La Vida Charter School

WASC

Self Study

Western Association of Schools and Colleges

January 2016
La Vida's Self Study Process

La Vida has been actively engaged in goal setting and self review for the past three years. Each year all stakeholders have been part of the process. The last WASC accreditation was received in the spring of 2013. The next year, 2013-14 was the Charter Renewal year which requires a deep look at the school’s stated mission and goals. It was also the preliminary inaugural year of the LCAP, California’s Local Control and Accountability Plan, which was required for the first time to be a part of the charter. The 2014 Charter also incorporated the new implementation of the Common Core State Standards. The charter renewal process included an impressive gathering of La Vida stakeholders, who spoke of the school’s importance as an alternative to mainstream schools, at a public hearing for the Board of Trustees at the Willits Unified School District. The review of goals with evidence is part of the annual ritual with the Willits Board, as the charter school submits an End of Year report with a short presentation to the Board. Some of the data used in End of Year reports is included in this WASC self-study, especially in charters 1 and 2.

The school’s Leadership recognized early on that the LCAP and WASC Accreditation had overlapping goals and processes and began integrating the two whenever possible. Being economical about time and resources seemed prudent and more efficient. Input from all stakeholders is required for both schoolwide goal setting and review systems. Parent gatherings, or Parent Teas, served as round table discussions about student achievement, overcoming learning barriers and unpacking the Common Core Standards. They were used as home groups for the WASC and stakeholder input for the LCAP. Very pointed surveys also supported the home group function with questions about what prevents students from excelling, questions about technology needs, professional development needs, program evaluations were filled out by parents, teachers and students.
the *Focus on Learning Process Guide*. Our emphasis was on the Focus Groups in which all the certificated staff participated. The Director served as the coordinator/Leader chunking out focus topics, agendizing, collecting and doing most of the writing or editing as in chapter IV. One faculty member of the original Leadership team took an unplanned family medical leave at the beginning of the school year. The Leadership team work load was determined to be too great for the third member, who however, was a key leader in the focus groups. The Board, the Business Manager, the Student Services Liaison and the School Secretary all served as Leadership support for help with data, and direction on actions in the various sections. Focus and Home Group work was integrated with the regular monthly meetings of the Teacher Learning Community first Wednesdays, and the EC or Educational Coordinator Staff Meeting, third Wednesdays. Parent Teas, Public Hearings and surveys filled out the home group activities.
Self Study Extended Timeline
Illustrating continual review process

I. November 2013
   A. Faculty 2nd Review of School Wide Outcomes

II. February 2014
    A. Focus Group Board
       Workshop on new LCAP

III. March 2014
    A. Home Groups, Parents, teachers, students
       Surveys about learner and program needs
    B. Focus Group Board
       Workshop on new LCAP
    C. Focus Group Faculty
       Creation of LCAP Goals with Priorities

IV. April 2014
    A. Focus Group Board
       1. Submission of New La Vida Charter to Willits
       2. Review of Budget Allotments for LCAP actions
    B. Faculty Focus Group,
       Review of LCAP Survey Results & Draft Goals
       Review of MAP Test Outcomes

V. April 2014
    A. Home Group
       Parent Tea
       Review of LCAP Survey Results and Draft Goals
       (Launch of Simplicity Parenting Rhythms Focus)

VI. May 2014
    A. Focus Group Board
       Discussion of LCAP 3 year Plan/ Goals etc.
    B. Focus Group Faculty
       Determination of co-mingling WASC Goals with LCAP
VII. June 2014
A. Public Hearing for Charter Renewal
   Impressive show of support by all stakeholders

VIII. November 2014
A. Home Group Faculty
   MAP Test Schoolwide review and Individual Student Goal Setting

IX. January 2015
A. Home Group Faculty
   Evaluation of Progress on WASC/ LCAP Goals

X. February 2015
A. Home Group Faculty
   Evaluation of Progress on WASC/LCAP Goals

XI. March 2015
A. Home Group Faculty
   Evaluation of Progress on WASC/ LCAP Goals

XII. May 2015
A. Home Groups Parents & Students
   Surveys & Discussions about program and desired changes.

XIII. August 2015
A. Focus Group Faculty
   Discussion of WASC Self Study Process

XIV. September 2015
A. Home Group Faculty
   Review of Student Outcomes from Diagnostic
   with next steps for curriculum and instruction.

XV. October 2015
A. Focus Groups Faculty
   Self Study Curriculum
   Self Study Instruction
   Snap Shot Observations of Classes
Evaluation of Student Work

XVI. November 2015
A. Focus Group Board
   Self Study Organization
   Preparation for Public Hearing on potential policy change based on critical learner needs.
B. Focus Groups Faculty
   Evaluation of Student Work
   Self Study on Assessment
   and Individual Student Goal Setting on MAP

XVII. December 2015
A. Focus Group Board
   Preparing for Public Hearing, focus questions on critical learner needs.
   Self Study on Organization
B. Public Hearing for La Vida Board
   Parents and Faculty input about critical learner needs, testing, effectiveness of Program,
   Data gathering for potential policy change.
C. Focus Group Faculty
   Self Study on Assessment

XVIII. January 2015
A. Focus Group Board
   Final work on Organization Self Study
B. Focus Group Faculty
   Evaluation of Programs and Process in Self Study
The charts on this page show the demographics from 2014-15. Previous years are similar even though each year the numbers are slightly different.

La Vida resides within the Willits Unified School District, but around 60% are from outside the district. The school serves the rural communities of Mendocino and Lake Counties with occasional students from the Coast over the western ridge and Sonoma County to the south.

Many people drive an hour or more to attend the onsite program. This group is growing slightly and fewer are coming from Ukiah. In the two previous years 37% and 31% respectively came from Ukiah.

Economically, families had more income in the 2014-15 year. The year before, 70% of the students were eligible for Free and Reduced Lunch. The two years before that were 68% and 65%. The previous years more closely reflect the county in which 68% of all children qualify.

La Vida’s population has always been predominately white, even more so than the county by 12%. However, the school’s percentages are usually double the county percentages in Native American, African-American, and Asian students. (6%, 1% & 2%) Hispanic students, however, tend to be about half of the county average of 24%.

