

# The Village Charter School

## Data and Access

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](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<b>School Name</b>	The Village Charter School
<b>Street</b>	50 Mark West Springs Rd.
<b>City, State, Zip</b>	Santa Rosa, Ca, 95403-1412
<b>Phone Number</b>	707-591-9262
<b>Principal</b>	Rebecca Ivanoff, Administrative Coordinator
<b>E-mail Address</b>	<a href="mailto:vcsofficemanager@gmail.com">vcsofficemanager@gmail.com</a>
<b>County-District-School (CDS) Code</b>	49753580114934

District	
<b>District Name</b>	Windsor Unified
<b>Phone Number</b>	(707) 837-7701
<b>Web Site</b>	<a href="http://www.wusd.org">http://www.wusd.org</a>
<b>Superintendent First Name</b>	Barbara
<b>Superintendent Last Name</b>	Young
<b>E-mail Address</b>	<a href="mailto:byoungl@wusd.org">byoungl@wusd.org</a>

*Last updated: 4/11/2014*

### School Description and Mission Statement (School Year 2012-13)

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: 4/11/2014*

### Opportunities for Parental Involvement (School Year 2012-13)

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.



# 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.
- **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.

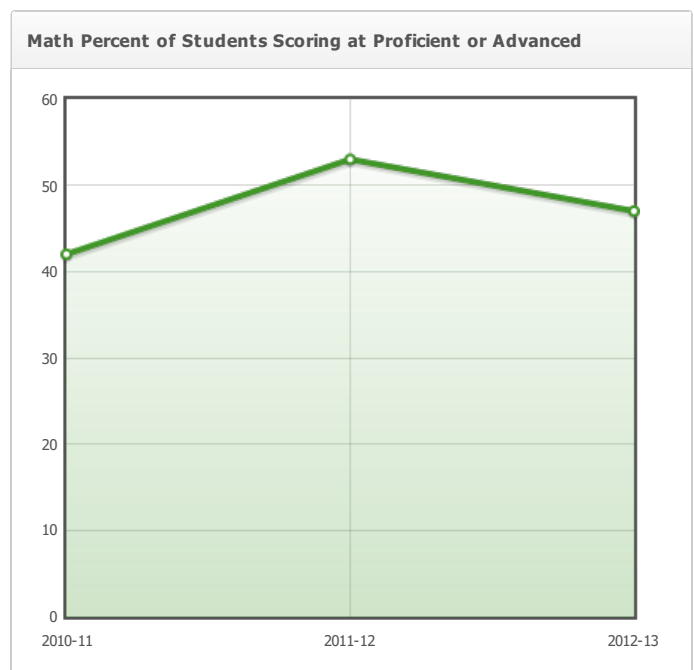
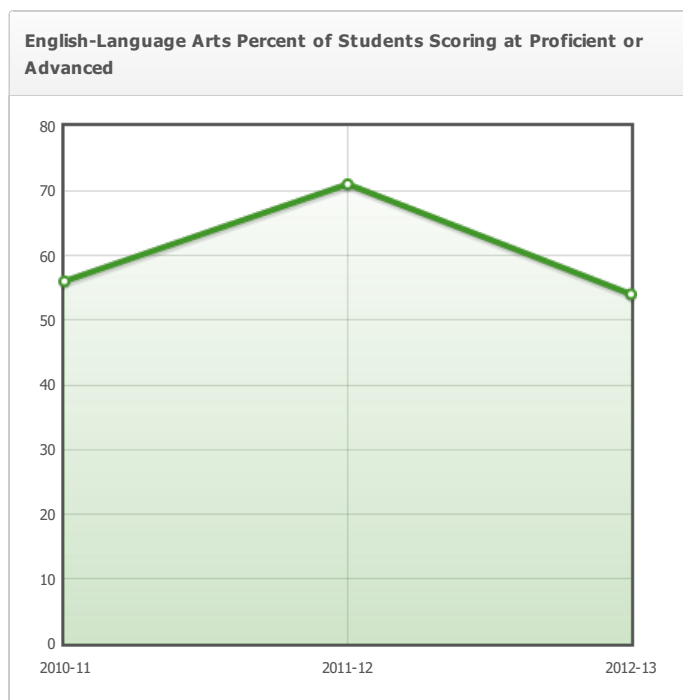
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

