

Visions In Education

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <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).

Internet Access

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Kent Kern
E-mail Address	info@sanjuan.edu
Web Site	http://www.sanjuan.edu

School Contact Information (School Year 2018—19)	
School Name	Visions In Education
Street	5030 El Camino Avenue
City, State, Zip	Carmichael, Ca, 95608
Phone Number	916-883-1626
Principal	Dr. Jody Graf/Superintendent
E-mail Address	getintouch@viedu.org
Web Site	http://www.viedu.org
County-District-School (CDS) Code	34674473430717

Last updated: 1/31/2019

School Description and Mission Statement (School Year 2018—19)

Visions In Education Charter School, a transitional kindergarten through twelfth grade (TK-12) independent study/home school charter school, is currently in its 18th year of operation. Visions is chartered by the San Juan Unified School District in Sacramento County and is accredited through the Western Association of Schools and Colleges (WASC). Visions serves students in Sacramento County and its eight adjacent counties, including Placer, Amador, San Joaquin, Solano, Yolo, Sutter, Contra Costa, and El Dorado. Visions serves two distinct student populations: TK-12 home school students and 9-12 secondary school students. Visions serves students who seek an alternative educational model that provides opportunities for greater flexibility in terms of time and delivery of instruction. The TK-12 Home School Academy supports the right of parent educators to educate their children within the home, while the 9-12 Independent Studies Academies serve high school students seeking a non-classroom-based environment that provides standards-based academic assignments to allow them to graduate from high school in a flexible learning environment.

Mission Statement:

As an independent study/home school program, Visions In Education Charter School utilizes a standards-based education that addresses individual differences and learning styles. We empower students to take ownership and responsibility for their present and future learning by developing their academic, personal, interpersonal, and technological skills.

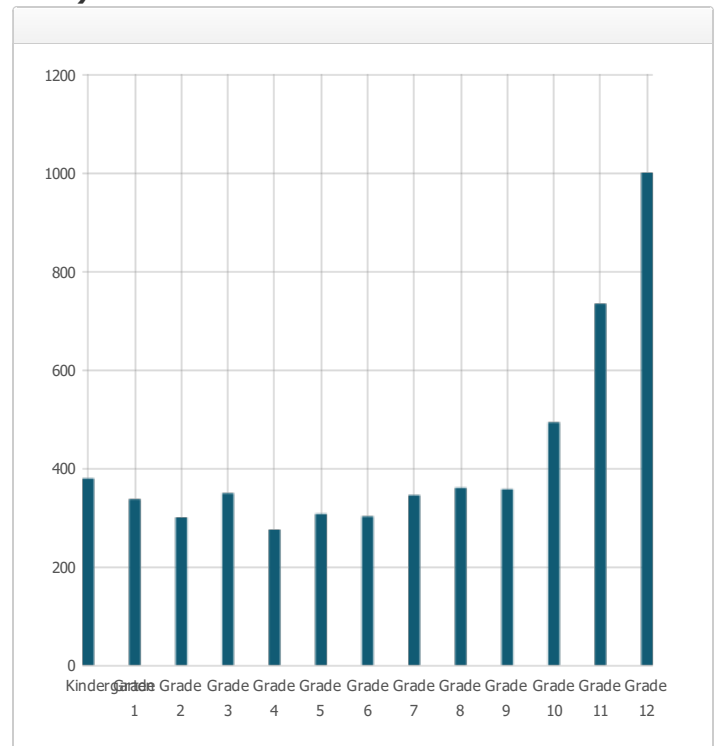
Vision Statement:

Preparing each student to succeed in a rapidly changing world.

