

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- 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/guardians, and community members should contact the school principal or the district office.

### DataQuest

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

## Ms. Ann Kelly, Director

 Principal, La Vida Charter School

### About Our School

One of the true rewards of working at La Vida Charter School is witnessing how people's lives are touched, enriched and uplifted by their connection to our small rural school and community. Many families are isolated either geographically or culturally, and the students benefit from the school's holistic and flexible model of Waldorf inspired classes enhancing their home study programs. One feels the strong sense that the school provides an important service to the families of the region.

The community is also highly mobile. Only 20% of the students take the State's standardized test two years in a row, and 10% test three years in a row and less thereafter. Each year there is 70% change of students exiting and entering between years and during the year. Most years' enrollment and average daily attendance is higher at the end of the year than the beginning. These atypical trends are incompatible with the State's formulas for academic accountability. High School cohorts are far too changeable to be accurately measured for graduation and dropout rates with the current model. In 2012-13 the school did not get an API because of the small number of testers combined with the percentage of parents waiving the test.

The school adopted a triangulated assessment model eight years ago to more accurately measure student growth. Apart from the STAR test, the MAP test is proctored twice a year. The MAP, Measures of Academic Progress, is a formative test with national norm references published by the Northwest Evaluation Association, NWEA. Students also complete a self assessment and portfolio discussing their own growth at the end of the year. Participation rates of the STAR and the MAP together were 95%.

La Vida's leadership is excited about the new changes and opportunities in education through the Common Core Standards, the Smarter Balanced Test, the California Assessment of Student Progress and Performance and the Local Control Accountability Plan and are hopeful that the new accountability models will more accurately reflect the academic growth of mobile populations.

Sincerely,

Ann Kelly

Executive Director, La Vida Charter School

**Contact**

*La Vida Charter School  
16201 North Highway 101  
Willits, CA 95490-8724*

*Phone: 707-459-6344  
E-mail: [annkellyvida@gmail.com](mailto:annkellyvida@gmail.com)*

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Willits Unified
<b>Phone Number</b>	(707) 459-5314
<b>Superintendent</b>	Patricia Johnson
<b>E-mail Address</b>	<a href="mailto:patjohnson@willitsunified.com">patjohnson@willitsunified.com</a>
<b>Web Site</b>	<a href="http://www.willitsunified.net">www.willitsunified.net</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	La Vida Charter School
<b>Street</b>	16201 North Highway 101
<b>City, State, Zip</b>	Willits, Ca, 95490-8724
<b>Phone Number</b>	707-459-6344
<b>Principal</b>	Ms. Ann Kelly, Director
<b>E-mail Address</b>	<a href="mailto:annkellylvida@gmail.com">annkellylvida@gmail.com</a>
<b>Web Site</b>	<a href="http://www.lavidaschool.org">www.lavidaschool.org</a>
<b>County-District-School (CDS) Code</b>	23656230112300

*Last updated: 2/1/2016*

### School Description and Mission Statement - Most Recent Year

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 homeschoolers' 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 the 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 15-20% 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. Students may participate in the Orff Ensemble and each year students are encouraged to participate in a multi-grade 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.

