

La Vida Charter

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



LA VIDA CHARTER SCHOOL
La Vida Means Life!

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://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 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	La Vida Charter
Street	11785 Orchard Lane
City, State, Zip	Willits, CA , 95490-8724
Phone Number	(707) 459-6344
Principal	Ms. Ann Kelly, Executive Director
Email Address	annk@lavidaschool.org
School Website	www.lavidaschool.org
Grade Span	K-12
County-District-School (CDS) Code	23-65623-0112300

2025-26 District Contact Information

District Name	La Vida Charter School
Phone Number	(707) 459-5134
Superintendent	John Baker
Email Address	johnbaker@willitsunified.com
District Website	https://www.willitsunified.com/

2025-26 School Description and Mission Statement

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.

2025-26 School Description and Mission Statement

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	-
Kindergarten	5
Grade 1	5
Grade 2	7
Grade 3	2
Grade 4	3
Grade 5	5
Grade 6	3
Grade 7	5
Grade 8	4
Grade 9	6
Grade 10	2
Grade 11	7
Grade 12	6
Total Enrollment	60

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45
Male	55
American Indian or Alaska Native	3.3
Hispanic or Latino	30
Two or More Races	11.7
White	55
English Learners	8.3
Socioeconomically Disadvantaged	75
Students with Disabilities	16.7

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.6	25.2	80.1	70.64	234405.2	84
Intern Credential Holders Properly Assigned	0	0	4.6	4.07	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	22.38	10.6	9.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.3	52.43	9.8	8.71	11953.1	4.28
Unknown/Incomplete/NA	0	0	8.1	7.14	15831.9	5.67
Total Teaching Positions	6.3	100	113.3	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.2	36.72	77	70.04	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7	6.38	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	18.69	11.2	10.24	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.7	44.43	5.3	4.84	11746.9	4.23
Unknown/Incomplete/NA	0	0	9.3	8.47	14303.8	5.15
Total Teaching Positions	6.1	100	109.9	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.2	40.07	71.7	64.13	230039.4	100
Intern Credential Holders Properly Assigned	0	0	6.1	5.46	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	17.93	17.8	15.92	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.3	41.83	5.5	4.98	12112.8	4.34
Unknown/Incomplete/NA	0	0	10.6	9.52	13705.8	4.91
Total Teaching Positions	5.6	100	111.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.40	1.1	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.40	1.1	1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	3.30	2.7	2.3
Total Out-of-Field Teachers	3.30	2.7	2.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2026
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Oak Meadow K-12 Common Core aligned, Well Trained Mind grades 1-7, Evan Moore ELA K-6, Spectrum Reading & Writing K-8, Common Core aligned,, Edgenuity, Common Core Aligned, Studies Weekly K-6 (2021), Time 4 Learning</p> <p>Supplemental: Explode the Code, Brain Quest. Special Ed.: Steck Vaughn/ Houghton Mifflin Harcourt Core Skills series 1-8. Special Ed-HMH Beyond the Text11-12. First Language Lessons, Newsela, Imagine Learning My Path, Learning A-Z Raz Kids,</p> <p>Handwriting K-8 Zaner Blosser ,Universal Publishing Handwriting, Memoria Press New American Cursive</p>	0%
Mathematics	Singapore Mathematics K-6 Video Text 7-10, Saxon Math 11-12 Teaching Text Books 7-10,,Imagine Learning My Path Math Intervention, Special Ed: Math U See	0%
Science	<p>Oak Meadow K-8, Common Core aligned California EEI K-8, Common Core aligned Houghton Mifflin Science Fusion 1-8, Common Core aligned Elementary Special Ed. Steck Vaughn Focus on Science series, Studies Weekly (2021). High School Science Holt Biology, (2012, 2017) Biology HMH 2019, Holt Environmental Science (2004) Environmental Science (Savvas) (2021) Prentice-Hall Chemistry, A-G course (2008) Oak Meadow/ W.H. Freeman Chemistry 2022. Saxon Physics. Edgenuity. Special Ed. Steck Vaughn Wonders of Science series. Zspace Virtual Reality Computers and Curriculum. HMH Core Skills Science 1-8, Forensic Science by Oak Meadow & Kendall Hunt 2016. Newsela Science 6-12, Time 4 Learning</p>	0%
History-Social Science	Oak Meadow K-8, Common Core aligned, US History Conflict & Compromise 2024, US History: American Vision (Glencoe 2010) World History Communities and Connections 2022, World	0%

