

School Accountability Report Card La Vida Charter School

Reported for School Year 2008-09
Published During 2009-10



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

School		District	
School Name	La Vida Charter	District Name	Willits Unified
Street	16201 North Highway 101	Phone Number	707-459-5314
City, State, Zip	Willits , CA 95490-8724	Web Site	www.willitsunified.net
Phone Number	707-459-6344	Superintendent	Debra Kubin
Principal	Ann Kelly	E-mail Address	dkubin@willits.k12.ca.us
E-mail Address	annk@lavidaschool.org	CDS Code	23- 65623- 0112300



School Description and Mission Statement (School Year 2008-09)

La Vida Charter School (“LVCS” or “Charter School”) was designed in order to offer an innovative program that supports independent study and home schooling programs, enriched with multiple optional on-site enhancement classes. LVCS offers academics in the morning and specialty classes in the afternoon such as Spanish, Games, Art, Music, Drama, Field Science, Handwork, and more. LVCS makes an effort to bring a social curriculum inspired by Waldorf methods in an atmosphere of respect and acceptance. LVCS is deeply committed to honoring and supporting home schoolers’ freedom to choose their learning pathways. By doing so, LVCS hopes to spark an undying flame of lifelong learning. LVCS does this within the guidelines created by the State of California, which is the rationale for many of the requirements outlined throughout this charter.

La Vida Charter School has developed a program where students thrive in a small, beautiful and supportive setting. Serving approximately 100 students from kindergarten through the high school level, LVCS offers small class size and a very beneficial student-to-teacher ratio of 15:1 for the independent study program, and 11:1 for the on-site classes program. A climate of respect and care is strongly nurtured throughout the school, and relatively few behavior problems are experienced. Between 8-20% of the students have special needs. School staff often hear that students are happier at LVCS than at any other school the student has attended in the past.

The independent study component of the school’s program allows each student’s learning style to be respected. Parents are given curriculum for the school year. Under the guidance of an Educational Coordinator, parents tailor the course of study to meet the students own interests, needs and abilities. Through the on-site program, a number of unique study opportunities are offered in addition to core academics. The school offers a field science program which is a direct benefit of being located on an amazing 5,000 acre preserved parcel of land. In addition, students may participate in Orff Ensemble. Also, each year students are encouraged to participate in the year end performance, a grand production which incorporates a number of arts, as well as language and social studies. This is an opportunity to bring together many of the areas of learning during the school year and present them to the community.

From the school’s Charter.

Mission

The mission of the La Vida Charter School is to broaden the educational choices and opportunities for children and families who live in Mendocino County and surrounding areas through independent study, home schooling, and Waldorf inspired teaching methods.

Goals

Our goal is to establish a school in which all children are respected and recognized for their individual gifts, and feel supported in developing these gifts. Students will be appreciated for their unique ethnic and cultural backgrounds and will be encouraged in their understanding of the individuality represented by the traditions and cultures of their peers, as well as members of the global community. Through a three-pronged approach focused on cognitive, emotional, and psychomotor skills, La Vida’s children will emerge with strong potential for academic excellence, a commitment to the enhancement of their community, and the ability to succeed amidst the challenges of today’s and tomorrow’s world.

Opportunities for Parental Involvement (School Year 2008-09)

Parent groups are more or less active from year to year. The school was started by parents and educators, and parents have always served on the board. Currently two out of five board seats are designated for parents. In the past parents have created after school activities, field trips, and lead parent run lessons. a monthly day of specialty classes. Currently, the school sponsors a Parent Tea once a month for homeschooling parents to get together to talk about their programs, curriculum get advice and give the school feedback on what might be needed. Parents are asked to serve on one of are six committees that should meet monthly and report to the board at least twice per year. Unfortunately, the recent trend is one of less interest and involvement by parents who seem too busy juggling children at different schools and jobs besides homeschooling or independent study

Families are asked to volunteer four hours per month. Last year only 305 hours were logged down from 1028 hours two years previous (with 509 hours the year in between.) This does not include the four or so families who are generously supportive but don't record their time. Up until last year La Vida had a great deal of parent involvement which seemed unusual when compared to other charters and district schools.

