

Vallejo 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	Vallejo Charter School
Street	2833 Tennessee
City, State, Zip	Vallejo
Phone Number	(707) 556-8620
Principal	Dr. Cheryl Peterson
Email Address	cpeterson@vcusd.org
School Website	www.vcusd.org/vcs
County-District-School (CDS) Code	48705810115469

2023-24 District Contact Information

District Name	Vallejo Charter School (Vallejo City Unified School District)
Phone Number	(707) 556-8921
Superintendent	William Spalding
Email Address	wspalding@vcusd.org
District Website	www.vcusd.org

2023-24 School Description and Mission Statement

Welcome to Vallejo Charter School. We are a unique learning environment for students in Kindergarten - 8th grade that was founded in 2007 by Vallejo community members. We are part of the Vallejo City Unified School District and home to approximately 430 students.

Vallejo Charter School is an EL Education School. Formerly called Expeditionary Learning, EL schools are based on the three Dimensions of student achievement: Mastery of Knowledge and Skills, Character, and High-Quality Work. Within those dimensions, learning is challenging, learning is active, learning is meaningful, learning is collaborative, and learning is public. Students participate in four grade-level interdisciplinary modules each year that progress from building background knowledge through research and culminate in an authentic final product for each module. Throughout their educational journey, students are working to become effective learners, ethical people, and contributors to a better world. In the EL Education model, arts are celebrated as a central aspect of learning and life. Students at Vallejo Charter School participate in an hour of visual and an hour of performing arts each week. Our professional artist-teachers collaborate with the module teachers to create meaningful integrated projects that complement the class work.

To learn more about EL Education, visit www.eleducation.org. To learn more about Vallejo Charter School, visit www.vcusd.org/vcs or call (707) 556-8620 to arrange a campus tour.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	28
Grade 1	26
Grade 2	50
Grade 3	51
Grade 4	39
Grade 5	41
Grade 6	58
Grade 7	60
Grade 8	60
Grade 9	1
Total Enrollment	414

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9%
Male	55.1%
Asian	4.6%
Black or African American	22.5%
Filipino	9.7%
Hispanic or Latino	46.6%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	4.3%
White	10.6%
English Learners	17.1%
Foster Youth	0.2%
Homeless	0.7%
Socioeconomically Disadvantaged	73.9%
Students with Disabilities	15.5%

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.

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)	14.90	78.88	341.50	65.59	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	19.20	3.69	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.28	61.10	11.74	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	5.28	16.70	3.21	12115.80	4.41
Unknown	2.00	10.56	82.00	15.75	18854.30	6.86
Total Teaching Positions	18.90	100.00	520.70	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)	15.10	82.71	378.20	71.26	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.49	22.40	4.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	11.13	64.60	12.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	5.62	29.90	5.64	11953.10	4.28
Unknown	0.00	0.00	35.40	6.69	15831.90	5.67
Total Teaching Positions	18.30	100.00	530.70	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	1.00	1.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	2.00

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	1.00	0.60
Local Assignment Options	0.00	0.40
Total Out-of-Field Teachers	1.00	1.00

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)	1.6	3.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.8	2.1

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

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

Year and month in which the data were collected October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	Learnzillion EL Education	Yes	0
Mathematics	Savvas enVision Math: Common Core/2022	Yes	0
Science	K-5th: Twig Science/2020 6-8th: Amplify Science/2020	Yes	0
History-Social Science	K-5 Pearson myWorld /2019 6th National Geographic Ancient Civilizations /2019 7th National Geographic Medieval to Early Modern Times /2019 8th National Geographic American Stories /2019	Yes	0
Visual and Performing Arts	Courses provided by contracted artists	Yes	0

School Facility Conditions and Planned Improvements

VCS is located on the former Springstowne Middle School site. The school has permanent buildings that house our classrooms, visual and performing arts, and childcare. There is a full-size gym. The school has wireless internet that services students and staff one-on-one Chromebooks.

The custodial staff at VCS does an incredible job of keeping the school clean of debris and vandalism. The VCUSD Maintenance and Grounds Departments periodically visit the VCS site to ensure that the grounds and facilities are in full working order. Needed repairs are posted in the district work order system, and VCUSD staff report to our campus to complete any necessary repairs.

Year and month of the most recent FIT report

October 2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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)	32	25	28	27	47	46
Mathematics (grades 3-8 and 11)	24	16	18	17	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	318	310	97.48	2.52	25.32
Female	150	146	97.33	2.67	26.90
Male	168	164	97.62	2.38	23.93
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	58.82
Black or African American	73	71	97.26	2.74	15.71
Filipino	34	34	100.00	0.00	32.35
Hispanic or Latino	149	145	97.32	2.68	21.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	50.00
White	31	29	93.55	6.45	27.59
English Learners	45	45	100.00	0.00	4.55
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	235	227	96.60	3.40	23.11
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	42	91.30	8.70	4.88

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	318	311	97.80	2.20	16.08
Female	150	147	98.00	2.00	18.37
Male	168	164	97.62	2.38	14.02
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	35.29
Black or African American	73	72	98.63	1.37	6.94
Filipino	34	34	100.00	0.00	29.41
Hispanic or Latino	149	145	97.32	2.68	16.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	33.33
White	31	29	93.55	6.45	3.45
English Learners	45	45	100.00	0.00	4.44
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	235	228	97.02	2.98	13.60
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	42	91.30	8.70	4.76

