La Vida Charter School
2019-20 End of Year Report

Students in grades 1 & 2 showing off the 3D Printed Shapes they made.

Willits Unified School District
1277 Blosser Lane

Alex Bowlds, Member
Robert Chavez, Member
Jeanne King, Member
Paula Nunez, Member
Dianne McNeal, Member

Submitted to Mark Westerburg,
Superintendent

La Vida Charter School, 11785 Orchard Lane aka
16201 N. Hwy 101, Willits California, 95490, 707-459-6344
Ann Kelly, Executive Director

La Vida Charter School, End of Year Report 2018-19
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PROGRESS TOWARD GOALS

Keep On the Sunny Side, was La Vida’s theme song of the year which matched the ‘Year of the Radiant Sun’ theme. We sang that ol’ American song a lot which was a good antidote for navigating one the strangest years in recent history. The twist of fate events started in October with two rounds of planned power outages and wildfires, which closed the school for six days. No one lost their homes this time, thankfully. There were several other power outage days later in the year as well which brought the year total of affected school days to eleven. Then in March the Coronavirus Global Pandemic closed the onsite program. La Vida stayed open one week longer than most other schools and then began virtual math classes to help keep up the educational momentum. All in all, the school program is set up to handle being at home and most everyone managed to keep going and thrived. Attendance rate was down a little, but actual numbers were higher than prior year and that level of attendance was maintained until the end of the year. The only students who fell of the map, so to speak, were the Native American students who live on Rancherias in which the communities were securely locked down to all outsiders.

The Radiant Sun theme provided excellent educational opportunities. In the fall the focus was on the life giving force of the sun, which culminated in Farm Day, a full day experience sponsored by the School of Adaptive Agriculture, one of La Vida’s neighbor’s on Ridgewood Ranch. The Fall musical production was on the solar system entitled Vacation on Mars. Solar power was the focus for winter and the bank of solar panels on top of the newly constructed pergola went online. The heavy beam pergola was a gift from the Prop 39, Clean Energy Jobs Act. This new outdoor classroom space could not have been better timed. Who knew that outdoor meetings and classes would be the mandate of the future. For spring, the sun focus was telling time and navigation. We did not get to do the telling time problems for the all school Math Challenge because of Covid19. Nor did we do the field trips around big ships and shipwrecks in San Francisco and Point Cabrillo. All have been postponed until this spring 2021, hopefully. Students did however created mosaic panels with well known mosaicist Elizabeth Raybee to create a Human Sundial or annalemmatic sundial that was installed next to the pergola. Celebrations for these accomplishments are still to come.

Other improvements from Prop 39, Clean Energy Jobs Act was a new Heating and Cooling HVAC system and a solo mini spit system for a classroom separated from the main line. New double pained windows on the south and west sides of the main facility; and LED lights installed throughout, inside and out have all made a big difference on comfort and utility expenditures.

POSITIVE PROGRESS TOWARD GOALS

80% GROWTH IN READING

65% GROWTH IN MATH

80% RATING OF EXCEEDS STANDARDS ON BENCHMARK PROJECT

45% OUTSTANDING RATING ON PORTFOLIOS

PARENT OVERALL RATING OF 9.8

ZERO SUSPENSIONS
Other LCAP and WASC Goals

Real World Learning required by the 21st Century Frameworks is experienced in the on-site classes and can be independent study electives also known as Custom Electives. Examples of real life learning incorporated into courses included Real World Math Class 2 days per week, The Math Challenge, Herbal Studies, Community Service, Calligraphy, Hummingbird Robotics, Zspace virtual reality programs, Farm Day, Vermiculture, Cyber Civics and Music and Drama. Real World learning can also be seen in Independent Study Projects, Benchmark Projects, Work Experience, and Senior Economics Projects. It should be noted that three seniors did stock watch activities, by investing pretend money $1,000 divided into three stocks. All stocks made money, primarily big tech, during the pandemic.

SMART Goals continued to be a focus. This year the effort was made to create achievable short term goals. SMART stands for Specific, Measurable, Achievable, Relevant and Time bound. Achieving the SMART goals was awarded at the monthly assemblies which got cut short because of Covid19. 18 students received a Shining Bright Award for achieving their SMART Goals. Eight students received the Radiant Sun Award for achieving Weekly Checkins, Regular Math Homework Submissions, Being Kind and Working Hard. Students created New Year Resolutions for the big 2020 year. 87% accomplished their resolution goals in one month’s time.

College and Career Indicators: La Vida provides a broad course of study. Over 350 courses are available in the high school. 168 courses have the University Prep A-G accreditation. And there are over 100 CTE, Career and Technical Education, classes, mostly through Odysseyware and Edgenuity. About 150 courses among all of these are electives.

39 out of 43 students or 91% took A-G classes last year which is a 19% increase over the previous year. 37 students 86% took CTE Classes. This was the result of a big push on the part of the teachers to get kids enrolled in CTE classes. Until then, perhaps one two students a year enrolled in a formal CTE course. Still an important goal for the school is to develop a CTE Pathways program.

