

Village Charter

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	Windsor Unified
Phone Number	(707) 837-7701
Superintendent	Brandon Krueger
E-mail Address	bkrueger@wusd.org
Web Site	http://www.wusd.org

School Contact Information (School Year 2018—19)	
School Name	Village Charter
Street	2590 Piner Rd.
City, State, Zip	Santa Rosa, Ca, 95401-4035
Phone Number	707-524-2848
Principal Coordinator	Ms. Rebecca Ivanoff, Administrative
E-mail Address	vcsoffice manager@gmail.com
Web Site	www.villagecharterschool.com
County-District-School (CDS) Code	49753580114934

Last updated: 4/29/2019

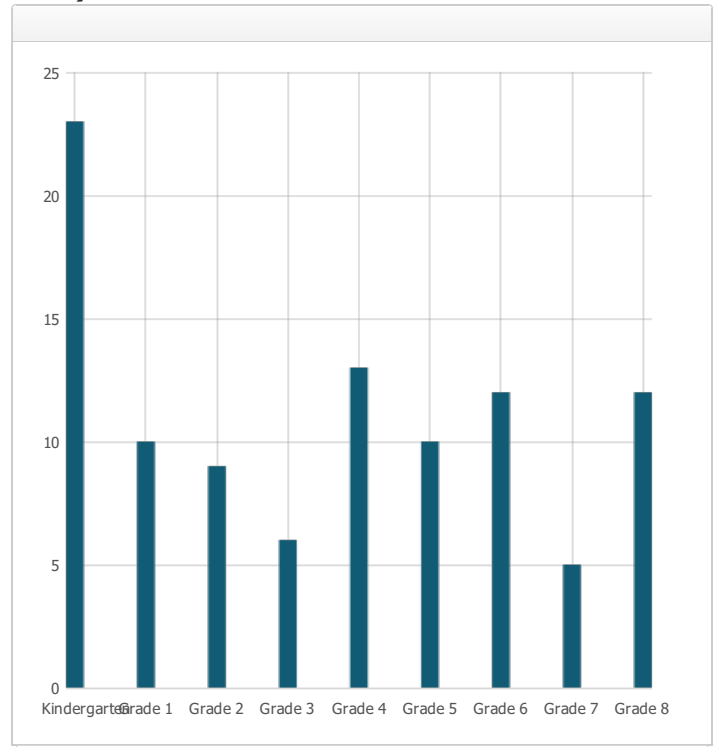
School Description and Mission Statement (School Year 2018—19)

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 must be educated, so education must be broad enough, deep enough and diverse enough to embrace every child, each with his or her individual personality, abilities, challenges and background. We strive to achieve a diverse student body, and value students of all cultures -- gender, socio-economic, 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.

Last updated: 4/29/2019

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

Grade Level	Number of Students
Kindergarten	23
Grade 1	10
Grade 2	9
Grade 3	6
Grade 4	13
Grade 5	10
Grade 6	12
Grade 7	5
Grade 8	12
Total Enrollment	100



Last updated: 4/29/2019

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

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	1.0 %
Asian	1.0 %
Filipino	%
Hispanic or Latino	19.4 %
Native Hawaiian or Pacific Islander	1.0 %
White	65.3 %
Two or More Races	11.2 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	37.8 %
English Learners	4.1 %
Students with Disabilities	16.3 %
Foster Youth	%

A. Conditions of Learning

State Priority: Basic

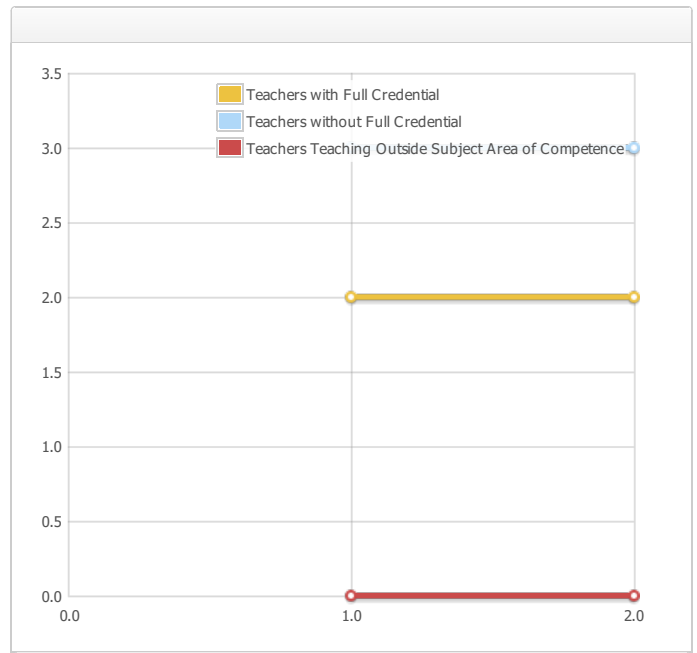
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

3 of our 5 head teachers are in the SCOE Be-A-Teacher program and hold intern teaching credentials.

