

# 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

| Local Educational Agency (LEA) Name | Contact Name and Title      | Email and Phone                        |
|-------------------------------------|-----------------------------|--|
| The Village Charter School          | Rebecca Ivanoff<br>Director | rlivanoff5@gmail.com<br>(707) 524-2848 |

## Goal 1

**Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement in ELA, math, and science as demonstrated by CAASPP performance, ELPAC, and local indicators.**

## Rationale

The goal was developed based on input from our Educational Partners and ensuring state priorities are met. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the values of an exceptional learning experiences: Priority 1 – Basics (Teachers, Instructional Materials), Priority 2 – Implementation of Academic Standards, Priority 4 – Performance on Standardized Tests, Priority 5 – Pupil Engagement, and Priority 7 – Access to a Broad Course of Study. If completed and achieved, the actions and metrics grouped together demonstrate all the components necessary for providing learning experiences that increase students achievement, engagement and preparedness for their future.

## Expected Annual Measurable Objectives for Goal 1

| Priority | Metric  | Baseline                                   | Year 2 Mid-Year Progress  | Desired Outcome for 2023-24   |
|----------|---|--|---|---|
|          | ELA Academic Indicator (CAASPP)               | Performance:                               | 2021-22 CAASPP: 65% of students tested at Standard Met or Standard Exceeded | 2022-23 CAASPP: Show a 5% increase in the number of students who test at Standard Met or Standard Exceeded in ELA   |
|          | ELA Standards Implementation of the Standards | Materials: Initial<br>Instruction: Initial | Fully Implemented   | Materials: Fully Implemented<br>Instruction: Fully Implemented  |
|          | Math Academic Indicator (CAASPP)              | Performance:                               | 2021-22 CAASPP: 52% of students tested at Standard Met or Standard Exceeded | 2022-23 CAASPP: Show a 5% increase in the number of students who test at Standard Met or Standard Exceeded in Math. |

| Priority | Metric  | Baseline  | Year 2 Mid-Year Progress  | Desired Outcome for 2023-24   |
|----------|---|---|---|---|
|          | Math Standards Implementation of the Standards  | Materials: Initial<br>Instruction: Initial  | Fully Implemented   | Materials: Fully Implemented<br>Instruction: Fully Implemented  |
|          | ELPAC Progress (CA Dashboard)   | Status:<br>Progress Level   |   | All students progress one full Developmental Level in oral and written language on the ELPAC per testing year.          |
|          | Science Standards with focus on integration of Arts and science and environmental science.<br>Implementation of the Standards (CAASPP)                  | Materials: Explore<br>Instruction: Explore<br>Performance: Due to COVID and SIP, we still do not have baseline scores. Year 1 Outcome is the baseline for CST | 2021-22 CAASPP: 60% of students tested at Standard Met or Standard Exceeded | 2022-23 CST: Show a 5% increase in the number of students who test at Standard Met or Standard Exceeded                 |
|          | Standards Aligned Materials<br>% of students with access to their own copies of standards aligned instructional materials for use at school and at home | 100%  | 100%  | 100%  |
|          | # of Williams Act Complaints  | 0   | 100%  | 0   |
|          | Broad Course of Study   | 100%  | 100%  | 100%  |
|          | Misassignment of teachers   | 0%  | 0%  | 0%  |
|          | Local Performance Indicators  |   |   | Increase percentage of returning students who are performing at grade level on local assessments in ELA and math by 3%. |