Last updated: 1/31/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	379
Grade 1	337
Grade 2	300
Grade 3	349
Grade 4	275
Grade 5	307
Grade 6	302
Grade 7	345
Grade 8	360
Grade 9	357
Grade 10	493
Grade 11	734
Grade 12	1000
Total Enrollment	5538



Last updated: 1/31/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	8.5 %
American Indian or Alaska Native	2.3 %
Asian	4.7 %
Filipino	3.2 %
Hispanic or Latino	20.1 %
Native Hawaiian or Pacific Islander	0.8 %
White	57.9 %
Two or More Races	2.1 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	46.7 %
English Learners	5.9 %
Students with Disabilities	12.1 %
Foster Youth	0.2 %

A. Conditions of Learning

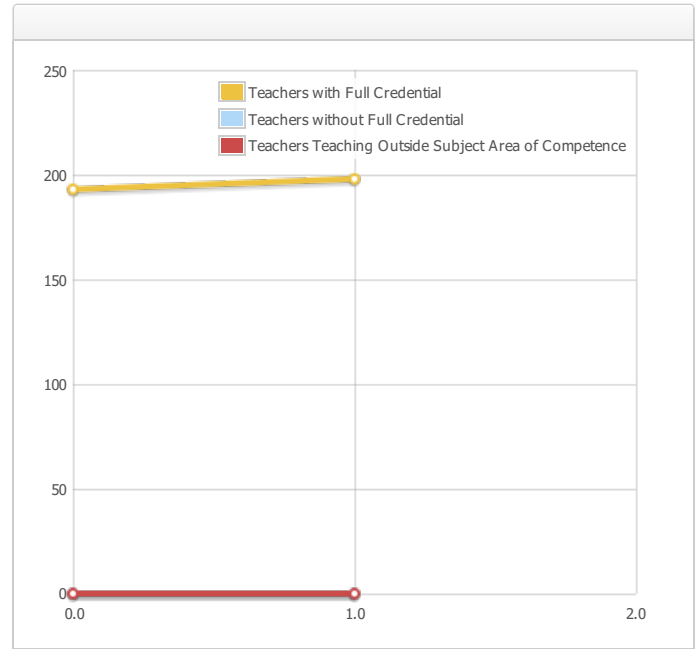
State Priority: Basic

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

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

Teacher Credentials

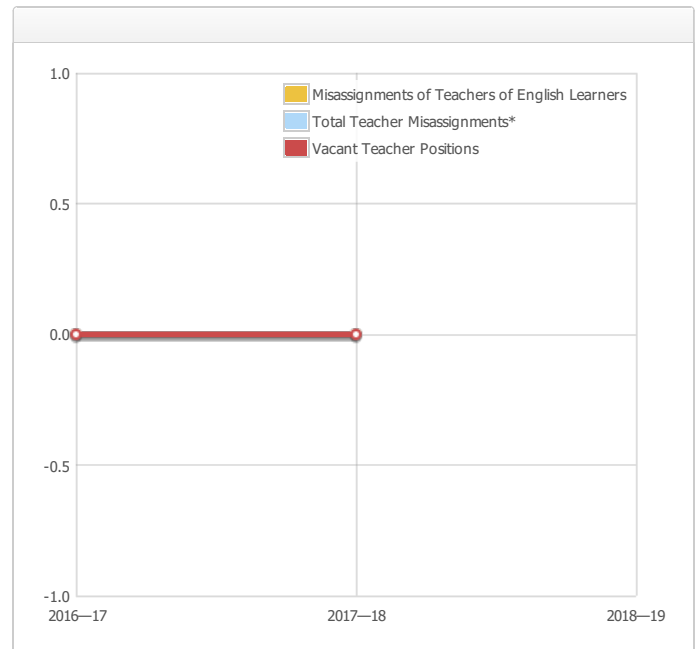
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	193	198		
Without Full Credential	0	0		
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		



Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	



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

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

Last updated: 1/31/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: November 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Framework: July 2014 K-8 Matrix: Nov 2015</p> <p>All students, including English learners, are given their own individual standards-aligned textbooks or access to digital resources. Instructional materials are adopted according to a cycle developed by the California Department of Education, making the resources used in the school the most current available.</p>	Yes	0.0 %
Mathematics	<p>Framework: Nov. 2013 K-8 Matrix: Jan. 2014</p> <p>All students, including English learners, are given their own individual standards-aligned textbooks or access to digital resources. Instructional materials are adopted according to a cycle developed by the California Department of Education, making the resources used in the school the most current available.</p>	Yes	0.0 %
Science	<p>Science Framework: Nov. 2016 K-8 Matrix: Nov. 2018</p> <p>All students, including English learners, are given their own individual standards-aligned textbooks or access to digital resources. Instructional materials are adopted according to a cycle developed by the California Department of Education, making the resources used in the school the most current available.</p>	Yes	0.0 %
History-Social Science	<p>Framework: July 2016 K-8 Matrix: Nov. 2017</p> <p>All students, including English learners, are given their own individual standards-aligned textbooks or access to digital resources. Instructional materials are adopted according to a cycle developed by the California Department of Education, making the resources used in the school the most current available.</p>	Yes	0.0 %
Foreign Language	<p>Framework: 2001</p> <p>All students, including English learners, are given their own individual standards-aligned textbooks or access to digital resources. Instructional materials are adopted according to a cycle developed by the California Department of Education, making the resources used in the school the most current available.</p>	Yes	0.0 %
Health	<p>Health Framework: 2003 (anticipated Visions NGSS Textbook Adoption is the 2018/19 school year)</p> <p>All students, including English learners, are given their own individual standards-aligned textbooks or access to digital resources. Instructional materials are adopted according to a cycle developed by the California Department of Education, making the resources used in the school the most current available.</p>	Yes	0.0 %
Visual and Performing Arts	<p>Framework: 2004</p> <p>All students, including English learners, are given their own individual standards-aligned textbooks or access to digital resources. Instructional materials are adopted according to a cycle developed by the California Department of Education, making the resources used in the school the most current available.</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2019

School Facility Conditions and Planned Improvements

Visions In Education Charter School occupies leased office buildings in Carmichael. The facilities are well maintained, and the facility provides adequate space for administrators and office staff members. Parking is excellent.

There have been no changes in our facilities or their condition from last year.

We are planning some facility modifications if we purchase our building at 5030 El Camino Avenue. These modifications include lighting and HVAC upgrades utilizing Prop 39 funds.

Last updated: 1/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
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Last updated: 1/31/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	48.0%	44.0%	45.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	22.0%	24.0%	33.0%	34.0%	37.0%	38.0%

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

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

Last updated: 1/31/2019

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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	2695	2330	86.46%	48.00%
Male	1285	1108	86.23%	41.94%
Female	1410	1222	86.67%	53.48%
Black or African American	204	172	84.31%	32.16%
American Indian or Alaska Native	53	46	86.79%	36.96%
Asian	142	134	94.37%	64.93%
Filipino	75	73	97.33%	61.64%
Hispanic or Latino	531	458	86.25%	38.38%
Native Hawaiian or Pacific Islander	23	22	95.65%	50.00%
White	1566	1336	85.31%	50.67%
Two or More Races	86	78	90.70%	52.56%
Socioeconomically Disadvantaged	1114	957	85.91%	38.41%
English Learners	254	232	91.34%	26.84%
Students with Disabilities	349	248	71.06%	16.67%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 1/31/2019

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

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	2704	2324	85.95%	24.01%
Male	1291	1103	85.44%	26.93%
Female	1413	1221	86.41%	21.36%
Black or African American	205	172	83.90%	--
American Indian or Alaska Native	53	46	86.79%	13.04%
Asian	143	134	93.71%	44.78%
Filipino	75	73	97.33%	43.84%
Hispanic or Latino	533	457	85.74%	15.42%
Native Hawaiian or Pacific Islander	23	22	95.65%	18.18%
White	1571	1331	84.72%	26.38%
Two or More Races	86	78	90.70%	12.82%
Socioeconomically Disadvantaged	1119	954	85.25%	13.49%
English Learners	255	230	90.20%	13.10%
Students with Disabilities	358	248	69.27%	7.76%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 1/31/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

Last updated: 1/31/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

When Visions In Education was a dependent charter of the San Juan Unified School District it had the opportunity to participate in some of the district's CTE programs if space was available. In addition to San Juan Unified School District, Visions students also have the opportunity to participate in CTE/ROP in Contra Costa, Placer, Sacramento, and San Joaquin counties.

