

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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

About Our School

La Vida is a special place which improves and changes student's lives. It is not a high performing school. In fact, the majority of students who enter, test at below grade level. Nonetheless, most students grow academically while at La Vida Charter School, and experience personal growth, find out their strengths, learning preferences and hopefully develop qualities of compassion and citizenship.

Bodily Kinesthetic, Musical Rhythmic and Naturalist have been the dominant strength intelligences of the student population for over a decade. It is a great pleasure to work with a creative team of teachers and staff who strive to honor and develop a program that supports these active, dynamic, hands on learning preferences that engage and satisfy students deeply. Additionally, students who work too hard to learn, find relief in a brain integration therapy program, that renews confidence and the desire to learn again.

It is a great privilege to be a part of a country school where a sense of well-being infuses everyone upon arrival each day.

Contact

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

Phone: 707-459-6344
Email: annk@lavidaschool.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Willits Unified
Phone Number	(707) 459-5134
Superintendent	Mark Westerburg
Email Address	markwesterburg@willitsunified.com
Website	www.willitsunified.net

School Contact Information (School Year 2019—20)	
School Name	La Vida Charter
Street	16201 North Highway 101
City, State, Zip	Willits, Ca, 95490-8724
Phone Number	707-459-6344
Principal	Ms. Ann Kelly, Director
Email Address	annk@lavidaschool.org
Website	www.lavidaschool.org
County-District-School (CDS) Code	23656230112300

Last updated: 1/25/2020

School Description and Mission Statement (School Year 2019—20)

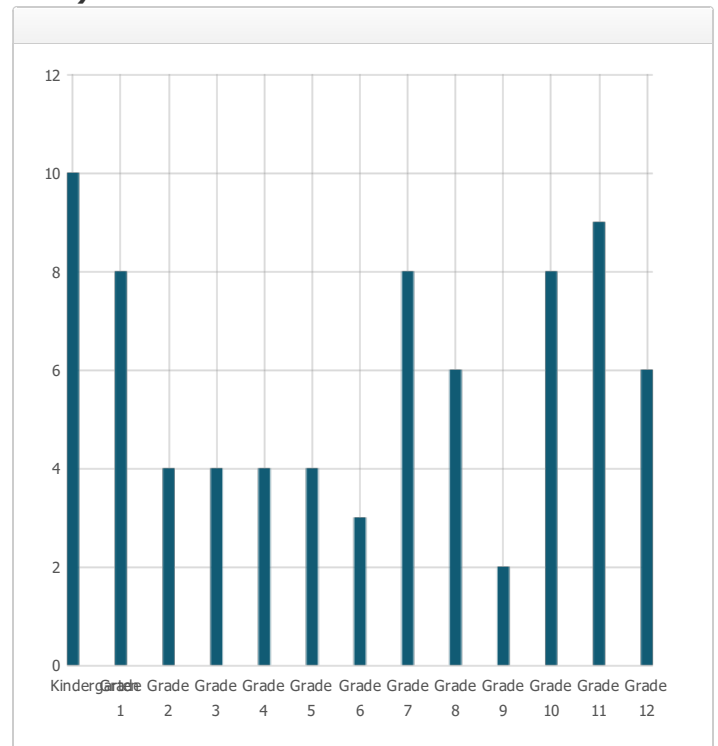
The mission of the La Vida Charter School is to broaden the educational choices and opportunities for children and families who live in Mendocino County and surrounding areas through independent study, home schooling, with developmentally appropriate holistic, child centered teaching methods. La Vida 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, Calligraphy, Music, Drama, Field Science, Handwork, Rods and Staves Movement and more. LVCS makes an effort to bring a social curriculum inspired by Rudolf Steiner's holistic education 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.

Last updated: 1/25/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	10
Grade 1	8
Grade 2	4
Grade 3	4
Grade 4	4
Grade 5	4
Grade 6	3
Grade 7	8
Grade 8	6
Grade 9	2
Grade 10	8
Grade 11	9
Grade 12	6
Total Enrollment	76



Last updated: 1/25/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.30 %
American Indian or Alaska Native	5.30 %
Asian	1.30 %
Filipino	%
Hispanic or Latino	14.50 %
Native Hawaiian or Pacific Islander	%
White	75.00 %
Two or More Races	1.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.20 %
English Learners	3.90 %
Students with Disabilities	9.20 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