## Actions and Services

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing      | Personnel<br>Expenses     | Non-Personnel<br>Expenses | Total<br>Funds      | Mid-Year Report                          |
|-----------------|--|----------|-------------------|---------------------------|---------------------------|---------------------|--|
| 1.1             | <p><b>Classroom Environment &amp; Culture</b></p> <ul style="list-style-type: none"> <li>• Provide each student with a highly qualified teaching staff to support learning and positive school climate/culture.</li> <li>• Principal time- 1.0 FTE</li> <li>• Develop a positive, collaborative, innovative learning environment that supports students in being confident to achieve their personal best.</li> <li>• Classroom systems and routines facilitate student responsibility, ownership, and independence.</li> <li>• Class time is maximized in the service of learning.</li> <li>• Create purposeful, relevant, accessible learning resources.</li> <li>• Students have access to</li> </ul> |          | <p>No<br/>Yes</p> | <p>LCFF<br/>\$408,112</p> |                           | <p>\$408,112.00</p> | <p>As of Nov. 30.2022:<br/>\$141,048</p> |

| Goal/<br>Action | Action Title/<br>Description  | Timespan | Contributing      | Personnel<br>Expenses                          | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report                 |
|-----------------|---|----------|-------------------|--|---------------------------|----------------|---------------------------------|
|                 | <p>resources in the environment to support their learning and independence.</p> <ul style="list-style-type: none"> <li>• Develop and focus on creating a community of learners.</li> <li>• Classroom norms encourage trust-building, risk-taking, collaboration, and respect for divergent thinking.</li> <li>• Classroom interactions and school wide events and festivals reflect high expectations and beliefs about all students' intellectual capabilities and creates a culture of inclusivity, equity, and accountability for learning.</li> </ul> |          |                   |  |                           |                |                                 |
| 1.2             | <p><b>Student Engagement</b></p> <ul style="list-style-type: none"> <li>• Addresses the needs of English learners and</li> </ul>  |          | <p>No<br/>Yes</p> | <p>LCFF \$120,221<br/>Other State \$24,786</p> |                           | \$145,007.00   | As of Nov. 30.2022:<br>\$44,108 |

| Goal/<br>Action | Action Title/<br>Description  | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report |
|-----------------|---|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
|                 | <p>socioeconomical<br/>ly<br/>disadvantaged<br/>students by<br/>providing:</p> <ul style="list-style-type: none"> <li>• Teacher Assistants in each classroom tk-8 allowing for a 10:1 student to teacher ratio</li> <li>• Highly Qualified Teachers appropriately assigned - reduced class size - average of 20 students per teacher</li> <li>• Cultivate learning processes and environments that foster deep engagement, intellectual development, and communication.</li> <li>• Integrate student voice and choice in learning experiences.</li> <li>• Students take ownership of their learning to develop, test, and refine their thinking.</li> <li>• Students' classroom work embodies substantive intellectual engagement.</li> </ul> |          |              |                       |                           |                |                 |

| Goal/<br>Action | Action Title/<br>Description  | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report |
|-----------------|---|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
|                 | <ul style="list-style-type: none"> <li data-bbox="247 134 489 557">• Engagement strategies capitalize and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning.</li> <li data-bbox="247 565 489 987">• Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in their learning experience.</li> <li data-bbox="247 995 489 1320">• Engagement strategies build on students' strengths and address the needs of English learners and socioeconomically disadvantaged students.</li> <li data-bbox="247 1328 489 1474">• Lessons are meaningful and relevant beyond the task at hand, and assist</li> </ul> |          |              |                       |                           |                |                 |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report             |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|-----------------------------|
|                 | <p>students in learning and applying transferable knowledge and skills.</p> <ul style="list-style-type: none"> <li>• Learning targets and criteria for success are clearly articulated, linked to standards, embedded in instruction, and understood by students.</li> <li>• Teaching points are based on the teacher's knowledge of students' learning needs in relation to the learning targets.</li> <li>• Create formative learning processes for all students with measurable learning targets.</li> <li>• Develop curricular activities that bridge in-class learning with real world applications.</li> </ul> |          |              |                       |                           |                |                             |
| 1.3             | <b>Assessment for Student Learning</b>   |          | Yes          | LCFF \$1000           | Other State \$9,000       | \$10,000.00    | As of Nov. 30.2022: \$5,180 |