Some CTE/ROP courses, because of the time requirements, internship element and industry standards they meet, are defined as a sequence within themselves. Introductory CTE courses are found throughout our schools, concentrators are students who take a second level course within the same career path, and students are referred to as completers when they complete a sequence of courses leading to certification, employability, and/or further technical training. ROP course are defined as completer based on length of course, sequence, and skill development.

The CTE/ROP capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. Students enrolled in the programs are provided strong experiences in all aspects of an industry.

Visions also provides students career preparation through our independent study courses leading to Career Technical Education (CTE) and post-secondary educational options. We offer the following courses:

- Child Development
- Clothing and Fashion Design
- Foods and Nutrition
- Crime Science
- Digital Media
- Hospitality / Tourism
- Entrepreneurship
- Health Science (Allied Health Tech)
- Introduction to Business (International)
- Introduction to Video Production
- Marketing (Sports & Entertainment)
- Veterinary Science

Students also have the opportunity to pursue CTE courses at the local community college. Visions currently has a partnership with the American River College Automotive program, offering classes that lead to certification in automotive mechanics and repair.

Through the IEP process special education students may also be scheduled into CTE courses. Students are provided the support and necessary curriculum modification as outlined in the Individualized Education Plan (IEP). CTE/ROP provides extended testing time, extra assignment time and support where appropriate. Since our CTE courses work to integrate and support the academic standards, the students will be exposed to "hands on" activities and participate in solving real life problems.

Last updated: 1/31/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation

Number of Pupils Participating in CTE	47
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	25.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20.0%

Last updated: 1/31/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	46.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	5.7%

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

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/12/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

Visions In Education strongly believes that active parental involvement is a key component to student success. Parents facilitate their child's learning in the Home School Academy with the assistance of a credentialed teacher. Credentialed teachers facilitate student learning in each of the College and Career and the University Preparatory Academies with assistance from the parents. In addition, Visions provides parent events, throughout our nine-county region, to share teaching strategies and effective practices with parents and guardians.

Parent satisfaction surveys are provided electronically to all parents annually in the fall semester. Parents can also give stakeholder feedback through the LCAP survey which is sent out every February. Surveys are developed specifically to assess parent input on the effectiveness of all aspects of Visions In Education from their perspective, related to their experience. The results of these surveys are reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year. The results of the LCAP survey are shared on the school's intranet (WIRE)

Parents and guardians of Visions students are encouraged to participate on a parent committee made up of parents and guardians of the students of Visions, which acts in an advisory capacity to the Superintendent/Executive Director. They are also encouraged to participate in advisory board meetings. Each Visions academy also involves parents through parent organizations that are responsible for encouraging parent involvement in school activities, fundraising and working with charter school administrators on matters related to Visions' school community.

Please contact Betty Brady at 916-883-1626 to learn more about opportunities for parent involvement.

State Priority: Pupil Engagement

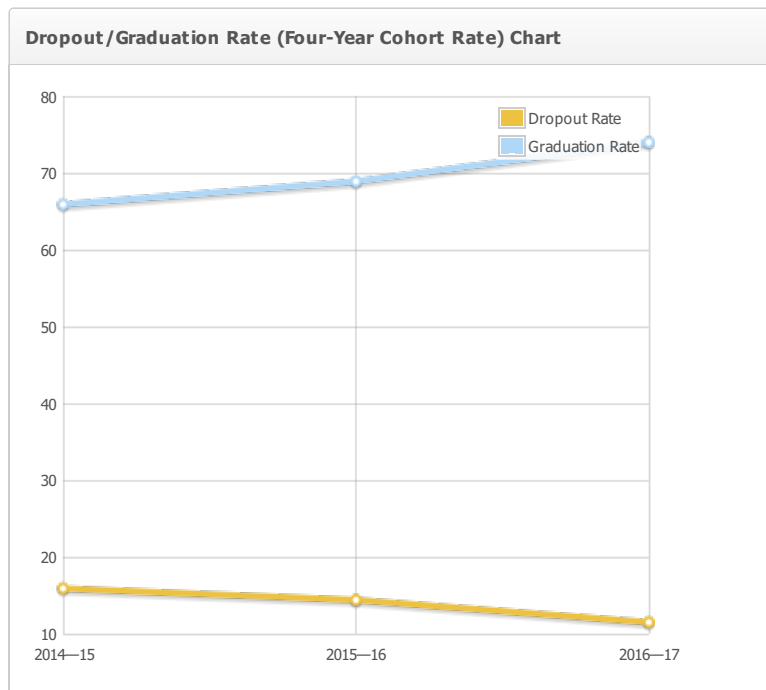
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	15.9%	14.4%	9.2%	8.8%	10.7%	9.7%
Graduation Rate	65.9%	68.9%	82.7%	83.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	11.5%	10.3%	9.1%
Graduation Rate	74.0%	78.3%	82.7%