The Parent Education level fluctuates slightly from year to year. Last year, it held the highest Graduate degree at 20%. Previous years held 11%, 5%, and 3%. Similar to the County numbers, college educated with a BA or higher at 22% for the county and 25% for La Vida. The state average is 30%. Those with some college, 33% for the county and 30% for La Vida. The state average for High School and above is 81%, the county 85% and the school 87% with 10% declining to provide the information.
# Attendance Data

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Gains</th>
<th>Losses</th>
<th>Total</th>
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<tr>
<td>August ‘14</td>
<td>72 (58 rolled over from 13-14) (new 14)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>9/26/13</td>
<td>10</td>
<td>3</td>
<td>79</td>
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<tr>
<td>CBEDS</td>
<td>10/1/13</td>
<td></td>
<td></td>
<td>79</td>
</tr>
<tr>
<td>2</td>
<td>10/24/13</td>
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</tr>
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<td>3</td>
<td>11/21/13</td>
<td>8</td>
<td>6</td>
<td>83</td>
</tr>
<tr>
<td>4 (P1)</td>
<td>12/19/13</td>
<td>3</td>
<td>1</td>
<td>85</td>
</tr>
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</tr>
<tr>
<td>Total</td>
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<td>41</td>
<td>28</td>
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**Enrollment Summary Chart** - The above chart, tracks monthly enrollment to illustrate the pervasive tendency toward student mobility the school experiences through the year. La Vida enrollment also tends to increase through the year rather than decrease which is the norm. Period 2 in March, tends to be higher than Period 1 in December. This held true in 2014-15. P-2 enrollment was the highest of the year at 91 students. The high mobility or rate of change in the student population has been running between 76 and 105%. Last year there were 64 losses and 55 gains (including the summer rollover) or 91 units of change (107%).

**Attendance Rate (p-2)**
- At P-2 --95.60% (Goal is 95%). (Prior Years: 13/14 96%, 12/13 88%, 11/12 93%)

**P-2 ADA**
- 87. ADA (Prior Years: 90.51 in 13/14, 87.37 in 12/13, 84.35 in 11/12

**Graduation Rate, *Unofficial** (the State’s goal is 90%. *Unofficial in that not using the federal cohort formula because of the irregular nature of enrollment)
- 63%* (Goal 80%.) (Prior Years: 93% in 13/14, 80% in 12/13, 90% in 11/12.)
- (Total of 8 seniors, 5 graduated and 3 re-enrolled for a 5th year)

**Drop-out Rate, Unofficial by year** (*not using the federal cohort formula)
- 3%* (Goal 10 %.) (Prior Years: 0% in 12/13 & in 11/12, 4% in 10/11)

**Suspensions & Expulsions** - None

**English Language Learners** - None
Being a school inspired by Waldorf Education, seems to attract health conscious people who are also suspicious of vaccinations. Many of the families travelled to Sacramento to protest the vaccination bill SB 277 last year. However about 14% more have claimed exemptions in the past two years than three and four years ago.

About 10 years ago, the school started tracking parents interest in the standards, whether the state standards or Waldorf Education which has given some insight into the mindset of the parents. We are now seeing a new trend toward valuing Both the Waldorf and the State standards. Sometimes parents who had chosen the Waldorf Standards when their students were young, change to Both, or State, as their students enter upper grades and concerns about post secondary options come into focus.

By tracking this information the school also learned that those who are ardent Waldorf enthusiasts tend to be excellent parent volunteers.

Inspired by Jenifer Fox’s work in Your Child’s Strengths, the school collects data on multiple intelligence strengths and other aspects.

Teachers offer assignments and curriculum suggestions are made based on student strengths.

The school continues to attract students with active intelligences that are best when moving. 60% are either Bodily Kinesthetic, Musical Rhythmic or Naturalist. Situated on a 5000 acre ranch, teachers get their students out and moving for better learning engagement.
Schoolwide Outcomes

The Star Test

Trends

In reporting School Wide Outcomes in this report, we are straddling two different state standardized tests, the STAR and the Smarter Balanced Test. Steady improvement was shown on the STAR for three years from 2009-10 to 2011-12. With 2011-12 being the strongest outcomes. in ELA, Math, and History. It was the last year we received an API, 732. Forty students tested in ELA in 2011-12, which was more than the previous years, 35 and 27 moving backwards in time.

Irregularities

Ironically, in 2012-13 when the most students, ever, tested, 47 in ELA and 32 in Math, the school did not receive an API, because of the percentage of waivers. This action calls into question as to whether La Vida should have received an API in previous years. Another area where La Vida gets caught in the technicalities of the system is as a K-12 school. For accountability purposes the state designates the K-12 school as Small Elementary, most years, even though proportional enrollment for high school is higher than elementary.

The mobility issue is a constant challenge in testing. In such a small school, one or two students
can make a significant difference in test scores. In 2012-13, when scores slid backwards a bit, several high achieving students left the school, and average to low average students took their places.

**Ethnicity**

Overall, more white and Chinese students performed at the proficient level or above in ELA, and Math, than students of the other ethnicities.

From the two charts it is apparent that the same students who took English Language Arts did not take the Math in the same year with absences in Native American, Black and to some degree Hispanic.

Progress occurred in English Language Arts for the Native American students and in most categories between 09-10 and 11-12. with a decrease in 12-13.

Specific challenge area is in the Hispanic group. However, mobility is an issue there.

In Math, improvement occurred in the Chinese students. Hispanic students scores went up and then down. White students scores were relatively flat with small improvements except in the 12-13 year where more students scored at Below Basic.
In English Language Arts, students in both groups scored relatively the same. Lower economic students were stronger in the proficiency and above, however more of the low economic category scored at the lowest ranking of Far Below Basic.

In Math there is more of a traditional discrepancy between the two groups. Neither group being strong. More of the students qualifying for Free or Reduced Lunch fell into the Below Basic rank. Where as, the paid group had more students in the middle Basic range.

Free and Reduced Lunch students did show some growth in the proficient categories in math, where as, the paid group was sporadic.

**Challenges**

In Math approximately 80% of the students are at Basic or Below. The school takes this seriously and maintains a school wide approach for multi tiered support.
2014-15 was the first year of the new Smarter Balanced Test with results. The differences between the old STAR and the new test are vast; being a computer based test, measuring new real world problems based on the new Common Core Standards are just a few of the big differences. The majority of parents waived the test, saying their students were only taking the MAP, the schools alternative standardized test. Only seven students took the Smarter Balanced ELA and 12 the Math. 50 students were enrolled in the grades eligible for testing.