| Goal/<br>Action | Action Title/<br>Description  | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report |
|-----------------|---|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
|                 | <p>Assessment cycles are continually utilized by educators and students to ensure learning activities lead to student success. Teachers use assessment results to modify curriculum and learning activities to address student needs.</p> <ul style="list-style-type: none"> <li>• Administer ELPAC test to assess ELD level</li> <li>• Develop systems in which students assess their own learning and the work of their peers in relation to the learning target.</li> <li>• Create multiple assessment opportunities and expect all students to demonstrate learning.</li> <li>• Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student.</li> <li>• Use observable systems and routines for recording and</li> </ul> |          |              |                       |                           |                |                 |



| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
|                 | using student assessment data. <ul style="list-style-type: none"> <li>• Assessment criteria, methods, and purposes are transparent and match the learning target.</li> <li>• Apply formative assessment data to make in-the-moment instructional adjustments, to modify future lessons, and give targeted feedback to students.</li> </ul> |          |              |                       |                           |                |                 |

## Goal 2

**Well-Being: Support the social-emotional and physical well-being of all and recognize each person's inherent value**

### Rationale

The goal was developed based on stakeholder input and ensuring state priorities are met. All of our stakeholders want to prioritize social-emotional support and physical well-being. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value of a well rounded educational program: Priority 3 -- Parent Engagement, Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring the healthy well-being of our students.

## Expected Annual Measurable Objectives for Goal 2

| Priority | Metric   | Baseline  | Year 2 Mid-Year Progress   | Desired Outcome for 2023-24   |
|----------|--|---|--|---|
|          | Attendance Rate  |   | 2022-23 P1: ADA 89.39  | ADA 95.0  |
|          | Chronic Absenteeism Rate<br>Tardy Rate   | 2019: 10% Chronic Absenteeism<br>Tardy Rate: Initial (10 + tardies in school year)    |  | Less than 5% Chronic Absenteeism<br>Tardy Rate: less than 5%                        |
|          | Suspension Rate  | 2019: Less than 1%  | Less than 1%   | Less than 1%  |
|          | % feel school is welcoming and friendly based on educational partner feedback and participation. | 98% feel school is welcoming and friendly   | There is still a strong sense of community and wellbeing on the campus but we are still working to address some behavioral/attitude issues that have stemmed from the pandemic and increased exposure to social media and screen time. | Maintain a sense of wellbeing on campus at 98% or higher                            |
|          | % students feel school is safe based on educational partner feedback and participation.          | 98% feel safe   |  | Maintain a sense of school safety at 98% or higher                                  |
|          | Parents participation and PA involvement.  | 25% volunteerism in the classrooms.<br>20% involved in PA                             | Participation in the PA meetings has increased. There has been high turn out at all school events to date. Statistical data not available.   | 30% Parent Participation in the classrooms.<br>25% Consistent involvement in the PA |
|          | Parent Pledge Program to support the sustainability of VCS.                                      | 95% PPP participation   | 97% are participating in the PPP. We have currently received 1/2 of the amount pledged for the school year and are on track to meet our goal.  | 95% participation in our PPP.   |
|          | Retention Rate   | 2019: 99% Retention Rate<br>Our number dropped in the 20-21 school year, but that was | Our enrollment is below our original projection for the 2022-23 school year. We lost 2 families to moving out of the   | Retention rate of at least 95%  |

| Priority | Metric | Baseline                                     | Year 2 Mid-Year Progress                            | Desired Outcome for 2023-24 |
|----------|--------|--|---|-----------------------------|
|          |        | due to families moving out of Sonoma County. | area and 2 families to other schools/homeschooling. |                             |

