

# La Vida Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <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/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](#) 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, Executive Director

Principal, La Vida Charter

#### About Our School

La Vida celebrated its 15th year anniversary in 2016-17. To highlight the bringing in of new policy changes, the school chose a Transformation Theme with an affirmation "I am transforming everyday with ease and grace. Many visual examples of metamorphosis in nature were displayed, such as the life stages of the butterfly, the dragon fly, the phoenix and dragon.

After years of discussion, data gathering and research, new accountability structures were instituted by the board and administration. These changes were announced during the prior year and consisted primarily in three areas: extended and leveled Math on-site, a weekly check-in requirement, and the brain builder block or brain integration exercises for all.

La Vida Charter School is small K-12 blended program of Personalized Learning and On-site classes two days per week. It is a member school of the Alliance for Public Waldorf Education which inspires the educational approaches and quality of the on-site classes. Often described as a "sweet place" the campus is in the heart of the county on Ridgewood Ranch, Home of Seabiscuit, on Highway 101 between Willits and Ukiah. The population comes from all over the county and beyond. Fort Bragg, Covelo, Laytonville, Potter Valley, Yorkville, Booneville, Hopland, Clearlake and Blue Lakes in Lake County as well as Willits, with the largest group from Ukiah. It is a mobile population, last year, 115 enrolled through the year with a Spring enrollment of 81. La Vida serves by offering an alternative to mainstream district schools and does a good job of personalizing each educational program. The school provides a full complement of independent study curriculum and a credentialed teacher is assigned to each student.

There are over 230 available classes in the High School course catalog and the school is WASC accredited. Positive Progress toward Goals included: 57 point increase on Math scaled score, 74% Growth in Math, 52% Growth in Reading, Parent overall rating 9.54, 96% Participation in Student Satisfaction Survey, 97% Attendance Rate, 2% Suspension Rate.

Sincerely,  
Ann Kelly  
Executive Director

#### Contact

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

Phone: 707-459-6344  
E-mail: [aakely@sbcglobal.net](mailto:aakely@sbcglobal.net)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Willits Unified
<b>Phone Number</b>	(707) 459-5134
<b>Superintendent</b>	Mark Westerburg
<b>E-mail Address</b>	<a href="mailto:markwesterburg@willitsunified.com">markwesterburg@willitsunified.com</a>
<b>Web Site</b>	<a href="http://www.willitsunified.net">www.willitsunified.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	La Vida Charter
<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, Executive Director
<b>E-mail Address</b>	<a href="mailto:aakelly@sbcglobal.net">aakelly@sbcglobal.net</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: 1/30/2018*

### School Description and Mission Statement (School Year 2017-18)

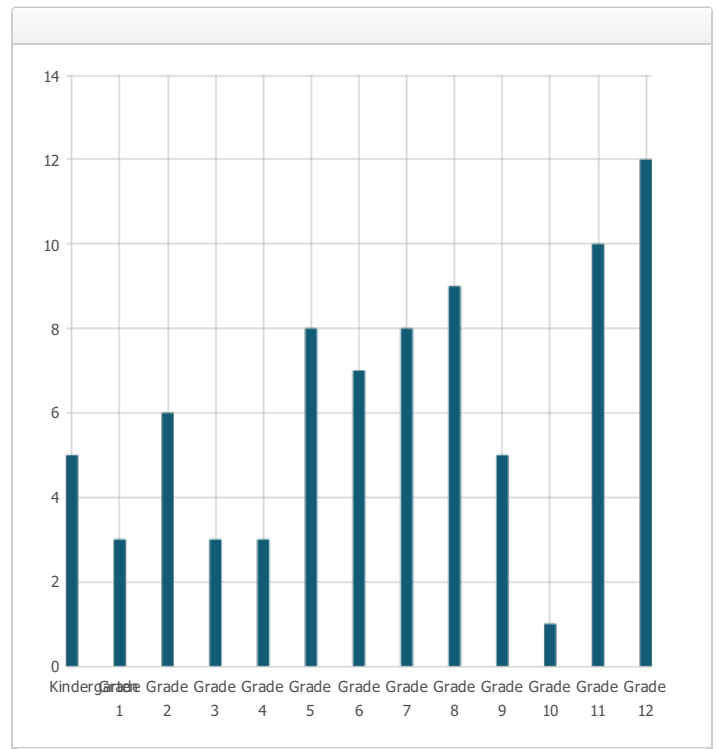
The mission of the La Vida Charter School is to broaden the educational choices and opportunities for children and families who live in Mendocino County and surrounding areas through independent study, home schooling, with developmentally appropriate child centered teaching methods. La Vida Charter School ('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, Music, Drama, Field Science, Handwork, and more. LVCS makes an effort to bring a social curriculum inspired through the Alliance for Public Waldorf 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: 1/30/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	5
Grade 1	3
Grade 2	6
Grade 3	3
Grade 4	3
Grade 5	8
Grade 6	7
Grade 7	8
Grade 8	9
Grade 9	5
Grade 10	1
Grade 11	10
Grade 12	12
<b>Total Enrollment</b>	<b>80</b>