English Language Arts results of the seven, are in thirds; standards met, nearly met and the largest third– not met. More than half did not meet the standards in Math being similar to the old results.
**Smarter Balanced Outcomes**

**Economics**

Socio Economically Disadvantaged ELA

The Economic impact on student learning in this small 2014-15 testing cohort is more pronounced than in the earlier years on the STAR in which student performed about the same in ELA.

Here half of the students nearly met the standards and half did not meet the standards. Only the economically advantaged students met the standards (green not shown.)

Socio Economically disadvantaged Math

In Math, the students not meeting the standards were greater, almost three quarters.

**Challenges**

Helping parents as home teachers, make the shift to the common core is at the crux of the schools current learning challenges.

Parents seem generally happy with the Singapore Math curriculum in the elementary grades. Functions like explaining ones thought process, and moving more slowly through the problems is new and will take more time to adjust.
Passing the California High School Exit Exam was not a slam dunk for most the high school students that found their way to La Vida. Only in 2010-11 did the school see a pass rate above 80%. Many students retook the test more than once which is reflected in the improved category. If students’ scores went up or passed the second or third time around, it is noted in the improved sections. The CAHSEE was one of the focus areas in the ESLRS and a great deal of effort was put into supporting the students. Ultimately it came down to, whether or not the students attended the special CAHSEE prep classes or completed the test prep packets.

The good news is, almost all the students passed eventually. Across all the years, just a few did not receive a California High School Diploma because of non passage of the CAHSEE and are now eligible for a diploma.
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MAP Test

La Vida uses a triangulated assessment model. Besides the summative state standardized test, the school uses the formative MAP. Measures of Academic Performance published by NWEA. The test is offered twice a year usually in the fall and spring. There is a student centered Self-Assessment and Portfolio process at the end of the year.

The MAP test provides key information about schoolwide outcomes. Based on recommendations by NWEA the school created a new growth goal of 60% on the MAP (formerly was 85%).

The school wants to see growth in all its students, no matter where their beginning point is. The dark green growth percentages represent both, below grade level, and proficient students that grew a certain number of points depending on their grade level. Some years the goal was met. General improvement is seen in the Math scores. NWEA recalibrated the questions to meet the Common Core Standards, which is more difficult, and in part accounts for the lower scores in 2014-15.

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Self Assessment and Portfolio

The self assessment and reflection portfolio is the third side of La Vida’s triangulated assessment model. It was created from an Appreciative Inquiry model by teachers and parents. It asks students to think about their learning that has occurred. All students are expected to complete the process. Parents are more directly involved with the students in the primary grades by scribing their student’s responses. Participations rates are usually over 80%. A copy of the self assessment is included in the end of year evaluation packet.

Purple indicates positive responses and the hot pink is for exceeds expectations. White is for minimal effort. Orange is negative and turquoise is no response.

Over the span of years illustrated here, the school has seen a decrease in effort exerted by the student on this and other aspects of school work. The white in the circle charts is less than expected performance, which appears more often in the charts. Rallying the troops helped for a couple of years.

A new, more traditional portfolio assignment that gets added to through out the year is being rolled out at this time. The new design has been a group effort and took a few years to produce. So far parents seem happy about it.

Teachers hope that the process will bring more self-reflection, personal buy in, and awaken meta-cognition in the students. It should provide a direct experience of exploring personal learning strengths, which will hopefully create more rigor and involvement in the personal programs.
Perception Data

Parent Satisfaction Survey

The Parent Survey includes 2 major sections. The first has a rating grid from 1-10 or unsatisfactory to excellent respectively. The second is an input section allowing parents to write their personal preferences and reflect on their child’s experience at La Vida. To accommodate the input required for the LCAP and the WASC self study, additional question were added and parents had a chance to win a gift card if they turned it it. **30% of the surveys** were returned, (24 out of 79 families). The school considers this a healthy response. With the overall positive responses, and students are happier, however, students could be more challenged. Averaged responses are shown below. The averaged **goal of 8 was exceeded with an 8.24**, (9.09, 8.95, 8.75, and 8.85 previous years.)

11. I feel adequately informed about my child's academic and social progress. 7.91
2. My child has made adequate academic progress this year. 8.48
3. I feel satisfied with the support and communication with my EC. 8.68
4. I feel that La Vida teachers and staff are responsive to my needs. 8.00
5. My children are challenged at La Vida. 8.57
6. I am satisfied with the curriculum options available at La Vida. 8.41
7. La Vida's social environment is positive and supportive. 7.45
8. My overall rating is ... 8.41

10. Workshops for Parents ---

   Parenting and Child Development Workshops - 11 would like to attend
   Teaching Math & using manipulatives - 16 would like to attend
   Techniques in teaching reading & writing - 13 would like to attend
   How to use Oak Meadow Curriculum - 8 would like to attend
   Topics in Waldorf Education - 12 would like to attend

Parent Note: Working prevented me from attending the Wed./Thur. morning workshops. Adjust for working parents.
13. Why La Vida--- Oak Meadow Curriculum, Flexible open schedule. It's a school in tune with my child and our family needs. Homeschool option and a 2 day onsite schedule. My child is very sensitive and doesn't like to be away from home for a long period of time; La Vida allows them to do school while staying home more often. Waldorf inspired curriculum and ideals; I love Ann and Danielle; the positive social environment. Independence. Free thinkers. Seemed like a good fit for us. Being a Waldorf inspired program. The need for a positive environment, no bullying and freedom to learn. To be more hands on with my child's education. Willingness to accommodate special medical needs of child. Homeschool support. Freedom and flexibility with time and curriculum. It works for our family. Flexibility teaching at child's levels. I like having a school option that gives my children a couple of days onsite and more home days; I like to be directly involved in their education and having relationships with their teachers. For social aspects. Student is seen as an individual. Because it worked for us in the past. The great onsite classes.

14. More options for curriculum, Online games and websites. The interactive approach of Jeff Simpson. One on one teaching; that's the best way they learn. Seeing improvement already happening. Time will accomplish this goal, they get it when they get it. Already doing well. Need access to teacher manual, teacher support, online support. Fine where they are. Right Start math for grades 1-3 or longer, then Singapore. Singapore curriculum in the classroom. Hands on manipulatives, transitioning to common core, tutor that makes math make sense. The teachers need to be up to date with the curriculum so the parents have more support; testing for placement is a must. Teacher training on new curriculum and common core. Supportive curriculum and supplies, parent and teacher education, group activities; insecurity due to lack of foundational knowledge and terminology that changes makes for challenges. Parent education of curriculum. Tutoring as already help immensely. Individual assessments and placement tests.