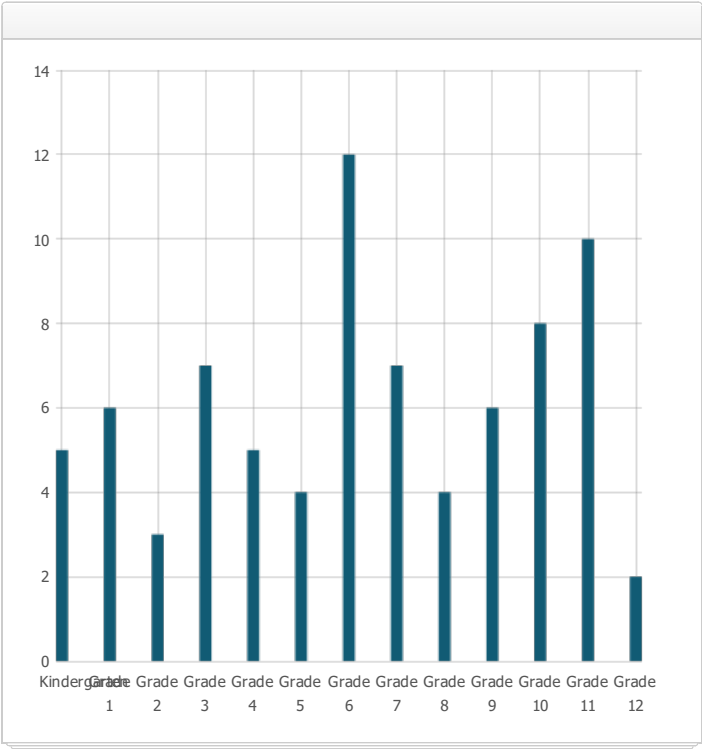
For Accountability purposes, the school's enrollment per grade, usually falls below the reporting thresholds. The school did not receive an API for that reason in 2013-14 (the last year to receive one before Smarter Balanced) and did not receive an AYP in 2014-15 for the same reasons. The last API was 732 in 2012-13.

The school has put great effort in making the transition and implementing the Common Core State Standards, in professional development and curriculum adoption. Some of the school's LCAP goals or the Local Control and Accountability Plan, incorporate the professional development for faculty and home schooling parents, as well as curriculum and materials to support the shift to the Common Core Standards and the 21st Century Skills.

*Last updated: 2/1/2016*

**Student Enrollment by Grade Level (School Year 2014-15)**

Grade Level	Number of Students
Kindergarten	5
Grade 1	6
Grade 2	3
Grade 3	7
Grade 4	5
Grade 5	4
Grade 6	12
Grade 7	7
Grade 8	4
Grade 9	6
Grade 10	8
Grade 11	10
Grade 12	2
<b>Total Enrollment</b>	<b>79</b>



*Last updated: 1/22/2016*

**Student Enrollment by Student Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	3.8 %
American Indian or Alaska Native	6.3 %
Asian	5.1 %
Filipino	0.0 %
Hispanic or Latino	12.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	72.2 %
Two or More Races	0.0 %
Socioeconomically Disadvantaged	60.8 %
English Learners	0.0 %
Students with Disabilities	17.7 %
Foster Youth	0.0 %

*Last updated: 1/29/2016*

## A. Conditions of Learning

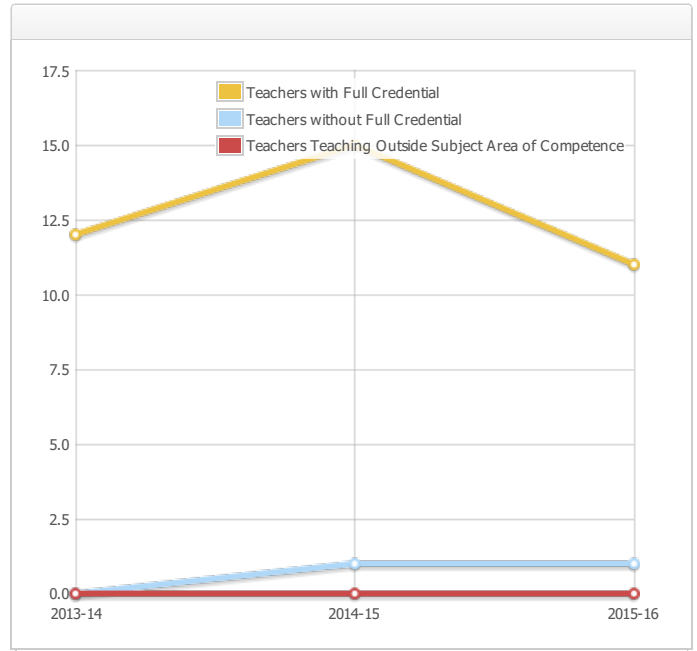
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