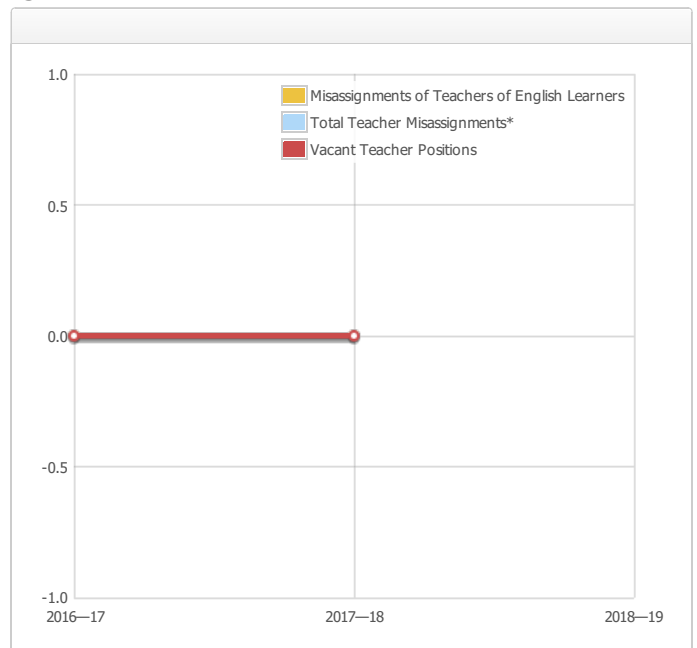
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential		2	2	
Without Full Credential		3	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



Last updated: 4/29/2019

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: 4/29/2019

School Facility Conditions and Planned Improvements

VCS leases 8 classrooms on the North West Prep School campus through Piner Olivet School District. 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 POSD maintenance staff.

It is our hope that within the next year, schoolwide improvements will be made.

Last updated: 4/29/2019

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

In 2015-16, only grades 4 and 6 had 10 or more students that tested. In order to protect student privacy, only data pages for grades 4 and 6 will be displayed.

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)	41.0%	58.0%	44.0%	45.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	30.0%	42.0%	29.0%	31.0%	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: 4/29/2019

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	58	55	94.83%	58.18%
Male	27	25	92.59%	48.00%
Female	31	30	96.77%	66.67%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	11	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	
White	38	36	94.74%	63.89%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	21	20	95.24%	60.00%
English Learners	--	--	--	
Students with Disabilities	15	13	86.67%	38.46%
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: 4/29/2019

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	58	55	94.83%	41.82%
Male	27	25	92.59%	52.00%
Female	31	30	96.77%	33.33%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	11	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	
White	38	36	94.74%	47.22%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	21	20	95.24%	20.00%
English Learners	--	--	--	
Students with Disabilities	15	13	86.67%	23.08%
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: 4/29/2019

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

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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: 4/29/2019

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: 4/29/2019

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)

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.

State Priority: Pupil Engagement

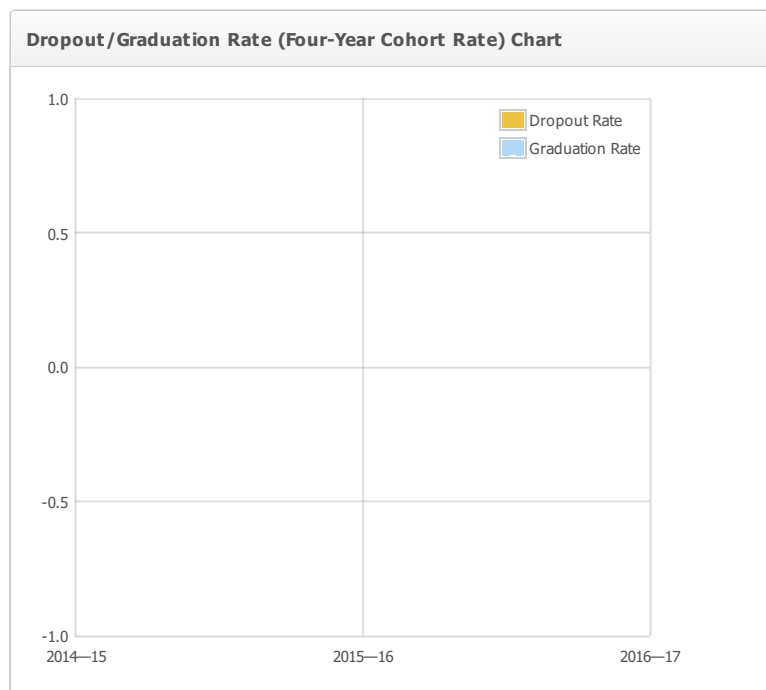
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	--	--	8.4%	6.5%	10.7%	9.7%
Graduation Rate	--	--	89.4%	90.5%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	3.6%	9.1%
Graduation Rate	--	93.0%	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: 4/29/2019

