

The Village Charter School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

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.

2023-24 School Contact Information

| | |
|--|---|
| School Name | The Village Charter School |
| Street | 2590 Piner Rd. |
| City, State, Zip | Santa Rosa, Ca, 95401-4035 |
| Phone Number | 707-524-2848 |
| Principal | Ms. Rebecca Ivanoff, Administrative Coordinator |
| Email Address | admin@villagecharterschool.com |
| School Website | www.villagecharterschool.com |
| County-District-School (CDS) Code | 49-75358-0114934 |

2023-24 District Contact Information

| | |
|-------------------------|---|
| District Name | The Village Charter School |
| Phone Number | (707) 837-7701 |
| Superintendent | Jeremy Decker |
| Email Address | jdecker@wusd.org |
| District Website | http://www.wusd.org |

2023-24 School Description and Mission Statement

The Village Charter School, founded in 1999, is a nonprofit, independent public charter school in Santa Rosa serving children in Sonoma County as a part of the Windsor Unified School District. Our Mission is to provide an ecologically-conscious, multi-cultural, creative and meaningful educational experience in a small, positive and peaceful school environment. The Village is a school where world cultures are explored, our connection to nature is honored, and character development is nurtured. Our school is a place where the intellectual, imaginative, and humanitarian promise of each student is cultivated and celebrated in a community that practices mutual respect, embraces diversity, and inspires a passion for learning. At the Village Charter School we believe ALL our youth deserve to be educated, so education must be broad enough, deep enough and diverse enough to embrace every child, each with their individual personality, abilities, challenges and background. We strive to achieve a diverse student body, and value students of all cultures, genders, socio-economics, abilities, race, ethnicity, etc. We strive to educate the whole child physically, emotionally, socially, and academically at the child's developmental and age appropriate level within a multi-age setting, which fosters appreciation of diversity in an environment that includes everyone. Our unique curriculum focuses on providing a multicultural, whole world education and encouraging the feelings of joy built around personal and social responsibility.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 12 |
| Grade 1 | 12 |
| Grade 2 | 13 |
| Grade 3 | 13 |
| Grade 4 | 11 |
| Grade 5 | 12 |
| Grade 6 | 9 |
| Grade 7 | 6 |
| Grade 8 | 5 |
| Total Enrollment | 93 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 54.8% |
| Male | 45.2% |
| American Indian or Alaska Native | 1.1% |
| Asian | 1.1% |
| Hispanic or Latino | 22.6% |
| Two or More Races | 21.5% |
| White | 53.8% |
| English Learners | 7.5% |
| Homeless | 12.9% |
| Socioeconomically Disadvantaged | 47.3% |
| Students with Disabilities | 11.8% |

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) | 5.00 | 100.00 | 189.20 | 75.60 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 4.50 | 1.83 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 14.50 | 5.79 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 10.70 | 4.28 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 31.30 | 12.50 | 18854.30 | 6.86 |
| Total Teaching Positions | 5.00 | 100.00 | 250.40 | 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) | 5.00 | 100.00 | 175.10 | 72.97 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 5.40 | 2.25 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 29.40 | 12.27 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 9.20 | 3.86 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 20.70 | 8.65 | 15831.90 | 5.67 |
| Total Teaching Positions | 5.00 | 100.00 | 240.00 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 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) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | 9/23 | |
|---|--|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | Per Charter, each teacher creates its own state standard aligned ELA curriculum and corresponding materials. These are updated annually. | Yes | 0 |

| | | | |
|-----------------------------------|---|-----|---|
| Mathematics | Per Charter, each teacher creates its own state standard aligned math curriculum and corresponding materials. These are updated annually. 4-8th grade uses a common core approved textbook. Next Math curriculum purchased 10/2021. | Yes | 0 |
| Science | Per Charter, each teacher creates its own state standard aligned science curriculum and corresponding materials. These are updated annually. | Yes | 0 |
| History-Social Science | Per Charter, each teacher creates its own state standard aligned History curriculum and corresponding materials. These are updated annually. | Yes | 0 |
| Foreign Language | There is no comprehensive foreign language taught. | | 0 |
| Health | Per Charter, each teacher creates its own state standard aligned Health and PE curriculum and corresponding materials. These are updated annually. | Yes | 0 |
| Visual and Performing Arts | Visual and Performing Arts are built into the daily curriculum of each class and woven through all subjects. | Yes | 0 |

School Facility Conditions and Planned Improvements

VCS leases 9 classrooms on the North West Prep School campus through Piner Olivet School District and they are responsible for the site's FIT report. The facility is in good repair, clean and all safety requirements are met. The lease is a full inclusion lease and all facility safety and maintenance concerns are addressed by the POUSD maintenance staff. It is our hope that the planned site-wide improvements will continue to be made. Please view the Piner Olivet Unified School District SARC report for the most recent FIT report. VCS leases portable for an onsite bathroom. This portable has 2 single use restrooms and is in good repair. We have a wooden play structure appropriate for ages 3+. VCS maintains a natural outdoor play space with wooden rounds, willow teepee, large boulders, etc. This area is being revitalized in the spring of 2024. All other grounds are maintained by POUSD.

Year and month of the most recent FIT report

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

Overall Facility Rate

| | | | |
|-----------|------|------|------|
| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|

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.