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

Last updated: 12/12/2018

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

Student Group	School	District	State
All Students	85.5%	87.3%	88.7%
Black or African American	80.0%	79.4%	82.2%
American Indian or Alaska Native	72.2%	75.8%	82.8%
Asian	100.0%	97.2%	94.9%
Filipino	100.0%	94.4%	93.5%
Hispanic or Latino	74.0%	82.1%	86.5%
Native Hawaiian or Pacific Islander	50.0%	89.5%	88.6%
White	90.8%	88.9%	92.1%
Two or More Races	87.5%	98.0%	91.2%
Socioeconomically Disadvantaged	81.1%	86.1%	88.6%
English Learners	57.1%	51.1%	56.7%
Students with Disabilities	64.0%	60.7%	67.1%
Foster Youth	66.7%	75.5%	74.1%

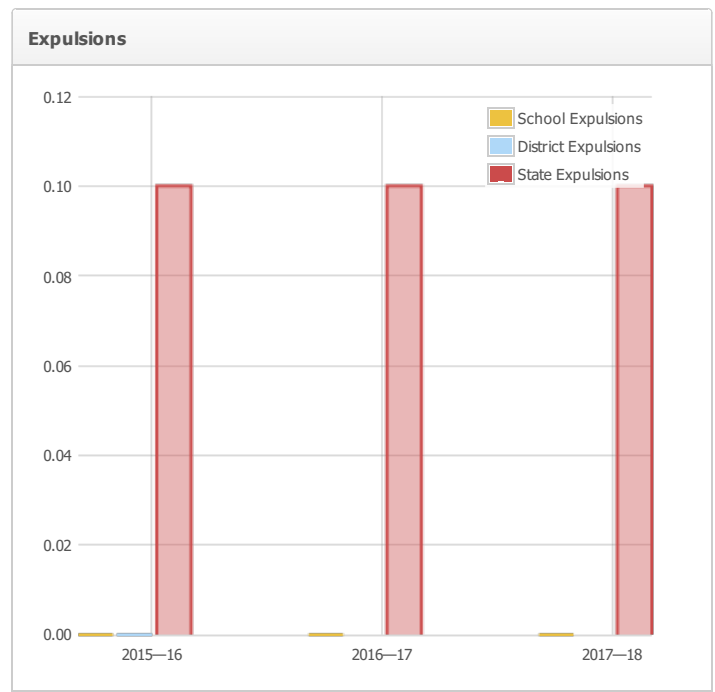
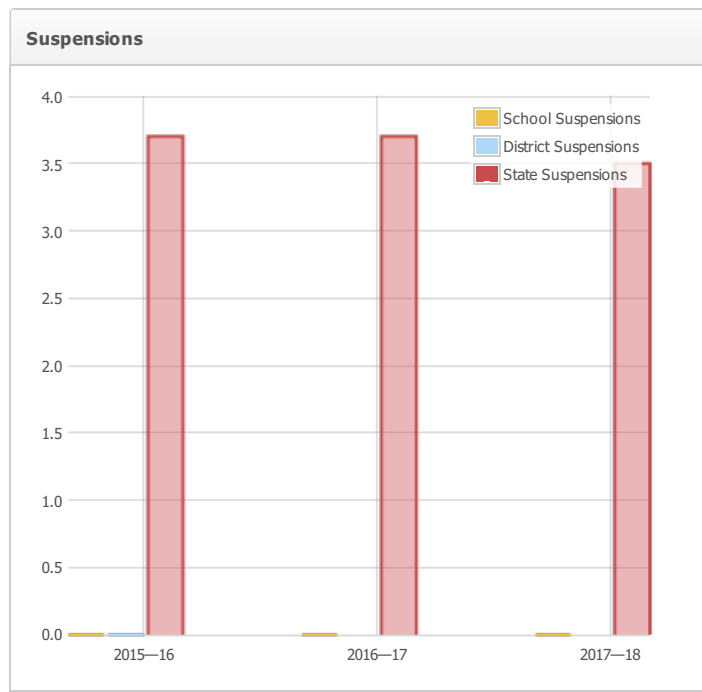
State Priority: School Climate