Last updated: 1/30/2018

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	5.0 %
Asian	3.8 %
Filipino	0.0 %
Hispanic or Latino	21.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	55.0 %
Two or More Races	13.8 %
Other	1.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	57.5 %
English Learners	5.0 %
Students with Disabilities	16.3 %
Foster Youth	1.3 %

Last updated: 1/30/2018

## A. Conditions of Learning

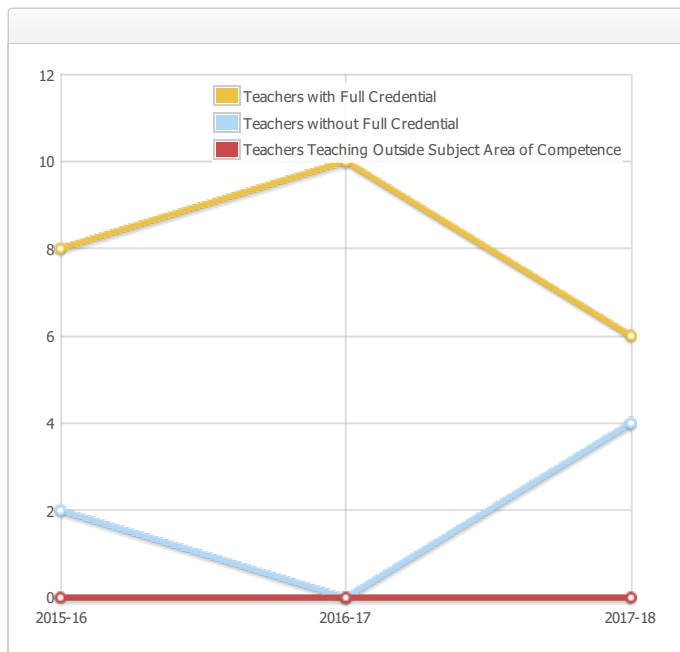
### State Priority: Basic

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

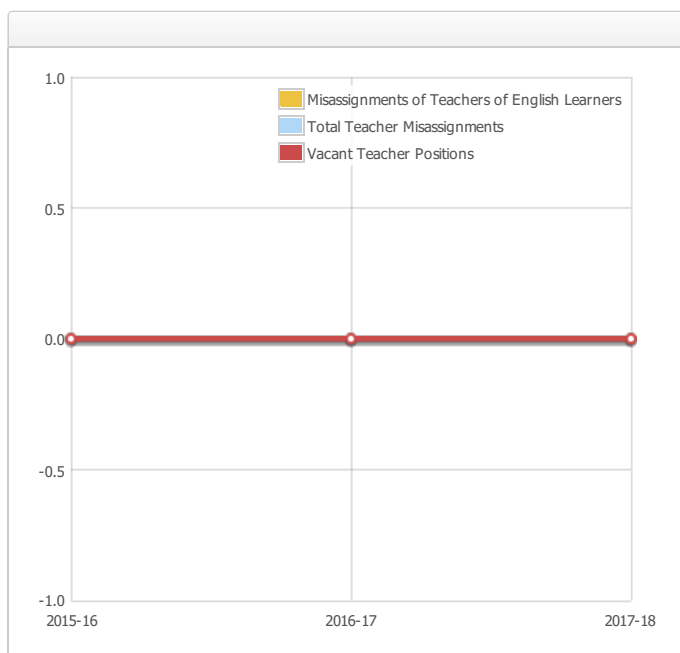
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	8	10	6	
Without Full Credential	2	0	4	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/30/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/30/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