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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 64 | 65 | 40 | 39 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 52 | 54 | 26 | 27 | 33 | 34 |

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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 | 56 | 55 | 98.21 | 1.79 | 65.45 |
| Female | 31 | 31 | 100.00 | 0.00 | 67.74 |
| Male | 25 | 24 | 96.00 | 4.00 | 62.50 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 11 | 11 | 100.00 | 0.00 | 36.36 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 12 | 12 | 100.00 | 0.00 | 75.00 |
| White | 31 | 30 | 96.77 | 3.23 | 76.67 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 28 | 27 | 96.43 | 3.57 | 62.96 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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 | 55 | 54 | 98.18 | 1.82 | 53.70 |
| Female | 31 | 30 | 96.77 | 3.23 | 56.67 |
| Male | 24 | 24 | 100.00 | 0.00 | 50.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 11 | 11 | 100.00 | 0.00 | 27.27 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 12 | 11 | 91.67 | 8.33 | 36.36 |
| White | 30 | 30 | 100.00 | 0.00 | 70.00 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 27 | 26 | 96.30 | 3.70 | 46.15 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 60.00 | 29.41 | 29.77 | 31.41 | 29.47 | 30.29 |

2022-23 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 | 17 | 17 | 100.00 | 0.00 | 29.41 |
| Female | 12 | 12 | 100.00 | 0.00 | 33.33 |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 100 | 100 | 100 | 100 | 100 |
| Grade 7 | 100 | 100 | 100 | 100 | 100 |

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.

2023-24 Opportunities for Parental Involvement

The Village Charter School is a cooperative organization where parents and staff work together to ensure the success of our students. Parents are integrated into all aspects of the school's operation, and their participation, both inside and outside of the classroom, is essential in creating and implementing the school's educational program and maintaining its supportive environment. There are multiple opportunities for family participation at different times to accommodate varying schedules and skill sets.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 95 | 93 | 7 | 7.5 |
| Female | 52 | 51 | 5 | 9.8 |
| Male | 43 | 42 | 2 | 4.8 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 1 | 1 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 22 | 21 | 2 | 9.5 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 20 | 20 | 0 | 0.0 |
| White | 51 | 50 | 5 | 10.0 |
| English Learners | 7 | 7 | 0 | 0.0 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 13 | 12 | 2 | 16.7 |
| Socioeconomically Disadvantaged | 48 | 46 | 4 | 8.7 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 16 | 15 | 1 | 6.7 |

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 and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 1.04 | 0.00 | 0.16 | 4.23 | 4.36 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.04 | 0.16 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

2023-24 School Safety Plan

Health and Safety policies are incorporated as appropriate into the school's student and staff handbooks and are reviewed annually for compliance with Authorizer policy and California law. VCS shall adhere to the Comprehensive School Safety Plan/Emergency Preparedness Handbook which contains emergency procedures and shall be tailored specifically to the needs of the campus site. This plan includes, but is not limited to, the following responses: fire, flood, earthquake, threats, hostage situation and biological and chemical release. The school CSSP was last updated in 2023 and is posted on the website.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 14 | 1 | | |
| 6 | 6 | 1 | | |
| Other | 17 | 2 | 1 | |

2021-22 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 6 | 8 | 1 | | |
| Other | 17 | 4 | | |

2022-23 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 0 | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 |
| 6 | 9 | 1 | 0 | 0 |
| Other | 18 | 4 | 0 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2022-23 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.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.4 |
| Resource Specialist (non-teaching) | 0.5 |
| Other | |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | 10,093.00 | | | 54,023.00 |
| District | N/A | N/A | | \$73,037 |
| Percent Difference - School Site and District | N/A | N/A | | -24.8 |
| State | N/A | N/A | \$7,607 | \$81,984 |
| Percent Difference - School Site and State | N/A | N/A | | -37.8 |

Fiscal Year 2022-23 Types of Services Funded

VCS provides additional services and programs to support student learning and social-emotional development. All students are exposed several times per week to the fine arts, outdoor education, drumming, guitar, ukulele, visual and performing arts, cooperative games, and choir. Three days per week identified students are given 1-1 or small group support in math and reading. Meals are provided as needed, before and afterschool care, and summer camp are available to all students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | \$50,099 | \$50,875 |
| Mid-Range Teacher Salary | \$70,476 | \$79,761 |
| Highest Teacher Salary | \$88,211 | \$103,045 |
| Average Principal Salary (Elementary) | \$106,099 | \$128,154 |
| Average Principal Salary (Middle) | \$113,559 | \$131,774 |
| Average Principal Salary (High) | \$123,595 | \$142,676 |
| Superintendent Salary | \$220,000 | \$211,462 |
| Percent of Budget for Teacher Salaries | 28.25% | 30.11% |
| Percent of Budget for Administrative Salaries | 4.32% | 5.49% |

Professional Development

Village Charter School provides professional development opportunities that advance the effectiveness of teaching and learning. Each year faculty have 4 days of professional development--2 before the year begin and 2 during the school year. For 22-23 we added to days during the school year for teacher development and collaboration. The faculty meet weekly to work together to refine the school vision, plan school festivals and related curriculum, measure successes, and target improvement areas. Faculty have attended courses/conferences such as Public School Institute, BTSA, California Math Conference, Understanding by Design Curriculum Design Program, Bioneers, National Association of Independent Schools Yearly Conferences, California Kindergarten Conference, the Gesell Institute of Child Development, Occidental Arts & Ecology Center (School Garden Program), Rudolph Steiner College, Proprioceptive Development, and PD in project-based teaching.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 6 | 6 |