

La Vida Charter School



Executive Summary School Accountability Report Card, 2010–11

Address:	PO Box 1461, Ukiah, CA, 95482	Phone:	(707) 459-6344
Principal:	Ms. Ann Kelly, Director	Grade Span:	K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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 a maximum of 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. About 15% 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.

In 2010- 2011 La Vida Charter School made measureable progress toward most of its goals, reaching some for the year, while others have room for improvement. The year had a character of starting again, with many new families, a new group of teachers, a new student information system, the stretching to make a tight budget fit, and pulling out of an API slump.

*Academically, the school showed growth in important ways and yet there is still a long way to go. For the California Academic Performance Index, API, **78 point increase** was earned for a score of 686, still lower than desired, lower than the District by 30 points, and lower than*

the State by 92 points, but none the less moving up. All performance criteria were met for the API, but not for the federal AYP, Adequate Yearly Progress in which Math proficiency was sorely lacking. Still gains were made, such as an **increase of 14 points in the Math** scaled score. The school's goal is to improve 3 points each year in Math on the STAR.

Student Enrollment

Group	Enrollment
Number of students	69
Black or African American	0.0%
American Indian or Alaska Native	4.3%
Asian	6.9%
Filipino	0.0%
Hispanic or Latino	6.9%
Native Hawaiian or Pacific Islander	2.8%
White	81.2%
Two or More Races	6.9%
Socioeconomically Disadvantaged	68%
English Learners	0.0%
Students with Disabilities	16%

Teachers

Indicator	Teachers
Teachers with full credential	9
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	51%
Mathematics	10%
Science	70%
History-Social Science	22%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	686
Statewide Rank (from 2010 Base API Report)	1
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 3 of 4
2011-12 Program Improvement Status (PI Year)	n/a

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The school is in good repair. The main building was painted the summer of 09 and improved with another coat of paint the summer of '11. The Kinderhaus exterior was painted the summer of 2010 and both buildings have been reroofed in the last five years (2008 and 2009). Heating, plumbing are all functional. The school is beautiful and well maintained.

Repairs Needed

The monthly inspections noted the Outdoor Ball box needed repairing.

Corrective Actions Taken or Planned

Ball box was replaced June 2011.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,934
District	\$6,007 in '08-'09
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	85%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and/or Earned a High School Diploma	33%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	La Vida Charter	District Name	Willits Unified
Street	PO Box 1461	Phone Number	(707) 459-5314
City, State, Zip	Ukiah, CA, 95482	Web Site	www.willitsunified.net
Phone Number	(707) 459-6344	Superintendent	Debra Kubin
Executive Director	Ann Kelly	E-mail Address	dkubin@mcoe.us
E-mail Address	annk@lavidaschool.org	CDS Code	23656230112300

School Description and Mission Statement (School Year 2010–11)

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.

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go. For the California Academic Performance Index, API, **78 point increase** was earned for a score of 686, still lower than desired, lower than the District by 30 points, and lower than the State by 92 points, but none the less moving up. All performance criteria were met for the API, but not for the federal AYP, Adequate Yearly Progress in which Math proficiency was sorely lacking. Still gains were made, such as an **increase of 14 points in the Math** scaled score. The school's goal is to improve 3 points each year in Math on the STAR.

Mixed results were earned in the MAP test (Measures of Academic Progress from NWEA). The school's goal to show 85% growth and proficiency on the MAP test. In Reading from spring to spring, **91.7% showed growth** and proficiency. However in **Math only 50%** showed growth in the same time frame.

The authentic self-assessment and portfolio showed a population with a positive attitude who felt they had learned a lot. However there was a marked decline in effort.

For the first time, the school tracked its Standards Based Report Cards in an attempt to track one of its goals, which is that 90% of the students will reach 75% of grade level standards with a minimum rate ranked at developing or the number two, 2, on our forms. This tentative goal was reached in **Reading, with 92% and in Math, not quite, with 89%** meeting or exceeding the minimum criteria.

Other progress toward goals, in high school, the unofficial **Graduation Rate 85%** (with goal being 80%, however the state's goal in 90%) and the **Dropout Rate of 4%** (goal is 10%).