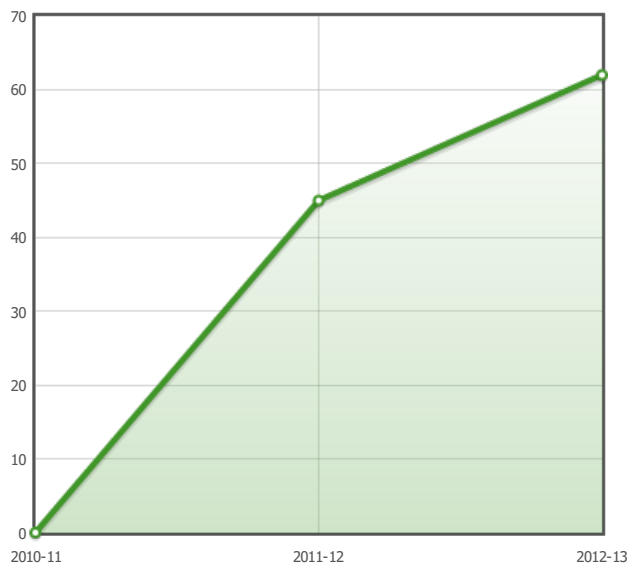
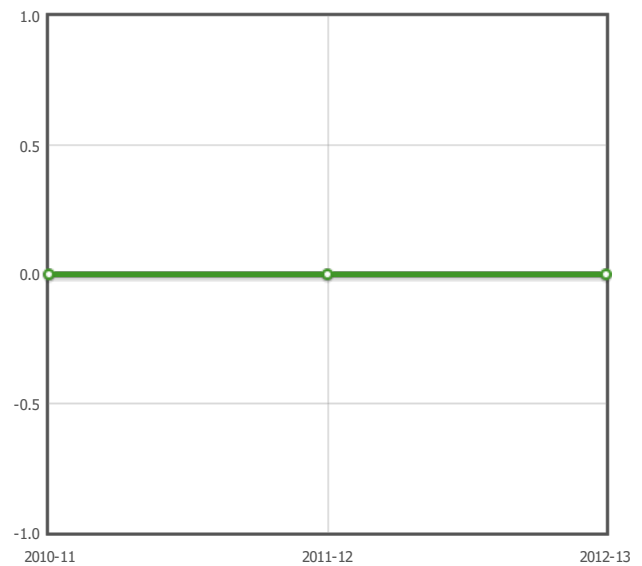
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

## 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%
Science	N/A	45%	62%	62%	61%	56%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	43%	51%	43%	48%	49%	49%

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.



**Science Percent of Students Scoring at Proficient or Advanced****History Percent of Students Scoring at Proficient or Advanced**

Last updated: 4/11/2014

**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	55%	44%	56%	43%
All Students at the School	54%	47%	57%	N/A
Male	47%	54%	N/A	N/A
Female	61%	40%	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	45%	45%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	53%	51%	55%	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	50%	40%	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	62%	31%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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: 4/11/2014

## 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](#).

### 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	2010-11	2011-12	2012-13
Statewide	2	3	4
Similar Schools			

*Last updated: 4/11/2014*

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	74	109	116
Black or African American	0	0	1
American Indian or Alaska Native	0	1	0
Asian	1	1	1
Filipino	0	0	0
Hispanic or Latino	16	20	17
Native Hawaiian or Pacific Islander	0	0	0
White	40	65	81
Two or More Races	9	15	15
Socioeconomically Disadvantaged	2	23	47
English Learners	1	3	3
Students with Disabilities	12	18	16

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: 4/11/2014*

## Academic Performance Index Growth by Student Group – 2012-13 Growth API

### Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	68	755	3,885	776	4,655,989	790
Black or African American	0		43	800	296,463	708
American Indian or Alaska Native	0		55	696	30,394	743
Asian	0		85	795	406,527	906
Filipino	0		22	883	121,054	867
Hispanic or Latino	13	721	1,750	712	2,438,951	744
Native Hawaiian or Pacific Islander	0		16	775	25,351	774
White	48	751	1,863	832	1,200,127	853
Two or More Races	7		33	854	125,025	824
Socioeconomically Disadvantaged	31	735	1,809	708	2,774,640	743
English Learners	1		1,170	680	1,482,316	721
Students with Disabilities	13	674	643	615	527,476	615