A highlight of the year was the school sponsored Ridgewood Ranch Mini Career Fair at the end of September. This was integrated as part the Fall Career Choices onsite course. Eleven industrial sectors were represented by people that live on Ridgewood Ranch. Public Service (Emergency First Responders) Contractors, Health Care, Agriculturists, Film Making, Graphic Arts, Therapeutic Service and Social Work and more were represented. Students had a list of questions and had to interview each representative and
then we all had lunch together. The salad came for the School of Adaptive Agriculture gardens on the Ranch and was prepared by students. A field trip to Mendocino College and a visiting guest speaker from the college were also a part of the Career Choices class. The College and Career Readiness grant monies were used to fund lunches for the college trip.

One senior graduated with a full university prep diploma. Most of La Vida seniors see Mendocino College as their higher education pathway which only requires the general studies diploma. Requirements for the two diploma tracks are published in the La Vida High School Program. 14% of the High School Students were concurrently enrolled in 19 courses at the Jr. College.

In this report there is a graph from the California Dashboard (pg. 7) on College and Career Prepared. Although almost 7% improved over the previous year, still 67% are considered unprepared under the state’s rubric. We see that Reading is a barrier for many high school students that find their way to La Vida. Elsewhere in this report on the MAP page (pg.11) there is a turquoise pie chart that shows 55% of the students are on track for the college entrance SAT test based on their performance on the MAP Math test which is a good base.
ATTENDANCE

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Gains</th>
<th>Losses</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>August ’19</td>
<td>25</td>
<td>24</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>9/27/19</td>
<td>0</td>
<td>0</td>
<td>80</td>
</tr>
<tr>
<td>CBEDS</td>
<td>10/2/19</td>
<td>0</td>
<td>0</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>10/25/19</td>
<td>9</td>
<td>4</td>
<td>85</td>
</tr>
<tr>
<td>3</td>
<td>11/22/19</td>
<td>4</td>
<td>2</td>
<td>87</td>
</tr>
<tr>
<td>4 (P1)</td>
<td>12/20/19</td>
<td>7</td>
<td>8</td>
<td>86</td>
</tr>
<tr>
<td>5</td>
<td>1/17/20</td>
<td>7</td>
<td>4</td>
<td>89</td>
</tr>
<tr>
<td>6(P2)</td>
<td>2/14/20</td>
<td>7</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>7</td>
<td>3/13/20</td>
<td>2</td>
<td>3</td>
<td>89</td>
</tr>
<tr>
<td>8</td>
<td>4/10/20</td>
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<tr>
<td>10</td>
<td>6/5/20</td>
<td>0</td>
<td>0</td>
<td>89</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>61</td>
<td>51</td>
<td>182</td>
</tr>
</tbody>
</table>

ENROLLMENT SUMMARY CHART: The upward trend for enrollment in 2019-20 was the reverse of the previous two years, which was down about 6%. Instead there was a steady increase of 10 students or 11% by the end of the year. La Vida tracks the mobility of the population since there is typically about 75% change with students exiting and entering over the summer and during the year. The year started with 80 students, (five more than the previous year) 24 exited over the summer (10 less than previous year), and there were 25 beginning of the year enrollments. Through the year (not including the rollover) there were 36 gains and 27 losses. Six more gains and the same number of losses as the previous two years. The year ended with an enrollment of 89, (10 more than the year prior.) The gender breakdown is 53% boys and 47% girls.

ATTENDANCE RATE (P-2)

93.83% was the attendance rate at P-2, which is 1.17 points below the school’s goal of 95%, and a decrease of .58% from the former year.

At P-2- 93.83% (Goal is 95%). (Prior Years: 94.41% in 18/19, 93.39% in 17/18, 97% in 16/17, 93% in 15/16)

P-2 ADA

80.12 ADA (Prior Years: 76.41 in 18/19, 78.07 in 17/18, 78.36 in 16/17, 83.04 in 15/16.

P-3 or the Annual ADA Report showed only a 1.7 decrease from P-2. 78.42 year end down from 80.12 P-2. This was an encouraging sign demonstrating learning engagement when considering the wide spread trauma from the Pandemic, one might expect a greater drop in attendance.

CHRONIC ABSENTEEISM- State reporting has a lag of a year or two and is showing 7.7% of the students were absent 10% or more in 2018/19. Tentative records for 2019/20 is significantly higher between 8.8 and 10%.

DROP-OUT RATE, UNOFFICIAL BY YEAR (*not using the federal cohort formula)

Zero dropouts last year (goal is less than 10 %). (Prior Years: 2.7% in 18/19, 3% in 17/18, 2% in 16/17.)
DESTINATIONS FOR STUDENTS THAT EXITED MID YEAR

<table>
<thead>
<tr>
<th>Destination</th>
<th>Count</th>
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<tbody>
<tr>
<td>In District</td>
<td>0</td>
</tr>
<tr>
<td>Local California Public School</td>
<td>21</td>
</tr>
<tr>
<td>Out of Area Public School</td>
<td>0</td>
</tr>
<tr>
<td>Private School/Home School</td>
<td>2</td>
</tr>
<tr>
<td>Transferred out of State</td>
<td>1</td>
</tr>
<tr>
<td>Dropped Out of School or not known</td>
<td>2</td>
</tr>
<tr>
<td>Graduated</td>
<td>1</td>
</tr>
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ENROLLMENT ON-SITE AND OFF-SITE (P-2)