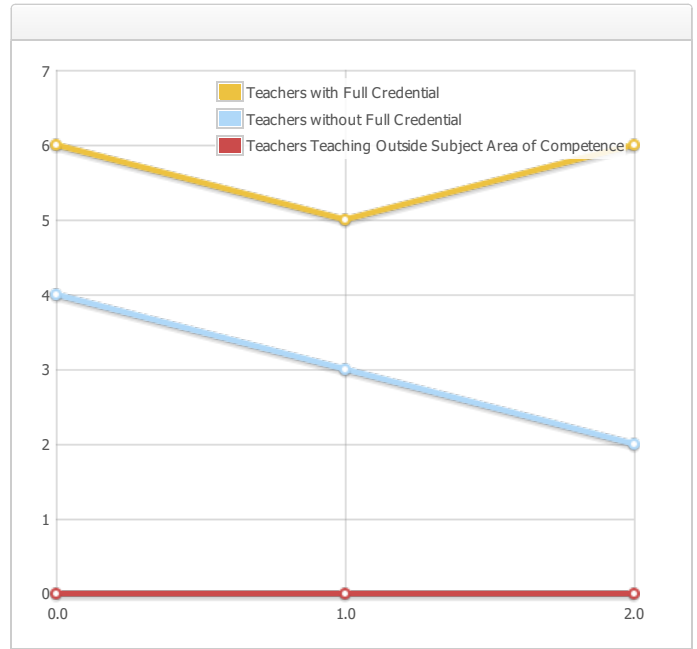
State Priority: Basic

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

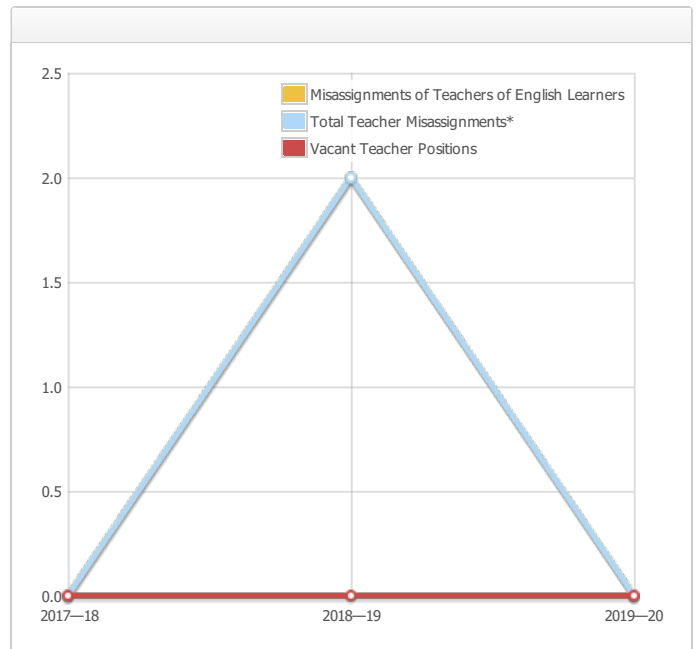
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	6	5	6	
Without Full Credential	4	3	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/25/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	2	0
Total Teacher Misassignments*	0	2	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: 1/25/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

The governing board of the school has adopted independent study curriculum. The primary adoptions are Waldorf Inspired curriculum which majoratively meet state standards. In order to meet Common Core Standards, La Vida supplements Math and Science Curriculum. Every student gets curriculum choices that are designed for independent study. Current primary choices are Oak Meadow and Story of the World and related texts for Comprehensive Curriculum. Math choices are Singapore Math, Primary Mathematics Standards Edition, and Algebra: A Complete Course Video Text.