	History (Glencoe 2005) US Gov. Democracy In Action (Glencoe 2003). Edgenuity. Studies Weekly (2021) Special Ed. Steck Vaughn US History & World History, HMH Core Skills Social Studies 1-8, Newsela Social Studies 9-12, Time 4 Learning	
Foreign Language	Edgenuity , All Bilingual Press 7-12	0%
Health	Glencoe Health 2022, Oak Meadow Health & Wellness course 2024 Social Emotional Learning: Evan-Moor K-6, Art & Mind Activities K-6 Evan-Moor, Art with Heart: Ink About it 7-8, Chill & Spill 9-12 Studies Weekly Wellbeing K-6, Edgenuity	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, Explorations in Art Media, 9-12, Artistic Pursuits K-8	0%
Science Laboratory Equipment (grades 9-12)	Edgenuity Virtual Labs, and Oak Meadow Lab Kits for Independent Study	0%

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

School Facility Conditions and Planned Improvements

The school is in fair to good repair. Facilities inspections happen monthly. 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. Doors inside and out as well as bathrooms receive a fresh coat every year. . 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 were installed the summer of 2020. An outdoor classroom was constructed with solar panels in 2020. In 2024 the playground received new woodshops and outdoor video surveillance system.

Year and month of the most recent FIT report	January 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			New HVAC 2019
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X	X		Extermination for Rodents was contracted.
Electrical	X			LED upgrade 2019, New video surveillance system 2024
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Fair to Good New Window on South and West sides, 2020.. New Solar Pergola as outdoor classroom space built 2020. The playground received a new school grade woodchips in swing set area. 2024

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	13	15	22	24	47	48
Mathematics (grades 3-8 and 11)	0	0	13	13	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	36	13	36.11	63.89	15.38
Female	12	4	33.33	66.67	--
Male	24	9	37.50	62.50	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	1	8.33	91.67	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	16	8	50.00	50.00	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	10	41.67	58.33	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	36	7	19.44	80.56	--
Female	12	3	25.00	75.00	--
Male	24	4	16.67	83.33	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	5	31.25	68.75	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	24	5	20.83	79.17	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	--	11.18	7.89	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	17	7	41.18	58.82	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2024-25 Career Technical Education Programs

The school has Career and Technical Education Pathways for 14 pathways in 10 Industrial Sectors. Courses are entirely provided through the Imagine Learning Career and Technical Education Program with capstone and advanced courses being provided through the Community College or through eDynamic Learning. Imagine Learning and e Dynamic Learning faculty are CTE certified in the courses they offer. The pathways include:

Agriculture & Natural Resources Sector: Agricultural Business (Pathway 100), Agricultural Mechanics (Pathway 101), Agriscience (Pathway 102), Sustainable Agriculture (Pathway 102A), Animal Science (Pathway 103)

Arts, Media & Entertainment Sector: Design, Visual & Media Arts (Pathway 111), Graphic Design (Sub-Pathway 111A), Animation (Sub-Pathway 111B), Visual/Commercial Art (Sub-Pathway 111C), Media Arts (Sub-Pathway 111D)

Education, Child Development & Family Services Sector: Child Development (Pathway 130), Education (Pathway 132)

Fashion & Interior Design Sector: Cosmetology (Sub-Pathway 162 C)

Health Science & Medical Technology Sector: Patientcare (Pathway 198)

Hospitality, Tourism & Recreation Sector: Hospitality, Tourism & Recreation (Pathway 202)

2024-25 Career Technical Education Programs

Information & Communication Technologies Sector: Information Support & Services (Pathway 170), Software & Systems Development (Pathway 174), Systems Programming (Sub-Pathway 174A), Games & Simulations (Sub-Pathway 175)

Marketing, Sales & Services Sector: Marketing (Pathway 244),

Public Services Sector: Public Safety (Pathway 232),

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	3
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	66.7

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Both individual parents and the parent groups are key members of the La Vida community. First, they are the primary educator / facilitator of their students and work closely with the credential teacher once or twice a month to manage the home educational program. A parent holds a key leadership position as a member on the board of directors.

All stakeholder input was required more than usual for the changes that were needed in learning interventions and changes in the high school onsite program. Fortunately, the school was able to receive useful feedback on the areas of concern. At the Parent Tea there was interest and positive feedback. More ideas and discussion about the redesign of the High School elective classes were explored with helpful suggestions.

29% of the Parents provided actionable feedback on the curricular interventions. 85% said they wanted to participate, and the others felt they didn't need it. More feedback was pursued at the Curriculum Fair in June. informational brochures and posters sparked many little conversations and inquiries.

OTHER PARENT INVOLVEMENT OPPORTUNITIES INCLUDED:

- 90% in person Attendance for Orientation. 10% Virtual. for 100%

Curriculum Fair Attendance 63% 8 % attended virtually for 71% total

- Parent Square, in its fourth year, is the key communication method. Last year the school sent out 356 Posts and 2,008 Direct Messages. The school is working to incentivize greater engagement. 39% engaged through appreciations, comments and signing up for items
- Parent Tea on May 20 reflected on the successes of the year and challenges.