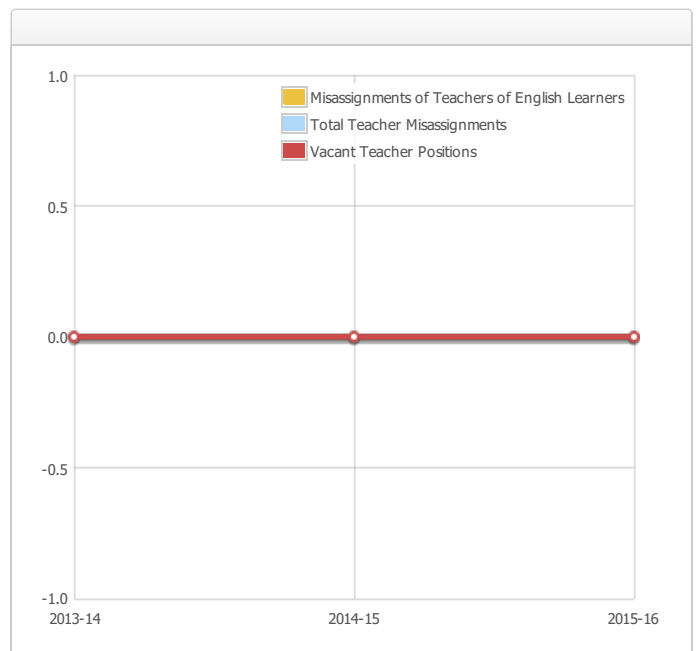
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	12	15	11	
Without Full Credential	0	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/1/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 2/1/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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	95.0%	5.0%
All Schools in District	95.0%	5.0%
High-Poverty Schools in District	95.0%	5.0%
Low-Poverty Schools in District	0.0%	0.0%

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.

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

Year and month in which data were collected: February 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><b>Note concerning all curriculum materials:</b></p> <p>The governing board of the school has adopted independent study curriculum. The primary adoptions are Waldorf Inspired curriculum which is not adopted by the state. As such, the school does not necessarily use state adopted comprehensive curriculum. The most recent Math Adoption for the Common Core the state presented suggestions, not mandates. Every student gets curriculum choices that are designed for independent study. Current primary choices are Oak Meadow, Live-Education and Story of the World and related texts for Comprehensive Curriculum. Math choices are Singapore Math, Triumph Learning Common Core Coach, and Carnegie Learning Integrated Math.</p> <p>Choices in traditional &amp;/or online curriculum designed for Independent Study that is aligned with Waldorf or state standards is available to every student</p>		0.0 %
Mathematics	Choices in traditional &/or online curriculum designed for Independent Study that is aligned with Waldorf or state standards is available to every student		0.0 %
Science	Choices in traditional &/or online curriculum designed for Independent Study that is aligned with Waldorf or state standards is available to every student		0.0 %
History-Social Science	Choices in traditional &/or online curriculum designed for Independent Study that is aligned with Waldorf or state standards is available to every student		0.0 %
Foreign Language	Choices in traditional &/or online curriculum designed for Independent Study that is aligned with Waldorf or state standards is available to every student		0.0 %
Health	Choices in traditional &/or online curriculum designed for Independent Study that is aligned with Waldorf or state standards is available to every student		0.0 %
Visual and Performing Arts	Choices in traditional &/or online curriculum designed for Independent Study that is aligned with Waldorf or state standards is available to every student		0.0 %
Science Lab Eqpmt (Grades 9-12)	Choices in traditional &/or online curriculum designed for Independent Study that is aligned with Waldorf or state standards is available to every student		0.0 %



## School Facility Conditions and Planned Improvements - Most Recent Year

The school is in good repair. The body of the main building was painted the summer of 09 and improved with another coat of paint during the past four summers and was declared finished summer of 2014. 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. No major improvements are planned for 2015-16.

*Last updated: 1/29/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Planned maintenance for plumbing.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Lighting maintenance in progress.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Planned maintenance for staff bathroom flooring.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Good
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*Last updated: 2/1/2016*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

The majority of parents opted their students out of Smarter Balance testing. Only 15 students took a portion of the Smarter Balance Test. Scores were collected from 7 students for ELA and 12 for mathematics.