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: August 2016

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Oak Meadow K-12 Common Core aligned Well Trained Mind grades 1-7 Odyssey Ware Common Core aligned Supplemental: Explode the Code, Brain Quest Special Ed. Steck Vaughn/ Houghton Mifflin Harcourt Core Skills series	No	0.0 %
Mathematics	Singapore Mathematics K-6 Video Text 7-10 Saxon Math 11-12 Triumph Learning Math Coach Math In Focus TPS Math	Yes	0.0 %
Science	Oak Meadow K-8, Common Core aligned California EEI K-8, Common Core aligned Science Fusion 1-4, 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 Special Ed. Steck Vaughn Wonders of Science series	Yes	0.0 %
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) Special Ed. Steck Vaughn US History & World History	No	0.0 %
Foreign Language	Oak Meadow Power Glide Spanish Odyssey Ware All Bilingual Press 7-12 Supplemental-Rosetta Stone	No	0.0 %
Health	Oak Meadow K-8 Common Core aligned Health: Making Life Choices (Glencoe 2010) Special Ed. Decisions for Health (Steck Vaughn)	No	0.0 %
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	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

## 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. Heating, cooling, and plumbing are all functional. The school is beautiful and well maintained. No major improvements are planned for 2017-18. However the school recently received approval for the Prop 39, Clean Energy Grant. The school will be replacing lighting, some windows, the Air Conditioning unit and installing solar panels over the next two years.

*Last updated: 1/30/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Although HVAC is in good repair, a new, more energy efficient model will be installed next summer.
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

Year and month of the most recent FIT report: January 2018

Overall Rating	Good
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*Last updated: 1/30/2018*

## 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 (School Year 2016-17)

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	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	21%	11%	31%	30%	48%	48%
Mathematics (grades 3-8 and 11)	20%	33%	21%	22%	36%	37%

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: 1/30/2018*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	48	--	18.75%	11.11%
Male	28	--	25.00%	14.29%
Female	20	--	--	
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	33	--	24.24%	12.50%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	25	--	20.00%	20.00%
English Learners				
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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: 1/30/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	48	--	18.75%	33.33%
Male	28	--	25.00%	42.86%
Female	20	--	--	
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	33	--	24.24%	25.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	25	--	20.00%	40.00%
English Learners				
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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: 1/30/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)		33.0%	45.0%	42.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/30/2018*

**Career Technical Education Programs (School Year 2016-17)**

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 85 Career and Technical Education courses through OdysseyWare Curriculum. Every spring a College and 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 Program.

*Last updated: 1/30/2018*

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	30.9%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# 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 schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

Parent Engagement in 2016-17

A parent joined the Board, plus other board members are parents of former students.

11 afternoon Parent Institutes were offered with 41% attendance (down from 95% attending mornings.) Attending one parent Professional Development is required. Topics included:

Teaching Math Facts

Waldorf 101

Student Motivation (Oak Meadow)

Proven Strategies in Teaching Reading

Creating an Effective Learning Environment (Oak Meadow)

Supporting the Learning Process from a Developmental Perspective (Oak Meadow)

Helping Struggling Learners with Reading

Three, 3, Book Talks on Simplicity Parenting by Kim John Payne ( 95% attendance)

Two, 2, Parent Teas (LCAP focus)

90% attended the beginning of year Parent Orientation Workshops on: Curriculum Planning, Creating a Portfolio, Enrollment Paperwork, the Household Portal and Weekly Check-ins in which everyone received a password and were guided through the log in process and how to post work samples. 28 excellent participation \$10 gift certificates were awarded at the end of the year.

