VCIS-Visalia Charter Independent Study
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.

Admission Requirements for the University of California (UC)	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 https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	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 https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	VCIS-Visalia Charter Independent Study
Street	424 N. Lovers Lane
City, State, Zip	Visalia, California 93292
Phone Number	(559) 931-8030
Principal	Carli Hawkins
Email Address	chawkins@vusd.org
School Website	vcis.vusd.org
Grade Span	7-12
County-District-School (CDS) Code	54-72256-0109751

2024-25 District Contact Information

District Name	Visalia Unified School District
Phone Number	559-730-7300
Superintendent	Kirk Shrum
Email Address	kshrum@vusd.org
District Website	www.vusd.org

2024-25 School Description and Mission Statement

Description of School

Visalia Charter Independent Study (VCIS) serves approximately 600 students in grades 9-12. VCIS offers both a college-style learning schedule and an online learning option. Starting with the 2023-24 school year, VCIS also provides a distance learning option for families in Visalia Unified due to the endemic and other virtual learning needs that families have. Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. VCIS has 35 part-time teachers and 25 full-time teachers, and another 24 classified and administrative staff that

2024-25 School Description and Mission Statement

support our students and families. 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 supervising 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 a health sciences program, culinary program, performing arts program, and many more CTE pathways. 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. We had the pleasure of having 230 graduates last year.

Vision Statement:

Visalia Charter Independent Study is committed to providing a holistic and rigorous education, focusing on individual student needs, fostering academic potential, and inspiring a passion for lifelong learning while guiding students toward success in all future endeavors.

Mission Statement:

Visalia Charter Independent Study has one mission: to offer students an innovative approach to academics that recognizes the unique needs of each student. Our goal is to create educational options that foster academic success. We are committed to maintaining equity, promoting independence, and encouraging resilience. As partners in this journey, students, parents, guardians, staff, and the community join together to ensure that students are achieving their potential as they become 21st-century learners.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	53
Grade 10	100
Grade 11	198
Grade 12	201
Total Enrollment	552

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.5
Male	45.3
Non-Binary	0.2
American Indian or Alaska Native	0.5
Asian	3.6
Black or African American	1.4
Filipino	0.2
Hispanic or Latino	70.8
Two or More Races	2.2
White	18.3
English Learners	9.1
Foster Youth	1.3
Homeless	2
Socioeconomically Disadvantaged	67.6
Students with Disabilities	5.8

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45.10	89.31	1187.10	86.89	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	67.90	4.97	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	2.61	54.60	4.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.50	5.06	31.20	2.29	12115.80	4.41
Unknown/Incomplete/NA	1.50	3.02	25.30	1.86	18854.30	6.86
Total Teaching Positions	50.60	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.80	91.90	1227.70	88.08	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	71.60	5.14	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	1.27	35.30	2.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	2.99	27.10	1.95	11953.10	4.28
Unknown/Incomplete/NA	1.90	3.82	31.90	2.29	15831.90	5.67
Total Teaching Positions	52.10	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.50	88.56	1166.60	85.45	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	70.00	5.13	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	0.66	47.10	3.46	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.40	4.87	35.90	2.63	11746.90	4.23
Unknown/Incomplete/NA	2.90	5.87	45.50	3.33	14303.80	5.15
Total Teaching Positions	50.20	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
Permits and Waivers	0.00	0.00	0
Misassignments	1.30	0.60	0.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.30	0.60	0.3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	1.50	1.50	2.4
Total Out-of-Field Teachers	2.50	1.50	2.4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.60	2.2	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.40	1.9	0.4

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 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.