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	12.0%	23.0%	44.0%
Mathematics (grades 3-8 and 11)	7.0%	17.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 2/1/2016*

**Career Technical Education Programs (School Year 2014-15)**

La Vida provides real world experiences, especially in the sciences, through its specialty courses for all grade levels. In the High School independent study program, La Vida offers over 60 Career and Technical Education courses in Eight Industrial Sectors through OdysseyWare Curriculum. Every spring a Career research and self discovery course is offered. Specialty elective courses in the technology strands are also offered every year.

La Vida Charter School does not offer a CTE Standards Pathways Pogram.

*Last updated: 2/1/2016*

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	91.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	8.3%

# State Priority: Other Pupil Outcomes

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

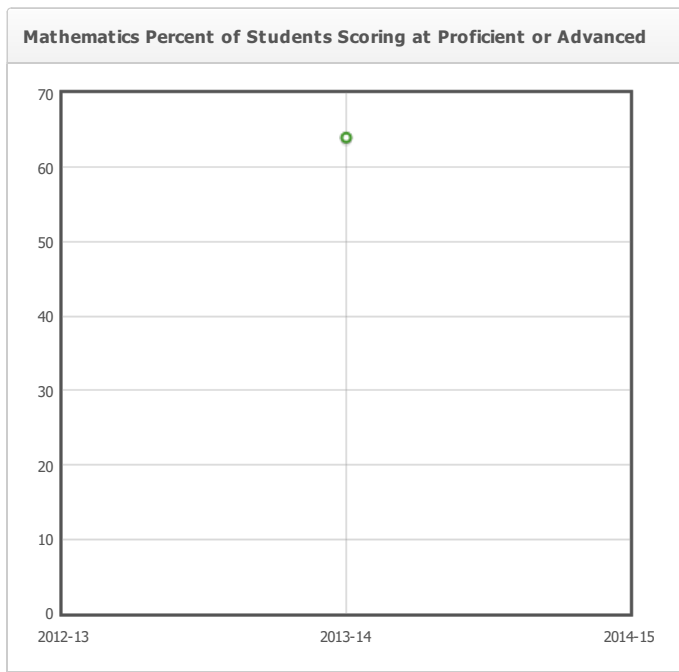
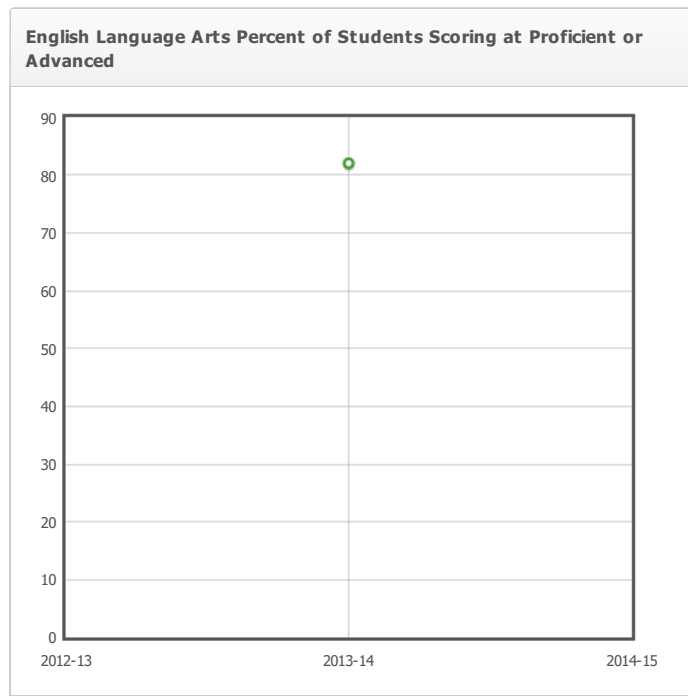
- Pupil outcomes in the subject areas of English, mathematics, and physical education

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

Less than 10 students tested in the CAHSEE at La Vida Charter School. In accordance with SARC guidelines, no results are calculated.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	--	82.0%	--	78.0%	75.0%	66.0%	57.0%	56.0%	58.0%
Mathematics	--	64.0%	--	81.0%	81.0%	81.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 2/1/2016

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement - Most Recent Year

PARENT INVOLVEMENT- More parents were involved in 2014-2015 which was refreshing. The Covelo parents created a bus share, where they shared driving and expenses for the 9 students. While waiting, parents would help out around the school.