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Oak Meadow K-12 Common Core aligned, Well Trained Mind grades 1-7, Odyssey Ware Common Core aligned,, Edgenuity, Supplemental: Explode the Code, Brain Quest. Special Ed.: Steck Vaughn/ Houghton Mifflin Harcourt Core Skills series	No	0.00 %
Mathematics	Singapore Mathematics K-6 Video Text 7-10, Saxon Math 11-12 Triumph Learning Math Coach Math In Focus TPS Math	Yes	0.00 %
Science	Oak Meadow K-8, Common Core aligned California EEI K-8, Common Core aligned Science Fusion 1-8, Common Core aligned Science Dimensions 5-8, Common Core aligned Elementary Special Ed. Steck Vaughn Focus on Science series. High School Science Holt Biology, A-G Course (Updated 2012) Holt Environmental Science (Updated 2004) Prentice-Hall Chemistry, A-G course (Updated 2008) Saxon Physics. Odysseyware & Edgenuity. Special Ed. Steck Vaughn Wonders of Science series. Zspace Virtual Reality Computers and Curriculum.	Yes	0.00 %
History-Social Science	Oak Meadow K-8, Common Core aligned US History: American Vision (Glencoe 2010) World History (Glencoe 2005) US Gov. Democracy In Action (Glencoe 2003). Odysseyware and Edgenuity. Special Ed. Steck Vaughn US History & World History	No	0.00 %
Foreign Language	Oak Meadow Power Glide Spanish. Odysseyware and Edgenuity , All Bilingual Press 7-12 Supplemental-Rosetta Stone	No	0.00 %
Health	Oak Meadow K-8 Common Core aligned Health: Making Life Choices (Glencoe 2010). Odysseyware and Edgenuity. Special Ed. Decisions for Health (Steck Vaughn).	No	0.00 %
Visual and Performing Arts	Oak Meadow K-8 Common Core aligned High School Oak Meadow Integrated Drawing Oak Meadow Painting Course Oak Meadow Drawing and Design Course Oak Meadow Photography	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/25/2020

School Facility Conditions and Planned Improvements

The school is in good repair. The body of the main building was painted the summer of 2009 and improved with another coat of paint during 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 2008 and 2009 respectively. Classrooms, bathrooms and halls were repainted the summer of 2015. The floor of the staff bathroom was replaced summer of 2016. Plumbing is functional. The school installed a new HVAC Heating and Cooling System, plus one mini split in 2019 as well as updated all lighting to LEDs. New South and West windows will be installed the summer of 2020. Future improvements include carpet replacement in 2021.

Last updated: 1/25/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	New HVAC 2019
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	LED upgrade 2019
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	New Smoke detector system planned 2020.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Some windows to be replaced summer 2020. New Solar Pergola as outdoor classroom space built 2020.

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Good
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Last updated: 1/25/2020

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Overall scores were calculated from 19 students who received scores for both test sections.

Less than 10 students in each of the applicable grades took the Smarter Balance Test at La Vida Charter School. In accordance with SARC guidelines, no grade results are calculated.

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	33.0%	44.0%	28.0%	31.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	57.0%	20.0%	23.0%	38.0%	39.0%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/25/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	9	23.08%	76.92%	44.44%
Male	24	8	33.33%	66.67%	50.00%
Female	15	1	6.67%	93.33%	0.00%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	--	--	--	--	
Native Hawaiian or Pacific Islander					
White	32	7	21.88%	78.12%	28.57%
Two or More Races					
Socioeconomically Disadvantaged	35	9	25.71%	74.29%	44.44%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/25/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	7	17.95%	82.05%	57.14%
Male	24	7	29.17%	70.83%	57.14%
Female	15	0	0.00%	100.00%	0.00%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	--	--	--	--	
Native Hawaiian or Pacific Islander					
White	32	5	15.63%	84.37%	60.00%
Two or More Races					
Socioeconomically Disadvantaged	35	7	20.00%	80.00%	57.14%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/25/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	26.67%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	20.00%

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 area of physical education

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 school site

Opportunities for Parental Involvement (School Year 2019—20)

- Two Board members are former parents one member is a current parent.
- Parents participated in one LCAP Survey, a public hearing for the Charter Renewal and as interviewees in the midterm WASC review.
- 34% returned end of year surveys which included LCAP questions.
- 41% of parents attended the Parent Institute and Parent Teas, which is the same as the previous year. Most attended multiple sessions.
- With the help of the Student Services Liaison parents staffed and supported 15 events. Healthy snacks were regularly donated for the classes. Parents sign up at the beginning of the year for things they would like to be involved with.
- Seven Parent Institutes, One Parent Tea, and Four Class Meetings were conducted. Topics of the Parent Institutes included Reading Support, Expository Writing and Three Morning Institutes on Discipline through the Simplicity Parenting Series were offered.
- Parent rating of school on end of year survey. The averaged overall rating of school was 9.2 (out of 10)
- 83% orientation attendance and 84% attended curriculum fair with 100% curriculum pre-orders for returning Elementary students.
- 13 One Call announcements went out, along with more than 52 flyer packets.
- Teachers reported that 72% of the High School Parents regularly attended Educational Coordinator Meetings once a month.
- Parents helped stage Community Events including Peace Day Ice Cream Social, the Pumpkin Patch trip, the Thankfulness Feast and Performance, Benchmark Projects Fair, Open House Egg Hunt, Games Day and Curriculum Fair.