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
Reading/Language Arts	Core Program 6-11: Pearson (2016) My Perspectives ELD Companion	Yes	0%
Mathematics	9-12 McGraw Hill/Glencoe Integrated Math 1,2,&3 11-12 Adv. Classes* - see course outline (*Math Adoption 2015)	Yes	0%
Science	9th G-W Publisher Essential Health (2021) Positive Prevention Plus (2018) 9-12 Biology: HMH Dimensions Biology (2022) Chemistry: HMH Dimensions Chemistry (2022) Earth Science: HMH Dimensions Earth & Space (2022) Physics: Holt Physics Conceptual Physics: Addison Wesley Publisher AP: see course outline	Yes	0%
History-Social Science	Grade 10: McGraw Hill World History, Culture, & Geography: The Modern World (2019) Grade 11: McGraw Hill Impact! US History & Geography (2019) Grade 12: Pearson Civics: Magruder's American Government (2016) Grade 12: McGraw Hill Understanding Economics	Yes	0%

	Grade 10-12 AP: see course outline Supplemental: DBQ/TCI DIgital Resources		
Foreign Language	9-12 Spanish: Vista Higher Learning Senderos Level 1, 2, 3 (2022) 9-12 Spanish for Spanish Speakers: Cengage 9-12 French: Carnegie Learning T'es braché (2022) 9-12 ASL: Sign Media Master ASL! (2021) AP: see course outline		
Health	Goodheart-Wilcox Essential Health (2021)	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

VCIS takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Our main campus 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 two full campuses including: multiple offices, 17 classrooms, two very large tutoring centers, a career center, two science labs, an online learning room, medical and nursing assistant classrooms, a workout gym for student fitness, and a student union "hangout" area at each campus, and an instructional culinary kitchen. There is also a large space for professional development and parent and student events. The two buildings allow 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 are planned annually for areas of need for growth. No major renovations have been done to the building in recent years.

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. The custodian is primarily stationed at the main location but will travel from time to time to the other site. The district night custodian crew all of the custodial care at the new campus and one night each week at the main campus for a deep clean.

Future Plans: VCIS purchased a building at 424 North Lovers Lane and is currently working with Visalia Unified on a 18 million dollar upgrade to the facility through modernization. This new facility opened on January 13, 2025 for the spring semester. All students are now on one campus.

Year and month of the most recent FIT report	1/7/2024

System Inspected	**Rate Good**	**Rate Fair**	**Rate Poor**	**Repair Needed and Action Taken or Planned**

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: MENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 7. ONE CAN LIGHT IS OUT. STAFF UNISEX RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX RESTROOM: 2. EXHAUST FAN MAKES A LOUD RUMBLING NOISE.
Interior: Interior Surfaces			X	105: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). 113: 4. CEILING TILE HAS A WATER STAIN (HALLWAY). 11. PAINT IS PEELING ON INTERIOR WALL. 115: 4. CEILING TILE T-BAR IS LOOSE. 10. PLUG IN CANDLE WARMER. 204: 4. CEILING TILES HAVE WATER STAINS. 208: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. 212/ STORAGE/ OFFICE: 4. CEILING TILES HAVE WATER STAINS. 15. DOOR PANELING IS CHIPPING AT BASE. 300: 4. CEILING TILES HAVE WATER STAINS. 301: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT (HALLWAY). 302: 4. CEILING TILE HAS A WATER STAIN. 12. CRACKS IN INTERIOR WALL. 303: 4. CEILING TILE HAS A HOLE. 10. MULTIPLE PLUG IN CANDLE WARMERS. 304: 4. CEILING TILE HAS A HOLE. 307: 4. CEILING TILE HAS A WATER STAIN (ALSO IN HALLWAY). CEILING TILE HAS A HOLE. 7. OUTLET COVER IS MISSING IN CEILING. EXTENSION CORD IS BEING PERMANENTLY USED. 308: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 309: 4. CEILING TILES HAVE WATER STAINS. 310: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 313: 4. CEILING TILES HAVE WATER STAINS. 405/ MUSIC: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. ADMIN: 4. CEILING TILES HAVE WATER STAINS. CLASSROOM 123: 4. CARPET IS SEPERATING AT SEAM. 7. ONE LIGHT PANEL IS OUT. HOMEWORK CENTER 304: 4. CEILING TILE HAS A WATER STAIN (ALSO IN HALLWAY). 7. ELECTRICAL COVER (HDMI) IS BROKEN/LOOSE (TAPED). 11. USB PLUG IN AIR FRESHENER. KITCHEN 407: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 12. CRACK IN INTERIOR WALL. LEARNING CENTER 301: 4. CEILING TILES HAVE WATER STAINS. LOUNGE: 4. CEILING TILES HAVE WATER STAINS.