One of the Dad's sewed handwork bags and later made 40 pairs of stilts for Circus Arts. Another donated a ranchie triangle for calling the students in from recess and breaks. Another mended 15 chair pads and a few other things. Many were generous with food and snack. Parents staged yet another Peace Day Ice Cream Social. The Flower Power fundraiser was run by parents as was the Scholastic Book Fair. Parents received a water bottle appreciation gift at Thankfulness Feast. Eight parents were honored at the Open House event. Parents participated in an important way at the parent tea providing important input for the LCAP and the WASC self study.

PARENT PROFESSIONAL DEVELOPMENT- Mastery Systems held five math workshops with the Kindergarten parents on using his Common Core Curriculum the school is piloting. Specialty instructor held four workshops on *Child Development and Parenting from the Waldorf Perspective*. She focused on Rhythm, Respect and Reverence. There were three workshops on teaching with Singapore Math.

### State Priority: Pupil Engagement

Last updated: 2/1/2016

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

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

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

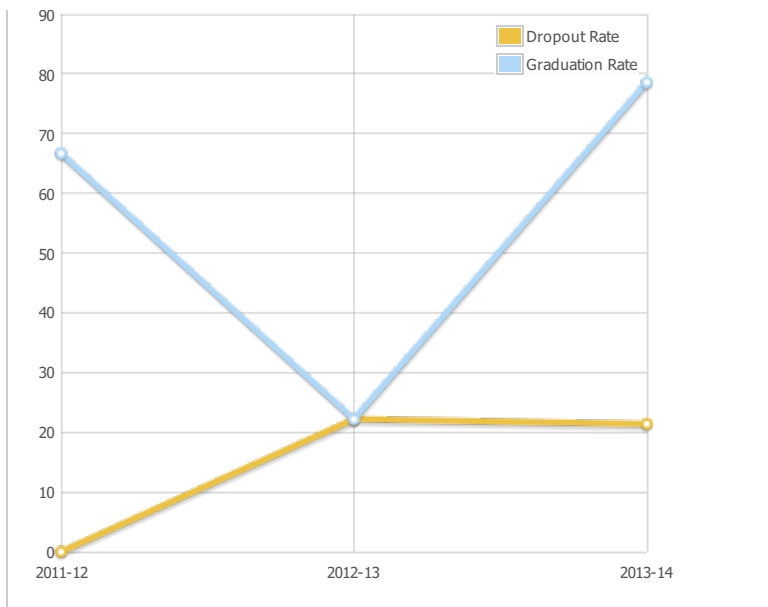
Note: The school uses a non cohort based rate because of the high mobility.

Rather the percentage of the number enrolled is used.

For 2014-15 63%\* (Goal 80%.) (Prior Years: 93% in 13/14, 80% in 12/13, 90% in 11/12.) (Total of 8 seniors, 5 graduated and 3 re-enrolled for a 5th year).

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	22.2%	21.4%	11.7%	14.2%	7.8%	13.1%	11.4%	11.5%
Graduation Rate	66.70	22.20	78.60	81.40	75.80	89.60	78.87	80.44	80.95

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/1/2016

## Completion of High School Graduation Requirements

The table below illustrates the percent of students in the school's most recent certified graduating class (Class of 2014) that met all state and local graduation requirements for grade twelve completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. La Vida Charter School had more students graduate at the end of the year, then the number of students enrolled at the CBEDS beginning year count. This lead to inflated percents, like 133%.

Student Group	Graduating Class of 2014		
	School	District	State
All Students	133	89	84
Black or African American	0	0	76
American Indian or Alaska Native	200	100	78
Asian	0	100	92
Filipino	160	0	96
Hispanic or Latino	100	79	81
Native Hawaiian or Pacific Islander	150	0	83
White	89	93	89
Two or More Races	0	0	82
Socioeconomically Disadvantaged	100	85	81
English Learners	100	60	50
Students with Disabilities	0	68	61
Foster Youth	--	--	--