Opportunities for Parental Involvement (School Year 2010–11)

Parents are seen every day, doing something for the school. Most provide snack and food for events, others work in the classroom and provide all kinds of support for teachers. Fundraisers such as the scholastic book fair, the penny drive, read-a-thon depended on parent involvement. The school asks for families to volunteer 4 hours per month and keep track in a green binder that lives in the kitchen. Last year, 13 families logged in 189.5 hours. This is an improvement of logged time from the year before, only 6 families and 44 hours. The volunteer log does not accurately reflect parent involvement. Two parents served on the board all year and who rarely log their hours with meeting time totalling a minimum of 50 hours per year. The school hosted seven Parent Teas. When a craft activity was added to the agenda, there was a marked increase in attendance.

Student Enrollment by Grade Level (School Year 2010–11 at P-2)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	8	Grade 8	2
Grade 1	2	Ungraded Elementary	0
Grade 2	11	Grade 9	5
Grade 3	5	Grade 10	3

Grade 4	3	Grade 11	7
Grade 5	7	Grade 12	5
Grade 6	3	Ungraded Secondary	1
Grade 7	7	Total Enrollment	69

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	4.2%
Asian	6.9%
Filipino	0.0%
Hispanic or Latino	6.9%
Native Hawaiian or Pacific Islander	2.9%
White	81.2%
Two or More Races	6.9%
Socioeconomically Disadvantaged	68%
English Learners	0.0%
Students with Disabilities	16%

Average Class Size

La Vida’s on site classes that support Independent Study have a maximum of 12 students per mixed grade class.

III. School Climate

School Safety Plan (School Year 2010–11)

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 an emergency operations manual. Emergency Operations Plans were reviewed twice, in August and December which is a routine for the school. A list of children with medical health alerts is compiled at the beginning of the year, reviewed with the staff and filed in each classroom with the Emergency Operations Manual next to the door. Key issues for the school last year were children with extreme allergies and immune deficiencies. Much discussion occurred among parents about not contaminating classrooms with offensive foods. Also extra hygiene, disinfecting took place when children with risky immune systems were on campus. One entire family had whooping cough and pulled through fine. A significant number of families sign waivers for health exams and immunizations. Letters for the Tdap went out in the spring. Nine fire drills and two earthquake drills were conducted. Fire extinguishers were recharged and inspected monthly.

The school is inspected biennially by the risk management officer of the insurance company the last visit was June of '10. The school was commended for its compliance and had a few minor items to fix.

Suspensions and Expulsions

La Vida has not had any suspensions or expulsions in the last four years. The District averages about 16 suspensions and .4 expulsions per year.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

The 4000 square foot 1950's designer home is maintained weekly by a part time housekeeper and maintenance help whenever needed. School is old but in good repair. The main building was painted the summer of 09 and improved with another coat of paint the summer of '11. The Kinderhaus exterior was painted the summer of 2010 and both buildings have been reroofed in the last five years (2008 and 2009). Heating, plumbing are all reliably functional.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			

Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2008-2009
With Full Credential	9	10	9	119
Without Full Credential	1	1	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Total Teacher Misassignments	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School (High Poverty School)	100	0
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		-
Library Media Teacher (librarian)		-
Library Media Services Staff (paraprofessional)		-
Psychologist	.04	-
Social Worker		-
Nurse	.04	-
Speech/Language/Hearing Specialist	.06	-
Resource Specialist (non-teaching)	.17	-
Other	0.2	-

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; 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	Most Recent SBE Approved Textbooks and Instructional Materials	Percent students lacking own assigned copy
Reading/Language Arts	Choices in traditional & online curriculum Designed for Independent Study that are aligned with State or Waldorf Standards are available to every student	No	0
Mathematics	Choices in traditional & online curriculum Designed for Independent Study that are aligned with State or Waldorf Standards are available to every student	Yes	0
Science	Choices in traditional & online curriculum Designed for Independent Study that are aligned with State or Waldorf Standards are available to every student	No	0
History-Social Science	Choices in traditional & online curriculum Designed for Independent Study that are aligned with State or Waldorf Standards are available to every student	No	0
Foreign Language	Choices in traditional & online curriculum Designed for Independent Study that are aligned with State or Waldorf Standards are available to every student	No	0
Health	Choices in traditional & online curriculum Designed for Independent Study that are aligned with State or Waldorf Standards are available to every student	No	0
Visual and Performing Arts	Choices in traditional & online curriculum Designed for Independent Study that are aligned with State or Waldorf Standards are available to every student	No	0
Science Laboratory Equipment (grades 9-12)	Independent Study Biology & Chemistry with mini Labs that are a-g	no	0

approved are available.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,934	\$34,000
District	\$6,007	\$54,329
Percent Difference – School Site and District	-2%	-38%
State	\$5,455	\$63,062
Percent Difference – School Site and State	+8%	-46%