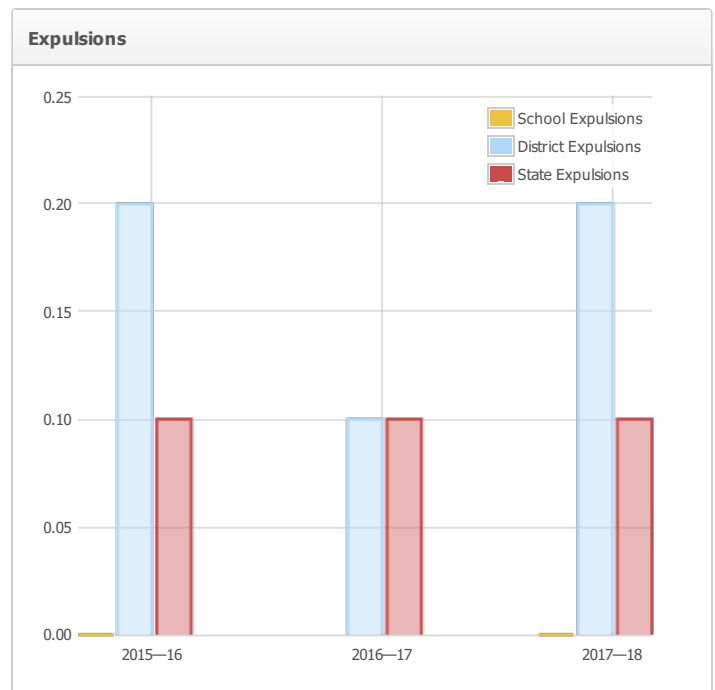
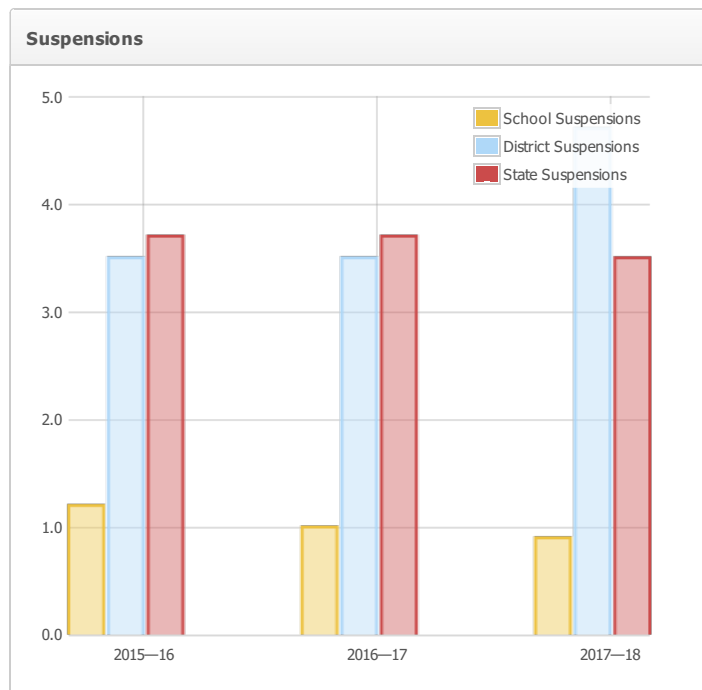
State Priority: School Climate

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	1.2%	1.0%	0.9%	3.5%	3.5%	4.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	--	0.0%	0.2%	0.1%	0.2%	0.1%	0.1%	0.1%



Last updated: 4/29/2019

School Safety Plan (School Year 2018—19)

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 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.