Now, parent involvement seems more typical. The school administration feels that there is a relationship to less parent involvement and to the declining interest in Waldorf standards, see page 15 . The family lifestyle preference is changing at La Vida, to one that is less participatory and less community focused.

Student Enrollment by Grade Level (School Year 2008-09)

Grade Level	Number of Students
Kindergarten	7
Grade 1	7
Grade 2	6
Grade 3	3
Grade 4	3
Grade 5	6
Grade 6	7
Grade 7	1
Grade 8	7
Ungraded Elementary	0
Grade 9	2
Grade 10	4
Grade 11	11
Grade 12	8
Ungraded Secondary	0
Total Enrollment	72

Student Enrollment by Group (School Year 2008-09)

Group	Percent of Total Enrollment
African American	1.39 %
American Indian or Alaska Native	5.56 %
Asian	2.78 %
Filipino	%
Hispanic or Latino	4.17 %
Pacific Islander	%
White (not Hispanic)	79.17 %
Multiple or No Response	6.94 %
Socioeconomically Disadvantaged	64.00 %
English Learners	%
Students with Disabilities	17.00 %

III. School Climate



School Safety, Cleanliness and Facility (School Year 2008-09)

La Vida Charter School is fortunate to rent its facility below market value rate on the 5000 acre Ridgewood Ranch, Home of Seabiscuit. The beautiful location is soothing for children and adults creating a milieu with few behavioral problems. Maintaining an environment where everyone feels safe is essential for students to fully benefit from La Vida's special program. The school attempts to deal with any issues as quickly as possible that may cause personal injury whether emotional or physical. People often describe the school as a sweet place.

The school has an Emergency Operations Plan which it improves upon every year. Each classroom has a manual. Fire Drills occur monthly with earthquake and shelter in place drills occur annually. Staff receives training and review of emergency policies during beginning of the year in-service and at least once mid year. Monthly inspections are logged for the grounds, playground, fire extinguishers and smoke alarms.

The 4000 square foot 1950's designer home is maintained weekly by a part time housekeeper and maintenance help whenever needed. The school and ranch split the cost of a new roof and gutters three years ago. This past summer the building was painted through a work training program sponsored by Mendocino Private Employment Council MPEC.

The school is inspected biennially by the risk management officer of the insurance company the last visit was June of '08. The school was commended for its compliance and had a few minor items to fix.

Suspensions and Expulsions

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions			0	18.4	16.3	16.0
Expulsions			0	0.2	0.4	0.6



IV. School Facilities

School Facility Good Repair Status (School Year 2009-10)

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

V. Teachers

Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	10	10	9	119
Without Full Credential	0	1	1	2
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0

Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Psychologist	.04	N/A
Social Worker		N/A
Nurse	.04	N/A
Speech/Language/Hearing Specialist	.06	N/A
Resource Specialist (non-teaching)	.17	N/A
Other	0.2	



VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Choices in traditional & online curriculum Designed for Independent Study that is with State or Waldorf Standards is available to every student	0
Mathematics	Choices in traditional & online curriculum Designed for Independent Study that is with State or Waldorf Standards is available to every student	0
Science	Choices in traditional & online curriculum Designed for Independent Study that is with State or Waldorf Standards is available to every student	0
History-Social Science	Choices in traditional & online curriculum Designed for Independent Study that is with State or Waldorf Standards is available to every student	0
Foreign Language	Choices in traditional & online curriculum Designed for Independent Study that is with State or Waldorf Standards is available to every student	0
Health	Choices in traditional & online curriculum Designed for Independent Study that is with State or Waldorf Standards is available to every student	0
Visual and Performing Arts	Choices in traditional & online curriculum Designed for Independent Study that is with State or Waldorf Standards is available to every student	0
Science Laboratory Equipment (grades 9-12)	Independent Study Biology & Chemistry with Lab which are a-g approved are available.	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,315	0	\$7,315	\$34,000
District	N/A	N/A	\$6,334	\$55,130

Percent Difference – School Site and District	N/A	N/A	14%	39%
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	25%	45%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

La Vida Charter School is an independent study program that provides culturally rich enhancement classes in the visual and performing arts, foreign languages, science, and other electives. The school provides personalized education for all children and also for students in Special Education. All students receive curriculum.