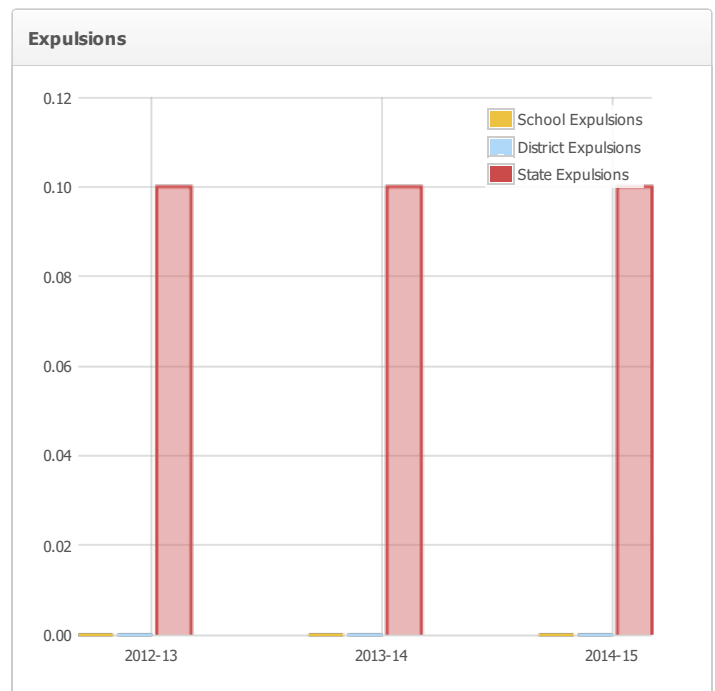
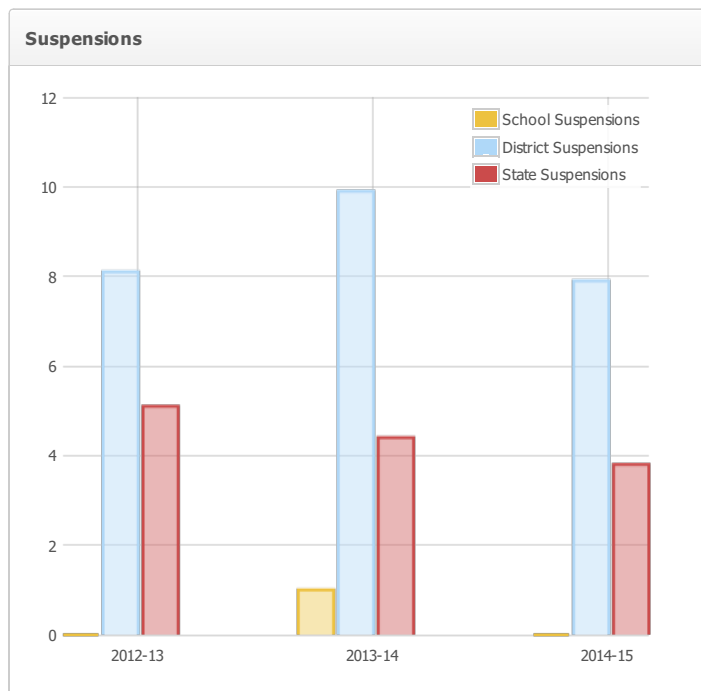
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	1.0	0.0	8.1	9.9	7.9	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/1/2016

## School Safety Plan - Most Recent Year

General safety at La Vida was examined by the risk management officer from the North Coast Schools Insurance Group in late summer. He was satisfied with the near monthly fire drills, earthquake drills and other drills the school logged. Monthly Inspection reports were in good order and the school was in good repair and safe. Areas for improvement were the playground swing set bedding need another layer of wood chips. The annual fire extinguisher inspection and refurbishing was due and fire retardant was needed on the new curtains in a classroom.

Staff participated in two sessions on school health and safety. All Faculty received copies of the Beginning Teacher manual on Health and Safety Guidelines for Schools which is an excellent companion. Faculty and staff also watched four videos on the Safe Schools site required by the insurance company. Topics included child protection reporting, and what to be aware of for child protection along with information on sexual harassment. Faculty and staff also conducted the annual review the school policies in the Employee Handbook.

The MCOE school nurse conducted vision, hearing and scoliosis exams on kindergarteners, second, seventh and tenth graders.