State Priority: Pupil Engagement

Last updated: 1/25/2020

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.

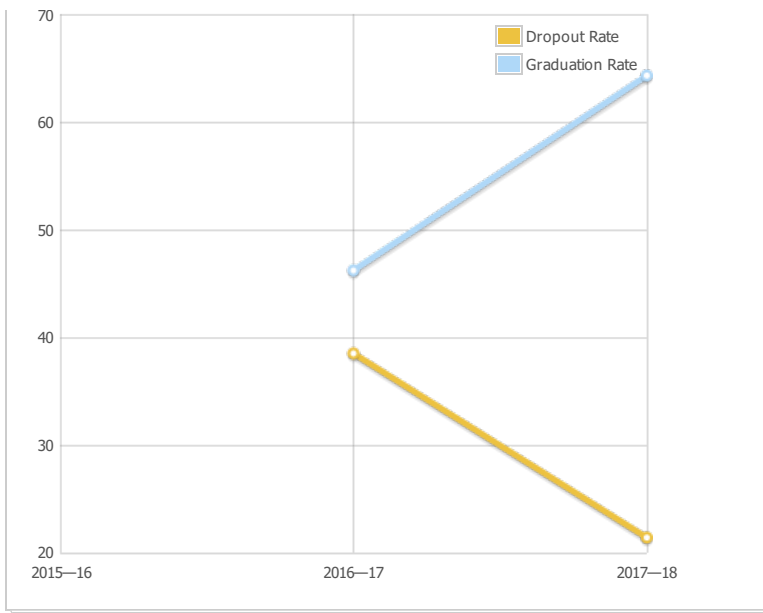
Rather the percentage of the number enrolled is used.

For 2015-16 75%* (Goal 80%.) (Prior Years: 63% in 14/15, 93% in 13/14, 80% in 12/13.) (Total of 12 seniors, 9 graduates, 2 re-enrolled for a 5th year, and 1 left to enroll directly in college).

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	30.10%	9.70%
Graduation Rate	--	67.80%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	38.50%	21.40%	16.90%	19.50%	9.10%	9.60%
Graduation Rate	46.20%	64.30%	74.10%	78.50%	82.70%	83.00%

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



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/25/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.00%	8.80%	4.90%	5.90%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/25/2020

School Safety Plan (School Year 2019—20)

Safety and Emergency Operations Plan review occurred twice during the year, in August and December. All teachers and office staff attended. All the protocols were reviewed along with health issues like blood borne pathogens, seizures, epi-pen use etc. A review of how the school would walk out if Highway 101 collapsed was discussed. More work was done on organizing emergency supplies in the new emergency supply shed. More emergency flashlights and butane canisters were purchased for emergency heat.

Nine fires drills occurred.

Eight site inspections logs were completed plus any necessary repairs.

Playground supervisors were more diligent about using walkie talkies to communicate with each other about student movement in zones. Only one incident report.

Cell phone policy was enforced this year, especially at the beginning and the climate was much improved.

At several staff meetings, teachers reviewed procedures of tracking infractions to policies, so that there was consistency.

Positive behavior reinforcers were implemented for several special needs students that proved successful. Similar reinforcers were supplied to the general education group which helped with engagement for students who needed that support.

Staff watched the four child safety videos required by the insurance company.

Last updated: 1/25/2020

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 (Secondary) (School Year 2016—17)

La vida Charter School's independent study model allows for all students to take a variety of courses for a single subject. Because of this, often no more than one or two students may be in a classically defined class.

There were less than 10 students in each of the grades at La Vida Charter School. In accordance with SARC guidelines, no information will be shared to protect student privacy.

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	2.00	20		
Mathematics	2.00	10		
Science	1.00	14		
Social Science	2.00	24		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	2.00	15		
Mathematics	2.00	15		
Science	2.00	19		
Social Science	2.00	18		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	2.00	13		
Mathematics	2.00	9		
Science	2.00	10		
Social Science	2.00	16		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	15

*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.