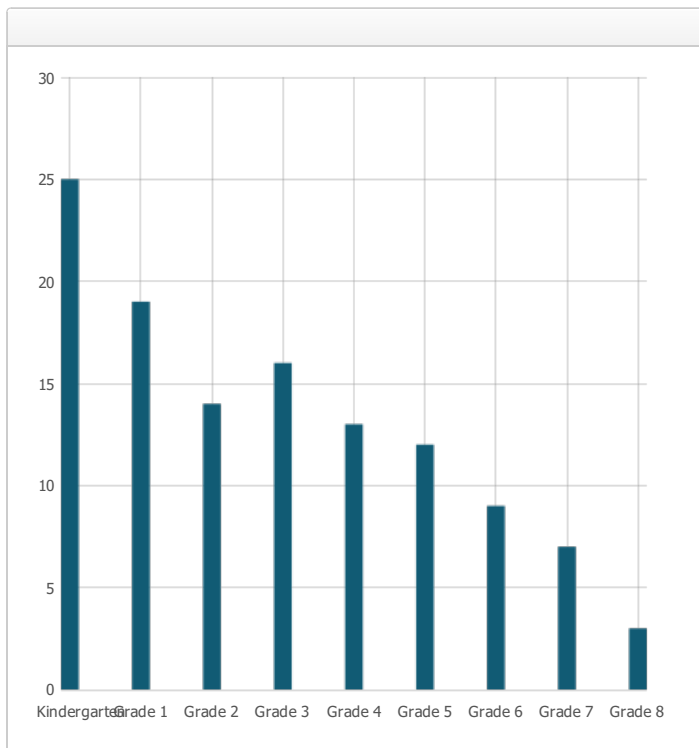
*Last updated: 4/11/2014*



# School Climate

## Student Enrollment by Grade Level (School Year 2012-13)

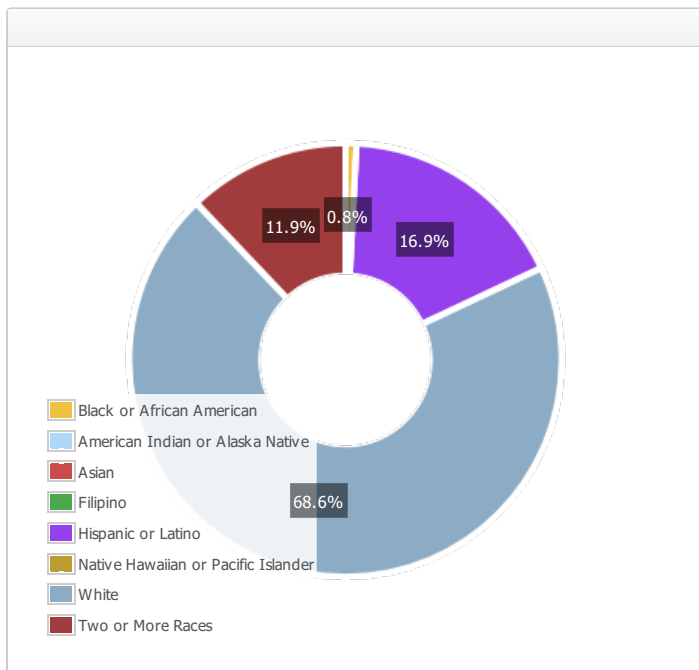
Grade Level	Number of Students
Kindergarten	25
Grade 1	19
Grade 2	14
Grade 3	16
Grade 4	13
Grade 5	12
Grade 6	9
Grade 7	7
Grade 8	3
<b>Total Enrollment</b>	<b>118</b>



Last updated: 4/11/2014

## Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	16.9
Native Hawaiian or Pacific Islander	0.0
White	68.6
Two or More Races	11.9
Socioeconomically Disadvantaged	36.4
English Learners	1.7
Students with Disabilities	11.9



Last updated: 4/11/2014

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	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	15.0	1	0	0	12.0	2	0	0	13.0	2		
1									10.0	2		
2	20.0	1	0	0	3.0	1	0	0	7.0	2		
3	14.0	1	0	0	0.0	1	0	0	5.0	3		
4									7.0	2		
5	22.0	1	0	0	4.0	1	0	0	6.0	2		
6					0.0	1	0	0	10.0	1		
Other												

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

*Last updated: 4/11/2014*

## School Facilities

### School Facility Good Repair Status (School Year 2013-14)

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

### Overall Facility Rate (School Year 2013-14)

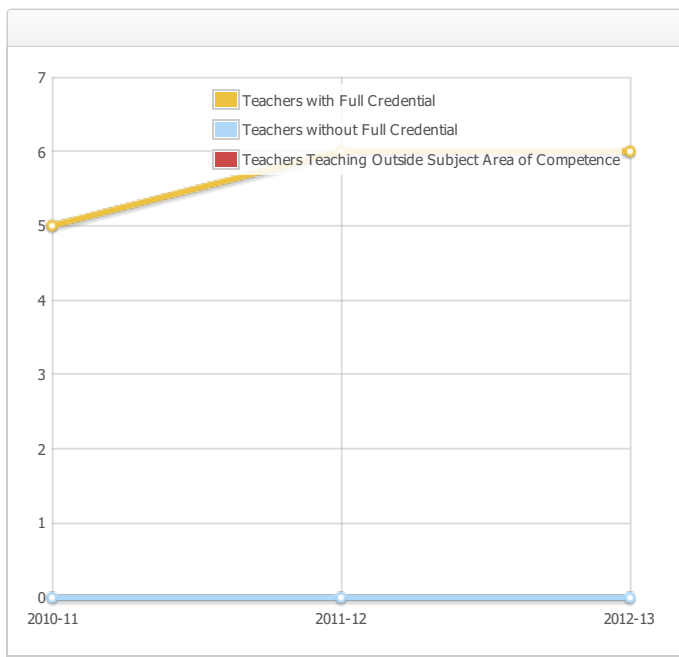
Overall Rating	Good
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*Last updated: 4/11/2014*

# Teachers

## Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	5	6	6	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 4/11/2014

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as 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](#).

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	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: 4/11/2014*

## Support Staff

# Curriculum and Instructional Materials

## School Finances



# 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](#).

### 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](#).

# Instructional Planning and Scheduling