

# San Diego Global Vision Academy

## 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
<b>School Name</b>	San Diego Global Vision Academy
<b>Street</b>	3430 School St
<b>City, State, Zip</b>	San Diego, CA 92116-3423
<b>Phone Number</b>	(619) 600-5321
<b>Principal</b>	Christine Kane
<b>Email Address</b>	christine.kane@sdgva.net
<b>Website</b>	<a href="http://www.sdgva.org/">http://www.sdgva.org/</a>
<b>County-District-School (CDS) Code</b>	37-68338-0121681

Entity	Contact Information
District Name	San Diego Global Vision Academy
Phone Number	(619) 600-5321
Superintendent	Christine Kane
Email Address	christine.kane@sdgva.net
Website	<a href="http://www.sdgva.org/">http://www.sdgva.org/</a>

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

San Diego Global Vision Academy (SDGVA) is a TK-8th grade writing-based charter school in the Normal Heights neighborhood of San Diego. SDGVA is known for academic excellence, writing expertise, service-learning and social responsibility. The school began operations in the 2010–11 school year.

The primary objective of San Diego Global Vision Academy is to create an exemplary learning environment that advances the development, growth, and success of each student. Toward that end, the school’s Executive Director and Director of Academic Achievement play an active role in re-enforcing school-wide expected learning results and academic standards. It is common for the Executive Director to meet with parents regarding such issues as frequent tardies, absences, and the implementation of extra academic or behavior support.

SDGVA derives its purpose from the following vision: our students will possess academic knowledge to develop leadership skills to participate and make a positive contribution in the global community. San Diego Global Vision Academy develops civic-minded leaders, accomplished writers, and resilient lifelong learners.

We teach our students to follow the SDGVA Way: I will be a student of integrity. I will think and act rationally, not based on my emotions. I will play safely and have high regard for the safety of others. I will be resilient and prepared to overcome any obstacles in my way. I will accompany all my decisions with action and finish what I start. I will honor my community through service learning. I will build a legacy based on knowledge, responsibility, and respect. I will write the future!

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

Grade Level	Number of Students
Kindergarten	48
Grade 1	45
Grade 2	45
Grade 3	49
Grade 4	47
Grade 5	46
Grade 6	45
Grade 7	31
Grade 8	27
<b>Total Enrollment</b>	<b>383</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	30.5
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	0.5
Hispanic or Latino	47.5
White	13.3
Two or More Races	7.6
Socioeconomically Disadvantaged	66.3
English Learners	14.1
Students with Disabilities	12
Homeless	3.7

## 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	21	23	22	22
Without Full Credential	0	0	0	0
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	1

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:** August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Scott Foresman Reading Street Common Core for K-5 2015 Prentice Hall PH Literature for 6-8 2013 Lucy Calkins Writing K-5 Open Up Resources: Steps to Literacy - Geography Okapi: Informational Literacy Guided Reading Sets Heinemann: LLI Gold/Blue/Green Series from Fountas & Pinnell	No	0
<b>Mathematics</b>	Great Minds Eureka Math for K-12 2015 Open Up Illustrative for 6-8 2018	Yes	0
<b>Science</b>	TCI: Bring Science Alive! for K-8 2017	Yes	0
<b>History-Social Science</b>	McGraw Hill: Impact California for K-8 2019 Prentice-Hall: American History for 6-8 2014	Yes	0

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

SDGVA is located at two separate facilities. One is a privately leased location at 3430 School St, San Diego CA 92116 and it houses our 6th-8th grade students. The second location is across the street and is a SDUSD property that SDGVA occupies through a multi-year license agreement. The SDUSD property houses our main office and classroom space for TK-5th grade students.

All major maintenance is provided by the landlord of the private facility and/or SDUSD. All regular maintenance such as custodial and minor repairs are done by SDGVA.

Each summer SDGVA performs a facility inspection of both properties using the Facility Inspection Tool.

