

Central Valley Home School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Central Valley Home School
Street	1776 Sixth Avenue Drive
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-6740
Principal	Misti Jennings
Email Address	mjennings@kesd.org
Website	kesd.org/cvhs
County-District-School (CDS) Code	10-62240-6114805

Entity	Contact Information
District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Dr. Wes Sever
Email Address	wsever@kesd.org
Website	www.kesd.org

School Description and Mission Statement (School Year 2019-20)

District Vision

It is the vision for each student to become a life-long learner and productive citizen, leading a fulfilled life. Included in the vision of the Charter is the drive to enable students to become educated citizens who will be literate, have problem-solving skills, be self-motivated, able to utilize technology, and become socially responsible. Our mission is simple, "We will find a way for ALL students to learn!"

Central Valley Home School (formerly known as, Kingsburg Community Charter Extension) was established to partner with parents who choose to homeschool their children. We believe that education must be REAL to be maximized. REAL means relevant, enriching, and accountable for learning to take place. CVHS' provides credentialed teachers to partner with our parents in the homeschool journey. Master teachers provide assistance in curriculum selection, pacing, research topics, courses of study, as well as encouragement. We want to give our parents as much support as possible so they can spend their time investing in the education of their children. When a child enrolls with CVHS, their entire family joins with us and becomes part of ours.

When you visit our school, you will see that everything about our school has been designed with the intention to allow parents to fully participate in the successful education of their children. We take our task seriously and strive to make education both enriching and engaging.

Keeping it REAL,
Misti Jennings, Principal, Central Valley Home School

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	13
Grade 1	12
Grade 2	16
Grade 3	18
Grade 4	8
Grade 5	12
Grade 6	18
Grade 7	19
Grade 8	11
Total Enrollment	127

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	1.6
Asian	0.8
Hispanic or Latino	50.4
White	39.4
Two or More Races	7.1
Socioeconomically Disadvantaged	50.4
English Learners	5.5
Students with Disabilities	12.6
Foster Youth	0.8
Homeless	11

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	4	4	4	95
Without Full Credential	0	1	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 2019-20)

Year and month in which data were collected: November 2019

Kingsburg Elementary Charter School District holds a Public Hearing quarterly and determines that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual Standards-aligned curriculum, textbooks and/or instructional materials, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks.

Students visit a library on campus that houses thousands of books to further enrich their academic experience. Students at CVHS are also provided a Chromebook in an effort to increase our tech to student ratio to 1:1.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. In addition, we offer online learning opportunities for our students using companies such as Edgenuity, Google, Raz Kids, Reading A-Z, and other educational programs.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	HMH Journeys (K-5) 2016 HMH Collections (6-8) 2016 Online-Edgenuity-Common Core (6-8) Adopted in 2013	Yes	0%
Mathematics	McGraw Hill, MyMath (K-8) Adopted in 2014 Online-Edgenuity-Common Core (6-8) Adopted in 2013	Yes	0%
Science	Holt (6-8) Adopted in 2008 Harcourt Science (K-8) Adopted in 2008 Online-Edgenuity-(6-8) Adopted in 2013	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Harcourt Brace (K-6) Adopted in 2007 Holt (7-8) Adopted in 2007 Online-Edgenuity-(6-8) Adopted in 2013	Yes	0%
Foreign Language	Online-Edgenuity-(6-8) Spanish Adopted in 2013	Yes	0%
Health	Online-Edgenuity-(7-8) Adopted in 2013	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Central Valley Home School was originally constructed in 1994. The Central Valley Home School campus is currently comprised of two classrooms, a library, a staff PLC workroom, and teacher work cubicles.