Parent comments on how the new program interventions worked for their family was honest and direct. Their feedback determined the onsite schedule for the high school for next year since many had high school students as well as elementary students.

In put on the contents of beginning of the year art packets was gathered, such as wanting paint. They felt the intensives and field trips were very important for the home only families and wanted to continue them. Supporting the Spanish parents to participate more in Parent Trainings was discussed and the Board worked on solutions.

2025-26 Opportunities for Parental Involvement

The Parent Surveys were distributed at the Curriculum Fair on June 19. 12% completed surveys and 13% more provided input on LCAP, 100% of the parents felt that the new interventions were beneficial Parents surveyed gave the school an overall rating of 9.6 out of ten.

Parent Institutes were appreciated and there is a request for more parenting type topics by the school mentor. The school is happy to comply with he requests.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	25	--	--	17	16.4	15.8	8.2	8.9	8
Graduation Rate	66.7	--	--	82.4	80.6	83.6	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	80	76	18	23.7
Female	34	32	9	28.1
Male	46	44	9	20.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	21	3	14.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	4	33.3
White	41	39	10	25.6
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	63	59	17	28.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	15	15	4	26.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	7.53	10.43	9.14	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.05	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Twice per year the school staff participates in a review of the school's safety plan in August and December. In August reviewing the Emergency Operations Plan, EOP, with all staff and their duties if needed along with supply lists is the main part of the workshop. In December, a review of likely emergency situations medical issues such as Blood Borne Pathogens, Seizures, Suicide Prevention and practice with the Epi-pen. Other areas of Note for the year's Health and Safety Status.

- 5 Fire Drills and 2 Earthquake Drills were enacted.
- 11 out of 11 Monthly risk inspections were accomplished and repairs performed when necessary.
- Breakfast was provided for Elementary students and warm snack for High School students/
- Housekeeping and maintenance staff were maintained.
- The School Accountability Report Card, SARC, was filed on time with school in fair to good repair.
- Zero Suspensions
- Parents rated the school as a Positive and Supportive Environment 9.5 out of 10 points in parent survey.
- Parents also said Staff was Responsive to them 9.6 out of 10 points. Both very high ratings!
- 100% of the parents who filled out the survey, said their students felt safe at school.
- All students had the option to choose a social emotional workbook based on their grade level.
- Mindfulness curriculum designed by a teacher of the school was integrated in the onsite Program
- Participants in the Physical Fitness Test totaled 57% of 5th graders, 20% of 7th graders, 9% of 9th graders with a total of 26% Participation rate.
- MCOE was able to provide a nurse who offered the vision and hearing screenings for K, 2, 5, 8 and 10th graders.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	1	0	0
1	2	3	0	0
2	3	2	0	0
3	2	2	0	0
4	3	2	0	0
5	2	2	0	0
6	1	1	0	0
Other	2	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	9	4	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	1	1	0	0
K	6	1	0	0
1	7	1	0	0
2	7	1	0	0
3	2	1	0	0
4	3	1	0	0
5	8	1	0	0
6	5	1	0	0
Other	0	0	0	0

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	9	0	0
Mathematics	2	4	0	0
Science	2	8	0	0
Social Science	2	11	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	10	0	0
Mathematics	2	7	0	0
Science	3	9	0	0
Social Science	2	14	0	0

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	8	0	0
Mathematics	3	5	0	0
Science	2	4	0	0
Social Science	5	4	0	0

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.057
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.69
Psychologist	.01
Social Worker	.001
Nurse	.01
Speech/Language/Hearing Specialist	.05
Resource Specialist (non-teaching)	.57
Other	-

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,817	\$2,650	\$12,167	\$47,798
District	N/A	N/A		\$78,860
Percent Difference - School Site and District	N/A	N/A		-49.0
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	8.8	-57.5

Fiscal Year 2024-25 Types of Services Funded

La Vida Charter School provides educational and therapeutic counseling, psychologist assessments, speech & language therapy, occupational therapy, assistive technology, social worker and individual or group tutoring and Special Academic Instruction. 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.

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,887	\$54,773
Mid-Range Teacher Salary	\$79,404	\$78,981
Highest Teacher Salary	\$114,866	\$117,337
Average Principal Salary (Elementary)	\$131,878	\$128,425
Average Principal Salary (Middle)	\$127,918	\$137,947
Average Principal Salary (High)	\$152,799	\$138,809
Superintendent Salary	\$200,416	\$176,162
Percent of Budget for Teacher Salaries	27.46%	24.71%
Percent of Budget for Administrative Salaries	6.48%	5.91%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	1
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Besides full school days dedicated to staff development, there are seven Teacher Learning Community sessions and other staff development specially curated for the school's faculty that happen through out the year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	