15. Attend Afternoon Tutoring---

- Yes - 16
- Once they are in higher grades.
- Depending on the subject/activities.
- If needed/ Maybe
- No - 4
- Tuesday morning is good; In Willits with Jeff would be great.
- We have the Covelo group.
16. How much teaching prep time per month do you engage in?
   - 1-4 hours - 3
   - 5-10 hours - 13
   - 11-15 hours - 3
   - more than 15 hours - 2

17. How much time per week does your child participate in working in all the core subjects?
   - 4-8 hours - 2
   - 9-18 hours - 13 (2 said "including onsite")
   - 19-25 hours - 7
   - more than 25 hours - 0

18. What are your ideas about how your child is best challenged?

| 18. Best Challenged--- | Likes an interactive approach using several disciplines. Needs time outside to exercise, play and blow off steam to be successful in the classroom. Teaching them things that are new and they don’t already know. Social interaction with other students during lessons and it’s fun. When body and curriculum meet; kinesthetic learner. Math is most challenging. Hands on learning, responds best to encouragement, experiencing success, and positive feedback. A little lost in Oak Meadow, so a parent training would be great. Not allow electronic devices in class. "Positive peer pressure" - wants to keep up! More of critical thinking skills for older kids. They are challenged in individual topics; more choices per topic for the individual children would be great. To be organized; to do research when getting ready for oral reports. Group activities. |
|---|---|---|---|

*Note more perception data is in the Appendix: 2014-15 Student Satisfaction Survey and the LCAP Survey.*
ESLRS and LCAP Goals
Updated Schoolwide Learner Outcomes

The updated Schoolwide Learning outcomes reflect the vision of the Charter and the former ESLRS. Progress toward the related goals will be discussed in Chapter II. Further below are the Local Control and Accountability Plan or LCAP goals which support the accomplishment of the Schoolwide Learner Outcomes.

Students will be:

1. Effective Communicators Who:
   - Posses knowledge of and an ability to demonstrate skills in reading, writing, listening, speaking and presentation.
   - Gain meaning from a variety of sources including multi media and be able to analyze, interpret, and draw connections.

2. Demonstrate Numeracy Who:
   - Posses knowledge of and an ability to demonstrate and apply mathematical processes and concepts including basic arithmetic, algebra, and geometry.

3. Critical Thinkers Who:
   - Possess the ability to think critically, and logically.
   - Be able to discern and respond to various points of view.
   - Question and reason effectively.

4. Creative Problem Solvers Who:
   - Use the power of imagination for comprehension and to solve problems in conventional and innovative ways.
   - Respond dynamically to real world problems.
   - Are effective users of technology.

5. Self-Directed Who:
   - Demonstrate self-direction, self motivation
   - Possess self-knowledge;
   - Develop a curiosity to pursue continued and active real life learning.
6. Respectful Citizens of the World Who:

- Demonstrate empathetic skills such as respect, compassion, and sensitivity.
- Have an understanding of real world and cultural differences through various modes of expression (including but not limited to; writing, projects, artwork, drama.)
- Are committed to the enhancement of their community.

**LCAP Goals**

1. To provide an excellent educational alternative through Independent Study and Home study that is inspired by Waldorf Education.

2. To support every student in achieving their academic potential and excel beyond, through the recognition and development of their individual gifts and strengths.

3. Through professional development, create strong educators in the parent, teacher and school leadership communities with the aim to support and provide for student achievement.

4. To create a safe, engaging, wholesome school environment.
Chapter 2
Overall Summary of Profile Data and Progress

La Vida Leadership reviews academic progress throughout the year. It is one of the first items in the Directors Report to the Board every month. Faculty formally reviews overall progress several times a year. The school uses a multiple measures or triangulate assessment model. Diagnostics are reviewed as a group and by teachers and staff individually at the beginning of the year. MAP results are discussed more than once after each session. Smarter Balanced results are studied and compared to MAP results for any additional insights. Report Cards, Self Assessment and Portfolios and Strengths Profiles are quantified and reviewed with Leadership in the End of Year Report. The Director speaks on schoolwide academic status at the parent and student Orientation. Teachers review individual student results of tests with parents and students and set goals based on the MAP results. Other non academic measures, such as attendance rates, and audits of Master Agreements, and Curriculum checked out give important quality of home program information.

Critical Learner Needs

Through the review process, the staff identified critical areas for student growth that also reflect the revised student learner outcomes:

- improve schoolwide numeracy
- increase student self-direction

Much improvement is needed in overall demonstration and application of mathematical processes. Looking a little deeper, Measurement and Geometry are areas that need more focused support, and are required to solve real world problems.

Self direction is key to success of independent study students. The recent backwards slide of student performance along with less effort shown in work samples and self assessments and portfolios, and the lack of initiative to take college and career education courses indicate motivational issues. Presenting stronger performance expectations, more engaged goal setting, a higher profile college and career program, and educating parents, the home teachers, to have more comfort and confidence with the common core standards and 21st century framework techniques will by extension imbue their learners with confidence and become more self directed.
Expected Schoolwide Outcomes

Students will be:

1. Effective Communicators
2. Demonstrate Numeracy
3. Critical Thinkers
4. Creative Problem Solvers
5. Self Directed
6. Respectful Citizens of the World

Faculty and staff believe the school’s expected schoolwide outcomes are achievable and many are energized by the tasks to accomplish the goals.

Some questions that arose from examining the data were:
1. How to further improve targeted instruction based on MAP test results?
2. What do activities look like that bridge one skill to the next? And effective ways to extend the challenge level?
3. What supports will help economically disadvantaged students and all students?
4. How to motivate students to enthusiastically pursue college and career education courses?
5. How to support parents and students in understanding new performance expectations that are tested on the MAP and Smarter Balanced Tests?
Chapter 3
School’s Progress on Critical Areas for Follow-Up

Goal 1: (Retention) To establish a stable core community of families and staff.

Schoolwide Learner Outcomes

5. Self Directed

6. Respectful Citizens of the World

Progress and Developments

The school population continues to be mobile. Intake and Exit interviews have shown that the mobility is more about life style and life changes than about the school. The destinations of exited students are published in the End of Year Report.