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

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	0.0%	--	--	--	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 12/12/2018

School Safety Plan (School Year 2018—19)

Visions In Education has a safety committee that meets regularly. All Visions staff members have been trained in the school's emergency policies and procedures. Visions has an emergency crisis notification line, lockdown and panic buttons, internal paging system and a text alert system. All staff members have been trained in the use of the paging system, lockdown and panic buttons and crisis phone line. This crisis emergency line works in the daytime and evenings. Annual training for all staff was done in August 2018.

Last updated: 1/31/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/31/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	4.0	763	2	
Mathematics	2.0	854		
Science	3.0	699	5	1
Social Science	4.0	861		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	1.0	3422		
Mathematics	1.0	2163		
Science	1.0	2471		
Social Science	1.0	3419		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	3.0	1124	1	6
Mathematics	3.0	984		4
Science	3.0	763	1	3
Social Science	4.0	1013	1	5

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

Last updated: 12/12/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	450.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	3.8	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	3.0	N/A
Resource Specialist (non-teaching)	10.0	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/12/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8235.0	\$2461.0	\$5774.0	\$73628.0
District	N/A	N/A	\$7535.0	\$76908.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 12/12/2018

Types of Services Funded (Fiscal Year 2017—18)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

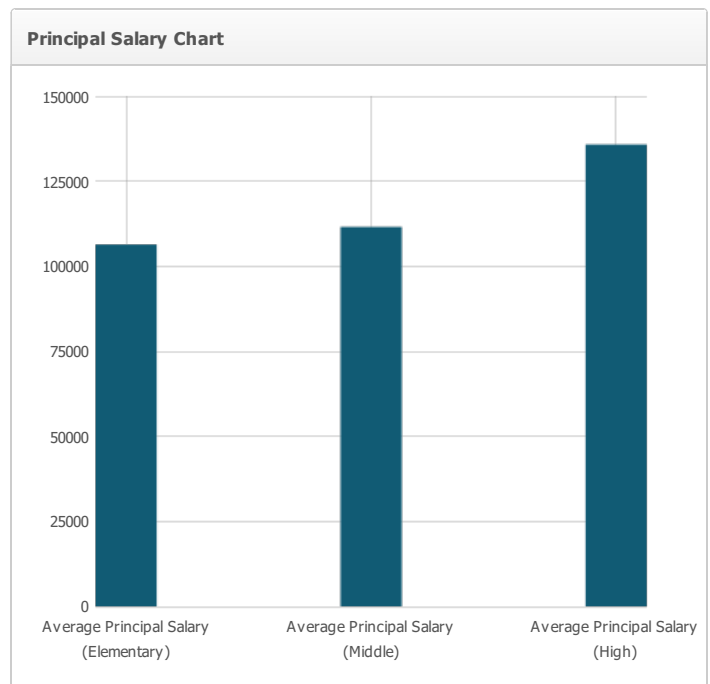
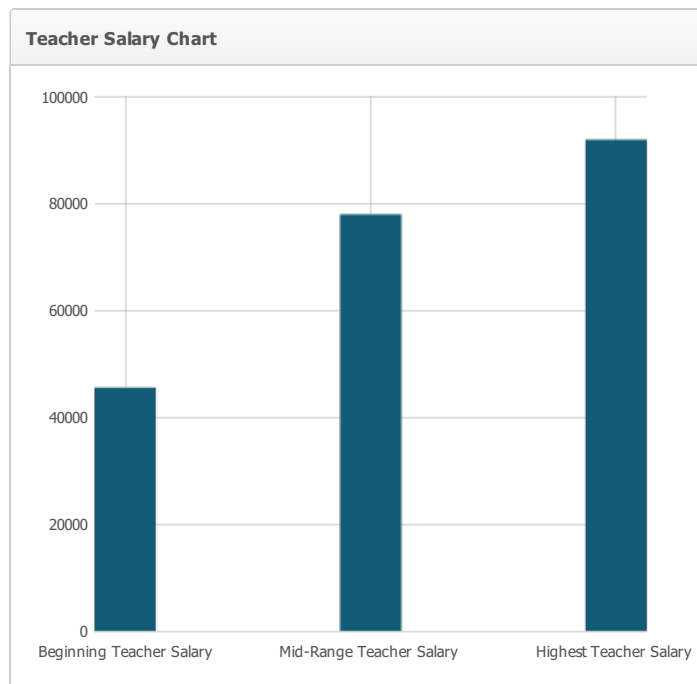
For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Last updated: 12/12/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,492	\$47,903
Mid-Range Teacher Salary	\$77,878	\$74,481
Highest Teacher Salary	\$91,856	\$98,269
Average Principal Salary (Elementary)	\$106,389	\$123,495
Average Principal Salary (Middle)	\$111,560	\$129,482
Average Principal Salary (High)	\$135,771	\$142,414
Superintendent Salary	\$268,440	\$271,429
Percent of Budget for Teacher Salaries	36.0%	35.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/12/2018

Advanced Placement (AP) Courses (School Year 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 12/12/2018

Professional Development