Parents were key volunteers in the various school community activities: Ice Cream Social, Two Book Fairs, Thankfulness Feast and Performance, Games Day, Graduations for 8th and 12th grades. The Student Services Liaison reached out to parents for 15 events. Parents brought snack every day and participated in several field trips in the community and on the ranch. 10 parents logged 60 hours of volunteer time and snack donations.

School to Parents communication consisted of 14 One Call announcements, along with nine blanket emails/ flyers, and more than 45 flyer packets. This represents a 7% increase on the calls and a 33% increase on email/ flyers. Also there were posts on the school's website and facebook page and six, 6, posts on #mendolakefamily life.

### State Priority: Pupil Engagement

*Last updated: 1/30/2018*

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)

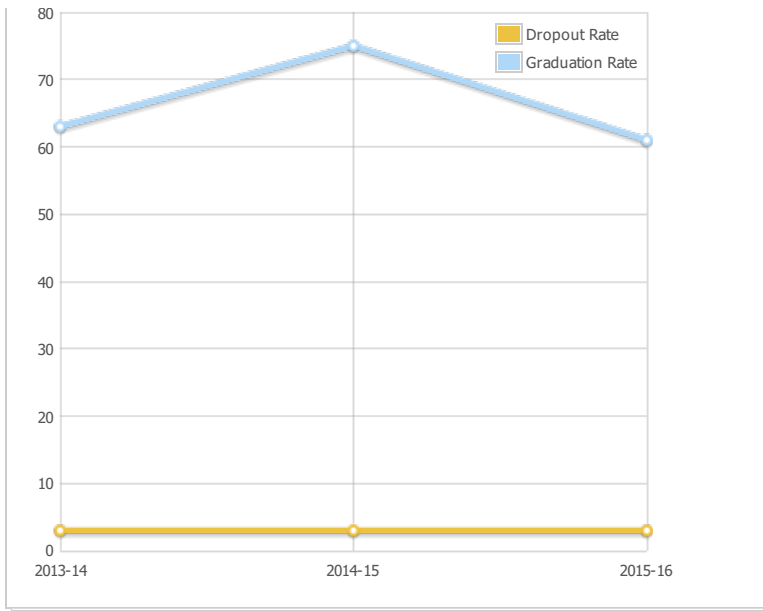
Note: The school uses a non cohort based rate because of the high mobility.

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	3.0%	3.0%	3.0%	7.8%	12.6%	30.1%	11.5%	10.7%	9.7%
Graduation Rate	63.0%	75.0%	61.0%	89.6%	84.8%	67.8%	81.0%	82.3%	83.8%

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



*Last updated: 1/30/2018*

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	100.0%	76.0%	87.1%
Black or African American	0.0%	0.0%	79.2%
American Indian or Alaska Native	100.0%	66.7%	80.2%
Asian	0.0%	100.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	100.0%	79.5%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	100.0%	73.3%	91.0%
Two or More Races	50.0%	33.3%	90.6%
Socioeconomically Disadvantaged	100.0%	74.7%	85.5%
English Learners	0.0%	66.7%	55.4%
Students with Disabilities	0.0%	77.8%	63.9%
Foster Youth	0.0%	0.0%	68.2%

# 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

## School Safety Plan (School Year 2017-18)

Immunizations have been a hot issue at La Vida for a number of years. A number of students are enrolled in Homeschool Only and do not attend classes because of the SB277 law. However the trend is reversing at La Vida. More students were vaccinated in 2016-17 and fewer attained waivers.

The focus for the Emergency Operations Plan, EOP, for the year was preparing for a Lock down because of a chemical spill on the grade above the school since there have been a few incidents in the recent years. All that was needed for supplies, was a lot more duct tape which was purchased. The previous year the focus was on El Nino whereby 40 sleeping kits were purchased or donated. The school purchased a Rubbermaid shed to house emergency supplies. Supplies were moved into the shed.

At Staff meetings in August and December the focus is on Emergency preparedness and Safety. In August demonstrations and practice with the Epi-pen was part of the agenda. Reviewing the EOP with all staff and their duties if needed along with supply lists is the main part of the workshop.