Instead the school adopted a shift in approach. Insuring growth in learning while attending La Vida, has become the new directive. For the past several years, developing a solid practice of providing a diagnostic test upon entry, and using it to place students in curriculum especially math. Switching to a computer based test has been a positive. Results are more immediate and don’t get lost. Paper pencil and interactive assessments are still necessary for primary grades.

For teacher retention, this year 60% have been at La Vida 3 years or more. Just before the 2014-15 year started, we lost three teachers to major medical issues. Five full time teachers have positions this year, which is the largest number we have ever had. La Vida has usually been supported by a part time staff. Suggestions published in an ASCD newsletter about “How to Keep Your Best Teachers” have been utilized, like periodic appreciation awards and desk massages during Teacher Appreciation Week.

Activities and Sub Goals

1.1 Triage support for new parents. Experienced parent to call new person for support and guidance

For three years 2010-11, 2011-12, to a lesser degree in 2012-13, new parents were paired with returning parents. It was successful as a warm welcoming gesture. The purpose was for the new to gain from the experience of the returning. This did not pan out the way it was intended. Perhaps 10% fully benefited. What we found was that most new people didn’t reach out to the partners more than once or twice. The experienced parents tended to leave it up to the new person to reach out to them.

2013-14 and 2014-15 we shifted the role to two staff members who had been homeschoolers. They called their designated families two or three times to check in and see if there were any questions or needs for support. Again only about 10 to 20% of the families took advantage of the help
offered. We found that we had to get better at asking questions and are still working on that. This year, 2015-16, the Student Services Liaison, a new position, is checking in, and is more assertive than in the past which is helping. New parents have expressed their appreciation of having someone to turn to and is watching over them. However, there is no data indicating that someone stayed because of the helpful contacts.

1.2. Annual Home Visits for all students by EC and more for at-risk students.
In 2010-11 about half the students got home visits from teachers. In 2011-12 all the teachers did home visits to all but one family. All teachers did home visits in 2012-13 to approximately 80% of the families.
What we found was that home visits were viewed with mixed acceptance. Some prefer meeting at home, some have anxiety around it and others are closed to it. Elementary teachers continue to do at least one home visit and high school teachers visited homes for about 75% of their students. Teachers gain much insight from the process, and some students are more comfortable and responsive meeting at home. The practice may have help retain a couple of students with anxiety issues.

1.3. Yahoo Groups through school website to enhance the LV community and help create dialogue, support, and idea sharing. (to enhance community)
Instructions to participate in the school’s Yahoo group was put in Orientations packets 2010-11 and 2011-12. It never took off. The parent leaders on the project found that everyone kept using their personal platforms.

Yahoo groups were replaced by facebook. The school does not host a chat sight because of the time it would take to oversee it. One of the parent has a facebook page for La Vida parents and many enjoy that venue as a place to share tips, resources and ideas.

The school has two facebook pages for information dissemination, La Vida Charter School and La Vida Ukiah.

1.4. Create course for California High School Proficiency Exam CHSPE. To support students with test preparation and or test anxiety. (to help retain marginal HS students)
When this sub goal was written, several students had mentioned the CHSPE. We found that the OdysseyWare online test prep curriculum could be tailored to the CHSPE. Only one student has expressed interest in the last six years.

1.5. School Leadership will review policies and ways to recruit and retain teachers.

Critical Area for Follow Up
This topic is discussed at the board level several times a year. In the spirit of this sub goal, food at staff meetings, and small appreciations several times per year have become tradition for many years. In 2014-15 administration crafted special packages when hiring a few of the new teachers to
help ease the transition. As mentioned above, the director has enacted six out of the seventeen suggestions in the ASCD newsletter article of March 2013, *Focus on Retention: How to Keep Your Best Teachers*. Everyone appreciates being appreciated. These efforts contribute to a community environment, and may have had a small effect on retention.

**Goal 2: (Academic Growth) To show 85% growth for students through the MAP.**

**Schoolwide Learner Outcomes**

1. Effective Communicators
2. Demonstrate Numeracy
3. Critical Thinkers

**Progress and Developments**

The school was rarely meeting this goal consulted with NWEA, the publishers of the MAP test who reported that schools who have 60 to 70% growth as shown on the test are doing well. Therefore we lowered the goal to 60% and are much closer to that target.

**Activities and Sub Goals**

2.1. Master the MAP: mandatory faculty involvement during & immediately after the testing session. ECs use MAP info to explore further instruction with students.

MAP results are looked at several times per year during staff meetings and faculty gets very involved in the review. However the “immediately” part still needs improvement in the majority of cases. However, during the self study, many teachers recorded a desire to improve their involvement with the MAP test which is welcomed progress.

2.2. Education Informational Workshop on the MAP for Parents. Explore purpose and uses for MAP.

A display about all the parts of the MAP occurs in the spring of every year. The workshop was offered in the late winter of 2012-13 and one person came. Most parents aren’t interested in testing as a whole, and have shown the finer points of reports do not appeal to them. Interpretive information about the test is relayed by the Educational Coordinator, EC, when the test results are presented to the parents one on one.

2.3. Create a unit on Testing Success for all students starting in 2nd grade, delivered at the same time throughout the school explore test taking techniques and to help reduce test taking anxiety.

A teacher created packet was initiated in 2010-11 and used for three years until the STAR ended. It was very helpful and scores did increase in those years.

2.4. Improve MAP testing environment
In 2011-12 the Test was moved to a small room, the high school meeting room, and students rotated through three to four at a time, which was quieter and more comfortable for students than before but took a great deal of time and disrupted classes. Fortunately in 2014-15 the school was able to purchase 17 laptops and a cart, that now allows testing a whole class at a time.

Now that the test is longer, proctors are improving the experience further by allowing for quick breaks at 45 minutes to an hour depending on the age of the students.

Goal 3: (High School Graduation) To help students achieve success accomplishing all High School requirements with a California High School Diploma as an outcome.

Schoolwide Learner Outcomes

5. Self Directed

All of Schoolwide Learning Outcomes

Progress and Developments

La Vida uses an unofficial graduation rate because of the mobile population. The goal is 80% graduation rate. Last Year 2014-15 was low, 63%. Five out of eight graduated, and three enrolled in a fifth year. The fifth year is becoming a new trend, students expect it. Previous year’s graduation rates were 93% in 13/14, 80% in 12/13 and 84% in 11/12. All but one student passed the CAHSEE in those four years.