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
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<tbody>
<tr>
<td>On-site</td>
<td>55%</td>
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<tr>
<td>Independent Study</td>
<td>45%</td>
</tr>
<tr>
<td>On-site K-8</td>
<td>33%</td>
</tr>
<tr>
<td>On-site 9-12</td>
<td>22%</td>
</tr>
<tr>
<td>Off-site K-8</td>
<td>24%</td>
</tr>
<tr>
<td>Off-site 9-12</td>
<td>22%</td>
</tr>
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</table>

ENROLLMENT BY GRADE (P-2)

<table>
<thead>
<tr>
<th>Grade</th>
<th>TK-K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>14</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>17</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Total by Group</td>
<td>39</td>
<td>11</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

There was no consistent Waiting List.

GRADUATION RATE

La Vida uses an unofficial graduation* rate not based on the Four Year Adjusted Cohort Rate because of the irregular nature of enrollment. Students in 12th grade are not the same students as those in the 9th grade and there is no consistency of numbers of students per grade level. Seven out of eight seniors graduated, 88%.

88%* (Goal 80%) Prior Years: 78%, in 18-19, 85% in 17-18, 61% in 16/17, 75% in 15/16

The state reported rate is 66.7% which is recently released is a slight improvement over the previous year by 2.4% and is well below the Willits rate of 83.1%.

SUSPENSIONS & EXPULSIONS

There were zero suspensions last year. There were zero expulsions.

ENGLISH LANGUAGE LEARNERS

Usually the school does not attract ELL students. However three students were enrolled on CBEDS Day. Each received appropriate materials and supports.
The small nature of La Vida results in little data being reported on the California Dashboard. Most grades have less than 11 students. For most categories there is No Performance Color. Chronic Absenteeism and Suspension Rate look good, in green and blue.

The school was able to report that all the Local Indicators were met.

In the chart below, published on the Dashboard, shows incremental improvement of students being prepared for college and career under the new state rubric.

**College & Career Prepared**

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.
DEMOGRAPHICS

8% fewer students came from Willits last year, and a greater number came from the outer areas around the county. 9% increase from Laytonville, 3% more from Potter Valley, about the same from Lake County, and 2% more from Ukiah.

69% qualified for Free and Reduced Lunch, a 1% decrease. This is less than the county rate of 76.4%. Free Lunch eligibility for a family of 4 is $32,630 annual income, whereas the eligibility for reduced price meals for the same size group is $47,638.

La Vida population is more diverse than the county. The county is 76% White; the school is 70%, the same as the previous year. Consequently La Vida has a slightly higher percentage in the other ethnic groups than the county. The largest ethnic group being the 18% Native American students.

This year the greatest difference is the 47% of parents having some college or an AA degree, an increase of 21%. Last year the second biggest group was High School Grad; this year is 28% less. This group of parents is a little more educated than the previous year. Graduate and Bachelor’s degrees balance each other out between the two years.
TRACING THE LIFE FORCE IN LEARNING
STRENGTHS PROFILES

Strengths- Combined 1st & 2nd

As part of the personal education plan for each student, finding out the students strengths through multiple intelligence surveys are one of the first assignment upon enrollment. 81% participated in 2019-20, which is on par with the prior two years. The span of the intelligences looks very similar to previous years. The top three groups continue to be Bodily / Kinesthetic, Musical/ Rhythmic and Naturalist. The trend toward an increase of the Intrapersonal or more introspective strength showed stronger this year becoming tied with Musical Rhythmic.

The primary curriculum, Oak Meadow is written with the multiple intelligences in mind. Assignment catering to each intelligence are presented throughout and students can choose which questions they would prefer to answer.

- Faculty received another round of special differentiated instruction materials. Two Teacher Learning Communities were dedicated to the topic in which they could delve deeper and collaborate on how to best serve students.
- Students are encouraged to work with their strengths for their Benchmark Projects.
The school has established a three prong approach for assessing student growth. The heart represents the student authentic assessments through the portfolio and the benchmark project. The clover leaf stands for growth on the formative test from NWEA, Northwest Evaluation Association, the publishers of MAP Test. Finally the scales represent the Smarter Balanced Test, the California adopted Common Core Standards assessment. Both the MAP and the Smarter Balanced tests are computer adapted tests, CAT. Each testing session begins with finder questions that adapt the student’s academic ability. This way a true picture of what the student knows can be ascertained.

The first two weeks of school is the diagnostic window. Last year the school returned to a paper pencil format primarily using math placement tests and a writing activity. This causes a bit of jostling if student test out of their grade level for the first couple of weeks. Some families complete the placement test over the summer which is more ideal. Ultimately they are better placed and perform stronger if at their ability level.

The MAP Test was offered in October and the March session was canceled because of the Covid19 pandemic. The Smarter Balanced Test was not offered as well, so there is no data for the 2019-20 year. Below is a placeholder of the outcomes from the 2018-19 Smarter Balanced or SBAC test.