School Facility Conditions and Planned Improvements

			MATH LAB 303: 4. CEILING TILE IS BROKEN. 7. ONE LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. MENS RESTROOM: 4. CEILING TILE HAS A HOLE. OFFICE 104: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER. OFFICE 106: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. OFFICE 109: 4. CEILING TILE HAS HOLE. 7. ONE LIGHT SWITCH IS BROKEN/LOOSE IN HALLWAY. OFFICE 204: 4. CEILING TILE HAS A WATER STAIN. 7. TWO CAN LIGHTS ARE OUT (HALLWAY). OFFICE 205: 4. CEILING TILE T-BAR IS LOOSE. SCIENCE LAB 403: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE TRIM IS BROKEN. STORAGE: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT DIFFUSER IS LOOSE. TEXTBOOKS 210: 4. CEILING TILE IS BROKEN.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		107: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 206: 5. UNSECURED ITEMS ARE STORED TOO HIGH. OFFICE 208: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical		X	117/ KITCHEN: 7. ONE OF TWO LIGHT BULBS ARE OUT. 203: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 301: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT (HALLWAY). 307: 4. CEILING TILE HAS A WATER STAIN (ALSO IN HALLWAY). CEILING TILE HAS A HOLE. 7. OUTLET COVER IS MISSING IN CEILING. EXTENSION CORD IS BEING PERMANENTLY USED. 405/ MUSIC: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. CLASSROOM 123: 4. CARPET IS SEPERATING AT SEAM. 7. ONE LIGHT PANEL IS OUT. HOMEWORK CENTER 304: 4. CEILING TILE HAS A WATER STAIN (ALSO IN HALLWAY). 7. ELECTRICAL COVER (HDMI) IS BROKEN/LOOSE (TAPED). 11. USB PLUG IN AIR FRESHENER. MATH LAB 211: 7. FOUR CAN LIGHTS ARE OUT (HALLWAY). MATH LAB 303: 4. CEILING TILE IS BROKEN. 7. ONE LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. MENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 7. ONE CAN LIGHT IS OUT. OFFICE 104: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER.

School Facility Conditions and Planned Improvements

				OFFICE 106: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. OFFICE 109: 4. CEILING TILE HAS HOLE. 7. ONE LIGHT SWITCH IS BROKEN/LOOSE IN HALLWAY. OFFICE 200: 7. LIGHT DIFFUSER HAS A WATER STAIN. OFFICE 204: 4. CEILING TILE HAS A WATER STAIN. 7. TWO CAN LIGHTS ARE OUT (HALLWAY). ST. 111: 7. ONE OF TWO LIGHT BULBS ARE OUT. STAFF UNISEX REST ROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. 9. FAUCET HAS A SPORADIC FLOW. STORAGE: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT DIFFUSER IS LOOSE.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) STAFF UNISEX REST ROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. 9. FAUCET HAS A SPORADIC FLOW. STAFF UNISEX REST ROOM: 8. TOILET TANK IS LOOSE. STAFF UNISEX RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) WOMENS REST ROOM: 9. ONE FAUCET HAS A LOW FLOW.
Safety: Fire Safety, Hazardous Materials	X			102: 11. USB CHARGED PLUG IN AIR FRESHENER. 113: 4. CEILING TILE HAS A WATER STAIN (HALLWAY). 11. PAINT IS PEELING ON INTERIOR WALL. 114: 11. PAINT IS PEELING ON INTERIOR WALL. 115: 4. CEILING TILE T-BAR IS LOOSE. 10. PLUG IN CANDLE WARMER. 116: 10. PLUG IN CANDLE WARMER. 208: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. 213: 11. PAINT IS PEELING ON CEILING. 303: 4. CEILING TILE HAS A HOLE. 10. MULTIPLE PLUG IN CANDLE WARMERS. HOMEWORK CENTER 304: 4. CEILING TILE HAS A WATER STAIN (ALSO IN HALLWAY). 7. ELECTRICAL COVER (HDMI) IS BROKEN/LOOSE (TAPED). 11. USB PLUG IN AIR FRESHENER. MATH LAB 303: 4. CEILING TILE IS BROKEN. 7. ONE LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. OFFICE 104: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER.
Structural: Structural Damage, Roofs	X			302: 4. CEILING TILE HAS A WATER STAIN. 12. CRACKS IN INTERIOR WALL. 308: 12. CRACK IN INTERIOR WALL.