**Average Number of Pupils per Counselor

Last updated: 1/25/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.80
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.10
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.30
Resource Specialist (non-teaching)	0.20
Other	0.10

*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: 1/25/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8281.00	\$7197.00	\$1084.00	\$39400.00
District	N/A	N/A	--	\$56792.00
Percent Difference – School Site and District	N/A	N/A	--	-30.00%
State	N/A	N/A	\$7506.64	\$64732.00
Percent Difference – School Site and State	N/A	N/A	--	-39.00%

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

Last updated: 1/27/2020

Types of Services Funded (Fiscal Year 2018–19)

La Vida Charter School provides educational and therapeutic counseling, psychologist assessments, speech & language therapy, occupational therapy and individual or group tutoring. The school also provides educational workshops for parents. The school provides a reading intervention program for struggling readers, especially for students with a dyslexia profile. This program includes brain integration exercises.

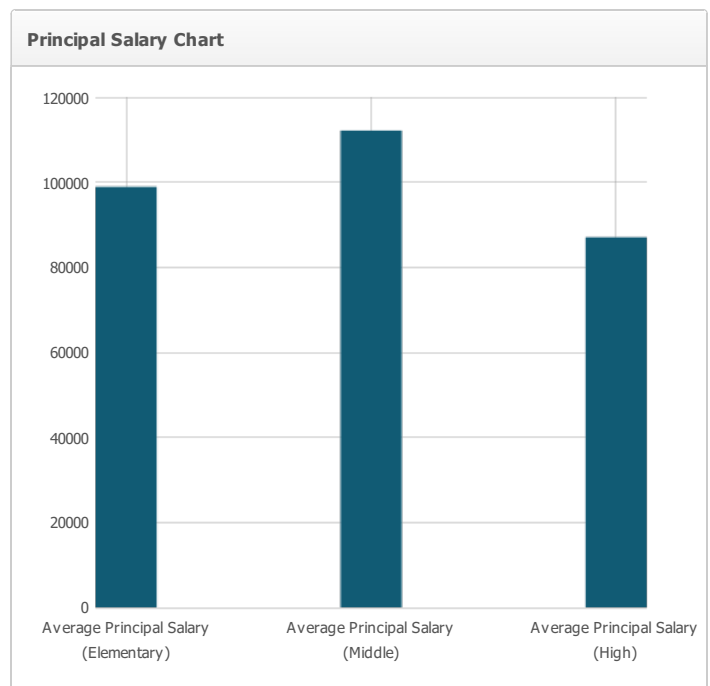
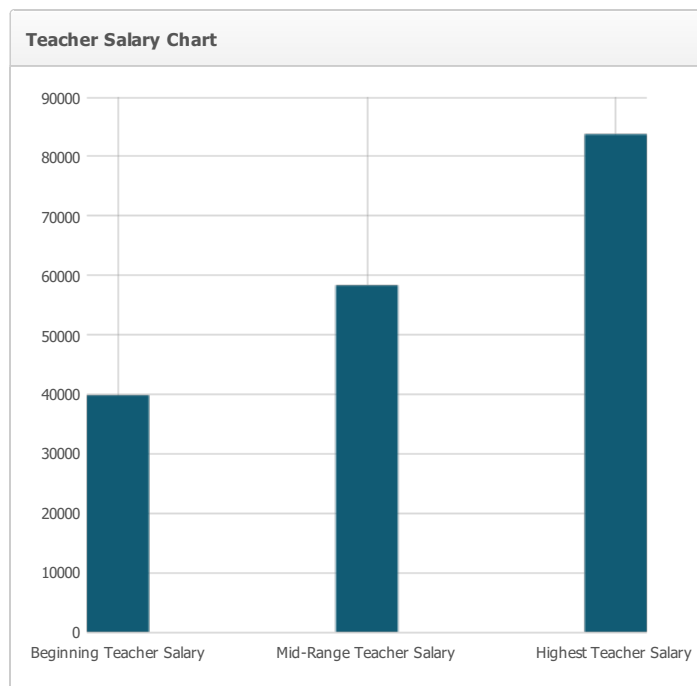
The charter school is an independent study program that provides culturally rich enhancement classes in the visual and performing arts, world languages, science and other electives. The school provides personalized education for all children including students in Special Education.

Last updated: 1/25/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,834	\$43,574
Mid-Range Teacher Salary	\$58,336	\$63,243
Highest Teacher Salary	\$83,753	\$86,896
Average Principal Salary (Elementary)	\$98,911	\$103,506
Average Principal Salary (Middle)	\$112,119	\$108,961
Average Principal Salary (High)	\$87,050	\$108,954
Superintendent Salary	\$159,650	\$136,125
Percent of Budget for Teacher Salaries	30.00%	30.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



Last updated: 1/25/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11