**Performance Levels:**
**English Language Arts & Mathematics**

These graphs relate to the 2018-19 results with only 11 participating. When parents were provided a choice to participate or not, by the state, they generally opted out. This group of students did reasonably well. 45% Met the Standard in ELA, almost 5 points below the State average. In Math 57% Met the Standards which is 17% above the State average. The Not Met levels were well below the State averages by 7 to 20% respectively.
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MEASURES OF ACADEMIC PROGRESS

The MAP Test

The time frame showing growth was not ideal for this report, being Spring to Fall primarily. However students did well, even though they may be working below grade level. Growth is what La Vida cares about. 65% showed growth in Math, a 5% slide back from the previous year which was a high rate of 70%.

In Reading, 80% showed growth which is outstanding. 35% of the students showed exponential growth of 11 to 30 points. This is 14% more exponential growth than the previous year.

NWEA considers 60% growth as excellent growth and therefore the school chose 60% as its annual growth goal.

La Vida students continue to show positive growth. The school’s goal is 60% growth on the MAP, Measures of Academic Progress, published by the Northwest Evaluation Association, NWEA, and recognized by the State of California as an alternative standardized test. It is a formative test, and is usually offered at least twice a year. The computer adaptive test was scheduled to be offered in October and March of last year. The October session was accomplished, despite the planned power outages and wildfires. The March session was cancelled because of the Shelter In Place Orders. The psychological impact of these life threatening community wide emergencies on the cognitive ability to think and test is an open question at this point.

Projected Proficiency on the Smarter Balanced Test & SAT
Data from the MAP test. Left to right, Purple is Reading, Green is Math, and Teal is the SAT. Dark to Light, 1 Developing, 2 Approaching, 3 Proficient, 4 Advanced. In the SAT chart, Dark is Not on Track and Light is On Track.
The two authentic student centered assessments, the portfolio and benchmark project are the third prong of the La Vida triangulated assessment model. Students and parents to some degree, get to show off their learning accomplishments and focus on what they like best. The portfolio is a yearlong project with the criteria given out in the orientation packets before school begins. Then everyone, teachers, parents and students have a pacing guide in the Educational Progress and Legal Compliance checklist which is supposed to be referenced at least monthly if not weekly. A large detailed packet with every aspect of the portfolio explained was available to everyone.

At least 78% participated in the portfolio and at least 67% participated in the benchmark project. Not all of the graded rubrics were turned in, so the participation rate is actually higher. However both are about 6% less than prior year participation, which might be explained by the Shelter In Place orders.

There is excitement in the air when the portfolios are turned in. Teachers become uplifted with optimism when reviewing them. 45% received Outstanding (A+) as a rating and 22% as Satisfactory (B-C) which is good. Students seemed more engaged than the previous year with the high A grades being 50 % more.

The Elementary Benchmark Project Fair was held in January, and the March High School fair was cancelled, so students just turned them in. 80% exceeded the standards which is 21% higher than last year. Do Your Best Work is part of the mantra for this project. We interpret that students were engaged by this metacognitive learning activity.
GOVERNANCE

La Vida Charter School functions as an independent charter and Local Education Agency, LEA. A Board of Directors governs the school and a 501 c3 Not for Profit Corporation. Willits Unified School District is the authorizing agency. Superintendent, Mark Westerberg and Director, Ann Kelly met about five times during the year with three visits by the Superintendent to the charter school.

With the fifth Charter Renewal year, and WASC midterm evaluation accomplished in the 2018-19 year, the 2019-20 year for Governance was much quieter. The MOU with Willits Unified however, was wrapped up in August.

The La Vida Board regularly meets on the second Wednesday of the month at 6:00 pm. In the current 2020-21 year the Board Meetings have shifted to the first Wednesday of the month. Nine Board Meetings occurred with a staff representative in attendance who participated in all discussions. One meeting was cancelled because of the power outages. Detailed agendas are posted in the school kitchen and on the website. Before each board meeting the agenda and previous month’s minutes are faxed to the Superintendent’s office. With the pandemic, meetings have been virtual with packets sent out ahead of time.

The 2019-2020 Board of Directors were:
Kevin Britton, President,
Cynthia Raiser Jeavons, Secretary,
Freyja Scott, Member

Robertson and Associates is the independent auditor who audits La Vida financials and independent study procedures. The 2018-19 audit was finished in January and there were no findings, as with the 2017-18 year. The 2019-20 audit timeline has been pushed back because of the pandemic which has preventing the onsite audit of the independent study files and other paper documents that are chosen on the spot.

KEY ACTION ITEMS VOTED ON BY BOARD:
The Board approved budgets and budget revisions, Layman’s Budget, First Interim, 2nd Interim, Closing in the Unaudited Actuals. The Board also approved reports such as the Audit, the School Accountability Report Card, SARC, , and the LCAP, Local Control Accountability Plan, and several reports related to Covid19. Overseeing large expenditures from the Prop 39, Clean Energy Grant such as the new HVAC system, the solar pergola and new windows was part of their actions. The Adoption of Parent Square in June was another large expenditure. There was one bylaw change for the insurance JPA about alternates living in the county. There were no changes to the La Vida by-laws.
La Vida functions as its own LEA, Local Education Agency, for purposes of Special Ed. This is possible through an agreement in the MOU, Memorandum of Understanding agreement with the Willits Unified School District. To stay abreast of Special Ed issues, the Director attends the monthly Special Education Local Plan Area, SELPA, Steering Committee meetings. The SELPA Program Specialist assigned to the school, Michela Figini-Meyers meets with the La Vida Special Ed team once a quarter to review upcoming requirements. She also attends as many IEPs as possible and especially those for students with exceptionally high needs.