Cleaning Process: The principal works with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

A work order process is used to ensure efficient service and the highest priority are given to emergency repairs.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar -for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December 2, 2019

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

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	53	39	50	56	50	50
Mathematics (grades 3-8 and 11)	35	24	37	44	38	39

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	89	100.00	0.00	38.64
Male	44	44	100.00	0.00	25.00
Female	45	45	100.00	0.00	52.27
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	42	42	100.00	0.00	34.15
Native Hawaiian or Pacific Islander					
White	39	39	100.00	0.00	43.59

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.00	0.00	34.00
English Learners	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	8.33
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	15	15	100.00	0.00	26.67

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	89	100.00	0.00	23.60
Male	44	44	100.00	0.00	15.91
Female	45	45	100.00	0.00	31.11
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	42	42	100.00	0.00	16.67
Native Hawaiian or Pacific Islander					
White	39	39	100.00	0.00	28.21
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.00	0.00	15.69
English Learners	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	15	15	100.00	0.00	6.67

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

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 2019-20)

Parents and the community are very supportive of the education program at Central Valley Home School. Upon enrolling the student the parent agrees to meet with a credentialed teacher a minimum of every 20 school days. In addition to this meeting, we also check in mid-month as a way to keep the communication flowing. These meetings are held to discuss student progress, review work samples and serve as an opportunity for the parent to gain any support regarding academics they need. Parents not only serve as their student's primary educator but they also volunteer in fundraisers and to teach enrichment classes. We also have parent representatives on our School Site Council as well.

Parents who wish to participate in Central Valley Home School's leadership teams, school committees, school activities, or become a volunteer may contact Principal Misti Jennings at the main office at (559) 897-6740.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	4.1	3.0	1.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Central Valley Home School provides a safe, clean, and welcoming environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Central Valley Home School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. At the beginning of the year, the District Leadership team meets to review safety issues. Key elements of the safety plan include identifying the level of threat, protective options, staff initial action/ response, incident coordinator, and identification of an incident management team.

Students are supervised throughout the day by parents and teachers. Visitors are required to sign in at the office and receive identification badges that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of clear tuberculosis (TB) screening, and receive a Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit to fingerprinting.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty and site council on October 30, 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,343	\$0	\$5,343	61906
District	N/A	N/A	\$6,348	63303
Percent Difference - School Site and District	N/A	N/A	-17.2	-2.2
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-28.6	-28.6

Note: Cells with N/A values 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 (Fiscal Year 2018-19)

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- LCFF
- Lottery Prop 20
- ESEA (ESSA) T IV P

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,062	\$49,378
Mid-Range Teacher Salary	\$59,695	\$77,190
Highest Teacher Salary	\$93,833	\$96,607
Average Principal Salary (Elementary)	\$100,924	\$122,074
Average Principal Salary (Middle)	\$106,147	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$164,461	\$189,346
Percent of Budget for Teacher Salaries	31%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Professional Development the past year has focused on our district writing development. Experts from Tulare County Office of Education have been contracted to provide technical assistance to staff to help enrich our writing program. In addition, we continue to implementing guided reading across the curriculum and in every classroom as well as administering the Developmental Reading Assessment (DRA) and utilizing those results to guide instruction. Teachers have attended full day and half day trainings specifically focused on the implementation of guided reading to help our students build those pivotal foundational skills as part of a balanced literacy program. Administrators and members of the academic leadership team participate in on-going walk-throughs with representatives from the Tulare County Office of Education related to guided reading. In addition to workshops and walkthroughs related to writing, the staff is working in verticle teams to really understand the "oxygen" of writing the student will need as they prepare to enter the next grade level.

In 2018-2019, Solution Tree was brought in to provide a full two-day refresher of the PLC process. CVHS teachers are given time to collaborate weekly during their Professional Learning Community (PLC) time, currently Wednesdays from 2 - 3:35 PM. Topics of collaboration may vary but consist of common core state standards-based curriculum, instruction, assessment, analysis of data, and the cycle of inquiry. KESD certificated staff recently participated in an illuminate professional development. Illuminate is the system we use to house and disaggregate all of our assessment data.

Additionally, the past four summers our district has offered up to two weeks of time in summer dedicated to our staff to plan, pace, and align our programs. CVHS used the summer leading up to the 2019/2020 school year to really revamp our Math program offered. We were fortunate that the district providing the coaching assistance of Fresno County Superintendent of Schools Director of STEM and he helped us design and define a Multi-tiered System of Support for Mathematics instruction. In addition, CVHS staff worked to create live pacing guides with helpful resources and videos embedded.

Teachers are given a variety of professional growth opportunities in the curriculum, teaching strategies, and methodologies. Topics include Professional Learning Communities, common assessments, SIOP strategies, and test disaggregation.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff.