

Village Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information - Most Recent Year

School	
School Name	Village Charter
Street	50 Mark West Springs Rd.
City, State, Zip	Santa Rosa, Ca, 95403-1412
Phone Number	707-591-9262
Principal	Ms. Rebecca Ivanoff, Administrative Coordinator
E-mail Address	vcsofficemanager@gmail.com
Web Site	www.villagecharterschool.net
County-District-School (CDS) Code	49753580114934

District	
District Name	Windsor Unified
Phone Number	(707) 837-7701
Web Site	http://www.wusd.org
Superintendent First Name	Steven
Superintendent Last Name	Jorgensen
E-mail Address	sjorgensen@wusd.org

Last updated: 2/2/2015

School Description and Mission Statement (Most Recent Year)

The Village Charter School, founded in 1999, is a nonprofit, independent public charter school in Santa Rosa serving children in Sonoma County as a part of the Windsor Unified School District. Our Mission is to provide an ecologically-conscious, multi-cultural, creative and meaningful educational experience in a small, positive and peaceful school environment. The Village is a school where world cultures are explored, our connection to nature is honored, and character development is nurtured. Our school is a place where the intellectual, imaginative, and humanitarian promise of each student is cultivated and celebrated in a community that practices mutual respect, embraces diversity, and inspires a passion for learning.

At the Village Charter School we believe ALL our youth must be educated, so education must be broad enough, deep enough and diverse enough to embrace every child, each with his or her individual personality, abilities, challenges and background.

We strive to achieve a diverse student body, and value students of all cultures -- gender, socio-economic, abilities, race, ethnicity, etc.

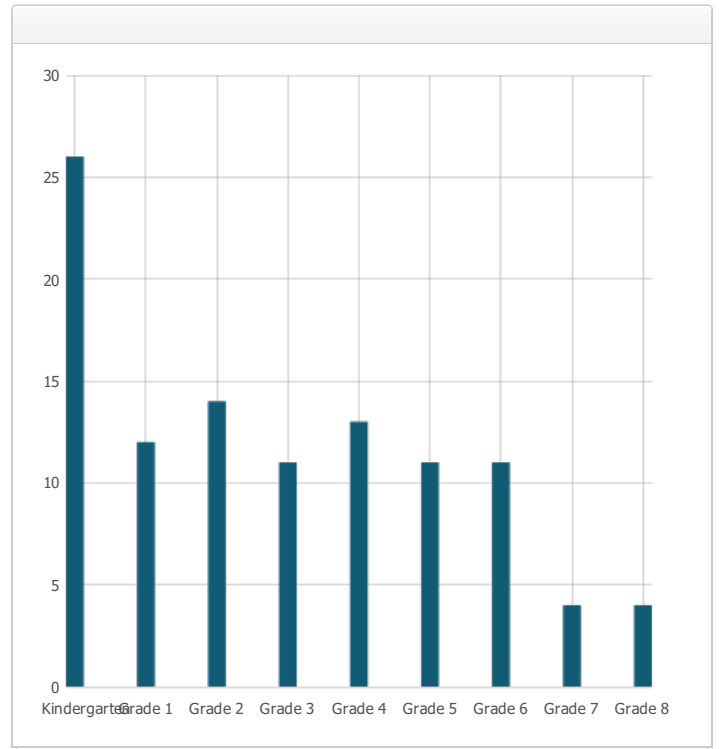
We strive to educate the whole child physically, emotionally, socially and academically at the child's developmental and age appropriate level within a multi-age setting, which fosters appreciation of diversity in an environment that includes everyone.

Our unique curriculum focuses on providing a multicultural, whole world education and encouraging the feelings of joy built around personal and social responsibility.

Last updated: 2/2/2015

Student Enrollment by Grade Level (School Year 2013-14)

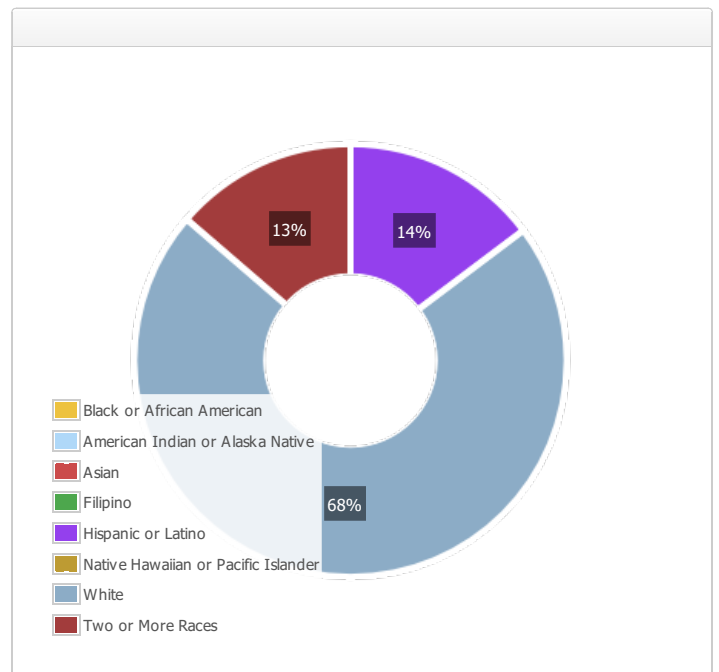
Grade Level	Number of Students
Kindergarten	26
Grade 1	12
Grade 2	14
Grade 3	11
Grade 4	13
Grade 5	11
Grade 6	11
Grade 7	4
Grade 8	4
Total Enrollment	106



Last updated: 1/30/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.0
Asian	0.9
Filipino	0.0
Hispanic or Latino	14.2
Native Hawaiian or Pacific Islander	0.0
White	68.9
Two or More Races	13.2
Socioeconomically Disadvantaged	28.3
English Learners	0.9
Students with Disabilities	13.2



Last updated: 1/30/2015

A. Conditions of Learning

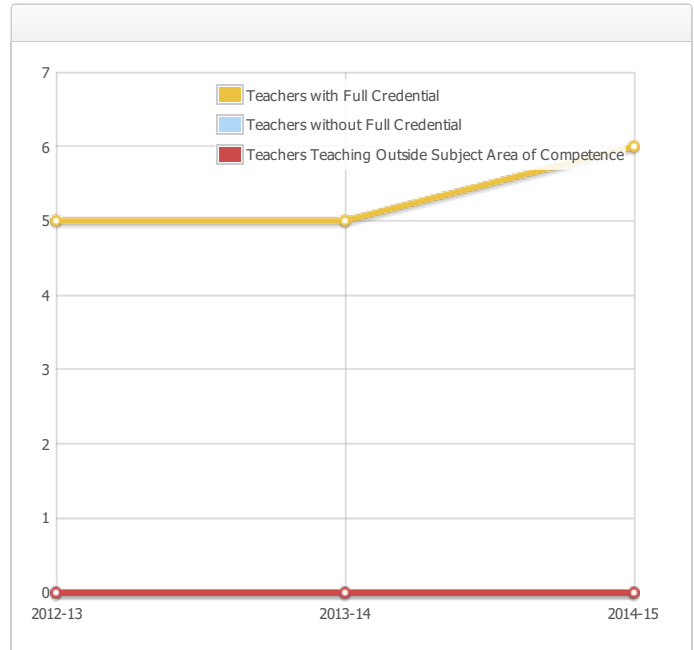
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

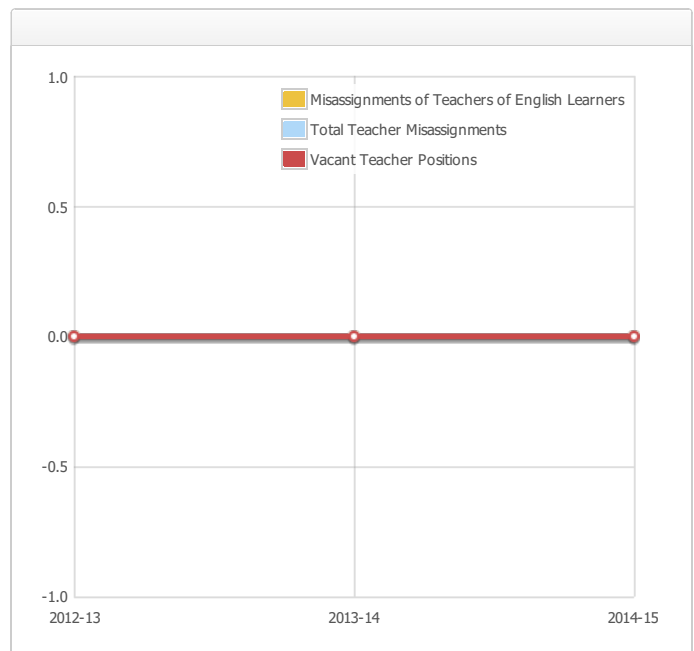
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	5	5	6	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/2/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

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 39 percent or less in the free and reduced price meals program.

Last updated: 1/30/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0
Mathematics	Houghton-Mifflin Commom Core Math text for grades 5-8		0.0
Science			0.0
History-Social Science			0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/30/2015

School Facility Conditions and Planned Improvements - Most Recent Year

VCS leases space in the Wells Fargo Center for the Arts. The facility is in good repair, clean and all safety requirements are met. The lease is a full inclusion lease and all facility safety and maintenance concerns are addressed by the WFC Maintenance staff.

Last updated: 1/30/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Playground is in good repair, though equipment is aging. Plans to replace 2015-16.

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/30/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	45	57	64	61	56	58	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 2/2/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	64
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 2/2/2015

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	56%	71%	54%	56%	59%	55%	54%	56%	55%
Mathematics	42%	53%	47%	47%	46%	44%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	43%	51%	43%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 2/2/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	3	4	3
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 2/2/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	46	25	-32
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 2/2/2015

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	27.3%	63.6%
7	N/A	N/A	100.0%

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.

Last updated: 2/2/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

The Village Charter School is a cooperative organization where parents and staff work together to ensure the success of our students. Parents are integrated into all aspects of the school's operation, and their participation, both inside and outside of the classroom, is essential in creating and implementing the school's educational program and maintaining its supportive environment . There are multiple opportunities for family participation at different times to accommodate varying schedules and skill sets.