### Actions and Services

| Goal/Action | Action Title/Description   | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|--|----------|--------------|--------------------|------------------------|-------------|-----------------|
| 2.1         | <b>Tools for Families</b> <ul style="list-style-type: none"> <li>Support all families by providing them with tools, resources, and strategies for addressing their student's emotional, social, and physical needs.</li> <li>Continue to provide a warm and welcoming school environment for families.</li> <li>Foster ongoing relationships between families and the school/teachers/staff.</li> <li>Strive to cultivate open lines of communication between families and schools.</li> <li>Create and communicate a comprehensive list of school and community resources.</li> </ul> |          | No           |                    |                        |             |                 |

| Goal/<br>Action | Action Title/<br>Description  | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report              |
|-----------------|---|----------|--------------|-----------------------|---------------------------|----------------|------------------------------|
|                 | <ul style="list-style-type: none"> <li>Host all school/class parent meetings and two teacher parent meetings per year: parenting, nutrition, academic guidance, MTSS, general support, attendance, etc.</li> <li>Maintain an open door policy and provide various opportunities for parents to participate in school activities.</li> </ul> |          |              |                       |                           |                |                              |
| 2.2             | <b>Whole Child Nurturance</b> <ul style="list-style-type: none"> <li>Provide comprehensive student-centered programs that recognize each student's inherent value, meet the wellness needs of students, and infuse social-emotional learning opportunities into daily experiences.</li> </ul>   |          | Yes          | Local \$42,168        |                           | \$42,168.00    | As of Nov. 30.2022: \$13,808 |

| Goal/<br>Action | Action Title/<br>Description  | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report |
|-----------------|---|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
|                 | <ul style="list-style-type: none"> <li>• Develop a sense of community that promotes active family engagement and recognizes and welcomes the diverse backgrounds of our students with a focus on increasing participation and addressing attendance/tardiness issues.</li> <li>• Provide a rich Multi-Tiered Systems of Support (MTSS) that addresses the needs of individual students.</li> <li>• Provide opportunities to celebrate our differences.</li> <li>• Focus on Restorative Practices, Toolbox, Growth Mindset, and Positive Behavioral Interventions.</li> <li>• Support teachers in integrating nutrition and exercise learning into classroom curricula.</li> </ul> |          |              |                       |                           |                |                 |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
|                 | <ul style="list-style-type: none"> <li>Provide Extended Care, Winter Care and Summer Camp to all students, offering the service at no cost to qualifying students.</li> </ul>  |          |              |                       |                           |                |                 |
| 2.3             | <p><b>School Culture</b></p> <ul style="list-style-type: none"> <li>Create a culture on VCS campus of open-hearted and open-minded listening that generates a compassionate and courageous community oriented toward collective action and shared responsibility:</li> <li>Build trust through transparency and honesty.</li> <li>Establish open and direct lines of communication between families, school, staff, and students.</li> <li>Develop a culture that assumes</li> </ul> |          | No           |                       |                           |                |                 |

| Goal/Action | Action Title/Description  | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|---|----------|--------------|--------------------|------------------------|-------------|-----------------|
|             | positive intent, particularly when working through difficult situations. <ul style="list-style-type: none"> <li>• Promote a growth mindset.</li> <li>• Provide opportunities to build relationships through school events and festivals, weekly bulletins and an open door policy on campus.</li> </ul> |          |              |                    |                        |             |                 |

### Goal 3

### Rationale

### Expected Annual Measurable Objectives for Goal 3

| Priority | Metric | Baseline | Year 2 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--------|----------|--------------------------|-----------------------------|
|          |        |          |                          |                             |

**Actions and Services**

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|--------------|---------------------------|----------|--------------|--------------------|------------------------|-------------|-----------------|
|              |                           |          |              |                    |                        |             |                 |

**Goal 4**

**Rationale**

**Expected Annual Measurable Objectives for Goal 4**

| Priority | Metric | Baseline | Year 2 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--------|----------|--------------------------|-----------------------------|
|          |        |          |                          |                             |

**Actions and Services**

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|--------------|---------------------------|----------|--------------|--------------------|------------------------|-------------|-----------------|
|              |                           |          |              |                    |                        |             |                 |



**Goal 5**

**Rationale**

**Expected Annual Measurable Objectives for Goal 5**

| Priority | Metric | Baseline | Year 2 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--------|----------|--------------------------|-----------------------------|
|          |        |          |                          |                             |

**Actions and Services**

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|--------------------------|----------|--------------|--------------------|------------------------|-------------|-----------------|
|             |                          |          |              |                    |                        |             |                 |