In 2019-20 the school contracted with the Mendocino Office of Education and three non public agencies for services. MCOE provided most of the psychological assessments. The school has worked with Tiny Eye Therapy Services for over eight years for Speech and Language Pathology, SLP, and Occupational Therapy, OT, services. El Paseo Learning Center provides overflow physiological evaluations. For Nursing the school contracted with former county nurse, Laura Baynham.

The school served 15 students with Individual Education Plans, IEPs and conducted 16 IEPs, of which two were Triennials and two were initials. One 504 and seven SSTs were also held.

Some of the Special Education Trainings Included

- Eight SELPA Steering Committee Meetings including the afternoon session on Legal Hot Topics
- Workability and Transitional Programs TPP team came to work with and train staff.
- Faculty continued learning about Managing Difficulty Behaviors. Edward Cannon, the Special Ed Coordinator, presented on the topic to the full faculty. Michela Figini Meyers, Selpa Program Specialist did two trainings on the topic for the full faculty. One on Using Pathways Charts and the other on Getting More of the Behavior You Want By Using Reinforcements.
- A subscription to Special Education Team Compliance Advisor helps keep the staff informed about the world of Special Ed.
- La Vida provided a few trainings to parents on strategies to support students with dyslexia and struggling readers in general.
- La Vida provided Brain Integration Therapy exercises for three Elementary Students and training to parents.
- Michela Figini Meyers did a special training for the Special Ed Team on Social Narratives.
- The Special Ed Team (3) attended the MCOE training on Dyslexia- What Next?
- A Dyslexia screening was given through the K-3 teachers. No new students were identified.
- Behavior Specialist Michela Figini Meyers came to campus to observe students at least five times.
PARENT ENGAGEMENT in 2019-20
1. One current parent and two former parents comprise the Board.
2. Three Morning Parent Institutes were offered. Attending one parent Professional Development is required. Topics included:
   - Smart Kids Who Hate to Write
   - Reading Through the Grades
   - Math the Singapore Way
   - Planned but canceled because of the Pandemic were three sessions on How Be Your Best When Your Kids Are At Their Worst and one session on Math Games
3. 85% attended the beginning of year Parent Orientation Workshops on: Curriculum Planning, Creating a Portfolio, Enrollment Paperwork, Math the Singapore Way, and Getting Started.
4. 100% of Elementary parents attended the Curriculum Fair in June or submitted the Curriculum Order Form for the new year. High School is a different process.
5. Teachers reported that about 74% of High School parents attended EC meetings. In the past most parents did not attend and the school was working to increase engagement in the High School.
6. Parents were key volunteers in the various school community activities: Ice Cream Social, Thankfulness Feast and Performance. The Student Services Liaison reached out to parents for 4 events, everything else was canceled. Parents brought snack every day and participated in several field trips in the community and on the ranch.
7. School to Parents communication consisted of 15 One Call announcements, along with 5 blanket emails/ flyers, and more than 46 flyer packets. A new weekly digital newsletter was created because of the stay at home situation. 15 issues were sent out and several had poles or surveys for instantaneous feedback. Teachers send out weekly or monthly homenotes. Also there were posts on the school’s website and facebook page.

PARENT END OF YEAR SURVEY

The traditional Parent Satisfaction Survey was discarded because of the pandemic. Instead questions were posed in surveys in the electronic newsletter.

THE QUESTIONS:
1. Did you have adequate materials this year?
   - Yes, we had pretty much everything we needed. 78.57%,
   - No, we needed more or different curriculum 14.29%
   - No, we had technology issues 7.14%
2. Did you utilize the Zoom or recorded Math Classes?
   - Yes 62%
   - No 38%
PARENT INVOLVEMENT

PARENT END OF YEAR SURVEY CONTINUED

3. What was your greatest challenge in your home program during the shelter in place?
   - Answers ranched from nothing really (multiples)
   - What was your greatest challenge in you home program with the shelter in Social needs (multiples)
   - Math
   - Keeping everyone on task (multiples)
   - Technology
   - Challenges with one’s child

4. How Worried are you about being exposed to Covid19 for yourself or a family member?
   - Not worried 25%
   - Not too worried 12.5%
   - Marginally Concerned 43.75%
   - Concerned 12.5%
   - Very Worried 6.25%

5. Next Year, What level of Personal Protection do you think you will want for yourself or your child?
   - Everyone should stay 6 feet apart 15%
   - Children and Teachers should wear facial coverings 20%
   - If children can’t be six feet apart, then there should be a barrier. 5%
   - No facial coverings for children and teachers. 20%
   - Recess times should be staggered by class. 20%
   - I want everything to go back to normal. 20%

6. For Elementary: What time or format would serve you best for the required parent education trainings?
   - Mix of virtual and in person 44%
   - Virtual only 11%
   - Afternoons 11%
   - Tuesdays 11%
   - No idea 11%