Activities and Sub Goals

3.1. Continue with CAHSEE Prep plan and use of weekly tests from CAHSEE release questions, and add Graph of improvement in math class.
Little progress was made on either of these sub goal actions. The math teacher did not do it.

3.2. Continue to develop extrinsic and intrinsic incentives for CAHSEE.
iTunes cards were given as awards for improvement for three years and pizza for the first year. It was fun and caused some excitement, but did not improve scores. An exit survey about attitude, preparation and effort was given for five years and was reported in the End of Year Report. Generally most students said they felt prepared and tried their best.

3.3. Standardized the process for Personal Learning Goal Setting procedure for all students. (Also pertains to the MAP)
Goal packets for teachers to recreate for students were taught and reviewed at faculty meetings once or twice every year with about 50% engagement. Now that the MAP is online and has a new mechanism which is much easier, there has been much greater engagement.
3.4. Investigate other CAHSEE prep options such as online, XL Prep etc. To support struggling students.

A few students used the OdysseyWare, online CAHSEE test prep course with success. The school purchased five seats of the XL Prep, an excellent, immediate feedback and support program, for two years. (2012-13 and 2013-14) It was not used to its full advantage. One student did, however, credit passing to the course.

Goal 4: (Math Improvement) To help students develop skills to succeed with their abilities in Mathematics, enabling them to achieve in life.

Schoolwide Learner Outcomes

1. Demonstrate Numeracy

Progress and Developments

Math scores are still lower than desired, but growth is happening. One of the goals in the charter is that there is a three point increase in the standard score each year. The general trend was increasing until the transition to the new testing system. In 2010/11 a 14 point jump, 11/12 10 points, 12/13 flat, 13/14 no test results and 14/15 a new base line score of 2456. The school has put financial and teacher expertise and professional development time into improving the math program and transitioning to the common core. Besides continued staff development, the school is focusing on parent professional development for the next few years.

Activities and Sub Goals

4.1. Continue to develop Mastery Learning System and bring in additional Professional Development Training for Teachers.

Jeff Simpson of Mastery Learning System has worked with high school and elementary students every year, as well as with parents and teachers. In 2010-11 he continued to train high school teachers and with struggling elementary students. In 2011-12, he worked with classes periodically to fill in the gaps.

A number of Parent workshops for teaching their students were offered in 2012-13. Three hours per week of tutoring per week the next year. In 2014-15, tutoring continued and Jeff taught a remedial math class to high school students.

Professional Development for the Common Core started in 2011-12 with a Math roll out at the County office of Ed. Math teachers attended three day long trainings with David Foster and Patrick Callahan separately. All teachers received 20 hours of digital trainings on the CCSS in ELA and Math for summer work. In 2013-14 math and other teachers attended a number of Common Core Trainings related to Math Curriculum in OdysseyWare and Carnegie Learning. Two attended a series on Transformational Geometry. The Math teacher participated in the county wide High School Subject Area Collaborative. In 2014-15 two teachers and a parent attended a train the train-
ers session on Singapore Math and ten teachers attended an intro to Singapore Math and later four more Singapore trainings. Four attended a session by Carnegie Learning (Math) on the Collaborative Classroom. Each year most teachers attended iWaldorf webinars twice a year, that cover all core subjects including math.

4.2. Mandatory math time during all morning lessons for on-site students.

This has been accomplished each year for all classes for elementary two days per week. For the high school, one day, for years 2010-11 through 2013-14. In 2014-15 math class time was expanded from an hour to an hour and half, and a second day was added. Further expansion of time to two hours for two days in 15-16.

4.3. Develop Peer Tutoring program to support students who are struggling; time and structure.

Two peer tutors helped fellow students in 2010-11. This gave way to teachers tutoring, and the program expanding each year. As listed above, Jeff Simpson of Mastery Learning Systems, tutored every year. In 2014-15 to the current year, the tutoring program was expanded. Five teachers had regular tutoring hours, mostly for math on Tuesdays.

4.4. Develop Parent Workshop on teaching math at home and history.

Progress began in 2012-13 with several Jeff Simpson workshops and an Active Math training by a Waldorf teacher. No workshops on math happened the next year. In 2014-15 there were three trainings on Singapore Math for parents. This year in 2015-16, the school has a mini-focus on math manipulatives, and the parent trainings called Morning Institutes have three sessions on math manipulatives and games.

4.5. Develop a Math in Life component for High School Students.

Progress began in 2011-12 with the inspiration of the common core math developers David Foster and Patrick Callahan. Real world problems, often hands on, were incorporated periodically. In the following two years, Mars Tasks and Dan Meyers 3 act problems on video were regular occurrences. Outside of math class in 2014-15, in specialty classes, students learned and made geometric designs in the back yard in Landscape Arts, and navigated some complex designs building a 3part, flexible function tear drop table.

Goal 5: (Social Studies Improvement) To help students understand cause and effect, where we come from and where we are going as individuals, as families, as communities, as a country and as a planet.

Schoolwide Learner Outcomes

1. Effective Communicators

6. Respectful Citizens of the World
Progress and Developments

Test scores made big jumps in proficiency levels and reduced below basic levels from 2009/10 to 2011/12 and then a back slide in 2012/13 to the level of the year before. Since then there have been no standardized social studies tests. However the school has moved forward with its action plans. Teacher trainings, and guest teacher, historian Ray Raphael helped La Vida usher in the common core era of critical thinking and working with primary sources. Several history focus field trips to a variety of museums and once to the tall ships have enlivened the school years. This year a history media research class is offered to high school students.

Activities and Sub Goals

5.1. Develop a "Bring a Question" Campaign to TR Tuesday history seminar to encourage students to dialogue and ask questions about what they do not understand. Use test release questions as trivia to support students in test preparation.
Earnest effort was exerted in 2010-11 by high school faculty about questioning. The Bring a question idea did not work. Using the test release questions fell back to the annual jeopardy game with test release questions, a favorite of the students.

5.2. Acquire a standards based history test for all high school students
The school purchased curriculum based tests from Glencoe in 2010-11, on civics, world history and US history.

5.3. Develop History and Life activities; focused field trips, guest speakers as well as interactive, experiential lessons.
In 2010-11, individual and group oral reports projects enticed students to see through the eyes of those living ago, such as reenacting the Lewis and Clark expedition in the middle grades and taking on a American revolution persona in the upper grades. In high school, monthly focused and engaging seminars with the teacher of record get usually isolated students interacting with each other over lively issues still relevant today. Focused field trips, occurred for elementary and high school students to local museums in Willits, Ukiah and a bit further in San Francisco. Each one was a rich meaningful experience that just made the students to want more.