School Facility Conditions and Planned Improvements

				ELECTRICAL: 12. CRACK IN INTERIOR WALL (HALLWAY). KITCHEN 407: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 12. CRACK IN INTERIOR WALL.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			212/ STORAGE/ OFFICE: 4. CEILING TILES HAVE WATER STAINS. 15. DOOR PANELING IS CHIPPING AT BASE. OFFICE 105: 15. DOOR DOESN'T SHUT PROPERLY.

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
English Language Arts/Literacy (grades 3-8 and 11)	49	55	42	43	46	47
Mathematics (grades 3-8 and 11)	11	9	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	225	221	98.22	1.78	55.20
Female	128	126	98.44	1.56	52.38
Male	97	95	97.94	2.06	58.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	166	164	98.80	1.20	52.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	32	32	100.00	0.00	75.00
English Learners	17	17	100.00	0.00	11.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	149	146	97.99	2.01	54.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	18.18

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
All Students	224	220	98.21	1.79	8.64
Female	128	126	98.44	1.56	3.97
Male	96	94	97.92	2.08	14.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	166	164	98.80	1.20	7.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	15.63
English Learners	17	17	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

	148	145	97.97	2.03	5.52
Socioeconomically Disadvantaged	148	145	97.97	2.03	5.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	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
Science (grades 5, 8 and high school)	18.75	18.63	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
All Students	414	408	98.55	1.45	18.63
Female	238	234	98.32	1.68	12.82
Male	176	174	98.86	1.14	26.44
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	21.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	295	291	98.64	1.36	15.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	17.65
White	72	72	100.00	0.00	29.17
English Learners	35	35	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	273	268	98.17	1.83	17.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	10.53

2023-24 Career Technical Education Programs

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.VCIS had clearly identified CTE pathways in the areas of Child Development, Food Service and Hospitality, Health Science - Patient Care, Performing Arts, and Production and Managerial Arts. We have lost staffing as well as student enrollment in some of these pathways as a result of COVID-19. However, we plan to rebuild, maintain, and strengthen our CTE pathways for our students. We have added additional pathways utilizing e Dynamics and will continue to explore options for adding additional pathways. We have added pharmacy tech to our health sciences pathways and added a CTE Pathway for photography as well.

Culinary-Hospitality, Tourism, and Recreation (Food Service & Hospitality)
Basic Culinary Arts 9375 Intro
Intermediate Culinary Arts 0344 Concentrator
Advanced Culinary Arts 9377 Capstone
Food Service 8968/8969 Capstone

Health Science Patient Care (Medical Assistant)
Medical Terminology (P) 8938 Intro

2023-24 Career Technical Education Programs

Medical Billing & Coding (P) 9378 Intro
Medical Assistant (P) 9412 Concentrator
Medical Assistant (P) 9413 Capstone

