learners	3.21	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.08	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The Visalia Unified School District Board of Education has stated that a primary goal of the school district is to ensure positive and safe learning environments. A safe school environment provides the basic atmosphere where learning is maximized. All Visalia Unified School District staff participate in maintaining this safe and positive environment. Each school site has

## 2024-25 School Safety Plan

developed a comprehensive safe school plan with the input from parents, staff, students and community agencies such as law enforcement and fire departments. These plans address key safety improvement needs and are evaluated on a regular basis. They address all aspects of school safety such as the physical facilities and grounds, conduct codes, staffing needs, positive learning approaches and character education. The safety plans are reviewed and approved by the sites' School Site Council and are fully compliant with federal and state regulations.

The Visalia Unified School District Board of Education reviews and approves all site plans by March 1st as per the state's deadline. Global Learning Charter School's SSC reviewed the CSSP on December 12, 2024 and approved on December 12, 2024. It was also reviewed with staff on September 16, 2024.

This year's updates include a complete reformatting of the comprehensive school safety plans for each site in addition to adding in all the new safety changes that were implemented within the last school year. That includes:

- -Language with ALICE active shooter training
- -Language with Raptor, our emergency response system
- -Safety procedural changes
- -Reunification location changes
- -Evacuation map changes now called Four Corners
- -Updated Incident Command System for each site and district
- -And many more smaller changes

Students have the right to a safe campus and learning environment. Prevention of school safety problems is a priority of all school staff, parents and students. These plans are in place, but hopefully never needed. Each day students come to school to learn, be safe and enjoy the learning environment. Keeping safety in mind, in all we do, makes this possible.

## D. Other SARC Information Information Required in the SARC

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

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	12	4		
2	12	4		
3	10	4		
4	15	12		
5	13	11		
6	12	10		
Other	12	1		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	2	
1	13	4		
2	11	4		
3	12	4		
4	12	9	1	
5	16	10	1	
6	12	13		

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		7	
1	25		8	
2	25		8	
3	23		8	
4	22		6	
5	17	2	3	
6	21	3	4	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0



## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	.5
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	.75
Resource Specialist (non-teaching)	2
Other	1

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,806.44	2,628.39	1,0178.05	87,609.86
District	N/A	N/A	3,543.77	\$86,565
Percent Difference - School Site and District	N/A	N/A	96.7	1.2
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-5.7	-7.7

## Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, the district receives state and federal categorical funding for special programs. For the 2024-25 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 IV Part A SSAE
- IDEA, Special Education

### STATE PROGRAMS

## Fiscal Year 2023-24 Types of Services Funded

- Supplemental and Concentration Funds
- Child Development Programs

GLC students benefit from many other evidence-based interventions that are designed to address the individual needs of all our students. These include, but are not limited to:

- Two Intervention Teachers and two Education Specialists who collectively serve our students requiring Tier 2 and Tier 3 interventions
- The school library which is open to students from 7:30 AM to 4:30 PM and offers Makerspace and Book Club opportunities
- Student Study Team (SST) process for students who need additional assistance beyond their classroom intervention
- Behavior Intervention Technician (BIT) who supports students behaviorally and helps maintain our PBIS program
- A School Psychologist and a Social Worker who support students socio-emotionally and help maintain our MTSS program
- District Teachers on Special Assignment (Content Specialists) provide teachers support in the areas of teaching and learning
- The District offers optional professional development after school and during intersessions

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$60,666	\$56,573
<b>Mid-Range Teacher Salary</b>	\$87,672	\$87,186
<b>Highest Teacher Salary</b>	\$117,330	\$119,665
<b>Average Principal Salary (Elementary)</b>	\$158,625	\$148,486
<b>Average Principal Salary (Middle)</b>	\$151,260	\$154,835
<b>Average Principal Salary (High)</b>	\$169,694	\$170,008
<b>Superintendent Salary</b>	\$302,702	\$338,699
<b>Percent of Budget for Teacher Salaries</b>	28.54	31.41
<b>Percent of Budget for Administrative Salaries</b>	6.11	4.86

## Professional Development

As a dependent charter, Global Learning Charter (GLC) works closely with the District to ensure alignment of professional development goals and partakes in District-sponsored training opportunities. VUSD offers training and support to certificated and classified staff alike. These include, but are not limited to:

- Positive Behavior Intervention and Support (PBIS)
- Literacy instruction (e.g., Guided Reading, Interactive Read Aloud (IRA), Benchmark Assessment System (BAS))
- Teachers on Special Assignment (TOSA) training and support
- Teacher Induction Program
- Handle with Care (as needed)
- Special Education training for Education Specialists and paraprofessionals
- Annual District-led conferences for certificated and classified staff
- Training for front office staff

## Professional Development

In addition to professional development opportunities provided by the District, GLC teachers and staff participate in regular on-site training. These include, but are not limited to, the following:

2024-25

- 10 additional Summer training days on top of VUSD teacher contract (certificated)
- 1 full day staff development (certificated)
- 5 minimum days staff development (certificated)
- Weekly staff development (certificated)
- Ongoing staff development (classified)

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	8	11