In 2011-12 the once a month History seminars continued in high school, Guest Speakers included Gary Martin on Art History and Maya Finkle Schwartz on Being a Child Survivor of the Holocaust. Field trips included the Rosicrucian Egyptian Museum in San Jose, Overnight on the Balclutha, San Francisco National Maritime Historic Park, and to the DeYoung Museum and Legion of Honor in San Francisco.

In 2012-13, professional development sponsored by the county, Historical Lecture Series, Teaching
American History with Ray Raphael. The biennial Seabiscuit Class, and Seabiscuit Day, was offered and the faculty developed the class as a team. The Women in History Performers visited. Renaissance Games culminated the unit, and the Frolic Shipwreck field trip and project with real life detective work.

The 2013-14 year started with American History Scholar and Teacher Ray Raphael presenting to La Vida teachers on critical thinking. Critical thinking was a focus topic for the year. No STAR history test was offered that year. Teachers received hours of deep integrated lessons on Waldorf Curriculum with the annual trainings by Eugene Schwartz. La Vida sponsored the county wide High School Subject Area Collaborative in Social Studies.

2014-15 had Seabiscuit Seminar and Seabiscuit Day. Jr High wrote the Declaration of Independence on real Vellum as part of the unit. Gary Martin offered monthly Art Appreciation and Art History classes. Field Trips included the Mendocino County Museum and the Exploratorium in San Francisco.

5.4. Research to acquire a standards based history supplement for home study.
We purchased Buckle Down, a standards based, test prep supplements for high school history and science. starting in 2010-11.

Goal 6: (Teacher Buy-In) That teachers embrace and accomplish the school's vision in providing a Waldorf inspired and standards based education to all K-12 students; and that they find joy in their personal and professional development in accomplishing these goals.

Schoolwide Learner Outcomes
4. Creative Problem Solvers
5. Self Directed
6. Respectful Citizens of the World

Progress and Developments
Progress is being made. Teacher professional development in both Waldorf Education and Common Core Standards has increased greatly. More teachers experienced Waldorf trainings primarily online. However several teachers a year have gone to the winter conference at Rudolf Steiner College in Fair Oaks California. New teachers received a variety of trainings before the week long summer in-service. The school made a video entitled “Creating a Successful EC Meeting” that had two versions one for parents and one for teachers which is part of the orientation process.

Activities and Sub Goals
6.1. ESLRs will be expanded and reviewed to reflect La Vida.

Critical Area for follow up.

The school clarified and expanded the ESLR's to reflect the school culture. Through the Charter
Renewal and the LCAP process an effort has been made to streamline the ESLRs, yet hold true to school’s vision. We believe that the updated School wide outcomes have accomplished that.

6.2. Develop strand of bringing standards through creative learning objectives to all on-site courses. Discussion at the faculty level has occurred each year. Creating a Common Core Unit was a focus of an in house training in 2013-14. The onsite elementary faculty is quite accomplished at this currently.

6.3. Create a Quarterly accountability, check-in process regarding expectations and Educational objectives
Teacher Quarterly Check-in started in 2010-11, three times per year, meeting individually with the director with a set list of questions. Each session had a different focus. The second check-in has a review of the WASC goals and action plans for teachers to report on and to see themselves in the process. This has been important and positive improvement. In the Charter renewal year only two check-in happened.

6.4. Develop a check off standards aligned map system for the benchmarks in the charter.
The work started on this in 2010-11. Faculty met for two sessions and analyzed, and collated standards and curriculum. No work happened after that until the Charter Renewal in 2013-14. A new set of benchmark projects was incorporated and are being fully implemented this year. The benchmark projects are included as a requirement in the portfolio project.

6.5. Finish the standards map for High School English.
This was finished in 2010-11 by a faculty member and submitted to the District Superintendent.

6.6. Develop Teacher created Training Modules for La Vida processes such as Report Writer, Syllabi, paperwork, MAP, High School elements, electives, economics project.
Teacher led trainings started in 2011-12 and continues. Usually teachers present to the faculty, such as about the topics listed in 6.6, sometimes about a training just experienced. This year the faculty is reading Michael Schneider’s Beginner’s Guide to Constructing the Universe, A Journey from One to Ten. Teachers signed up for a chapter and present their number on the same number month., one is January. This work is another step in deepening our understanding of geometry.

6.7. School will continue to review and incorporate standards based curriculum for all students in all subjects.

Critical Area for follow up
The school continues to bring all curriculum and course work in line with the state standards. The school offers Common Core Curriculum for English Language Arts and Math for all grades and uses CCSS and 21st century framework techniques in teaching classes. A great deal of effort and expense has been allocated in this area over the past few years with much learning still to oc-
With the advent of the Common Core, which is more closely aligned to Waldorf Education, the school moved quickly to acquire Common Core created Math. All of the school’s offerings from K to Geometry are created from the ground up… common core.

The school’s primary comprehensive curriculum, Oak Meadow revised and published common core supplements for the elementary grades and released a new 9th grade ELA. They are still working on the next grades in high school.

Some of the science is Common Core, and we are waiting for more publications. History is still a ways in the future.

**Goal 7: (Technology) Pursue grant opportunities to update and expand technology.**

**Schoolwide Learner Outcomes**

1. Creative Problem Solvers

**Progress and Developments**

**Critical Area for Follow Up**

The school has made great strides in acquiring technology that suits the school, such as a small portable computer lab for testing and technology classes. Most of the one time common core monies was spent on upgrading technology. This goal has been met, until equipment needs replacing.

**Other Critical Areas of Follow Up**

1. The staff begins to develop indicators that correspond with the ESLRs
2. The action plan is reviewed for a more direct correlation between the sub-goals and the main goals.
3. Revise their action plan so that the goals and actions are clearly correlated, expanded the timelines to show incremental steps.

With regards to number 3, in 2010 the action plan was revised and submitted to the WASC association after the Visiting Team left. These critical areas of follow up were taken into account in Chapter V, in the new action plan.
4. Self Study Findings

A. Organization

A-1 Vision and Purpose

Findings
Vision – Mission – Schoolwide Learner Outcomes – Profile

Prompt: Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, and current educational research.

