

# Ventura Charter School of Arts and Global Education

PO Box 392 • Ventura, CA, 93002 • (805) 648-5503 ext. 1000 • Grades K-8  
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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### Ventura Charter School of Arts & Global Education

2060 Cameron Street  
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### Mission Statement

VCS engages every student in meaningful and supportive learning experiences to grow resilient, educated, and socially intelligent human beings.

Ventura Charter School of Arts and Global Education is a tuition-free public school of choice serving approximately 415 students from Kindergarten through Eighth grade in the classroom based program and 25 in our Homeschool program. Our Charter School's progressive, high-quality, student-centered educational program expands educational choices for parents and their children in the public school system, supports a nurturing community of learners, and improves student achievement.

Ventura Charter School features:

- -Project based-learning integrating student interest, real-world application, and creativity;
- -Compassionate communication and ongoing social emotional development;
- -Rigorous academic instruction aligned to state standards and reflective of individual needs and strengths;
- -Safe and joyful learning environment supported by relationship building and cultural respect;
- -Deeply engaged school community providing in-class and organization-wide support.

### Our Goals:

1. All students are energized and challenged intellectually and creatively in a safe and inclusive learning community.
2. All teachers and staff members enjoy continuous professional development as individuals and as a professional learning community.
3. All parents contribute to their child's school experience and expand community building opportunities for the school.
4. VCS leaders ensure the organization has the talent, resources, and physical space to preserve the integrity of its model.

## About the SARC

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	54
Grade 1	53
Grade 2	54
Grade 3	53
Grade 4	53
Grade 5	54
Grade 6	43
Grade 7	35
Grade 8	36
<b>Total Enrollment</b>	<b>435</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	0.9
Filipino	1.1
Hispanic or Latino	28.0
Native Hawaiian or Pacific Islander	0.0
White	58.9
Socioeconomically Disadvantaged	34.0
English Learners	3.9
Students with Disabilities	10.1
Foster Youth	0.5

## 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			
Ventura Charter School of Arts and Global	16-17	17-18	18-19
With Full Credential	22	22	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Ventura Charter School of Arts & Global	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Ventura Charter School of Arts	16-17	17-18	18-19
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.

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

All VCS textbooks and instructional materials used in the core curriculum are aligned to the California State Content Standards and Frameworks. In alignment with the Standards, VCS develops each student's strengths as a reader, writer, researcher, listener, speaker, and collaborator. Highly motivating and engaging literature and language arts lessons enhance learning, with reading and writing skills taught through whole language, phonemic awareness and explicit phonics instruction to create a balanced approach to literacy.

The Language Arts curriculum is a strong literature-based program that includes a balance of oral and written language. Reading instruction is meaning-based and encompasses systematic and explicit emergent literacy skills including attention to the four cueing systems, spelling and vocabulary development, a wide range of comprehension strategies, and critical thinking skills to interpret, evaluate, and appreciate texts. Students with special needs are given ample opportunities to participate in communicative and interactive learning activities, which enhances their language acquisition, social, interpersonal, and academic skills in a language and print rich environment.

The strengths of the VCS Language Arts program lie in the integration of the literacy instruction across all areas of the core curriculum, incorporating multicultural literature and multimedia, building upon an abundance of life experiences and the reservoir of knowledge students of diverse backgrounds bring to school. In addition, all students are encouraged to read, write, and share their work daily through various practices. Reading and Writing workshop models are used to allow teachers to spend time with students in one-on-one conferences to help students of all abilities become more proficient readers and writers. Finally, the Language Arts program is presented via a spiraled curriculum, offering students the opportunity to go both deep and broad over the course of their years at VCS. Kindergarten, first, second, and fourth grade classrooms are piloting the EL Language program during the 2018-19 school year.