Much focus and attention was directed to the SB277 vaccination Bill by all levels of stakeholders in the school community. La Vida tends to attract people that are less interested in receiving vaccinations for their children however, still more than half vaccinate on a regular basis. The school participates in surveying, monitoring and informing families of the requirements of vaccination laws.

A total of eight students in grades 5, 7, and 9 participated in the annual physical fitness test. As last year the students were in general in the health fitness zone with the upper body strength areas being the noticeable areas of growth.

La Vida is fortunate to be located in a peaceful country setting in an old but well made building. The environment conveys peace, and the school culture highly values safety for all. Rules and policies published in the Parent and Student Handbook are reviewed whenever necessary. Conflicts are worked through when they arise. Even the most emotional situations calm down when everyone has their say.

*Last updated: 2/1/2016*



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

La Vida Charter School supports its independent study program with onsite classes. These classes are combined grade classes. For 2014-15 the classes were combined as such: Kindergarten class, 1/2 class, 3/4/5 class and 6/7/8 (Junior High) class. No class exceeded 14 students. The chart below accounts for the number of students onsite per grade level.

Grade Level	2012-13			2013-14			2014-15					
	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	5.0	1			8.0	1			5.0	1		
1	7.0	1			5.0	1			6.0	1		
2	2.0	1			8.0	1			3.0	1		
3	2.0	1			2.0	1			7.0	1		
4	2.0	1			1.0	1			5.0	1		
5	2.0	1			6.0	1			4.0	1		
6	2.0	1			2.0	1			12.0	1		
Other												

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

Last updated: 2/1/2016

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.9	14.0
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.3	N/A
Other	0.1	N/A

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

\*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.

Last updated: 2/1/2016

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9906.3	--	--	\$34000.0
District	N/A	N/A	\$0.0	\$53718.0

Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$59460.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 2/1/2016*

## Types of Services Funded (Fiscal Year 2014-15)

La Vida Charter School provides counseling, psychologist assessments, speech & language therapy, occupational therapy and individual or group tutoring. The school also provides educational workshops for parents.

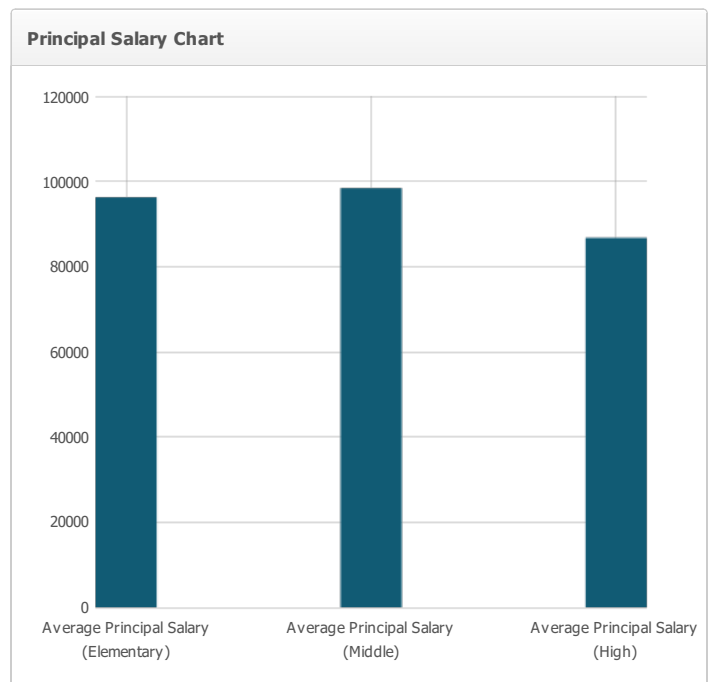
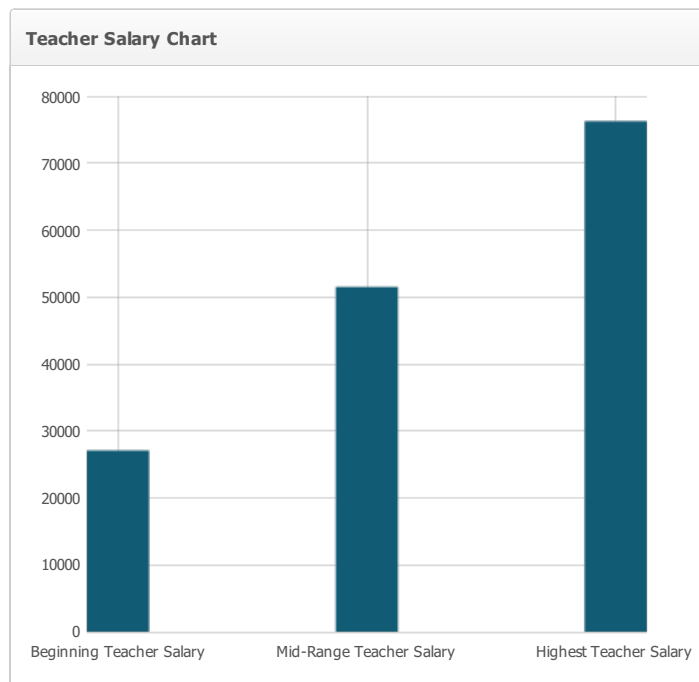
The charter school is an independent study program that provides culturally rich enhancement classes in the visual and performing arts, foreign languages, science and other electives. The school provides personalized education for all children and also for students in Special Education.