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

### Other Items:

- Announcements about Scabies and Head Lice went out at different times
- School Community wore blue for Child Safety Awareness Month (April)
- Near Monthly Fire Drills, fewer because of wet winter & spring.
- Monthly risk inspections were accomplished and repairs performed when necessary.
- Participated in the Great California Shake Out, Earthquake Drill (October)

Last updated: 1/30/2018



## **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)

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	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	2.0	18	0	0	3.0	13	0	0	2.0	20	0	0
Mathematics	2.0	17	0	0	2.0	16	0	0	2.0	10	0	0
Science	2.0	16	0	0	2.0	12	0	0	1.0	14	0	0
Social Science	2.0	15	0	0	3.0	17	0	0	2.0	24	0	0

\* 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: 1/30/2018

## Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.2	
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	0.3	N/A
Resource Specialist (non-teaching)	0.2	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: 1/30/2018

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8585.0	\$794.0	\$7791.0	\$34500.0
District	N/A	N/A	\$0.0	\$54703.0
Percent Difference – School Site and District	N/A	N/A	--	-36.9%
State	N/A	N/A	\$6574.0	\$62381.0
Percent Difference – School Site and State	N/A	N/A	18.5%	-44.7%

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



## Types of Services Funded (Fiscal Year 2016-17)

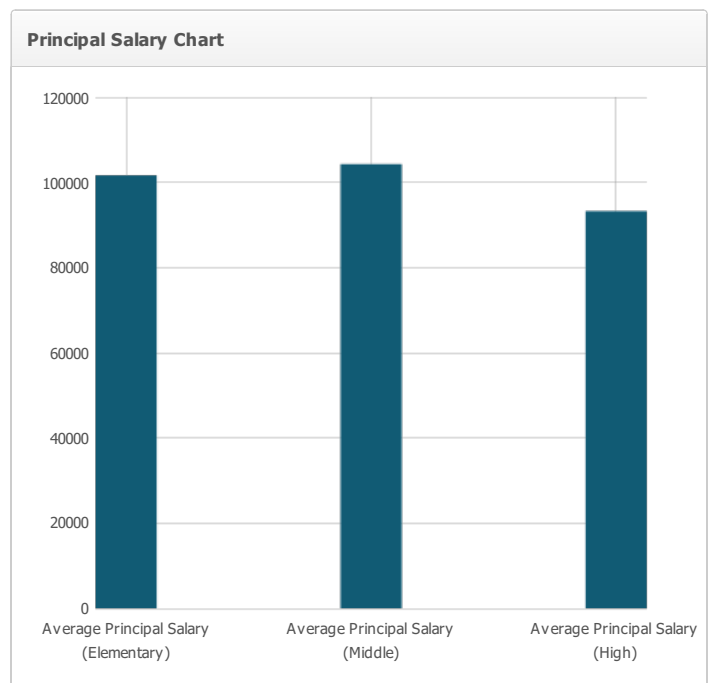
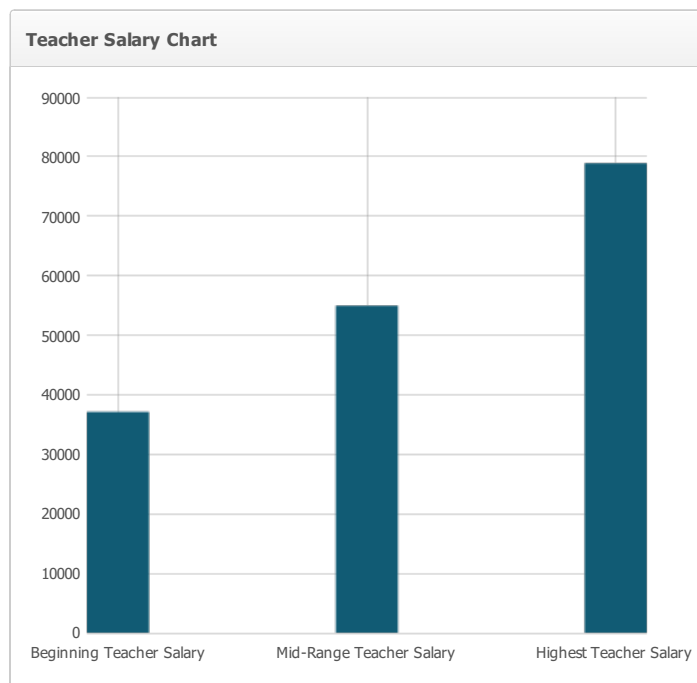
La Vida Charter School provides educational and therapeutic counseling, psychologist assessments, speech & language therapy, occupational therapy and individual or group tutoring. The school also provides educational workshops for parents. In 2016-17, the school launched a new reading intervention program for struggling readers, especially for students with dyslexia. This program includes brain integration exercises which all elementary students participated in. 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 including students in Special Education.