The school's overall rating from the FIT report is "Good". All categories including, systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural, and external also received a rating of "Good"

### 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:** 2019 August

System Inspected	Rating	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	New fencing recently installed and new gates.
<b>Overall Rating</b>	Good	

## 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)	60	59	55	55	50	50
Mathematics (grades 3-8 and 11)	47	52	45	46	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	237	233	98.31	1.69	59.23
Male	122	120	98.36	1.64	52.50
Female	115	113	98.26	1.74	66.37
Black or African American	75	72	96.00	4.00	52.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	117	116	99.15	0.85	61.21
Native Hawaiian or Pacific Islander					
White	27	27	100.00	0.00	66.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	15	100.00	0.00	53.33
Socioeconomically Disadvantaged	160	156	97.50	2.50	53.85
English Learners	61	61	100.00	0.00	52.46
Students with Disabilities	34	33	97.06	2.94	24.24
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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	237	233	98.31	1.69	51.50
Male	122	120	98.36	1.64	51.67
Female	115	113	98.26	1.74	51.33
Black or African American	75	72	96.00	4.00	34.72
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	117	116	99.15	0.85	58.62
Native Hawaiian or Pacific Islander					
White	27	27	100.00	0.00	59.26
Two or More Races	15	15	100.00	0.00	53.33
Socioeconomically Disadvantaged	160	156	97.50	2.50	44.23
English Learners	61	61	100.00	0.00	54.10
Students with Disabilities	34	33	97.06	2.94	21.21
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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.

## California Physical Fitness Test Results (School Year 2018-19)

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
5	17.8	26.7	40.0
7	42.9	14.3	14.3

Note: 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.

## 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 other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including: governance board meetings, school site council meetings, special events, field trips, family fun days, and in classrooms. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

SDGVA believes that parental and community involvement is a crucial part of the learning process. Before the school year begins, we hold a parent orientation night to inform parents/guardians of school procedures, expectations, and goals. Parent-teacher conferences are held at the end of the first and second trimesters. We also communicate with our families through weekly notifications, Class-Dojo, academic progress reports, social-networking sites, and the school website.

Parents are regularly invited into the classroom to participate in school events, such as Parent University, Coffee with the Principal, National Day of Writing, STEAM Night, and field trips.

Many parents also volunteer in the classroom on a regular basis to aide differentiated instruction in reading, writing, math, and social skills.

SDGVA utilizes a mass communication system, maintains an active Facebook page and website to inform parents of volunteer opportunities.

Parents or guardians who want to get involved, should contact their student's teacher or the school office at (619) 600-5321.

### 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	0.8	0.3	0.2	3.3	3.5	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Campus safety is the school's top priority. Admin, teachers, support staff, school police services, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, SDGVA has a state-mandated individual emergency response plan that is updated annually. School staff members participate in regular emergency-preparedness drills and option-based response training. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; and school dress codes.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the site administrator, school staff members implement specific school-building security procedures.

The SDGVA Board of Directors and staff review and update the SDGVA Comprehensive School Safety plan on a yearly basis. The plan was last reviewed and approved by the Board of Directors on October 15, 2019. Copies are available by request from the front office.

Students at SDGVA enjoy a safe and orderly climate that is conducive to teaching and learning. Emergency safety kits are located in every room at the school. The safety of all students is monitored daily by the administration, teachers, office staff, and paraprofessionals.

## 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)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	1		22		2		24		2	
1	24		2		23		1		23		2	
2	20	1	1		22		2		23		2	
3	22		2		24		2		25		2	
4	24		2		24		2		24		2	
5	18	2			21	1	1		23		2	
6	33			1	31		1		26		2	
Other**					23		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.

### 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.

## 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	\$11,176	\$1,961	\$9,215	\$53,966
District	N/A	N/A	\$9,215	\$53,966
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	20.4	-41.7

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)

The school's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Maintenance and operations

SDGVA receives an instructional budget based on enrollment, programs, and formulas set by the State Board of Education, state law, and guidelines of outside funding sources.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,124	\$48,612
Mid-Range Teacher Salary	\$70,086	\$74,676
Highest Teacher Salary	\$95,262	\$99,791
Average Principal Salary (Elementary)	\$125,328	\$125,830
Average Principal Salary (Middle)	\$128,724	\$131,167
Average Principal Salary (High)	\$138,823	\$144,822
Superintendent Salary	\$259,600	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	4%	5%

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	22	23	22

Each year SDGVA spends the entire month of August and one Friday each month during the school year conducting professional development.

The school and the Board of Directors have set a high priority on professional development, with the goal of providing targeted professional development to build capacity and knowledge to support student learning success. The Executive Director, the Director of Academic Achievement and lead teachers provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, writing, social thinking, and leadership development. Sessions are offered every month throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.

Throughout the year, teachers participate in school-based professional learning communities (PLCs) to encourage best practices and shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student.