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)	10.00	13.08	14.49	13.35	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	108	107	99.07	0.93	13.08
Female	56	55	98.21	1.79	9.09
Male	52	52	100.00	0.00	17.31
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	21	21	100.00	0.00	4.76
Filipino	--	--	--	--	--
Hispanic or Latino	52	52	100.00	0.00	9.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	13	92.86	7.14	15.38
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	82	82	100.00	0.00	13.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	12	92.31	7.69	0.00

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	95.7	89.1	87	93.5	82.6
Grade 7	95	95	95	93.3	90

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

Our parents are valued partners and advocates for the success of our students and school programs. Parents have several opportunities to become involved at school. We encourage parents to take an active role in our Parent Teacher Organization (PTO), monthly community crew, our Charter Council, and/or our English Learners Advisory Council (ELAC). We also invite parents to volunteer their time by providing assistance in classrooms, in our library, and on the playground. Our students in grades 5 and 8 participate in off-site camps for which we rely on our families to support through fundraising events and chaperoning. Each year, we have a winter and a spring Celebration of the Arts, at which parent volunteers are relied on for such things as food sales and backstage supervision. We also recruit family and community members to be panelists in our 8th-grade passages presentations.

Please contact the school at (707) 556-8620 for information regarding organized opportunities for parental involvement.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	460	451	192	42.6
Female	206	202	80	39.6
Male	254	249	112	45.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	19	19	5	26.3
Black or African American	107	105	45	42.9
Filipino	44	44	14	31.8
Hispanic or Latino	216	213	103	48.4
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	19	19	9	47.4
White	47	44	15	34.1
English Learners	81	79	44	55.7
Foster Youth	1	1	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	336	332	154	46.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	75	73	40	54.8

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	4.95	12.17	0.09	5.89	7.67	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.17	0
Female	8.74	0
Male	14.96	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	5.26	0
Black or African American	24.3	0
Filipino	2.27	0
Hispanic or Latino	11.57	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.26	0
English Learners	8.64	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	13.1	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	22.67	0

2023-24 School Safety Plan

Vallejo Charter School has an active School Safety Committee comprised of the principal, office staff, custodial and teaching staff, and parents. We collaborate alongside the Vallejo City Unified School District, the Vallejo Police Department, and the Vallejo Fire Department. The site safety plan is posted on our website and reviewed, updated, and Board approved annually. The plan is shared with all staff at the beginning of the year and reviewed periodically. Students are taught proper steps and protocols at the beginning of the year with periodic reviews.

The school site participates in monthly safety procedures, such as fire drills, shelter-in-place drills, and earthquake drills. During each practice, the exit, transition, and gathering of students is recorded. Our site has a “sweep team” to ensure that all students are accounted for and safe. Emergency kits in the classroom are fully stocked, and all teachers and office staff have updated copies of student emergency cards and contact numbers. Each teacher has a “buddy system” in order to assist one another. Students are also taught how to conduct themselves in an emergency, whether they be in the restroom, on the playground, or in the corridors. Vallejo Charter School also utilizes the Parent Square Telephone Call-Out system to notify parents of any emergencies.

All visitors to VCS are required to check in at the front office, where identification is checked by office staff. All visitors to VCS must sign in and out and wear a name badge at all times. Visitors without name badges are asked to return to the VCS office for proper check-in procedures.

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	26		2	
1	25		2	
2	19	2		
3	27		2	
4	27		2	
5	27		2	
6	15	6	14	

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
K	14	1	1	
1	7	6	1	
2	10	3	2	
3	18	1	1	
4	11	3	1	
5	9	5	1	
6	14	20		

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	28	0	1	0
1	26	0	1	0
2	25	0	2	0
3	17	1	2	0
4	20	1	1	0
5	21	1	1	0
6	29	0	14	0
Other	0	0	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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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				
District	N/A	N/A		\$77,192
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

The Vallejo Charter School receives Federal and State funds to support its programs. While funding is limited, we allocate monies judiciously to support our founding principles. All stakeholders have input into our funding decisions. Funds are distributed to support our EL Education model, as well as the Art and Dance Program, Teacher Leader, before/after school intervention programs, professional development for staff, and fieldwork for students. Additionally, funds are used to provide release time for the teaching staff to work together in grade-level collaboration teams.

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	\$51,665	\$54,190
Mid-Range Teacher Salary	\$73,323	\$85,111
Highest Teacher Salary	\$93,101	\$104,999
Average Principal Salary (Elementary)	\$109,303	\$132,492
Average Principal Salary (Middle)	\$113,675	\$140,987
Average Principal Salary (High)	\$122,908	\$153,884
Superintendent Salary	\$248,000	\$255,503
Percent of Budget for Teacher Salaries	25.54%	32.09%
Percent of Budget for Administrative Salaries	4.89%	5.25%

Professional Development

As an EL education school, it is essential that all staff invest in the mission and vision of Vallejo Charter School. To facilitate this, we hold full-day professional development meetings at the beginning of each year to on-board new members and to offer time for us all to recommit to our philosophy. We contract yearly for the services of our EL school designer. With the school designer and our Instructional Leadership Team, we identify a problem of practice for the focus of our professional development and agree upon learning targets our teachers will implement. We establish an inquiry cycle for reviewing teacher implementation and examining student data. The process can be a year-long commitment or shorter-term focus depending upon the cycle of inquiry findings.

Professional Development

Our school designer and teacher leader offer cohort and one-on-one coaching on a regular basis.

Classroom walkthroughs followed by thoughtful, specific feedback occur on a predetermined scheduled timeline.

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	28	30	30