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$26,340	\$39,074
Mid-Range Teacher Salary	\$50,093	\$60,172
Highest Teacher Salary	\$74,161	\$78,468
Average Principal Salary (Elementary)	\$88,961	\$95,926
Average Principal Salary (Middle)	\$89,769	\$99,356
Average Principal Salary (High)	\$94,208	\$107,041
Superintendent Salary	\$112,633	\$148,555
Percent of Budget for Teacher Salaries	36.00%	38.00%

Percent of Budget for Administrative Salaries	6.00%	6.00%
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Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	58%	48%	50%	44%	44%	44%	49%	52%	54%
Mathematics	38%	19%	10%	38%	35%	36%	46%	48%	50%

Science	86%	37%	70%	40%	53%	45%	50%	54%	57%
History-Social Science	29%	8%	22%	29%	38%	32%	41%	44%	48%

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	44%	36%	45%	32%
All Students at the School	50%	10%	70%	22%
Male	69%	15%	75%	50%
Female	37%	6%	75%	0%
Black or African American				
American Indian or Alaska Native				
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	0%	0%	0%	0%
Native Hawaiian or Pacific Islander				
White	54%	21%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	57%	17%	0%	0%
English Learners				
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services				

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.

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	-	-	-	47%	53%	45%	52%	54%	59%
Mathematics	-	-	-	46%	52%	42%	53%	54%	56%

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.

California High School Exit Examination Grade Ten Results – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	55%	26%	20%	58%	30%	12%
All Students at the School	-	-	-	-	-	-

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.70%	33.30%	0.00%

7	0.00%	25.00%	0.00%
9	0.00%	0.00%	0.00%

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X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	7	3	1
Similar Schools	N/A	N/A	N/A

Academic Performance Index Growth – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-11	-120	78

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students Tested at the School	32	686	1,176	716	4,683,676	778
Black or African American	0		6		317,856	696
American Indian or Alaska Native	0		82	692	33,774	733
Asian	2		17	799	398,869	898
Filipino	0		5		123,245	859
Hispanic or Latino	3		295	662	2,406,749	729
Native Hawaiian or Pacific Islander	0		3		26,953	764
White	24	682	763	738	1,258,831	845
Two or More Races	2		3		76,766	836
Socioeconomically Disadvantaged	21	666	848	692	2,731,843	726
English Learners	0		216	641	1,521,844	707
Students with Disabilities	1		132	503	521,815	595

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
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Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	N/A	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	not in	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	n/a	4
Percent of Schools Currently in Program Improvement	n/a	36.4%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's 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 course 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 *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	24.3	18.0	3.0	4.8	5.4	5.0	4.9	5.7	4.6
Graduation Rate		82	86	83.95	83.33	82.46	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	33%	N/D	N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	16.7%

Advanced Placement Courses (School Year 2010–11)

Independent Study students may attend Mendocino College for Advanced Placement Courses.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Each year all teachers have three days and nine partial days of staff development plus additional opportunities. In the 2010-2011 year the following list comprises the additional professional development opportunities.

Master teacher/ leader Eugene Schwartz rolled out an array of web based teacher training for Waldorf teachers over the summer and throughout the year. Professional development list below represents 14.5 days of training.

- *Teaching the grades, webinars by Eugene Schwartz*
- *Alliance for Public Waldorf Education Conference and Regional meetings.*
- *Arts Education Forum at the Humboldt County Office of Ed.*
- *Regional meetings of the California Charter School Association.*
- *Zoom Data, Data Director trainings.*
- *Rudolf Steiner, The Man, The Age and The Path, Commemorating 150 years of his birth, by Eugene Schwartz.*
- *Half-time Webinars, by Eugene Schwartz.*

One teacher and supervising teacher participated in BITSA, the beginning teacher induction program.

La Vida Charter

School Accountability Report Card, 2010-2011

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