The charter school provides counseling, psychologist assessments, speech and language therapy, and tutoring. The school also provides educational workshops for parents.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$27,084	\$38,941
Mid-Range Teacher Salary	\$51,508	\$59,686
Highest Teacher Salary	\$75,493	\$77,828
Average Principal Salary (Elementary)	\$81,565	\$94,258
Average Principal Salary (Middle)	\$88,218	\$98,271
Average Principal Salary (High)	\$91,804	\$104,869
Superintendent Salary	\$109,669	\$142,247
Percent of Budget for Teacher Salaries	37.70 %	38.20 %
Percent of Budget for Administrative Salaries	5.30 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven.

The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	30	45	46	39	42	44	43	46	50
Mathematics	14	47	35	35	36	38	40	43	46
Science	13	*	53	36	45	39	38	46	50
History-Social Science	0	12	21	24	30	29	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native	*	*	*	*
Asian	*	*		
Filipino				
Hispanic or Latino	*	*		*
Pacific Islander				
White (not Hispanic)	53	41	67	36
Male	38	32	45	27
Female	59	*	*	*

Economically Disadvantaged	37	28	*	9
English Learners				
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts		*	*		51.9	47.1		52.9	52.0
Mathematics		*	*		44.1	48.9		51.3	53.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*

American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	*	*	*
7	*	*	*
9	0.0	0.0	0.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar

schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of one means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide		1 *	7 *
Similar Schools		N/A	N/A

"N/A"

means a number is not applicable or not available due to missing data.

"B"

means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C"

means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * "

means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-60	149	-11	735 *
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

"N/A"

means a number is not applicable or not available due to missing data.

"**"

means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	No	Yes

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	9.1

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)		13.3	24.3	0.9	3.5	4.8	3.5	4.4	3.9
Graduation Rate	100.0	80.0	U11	95.0	88.1	84.0	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

In order to prepare students for the workforce, la Vida Charter School offers a work readiness certificate to students who have completed specific requirements. This certificate can be earned along with the California High School diploma or separately for Students who have not fulfilled all requirements for the diploma.

All twelfth grade students must complete an in-depth Economics project as a requirement for graduation.

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	63.5
Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

XII. Instructional Planning and Scheduling

Professional Development

Each year professional development opportunities are presented to staff in Waldorf Education, Differentiated Instruction and an array of technical topics. In 2008-2009 the following occurred.

- Master Teacher, Penni Sparks worked with faculty as a group and individually for 3 days.
- Form Drawing and Movement Workshop with Mentor Teacher Shauna Heiselt, who also worked privately with teachers.
- Two attended Master Teacher Leo Klein's painting class.
- One attended Sonoma State's Classroom Management course; also a Process Coaching class.
- One attended 3 day Waldorf Alliance Conference.
- Group trainings on New Report Writer System for Independent Study paperwork.
- Group trainings on Emergency Preparedness.
- Two were trained under Math Consultant, Jeff Simpson of Mastery Learning Systems, 90 min. per week.
- Two completed a year of BITSA support training.
- Charter School Association Regional Meetings
- Three at a 2 day training on Zoom, Data Director.
- Three attended one day WASC training.
- Several webinars on diverse topics by various staff.
- Monthly EC staff meetings & trainings.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is

reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

The information in the School Accountability Report Card (SARC) is provided by the California Department of Education, CDE, with some information by the school and the district office. It should be noted that in certain instances the CDE data is different from STAR data and school data. In any case the CDE data was used as default. All information is accurate as of February 1, 2010.