Health Science Patient Care (Nurse Assistant)
Medical Terminology (P) 8938 Intro
Medical Math (P) 8320 Intro
Nurse Assist Cohort C (P) 8715 Concentrator
Nurse Assist Cohort C (P) 8716 Capstone

Health Science Patient Care (Pharmacy Technician)
Medical Terminology (P) 8938 Intro
Medical Math (P) 8320 Intro
Pharmacy Technician A OL (P) 9537OL Concentrator
Pharmacy Technician B OL (P) 9360OL Capstone

Performing Arts- Arts, Media & Entertainment (Dance/ Choreography)
Dance and Choreography 1A/1B (P) 6618/6619 Intro
Dance and Choreography 2A/2B (P) 6620/6621 Concentrator
Dance and Choreography 3A/3B (P) 6622/6623 Capstone
Professional Dance Development A/B (P) 6624/6625 Capstone

Performing Arts- Arts, Media & Entertainment (Professional Music-Vocal)
Choral Performance A/B (P) 9806/9806 Concentrator
Vocal Performance A/B (P) 9808/9809 Capstone

Performing Arts- Arts, Media & Entertainment (Professional Music-Instrumental)
Guitar Explorations A/B (P) 6443/6444 Concentrator
Guitar Performance A/B (P) 6445/6446 Capstone
Contemporary Music Performance A/B (P) 9379/9380 Capstone

Performing Arts- Arts, Media & Entertainment (Professional Theater)
Acting Technique A/B (P) 9267/9268 Concentrator
Advanced Acting Technique A/B (P) 9277/9278 Capstone

Production and Managerial Arts- Arts, Media & Entertainment (Stage Technology)
Stage Design and Technology A /B(P) 9810/9811 Concentrator
Production and Theater Tech A/B (P) 9381/9382 Capstone

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	107
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	81.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	89.96
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	10.45

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 9	91%	92%	92%	94%	92%

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 to our school's 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 families in need.

We encourage parental involvement with back-to-school night, performing arts, School Site Council, and awards 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. 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 frequently as possible. In addition, we have volunteer opportunities for parents and community members.

Parents or community members who would like more information on how to become involved may contact Principal Carli

2024-25 Opportunities for Parental Involvement

Hawkins at (559) 931-8030 or visit our website at vcis.vusd.org

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	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
Dropout Rate	5.4	7.4	5.9	2.3	7.0	5.3	7.8	8.2	8.9
Graduation Rate	92.7	89.7	93.7	92.2	90.4	92.5	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	237	222	93.7
Female	141	134	95.0
Male	96	88	91.7
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	153	144	94.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	50	48	96.0
English Learners	28	28	100.0
Foster Youth	--	--	--
Homeless	11	10	90.9
Socioeconomically Disadvantaged	184	171	92.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	12	12	100.0

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	779	720	121	16.8
Female	430	398	51	12.8
Male	346	320	69	21.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	26	2	7.7
Black or African American	15	15	4	26.7
Filipino	--	--	--	--
Hispanic or Latino	549	507	86	17.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	16	5	31.3
White	142	129	21	16.3
English Learners	77	69	12	17.4
Foster Youth	--	--	--	--
Homeless	16	15	5	33.3
Socioeconomically Disadvantaged	520	481	81	16.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	43	38	5	13.2

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
0.64	0.45	0.39	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	0.11	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	0.39	0.00
Female	0.00	0.00
Male	0.87	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	0.18	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.41	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.33	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. VCIS SSC reviewed and approved the CSSP on January 29, 2025. It was also reviewed with staff on January 27, 2025.

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.