7. Do you have any other suggestions regarding curriculum or programming?
   - Virtual parent institutes and parent teaching support 33%
   - Help with Modified Curriculum 16%
   - Stay with doing home only 16%
   - No suggestions 33%

8. Considering the strangeness of the year, how do you feel about the La Vida program?
   - Super Positive 78.57%
   - Positive 21.43%
# HighlyQualifiedTeachers

<table>
<thead>
<tr>
<th>Employee</th>
<th>Credentials</th>
<th>Certificate</th>
<th>Levels</th>
<th>Courses</th>
<th>Highly Qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fawn Bassett</td>
<td>Multiple Subjects, Single Subject: Science</td>
<td>Clear</td>
<td>K-12</td>
<td>Kinder, Science, High School Ed Coordinator</td>
<td>K-12 Self-Contained</td>
</tr>
<tr>
<td>Zsuzsanna Beinhauer</td>
<td>Short Term Staff Permit Certificate of Clearance</td>
<td>K-6</td>
<td></td>
<td>Gr. 3/4/5, Independent St Ed. Coordinator</td>
<td></td>
</tr>
<tr>
<td>Alice (Lynne) Buske</td>
<td>Multiple Subject Single Subject: Science</td>
<td>Clear</td>
<td>K-12</td>
<td>Math, Special Ed Coordinator, High School Ed Coordinator</td>
<td>K-12 Self-Contained</td>
</tr>
<tr>
<td>Edward Cannon</td>
<td>Education Specialist Instruction</td>
<td>Clear</td>
<td>K-12</td>
<td>Math, Independent St Ed Coordinator</td>
<td>K-12 Self-Contained</td>
</tr>
<tr>
<td>Sarah Clark</td>
<td>Multiple Subjects, Certificate of Clearance</td>
<td>Intern</td>
<td>K-12</td>
<td>Gr. 1/2, Independent St. Ed Coordinator</td>
<td>K-12 Self-Contained</td>
</tr>
<tr>
<td>Larry Cole</td>
<td>Single Subject: Social Science</td>
<td>Clear</td>
<td>K-12</td>
<td>High School Teacher, Social Studies, Independent St Ed Coordinator</td>
<td>K-12 Self-Contained</td>
</tr>
<tr>
<td>Cody Dooley</td>
<td>30 Day Substitute, Teaching Pmt.</td>
<td>Emergency</td>
<td>K-12</td>
<td>Kinder, Drama/ Movement Assistant</td>
<td>K-12 Self-Contained</td>
</tr>
<tr>
<td>Isaac Hillhouse</td>
<td>Single Subject: Science</td>
<td>Clear</td>
<td>K-12</td>
<td>Gr. 6/7/8, High School Coordinator, Independent St Ed Coordinator</td>
<td>K-12 Self-Contained</td>
</tr>
<tr>
<td>Karen Walsh</td>
<td>Multiple Subjects, Single Subject: Science</td>
<td>Clear</td>
<td>K-12</td>
<td>Specialty Science, Independent St Ed Coordinator</td>
<td>Self-Contained ELL, Science</td>
</tr>
</tbody>
</table>
The Certificated and Classified staff remained stable for the most part, with only one elementary teacher joining the team. Two teachers participated in the Teacher Intern Program with the school providing a Mentor teacher. La Vida considers none of its teacher misassigned because California Ed Code 44865 allows any California credential to teach any subject in Independent Study. La Vida is a 100% Independent Study School for attendance purposes.

La Vida is well below the District’s pay scale. In an effort to move everyone up a little, when one of the intern teachers left, rather than hire a new teacher, the school divided her salary up so everyone except the Director and Business Manager got a 3% increase. The school also added another 3% so that almost everyone got a 6% increase.

Professional Development has always been an important focus at La Vida. Last year the focus seemed to be on Waldorf Education and Behavior Management. The later topic is discussed in the Special Education section.

1. Hands down, the most exciting training event was when the school’s mentor Eugene Schwartz came to visit and present on the Four Temperaments to the faculty in November. Teachers do at least one Waldorf Online training with him each year, often two for more than a decade.
2. In house trainings on the Four Temperaments, & two sessions on Strengths
3. Eight completed Fall & Spring Waldorf Online Webinars that are two weeks long. The spring sessions was offered early, normally it would have been the summer.
4. Two Waldorf Mentor Teachers joined the team and provided monthly sessions with the K-8 teachers starting in February.
5. Social Studies teacher attended four sessions of year two about the new History Social Studies frameworks Communities of Practice known as CLIC.
6. Two attended four sessions of the Principal’s Network sponsored by the UC Davis School of Education.
7. One attended a Coaching Collaborative Teams workshop in Sacramento.
8. For Waldorf, two attended in person week long trainings in Sebastopol.
9. One attended two day ELPAC training.
10. One also attended several sessions of the English Language Learner Collaborative.
11. One attended the Charter School Development Center Conference, San Diego
12. All faculty and staff attended the annual health & safety trainings and mandated reporter videos.
13. Three teachers worked on special projects over the summer: A-g course accreditations, improvements on the Algebra course, Designing a new virtual reality and robotics course.
14. All staff received a 3D printed Digital SunDial (something to wonder at) for the annual Staff Appreciation Gift honoring the Year of the Radiant Sun

**Classified Staff Professional Development**

1. New Registrar received 60 hours of virtual trainings plus 10 hours of special one on one expert support on the Student Information System and Calpads.
HEALTH AND SAFETY

At Staff meetings in August and December the focus is on Emergency preparedness and Safety. 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. Staff went out to the emergency shed and found the supplies on their duty list. In December, the focus was more on situations and medical issues such as Blood Borne Pathogens, Seizures, and practice with the Epi-pen.