Last updated: 4/29/2019

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	20.0	1		
1				
2				
3				
4	22.0		1	
5				
6				
Other**	24.0		1	

* 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	22.0		1	
1				
2				
3				
4	20.0	1		
5	23.0		1	
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	17.0	2		
1				
2				
3				
4				
5	18.0	1		
6				
Other**	18.0	1		

* 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: 4/29/2019

Types of Services Funded (Fiscal Year 2017—18)

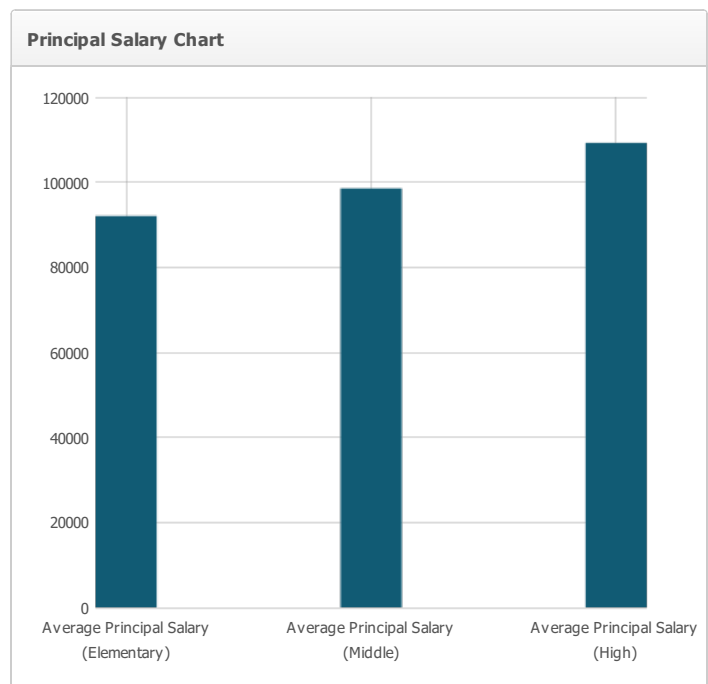
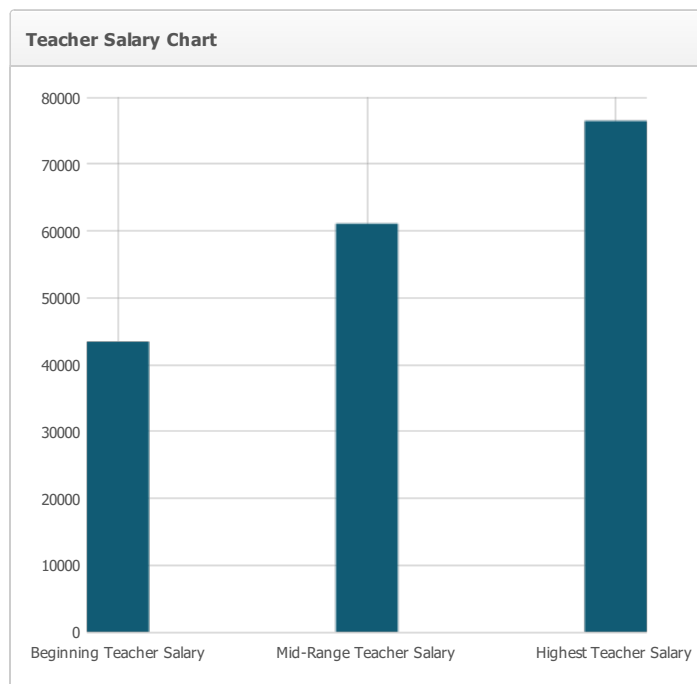
VCS provides additional services and programs to support student learning and social-emotional development. Students are exposed weekly to aikido, drumming, Orff, guitar, ukulele, art and choir. Three days per week identified students are given 1-1 or small group support in math and reading.

Last updated: 4/29/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,418	\$45,681
Mid-Range Teacher Salary	\$61,077	\$70,601
Highest Teacher Salary	\$76,446	\$89,337
Average Principal Salary (Elementary)	\$92,057	\$110,053
Average Principal Salary (Middle)	\$98,530	\$115,224
Average Principal Salary (High)	\$109,238	\$124,876
Superintendent Salary	\$185,850	\$182,466
Percent of Budget for Teacher Salaries	31.0%	33.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



Last updated: 4/29/2019

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. Included in these days are two faculty retreats per year where faculty members work together to refine the school vision, measure successes and target improvement areas. Faculty have attended courses/conferences such as Public School Institute, BTSAs, 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, and Proprioceptive Development.

In addition, each Wednesday is a minimum day with dismissal at 1 pm. Teachers use this time for meeting, collaboration and lesson prep.

Last updated: 4/29/2019