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	36	10	2	8
Mathematics	24	10	3	5
Science	32	5	4	5
Social Science	39	4	5	7

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	36	13	1	6
Mathematics	30	9	2	5
Science	31	9		6
Social Science	39	8	2	6

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	46	6	2	6
Mathematics	22	11	2	6
Science	29	7		6
Social Science	34	11	1	6

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	690

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)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

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	2,976.11	559.79	2,416.33	84,108.38
District	N/A	N/A	3,543.77	$86,565
Percent Difference - School Site and District	N/A	N/A	-37.8	-2.9
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-126.7	-11.8

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, 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
ESSER I, II, & III
IDEA, Special Education

State Programs

Fiscal Year 2023-24 Types of Services Funded

Supplemental and Concentration Funds
Child Development Programs
Discretionary Block Grants

Being an independent study program, the VCIS administration has to think outside the box in order to implement RTI and other academic supports for students. For core subjects that are only delivered to students in an independent study manner, Core Labs have been implemented to provide another level of support to students. Core Labs are weekly, 2-hour classroom instruction by a credentialed teacher in the independent study classes. If students need additional support, we have daily tutoring in all core subject courses on-site. VCIS implements designated English Development classes for all EL students. This year, we added RTI time for any student who is struggling in a classroom-based course.

During the Fall of 2019, we began utilizing IXL for added math support and practice in all of our math courses. In the Spring of 2020, we piloted a project-based Integrated Math 2B course that focused on the research-based mathematical instructional concepts of Jo Boaler. The class proved to be successful, but it was cut short due to the COVID-19 shutdown. During the 2020-21 school year, math supports were significantly hindered due to distance learning. During the Fall of 2021, we began to offer Intensive Math Intervention to students through the form of extended classroom attendance in Integrated Math 1 or 2 courses. Students receive an additional two/to four hours of math instructional support from their math teacher weekly. They cover the same content and standards as the traditional course; however, pacing can be slowed down to allow for deeper development of the concepts, as well as addressing the prior mathematical knowledge gaps that students need to be successful. Students placed in these classes scored significantly low on their Measurement of Academic Progress (MAP) Mathematics assessment.

Math Assist has been offered as a semester elective mathematics class to provide both the additional time and teacher assistance needed for success in a concurrent Integrated Math course. In the Spring of 2021, we revised the format of the course with input from our Integrated Math 1 and 2 teachers and a supervising teacher with a Masters in Mathematics Education. The course was redesigned to focus on key foundational mathematics skills needed to be successful in the Integrated Math courses. Students are identified for course placement if they score within a targeted below-grade level range on the Measurement of Academic Progress (MAP) Mathematics assessment.

During the 2020-21 school year, we transitioned to providing virtual tutoring in core content areas through Zoom. In the Fall of 2021, we were able to bring our tutoring back to in-person; however, we have still maintained virtual tutoring options for our online independent study and virtual learning program in the areas of English, Spanish, history-social science, science, and mathematics.

VCIS in the fall of 2022 continued to increase the amount of in-person support for our English Learner students. We also added additional tutoring options for all subject areas ensuring that if a student needs individual tutoring to support their independent learning, they have access to one one-on-one and group tutoring with teachers who are credentialed in the content area they support. In the fall of 2023, VCIS increased the dual enrollment and concurrent enrollment options for our students with our local community college, COS. VCIS also added a full-time social worker for the 22-23 school year, increasing from the previous year when the social worker was only available one day a week.

VCIS makes every attempt to ensure that all upperclassmen graduate during their true senior year. VCIS staff builds an intensive four-week long, five-day-a-week summer school schedule to meet the needs of our students. Students are identified by the amount of credit deficiency. Any juniors who are in need of more than 90 credits going into their senior year are highly recommended to attend. Seniors who did not graduate on time are required to attend summer school. VCIS has been offering this intense summer school schedule for the past three years.

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

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The following areas of professional development have been provided to staff: Professional Learning Communities (PLCs), Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered 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 school data. Our district provides professional development based on data from both the district and school levels to ensure that areas of need are being addressed. Professional Development occurs at the district, school, and classroom level dependent on teacher goals. The district provides

Professional Development

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 mentors at their respective school sites. Mentors and district teachers-on-assignment support the 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.

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

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