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

- Five Fire Drills, stopped when no school.
- Monthly risk inspections were accomplished and repairs performed when necessary.
- Fire Marshall visited inspected the school and grounds and observed two fire drills.
- Participated in the Great California Shake Out, Earthquake Drill (October)
- New double pained windows were installed on the south and west sides Prop 39 Clean Energy Grant providing more insulation and comfort.
- Teachers continued to carry walkie talkies during child supervision duties.
- Breakfast was provided on all class days, four days per week. A warm snack for High School was also provided two days per week.
- Housekeeping and maintenance staff were maintained. K-12 students have clean up chores every day before dismissal. However we lost the house keeper because of Covid19 and it took five months to replace them.
- Monthly awards were given for kind and respectful behavior.
- Restitutions for transgressions that tended to be swearing an vulgarities happened two times in the Jr High and two times in the High School, Students made cookies or nachos and presented to their classmates with an apology. It is a system that has a positively effective.
- Numerous Flyers and information pieces were distributed around Covid9. Appropriate signage was installed and protocols developed. Most of the action in preparing the classrooms etc, happened in the 2020–21 year. A grant of $7, 370 from the Workers Comp company, covered all the purchases of Personal Protective Equipment, Plexiglas Barriers, furniture for creating outdoor classrooms, the Covid Tent, and more. Donations of hand sanitizer, facial covering and thermometers were gladly received from the state.

The general trend is that the La Vida population is becoming more and more vaccinated. 43% are unvaccinated and are home only students. These are the same numbers as two years ago.

The school contracted with Laura Baynhnam as the school nurse who came and performed vision and speech screenings for grades K, 1, 2, 5 & 8. She also helped secure new Epi pens.

The immunizations by percent are as follows:

- **2019-20**: 31% Waivers, 69% Vaccinated
- **2018-19**: 43% Waivers, 69% Vaccinated
- **2016-17**: 43% Waivers, 57% Vaccinated

The general trend is that the La Vida population is becoming more and more vaccinated. 43% are unvaccinated and are home only students. These are the same numbers as two years ago.

The school contracted with Laura Baynhnam as the school nurse who came and performed vision and speech screenings for grades K, 1, 2, 5 & 8. She also helped secure new Epi pens.
Fiscal Year 2019-2020 was the seventh year of LCFF funding. La Vida School at 100% of the Gap Funding Rate and receives increases, or decreases as determined by the COLA each fiscal year. As the State gets more information on the State’s economy and revenue, the calculator is updated. This is done several times a year.

La Vida School received CARES funding which includes, Federal Learning Loss and State General Fund Learning Loss. La Vida also received a State Fund COVID Relief Grant.

The 2019-2020 year closed with an ending balance of $233,817. The ending balance includes a $50,000 reserve.

The Multi Year Projection includes the 2019-2020 actuals and the 2020-2021 First Interim projections for the current year and two subsequent years and is based on the FCMAT LCFF August version v21.2 calculations with an ADA of 80.13. This will be updated as we prepare Second Interim and when we receive additional information during the year.

The La Vida Board has approved spending plans for the Local Continuity Plan.
## 2019-20 Budget & Actuals

### La Vida Charter School 2019-2020 Budget

<table>
<thead>
<tr>
<th>Function</th>
<th>Description</th>
<th>Budget 2019-20</th>
<th>C/Y Actual 2019-20</th>
<th>Budget 2020-2021 Based on 80.13 ADA</th>
<th>Budget 2021-2022 Based on 80.31 ADA</th>
<th>Budget 2022-2023 Based on 80.31 ADA</th>
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</thead>
<tbody>
<tr>
<td>8000</td>
<td>Beginning Balance</td>
<td>$207,877</td>
<td>$201,145</td>
<td>$243,633</td>
<td>$246,785</td>
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<td>8012</td>
<td>Education Protection Act</td>
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<td>8096</td>
<td>Charter Schl In Lieu Prpty</td>
<td>$251,174</td>
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<td>$253,381</td>
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<td>8290</td>
<td>Other Federal - CARES</td>
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<td>8550</td>
<td>Mandated Costs Reimbursements</td>
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<td>2,154</td>
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<td>8560</td>
<td>State Lottery Revenue</td>
<td>16,473</td>
<td>11,999</td>
<td>16,587</td>
<td>18,550</td>
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<td>8590</td>
<td>All Other State Revenue – Learn Loss</td>
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<td>7,370</td>
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<td></td>
<td>IC Incentive</td>
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<td></td>
<td>COVID Testing</td>
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<td>8660</td>
<td>Interest</td>
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<td>1,500</td>
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<td>8699</td>
<td>Local Revenue</td>
<td>1,350</td>
<td>2,568</td>
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<td>869g</td>
<td>State Fund COVID Relief Grant</td>
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<td></td>
<td>7,429</td>
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<td><strong>Total</strong></td>
<td><strong>Revenues</strong></td>
<td><strong>$920,387</strong></td>
<td><strong>$887,568</strong></td>
<td><strong>$936,495</strong></td>
<td><strong>$887,419</strong></td>
<td><strong>$890,334</strong></td>
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### Expenditures