*Last updated: 2/1/2016*

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$27,084	\$38,953
Mid-Range Teacher Salary	\$51,508	\$57,103
Highest Teacher Salary	\$76,256	\$74,127
Average Principal Salary (Elementary)	\$96,267	\$90,225
Average Principal Salary (Middle)	\$98,410	\$98,146
Average Principal Salary (High)	\$86,749	\$97,758
Superintendent Salary	\$132,000	\$117,803
Percent of Budget for Teacher Salaries	34.0%	34.0%
Percent of Budget for Administrative Salaries	5.0%	7.0%

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



*Last updated: 2/1/2016*

## Professional Development – Most Recent Three Years

For 2014-2-15, as set in our LCAP goals, a great deal of time and effort is put forth into Professional Development especially on the topics of Waldorf Education

and the Common Core State Standards. The following is a summary list of the trainings and conferences that the staff participated in.

- The primary emphasis over the summer for professional development thwas Waldorf training. 5 teachers participate in Eugene Schwartz’s online trainings. The Kinder Instructor went to Sacramento for a week of training at Rudolf Steiner College. The science teacher received some training about our California Education and the Environment Initiative, EEI, curriculum . The new hires completed more online trainings with Eugene Schwartz,
- Trainings on new systems occurred for most faculty, such as the Lets Go Learn Diagnostic, and the Personal Learning System,
- Specialty teachers conducted workshops in Geometry and Cultures
- Two attended the roll out of the Next Generation Science Standards in Red Bluff.
- Two staff and a parent attended train the trainer sessions o Singapore Math,
- Ten teacher s attended a Singapore Math Training.
- Four attended a session by Carnegie Learning on the Collaborative Classroom.
- Teachers and Director participated in three quarterly check individually.
- Two went to an Odysseyware conference
- All Staff participated in online safety trainings.
- Two went to the Alliance for Public Waldorf Conference in Fair Oaks.
- Four attended the Half Time Webinars (over 24 hours of material)
- Two attended the MCOE sponsored Writing Workshops on ERWC course.
- Two attended the Building Assessment Literacy Workshop
- Two attended the Digital Library Training
- Attended the Waldorf School consortium for Medieval and
- Pentathlon Games in Sonoma County
- WASC Trainings
- Building Habits of Close Reading Webinar
- Two sessions on Blended Learning
- Independent Study Schools Meeting
- Kimochi, emotion development curriculum in Marin
- 9 attending I Waldorf Webinars
- Two to the Waldorf Summer Trainings in Sacramento.
- Four more Singapore Trainings
- Differentiated Instruction
- Dealing with Difficult People
- Two to the School Pathways summer conference
- Live Education Curriculum Conference & Training in Santa Cruz
- Three attended the Common Core Unit at Willits Charter School on Where the Wild Things Are

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