VCS students are provided a mathematics program that allows them to develop the necessary computation, application and problem solving skills to be proficient in the Common Core Math Standards while developing a deep conceptual understanding of math principles and operations. VCS uses Eureka as its mathematics curriculum for both the site based program and the home school program respectively. In a Consumer Reports- style review, the independent nonprofit, EdReports.org found that Eureka is the only current curriculum that meets all criteria for alignment to Common Core. <http://www.edreports.org/reports/series/eureka-math.html>. VCS also supplements this mathematics curriculum with Zearn, an online interactive program that works with students at their personal level for extra practice with the mathematical concepts being taught. These K-8 grade programs allow VCS to be at the forefront in educating our students for college/career and beyond.

Students discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder in accordance with the Next Generation Science Standards. Students acquire knowledge of science concepts through a balanced curriculum, which includes building on their prior understandings to learn about the logic of the scientific method and the applications of science to the world around them. Students develop the critical thinking skills of science utilizing the Crosscutting Concepts of Patterns, Cause and Effect, Scale, Proportion and Quantity, Systems, Energy and Matter, Structure and Function and Stability and Change. Students are expected to engage, explore, explain, elaborate on and evaluate throughout their scientific studies. All students have access to the science core curriculum and are exposed to life, earth and space, and the physical sciences as well as engineering and technology in alignment with the State Framework and the California State Science Standards.

Students in all grades study history and social sciences through integrated, literature-enriched projects that draw upon students' interests and experiences and incorporate goals that promote cultural knowledge and understanding, democratic principles and civic values, and the academic and social skills necessary for effective participation in diverse societies. Teachers incorporate Common Core and state content standards and high yield instructional strategies in project work which allows students to engage more deeply in their learning. The teaching of history is integrated with geography, the humanities, and other social sciences through our focus on global and environmental education. Activities and lessons are correlated with language arts, science, and the visual and performing arts. Teachers build upon students' curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students engage in problem solving as they acquire, evaluate, and use information in a variety of ways.

Textbooks and Instructional Materials	
Year and month in which data were collected: September, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	EL (K, 1st, 2nd, 4th, 7th, 8th), Writers' Workshop (Calkins) (3rd, 4th, 5th, 6th, 7th, 8th), Readers' Workshop (Calkins) (3rd, 4th, 5th, 6th, 7th, 8th), Lexia, Reading Plus, Source materials <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	EL, Zearn, Prodigy <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Foss, Carolina Curriculum for Science and Math, STEMscopes <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	History Alive, Interact <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Ventura Charter School is located on the campus of a west-side Ventura Unified School District middle school under the provisions of Prop. 39. The charter school occupies twenty (20) portable classroom buildings. VCS shares access to the middle school cafeteria and library. There is a large field and playground structure outside the fenced-in campus and a smaller playground inside the fence for K-2 grades. Ten portable buildings were placed in August, 2006, two more in August, 2011, four more in August, 2012, two more in August, 2013, and two more in August, 2016. The large playground structure was built in spring, 2008 and relocated in summer, 2012. There are two bathroom buildings comprised of a boys and girls restroom and an adult restroom/janitor closet. The first was installed in August, 2006 and upgraded in August, 2013. The second bathroom building was installed in August, 2012. A playground structure for K-2 was installed December, 2015.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: Fall, 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	62.0	68.0	43.0	54.0	48.0	50.0
Math	54.0	56.0	31.0	41.0	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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	272	269	98.90	67.66
Male	148	145	97.97	61.38
Female	124	124	100.00	75.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	76	75	98.68	52.00
White	164	162	98.78	75.93
Two or More Races	22	22	100.00	68.18
Socioeconomically Disadvantaged	98	98	100.00	54.08
English Learners	15	15	100.00	33.33
Students with Disabilities	40	37	92.50	27.03
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.

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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 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.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.5	18.9	30.2
7	14.7	47.1	14.7

\* 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: 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	272	268	98.53	55.6
Male	148	146	98.65	56.16
Female	124	122	98.39	54.92
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	76	75	98.68	48
White	164	161	98.17	59.63
Two or More Races	22	22	100	50
Socioeconomically Disadvantaged	98	97	98.98	42.27
English Learners	15	15	100	40
Students with Disabilities	40	37	92.5	24.32
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.

## 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)

Ventura Charter School is a successful independent public school that provides parents a unique choice in the education of their children. We have a strong partnership with our parents who volunteer both in the classroom and outside the classroom to support the students and the staff. The Parent Advisory Committee meets monthly to address issues related to school culture and organization. Parents have many opportunities to be involved through Committees that help support the school and coordinate school events and traditions. For more information on how parents can be involved please contact Mary Galvin at [mary.g@venturacharterschool.us](mailto:mary.g@venturacharterschool.us)

### 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.

### School Safety Plan

Ventura Charter School adheres to an Emergency Preparedness Policy drafted specifically to the needs of the school site. The School Safety Committee convenes at least once a year to review and update the policy and it is approved by the Board every March. The school conducts periodic fire, earthquake, and lockdown drills. Ventura Charter has acquired emergency supplies for the School. Key elements of the plan include:

- Disaster Plans: procedures for lockdown, active shooter, evacuation, duck and cover, and bomb threats;
- Protective Measures in the Event of an Emergency;
- Child Abuse/Neglect Reporting;
- Discrimination, Harassment, Intimidation, and Bullying;
- Threat Assessment Plan.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.7	0.5	2.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.7	4.3	3.3
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

### 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.40
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.40
Social Worker	0
Nurse	
Speech/Language/Hearing Specialist	.40
Resource Specialist (non-teaching)	1
Other	1.20
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	25	25				2	2	2			
1	25	25	25				2	2	2			
2	25	25	25				2	2	2			
3	25	25	25				2	2	2			
4	25	25	25				2	2	2			
5	27	23	23				2	2	2			
6	27	23	23				1	2	2			

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

### Professional Development provided for Teachers

The most important factor in student achievement is quality teachers. All of our teachers are Highly Qualified and ours is a culture that embraces collaboration and innovation. Our Teachers' Council is empowered to make all curricular and programmatic decisions. We bank time each week so that they have three hours every Wednesday for staff development and inquiry. Nine days were allocated to professional development; areas of focus were EL Education (formerly known as Expeditionary Learning), analyzing student data, learning targets, teacher goals from the Performance Plan meetings, and changing state requirements. Teachers are supported with their development with observations, grade level meetings, and individual and group meetings with the Director of Education that focus on California State Standard implementation, science and technology. In addition, the VCS Board allocated funds to support VCS professional development goals from the Local Control Action Plan (LCAP) goals. Professional development is planned using a variety of delivery means ranging from professional conferences, consultants, book clubs, relevant and current research, as well as VCS teacher leaders.

With the support of the Director of Education, each teacher develops an annual Performance Plan that outlines SMART goals (Strategic, Measurable, Attainable, Realistic, and Timely) as well as specific strategies to ensure their success. These learning goals become part of the professional development that the teacher seeks out that year in addition to whole-staff professional development. Teachers who join the VCS staff recognize the importance of a child-centered learning environment and continually seek to improve their skills in facilitating such an environment. They embrace a life-long learning process and consistently model the learning process for their students.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	46,806	
Mid-Range Teacher Salary	75,180	
Highest Teacher Salary	95,866	
Average Principal Salary (ES)	114,294	
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries	34.32	
Administrative Salaries	7.36	

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,599	\$971	\$7,628	\$59,313
District	◆	◆		\$69,673
State	◆	◆	\$7,125	\$63,218
Percent Difference: School Site/District				-16.1
Percent Difference: School Site/ State			6.8	-6.4

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded

In addition to project based learning, VCS provides separate classes in Music, PE, and STEM. VCS provides Resource, Speech, and OT services for students with Individual Education Plans (IEPs). Kindergarten classrooms have paraprofessionals. A reading intervention teacher provides individualized instruction to those students needing extra assistance.

**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.