State Priority: Pupil Engagement

Last updated: 2/2/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

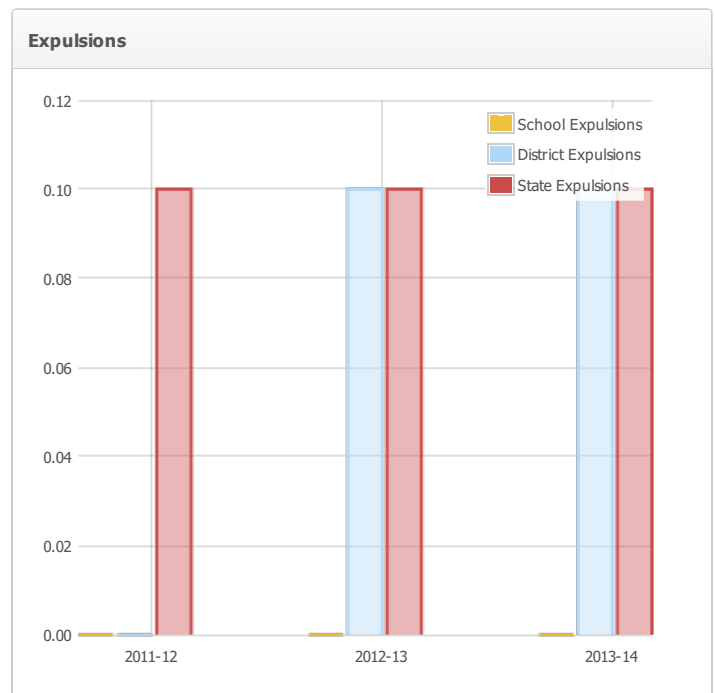
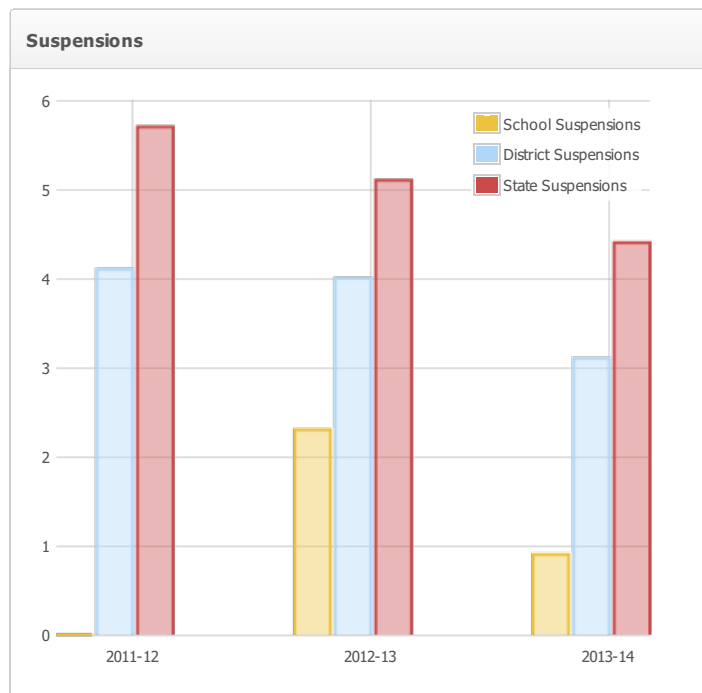
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	2.30	0.90	4.10	4.00	3.10	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.10	0.10	0.10	0.10	0.10



Last updated: 2/2/2015

School Safety Plan - Most Recent Year

Health and Safety policies are incorporated as appropriate into the school's student and staff handbooks and are reviewed annually for compliance with Authorizer policy and California law. VCS shall adhere to the Emergency Preparedness Handbook which contains emergency procedures and shall be tailored specifically to the needs of the campus site. This plan includes, but is not limited to, the following responses: fire, flood, earthquake, threats, hostage situation and biological and chemical release.

Last updated: 2/2/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Last updated: 2/2/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	12.0	2	0	0	13.0	2			13.0	2	0	0
1					10.0	2			6.0	2	0	0
2	3.0	1	0	0	7.0	2			7.0	2	0	0
3	0.0	1	0	0	5.0	3			6.0	2	0	0
4					7.0	2			7.0	2	0	0
5	4.0	1	0	0	6.0	2			6.0	2	0	0
6	0.0	1	0	0	10.0	1			11.0	1	0	0
Other									8.0	1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/2/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$59,740
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$67,762
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Last updated: 2/2/2015

Types of Services Funded (Fiscal Year 2013-14)