Visions is dedicated to the ongoing development of school administration, teachers and office staff. The professional development initiative areas are aligned to school's goals to increase student achievement and support school improvement. The leadership management team meets frequently to ensure that best practices and new ideas are constantly being utilized through all levels of the organization. In addition, teachers meet monthly to showcase best practices, develop curriculum and resources, and collaborate in professional learning teams (PLT) to discuss and problem-solve challenges in Visions' environment. There is a deep emphasis on student achievement data and school demographic information to help tailor a professional growth program to enrich strategies and resources to support student learning needs. Teachers bring student data to meetings to discuss student challenges and to work together to create solutions. The organization considers all suggested solutions to develop resources in support of student achievement.

In order to provide ongoing support, there is a team of credentialed teachers who serve as Regional Leads and/or instructional coaches. Their purpose is to support teachers by focusing on curriculum needs for each of the content areas by academy. The Regional Leads and Instructional coaches provide updates and support through professional development meetings and assist with curriculum modifications and implementation strategies for content areas.

Visions is committed to a relevant staff development/professional growth process for all staff. Certificated staff participates in training through a variety of different methods including: small group meetings, large group meetings, virtual meetings, 1 on 1 meetings to focus on mandatory updates and training on key areas of the school operations and the programs. The sessions are created to ensure staff is current with updated technology refinements and appropriate use.

In addition, the school is continuing to build capacity in all staff to optimize computer and online application tools; this is an ongoing commitment of the school. Classified staff members also have opportunities for technology and business training relevant to their positions as well as training in best business practices. Visions supports classified staff pursuing their educational goals by providing reimbursement for college classes and books.

Recent professional development initiatives have included: California State Standards, student services (MTSS, special education, and counseling), effective practices, writing, and GradPoint. For the implementation of the California State Standards, Visions has focused on providing curriculum, pedagogy, and best practices surrounding English Language Arts, Mathematics, the new History Framework and the Next Generation Science Standards. The focus of professional development over next several years will remain on developing deep understanding of the California State Standards to help build a firm foundation in Visions' programs.

Last updated: 12/12/2018