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>2019-20</th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
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<tbody>
<tr>
<td>1000's</td>
<td>Teacher's Salaries</td>
<td>301,181</td>
<td>326,728</td>
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<td>Cert Supervisor/Admin.</td>
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<td>69,184</td>
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<td>2000's</td>
<td>Classified Salaries</td>
<td>124,080</td>
<td>153,583</td>
<td>153,583</td>
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<td>3000's</td>
<td>Benefits</td>
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<td>173,623</td>
<td>173,260</td>
<td>183,411</td>
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<td>4000's</td>
<td>Materials &amp; Supplies</td>
<td>56,082</td>
<td>43,268</td>
<td>45,000</td>
<td>45,000</td>
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<tr>
<td>5000's</td>
<td>Professional Services</td>
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<td>157,966</td>
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<td>5450</td>
<td>Other Insurance</td>
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<td>6,351</td>
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<td>6,531</td>
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<td>5802</td>
<td>Legal Fees</td>
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<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
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<tr>
<td>6000's</td>
<td>Sites &amp; Improvements</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>Expended Before Other</td>
<td>887,370</td>
<td>933,433</td>
<td>902,755</td>
<td>912,906</td>
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<tr>
<td>Other Management Fee</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7438</td>
<td>Debt Service - Interest</td>
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<td></td>
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<tr>
<td>7439</td>
<td>Debt Service - Principal</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Total expenditures</strong></td>
<td></td>
<td>887,370</td>
<td>933,433</td>
<td>902,755</td>
<td>912,906</td>
</tr>
<tr>
<td>Less Allowance</td>
<td></td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
</tr>
<tr>
<td>for economic uncertainty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Un-Expended Revenue</strong></td>
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<td>$33,017</td>
<td>3,152</td>
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<td><strong>Ending Balance</strong></td>
<td></td>
<td>$240,894</td>
<td>$236,901</td>
<td>$246,785</td>
<td>$231,449</td>
</tr>
</tbody>
</table>

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La Vida Charter School, End of Year Report 2018-19
HIGHLIGHTS OF THE YEAR

ACHIEVERS
Graduates: Seven 12th graders and eight 8th graders.
8 Radiant Sun medals awarded
18 Shining Bright Awards were given for accomplishing SMART Goals
50 Read-A-Thon awards and 4 special high reader prizes given
Certificate for Participation in the Science Fair
Benchmark Project Fair Awards

COMMUNITY SERVICE
♦ Students worked at Senior Centers & Convalescent Homes, Pre-Schools, Classroom helpers, helping with performance productions at SPACE, the College and Ukiah Players. Many working with animals at the Humane Shelter.
♦ Annual Golden Rule Appreciation: donated and planted flowers around the Seabiscuit Statue

LEARNING AND FUN
♦ Chess, Calligraphy and Spanish Specialties besides the usual Drama, Music, Art, Handwork and Science classes for Elementary. Herbal Studies, Hummingbird Robotics, Zspace virtual reality for High School.
♦ Art Therapy: Ink About It
♦ Waldorf 100, students made and received 1200 postcards from around the world year two.
♦ Special Handshakes jives and Dance for the Peace Day Ice Cream Social and special globe peace buttons gifted.
♦ Elementary School Annual Field Trip to Pirate Pete’s Pumpkin Patch
♦ Farm Day (Best field trip ever)
♦ Snake Day
♦ Dia de Los Muertos, with special cultural presentation by Michelle Marin and afterwards with Costume Parade and Games
♦ Thankfulness Feast & Performance, Vacation on Mars
♦ Fish Hatchery Field Trip
♦ Ridgewood Ranch Mini Career Fair.
♦ Women in History Writing Challenge
♦ School Pictures by Jordan Eads
♦ Human Sundial Mosaic
♦ Solar Structure built & working
♦ Staff potluck and White Elephant gift exchange
♦ Virtual Open Houses
♦ Virtual 8th grade and High School Graduations, separately
♦ Virtual Games Day
♦ Virtual Community Thursday with Economic Project Presentations
♦ Monthly Emergency Drills
♦ Teacher & Staff Appreciation Days: Solar & Sundial gifts
♦ Field Trip to Mendocino College
♦ Ranch Field Trips to the Redwood Grove and Vernal Pools on the Bus
♦ Monthly Art Appreciation classes with Gary Martin
♦ STEAM classes, Hummingbird Robotics 3-D Printing, & Computer Science
♦ The Day the Earth Stood Still Movie, Humanities Class
♦ Visit from Eugene Schwartz, Waldorf Mentor Teacher from the East
♦ Visit From Charles Burkham, Alliance for Public Waldorf Education (from the SouthWest)