*Last updated: 1/31/2018*

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,123	\$41,164
Mid-Range Teacher Salary	\$54,975	\$61,818
Highest Teacher Salary	\$78,901	\$84,567
Average Principal Salary (Elementary)	\$101,656	\$96,125
Average Principal Salary (Middle)	\$104,273	\$103,336
Average Principal Salary (High)	\$93,249	\$101,955
Superintendent Salary	\$145,448	\$126,855
Percent of Budget for Teacher Salaries	30.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	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: 1/30/2018*

## Professional Development

Professional Development has always been an important focus at La Vida and last year teachers received trainings in How To Teach Singapore Math and Waldorf Methods. Besides the 18 in-house professional development sections, Teachers participated in 14 outside conferences trainings and spent \$23,424 on PD.

Following is a list of some of the trainings. The following list includes 2016-17 only.

- Ten Teachers participating in Singapore Math Training Series Videos
- Five participated in Waldorf course History Through Drama
- Waldorf Online Conference

- PD for Schools Inspired by Principles of Public Waldorf Education at Sebastopol Charter, 1 week
  - Developmental Stages, Teaching Yoga to Children
  - Keyboarding without Tears Workshop, Sacramento
  - Charter School Development Center Conference, CSDC, San Diego
  - California Charter School Association Conference, CCSA, Sacramento, Two
  - Region 1, CCSA Meeting at SCOE
  - CCSA on Non Classroom Based Schools, Webinar.
  - Secondary Principals Consortium Meetings at Mendocino High School, Mendocino College and MCOE
  - Homeless Students and the McKinney Vento Act
  - Northwest Evaluation Association, NWEA, on Class Reports
  - California Assessment of Student Performance and Progress, CAASPP, Two day trainings at SCOE and Online, two teachers
  - Evidence Based Writing, MCOE, three teachers
  - Calculating the Gift of Gab in the Math Classroom,
  - Exploring History Through Literacy, MCOE, two teachers
  - History Standards and C3 Frameworks, MCOE, five teachers
  - How to Give Effective Feedback to Students
  - Conversations about Gifted Learners, MCOE
  - WASC Visiting Team to Shasta Charter Academy, with two training sessions in Davis and Online.
  - Technical Assistance for Universal Design for Learning
- Classified Staff Professional Development
- CALSTRS Teacher Retirement Updates at Mendocino Office of Education, MCOE
  - Financials, May Revise offered by School Services at Sonoma County Office of Education, SCOE
  - California School Dashboard and Local Control Accountability Plan, LCAP, Planning for Charters, SCOE and Another LCAP training at SCOE
  - Overview of Human Resources, Santa Rosa
  - Two workshops on the Rural Schools Achievement Program Grant, REAP, two staff
- Some of the Special Education Trainings Included
- Three SELPA Steering Committee Meetings including the afternoon session on Legal Hot Topics
  - SEIS Boot Camp (Three attended)
  - Karen Eads, Data Technician and SEIS expert for MCOE came to La Vida and trained staff further on SEIS.
  - First Tuesdays Willits Special Education Consortium
  - Diagnostic Center Training on Supporting Mental Health Needs in the Classroom. (Two attended)
  - A subscription to Charter School Special Education Compliance Advisor helps keep the staff informed about the world of Special Ed.
  - La Vida provided training to parents on strategies to support students with dyslexia and struggling readers in general.
  - La Vida provided Brain Integration Therapy exercises for all Elementary Students and training to parents.
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