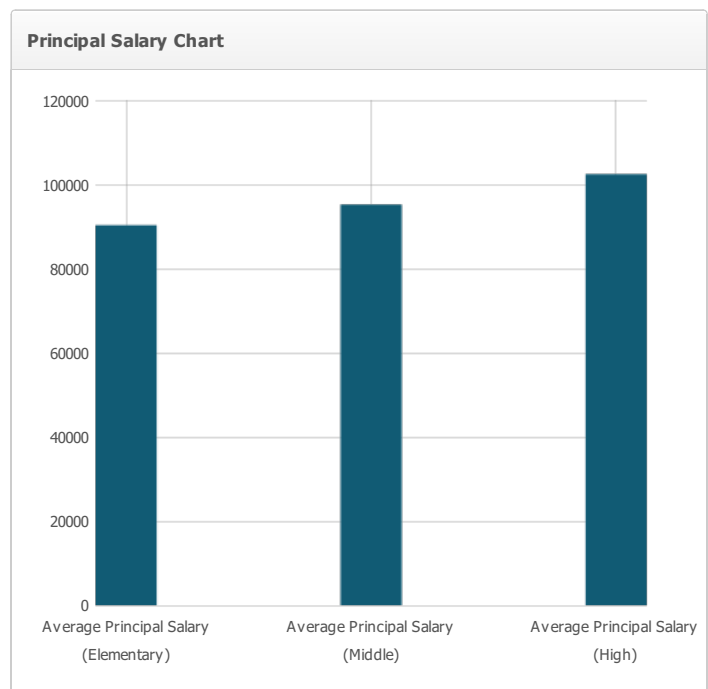
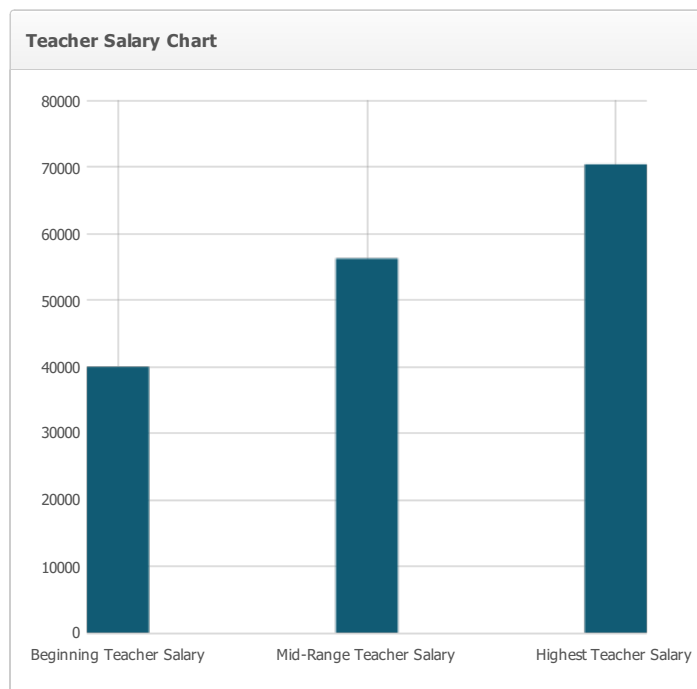
VCS provides additional services and programs to support student's learning and social emotional development. Students are exposed weekly to aikido, drumming, Orff, guitar (optional) and choir. Three days per week identified students are given 1-1 or small group support in math and reading.

Last updated: 2/2/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,964	\$41,243
Mid-Range Teacher Salary	\$56,216	\$64,893
Highest Teacher Salary	\$70,364	\$83,507
Average Principal Salary (Elementary)	\$90,288	\$103,404
Average Principal Salary (Middle)	\$95,210	\$109,964
Average Principal Salary (High)	\$102,422	\$120,078
Superintendent Salary	\$156,200	\$183,557
Percent of Budget for Teacher Salaries	37.0%	40.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

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



Last updated: 2/2/2015

Professional Development – Most Recent Three Years

Village Charter School leadership provides professional development opportunities that advance the effectiveness of teaching and learning. Each year faculty have 7 days of professional development- two before the year begins, three during the school year and two after the school year has ended. Included in these days are three faculty retreats per year where faculty members work together to refine the school vision, measure successes and target improvement areas. Faculty have attended courses/conferences such as Public School Institute, BTSA, California Math Conference, Understanding by Design Curriculum Design Program, Bioneers, National Association of Independent Schools Yearly Conferences, California Kindergarten Conference, the Gesell Institute of Child Development, Occidental Arts & Ecology Center (School Garden Program), Rudolph Steiner College, and Proprioceptive Development.

In addition, each Wednesday will be a minimum day with dismissal at 1 pm. Teachers will use this time for meeting, collaboration and lesson prep.

Last updated: 2/2/2015