Each year the school reviews and reports on its progress toward schoolwide goals through the comprehensive End of Year Report. The report of progress is reviewed carefully by the La Vida Board and it is submitted to the faculty as well and posted on the website. The End of Year Report is then submitted to the Willits Unified Superintendent and Board in November. The Superintendent reviews the report and rates it on the Annual Performance Audit document which is also submitted to the Willits Unified School Board for approval.

The vision information is clearly stated in the school Charter which includes the mission and goals, philosophy, academic program, curriculum, governance, etc. The Charter has been updated to reflect the current offerings and program at La Vida Charter School.

Element 1 of the charter contains the following fundamental topics.

- Mission
- Goals
- Whom the School is Attempting to Educate
- What it Means to be an Educated Person in the 21st Century:
- How Learning Best Occurs
- Transferability of Courses/College Entrance Requirements
- Implementation of Educational Program
- Curriculum
- Plan for Students Who are Academically Low Achieving
- Plan for Students Who are Academically High Achieving
- Plan for English Learners
- Serving Students with Disabilities
- Attendance Accounting
- LCAP
Current educational research informs numerous aspects of the La Vida program and are referenced throughout the first three elements of the charter. The most influential work is related to child centered education such as the ever evolving brain research which supports the holistic approach of Waldorf Education. Other work that has been important for the school is the work of the Partnership for the 21st Century Skills which is reflected in the school’s Learning Outcomes.

**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

**Indicator:** The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission and schoolwide learner outcomes are effective. **Prompt:** Evaluate the effectiveness of the processes.

La Vida’s original Charter petition was collaboratively developed by parents, educators and community members. Subsequent revisions were primarily accomplished by the school leadership with representation from past parents who serve as current board members. Input to the direction comes through community meetings, faculty discussion and survey data.

Evidence:
- End of Year Report
- Charter Matrix with District
- Monthly reports submitted to Willits
- Monitor APR from the state
- Use MAP & ZOOM DATA
- LCAP

**Understanding of Vision, Mission, and Schoolwide Learner Outcomes**

**Prompt:** Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.

There is ongoing discussion for continual improvement and outreach at the monthly board meetings. Faculty are regularly represented at the board meetings and the community, particularly parents, may attend. For teachers, the school provides ongoing professional development that supports and communicates the school vision. The faculty works collaboratively and has opportunities to discuss and learn from each other for deeper understanding.

The Parent Student Handbook contains the core values of the school and is refined each year. Upon enrollment each year parents read and sign a page of assurances that they understand and agree to the school’s vision and policies. Each family’s ongoing commitment is evidenced through completing their assigned work thereby maintaining their performance agreements, which are established by the E.C. at the beginning of each new learning period.
Regular Review and Revision

**Indicator:** The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, the district LCAP, global, national, and local needs, and community conditions.

**Prompt:** *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

A combination of the following data, discussion and communications provide a comprehensive analysis from the school community as well as the community at large that is effectively woven into the governing documents which are revised when appropriate and as needed.

- WASC review process
- Monthly board meetings include regular review, evaluation and discussion of learner outcomes and needs within the context of community conditions and LCAP goals
- Recent Charter Renewal
- Public Hearings
- Parent gatherings and surveys in which the current concerns and desires of parents and students are communicated. This is important input for the leadership when creating new class schedules and activity plans for the next year.
- Staff collaboration to evaluate student achievement through work and testing
A2. Governance Criterion

Governing Board

Prompt: Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.

Policies surrounding the governing board are detailed in the Charter, the Bylaws, and the Memorandum of Understanding, MOU, with Willits Unified School District. The annual meeting schedule for the following year is reported to Willits in December as stipulated in the MOU. Board agendas are posted in the kitchen at the school and on the website.

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Prompt: Evaluate the adequacy of the policies and district LCAP to support the school’s vision, mission, and schoolwide learner outcomes through its programs and operations.

All board policies support the board’s role in supporting the charter. Legal counsel has also helped in insuring all fundamental governing documents integrate and do not contradict each other.

Governing Board’s Involvement in the Review and Refinement

Prompt: Evaluate the process for involving the governing board in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.

The board is the primary body, along with the school’s director, for review and refine the school’s vision. All stakeholders have input but the actual work is done by the board and the director. A survey of board agendas and minutes will demonstrate the board’s focus and involvement in the charter revision. Even though the ESLRs were developed through the certificated staff, the ESLRs were honed from the charter document which the board has been intimately involved with refining.

Additional Online Instruction Prompt: Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

Limited online curriculum is an option for high school students and the school prefers traditional curriculum. However to meet the diverse needs of students, having an online option can be attractive. The school uses online curriculum support for tutoring functions. Each curriculum has built in safeguards for cheating, against using two screens for example. Most provide details of log in and activity time, plus reports of work accomplished. The school has a comprehensive internet use agreement, and an agreement for borrowing devices. Both students and parents sign the internet safety agreement which covers what CIPA, Child Internet Protection Act, requires. The school’s information technician as many safeguards in place for students working online, for example, students are prevented from downloading any content. Guidelines about teacher’s social networking
with students are reviewed at in-service. The school takes student safety seriously and makes an effort to be conscious of the changes and vulnerabilities presented by technology.

**Understanding the Role of the Governing Board**

**Prompt:** Evaluate the ways the school community and parents are informed as to how they can participate in the school’s governance including their role in the determination of the district LCAP.

Understanding that the boards primary role is overseeing academic and financial accountability is integral to maintaining strong leadership for the school. See the charter, for a list of governing board duties.

The Board like all other stakeholders was involved in the creation of the LCAP, and then a year later, several meetings had the review and revision on the agenda. Parent Teas, board meetings and public hearings are venues for parents to learn more about school governance. Parents are invited to get involved especially at the beginning of the year Orientation. When input is needed by the community, a series of information releases occur in phone announcements (One Call), emails, and flyers.

**Professional Staff and Governing Board**

**Prompt:** Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.

The charter document contains a specific language about the roles and relationship of the board and the professional staff, as well as a description of duties of the director. Through out the bylaws are designation of duties for the director and their oversight by the board.

**Board’s Evaluation/Monitoring Procedures**

**Prompt:** Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities.

Student performance, fiscal oversight, and overall operations as the board’s responsibility is described in the charter, bylaws, and MOU. Fiscal and academic health is near the first item on the agenda each month. The board approves and certifies all major financial reports that go to state. Student performance is reviewed over a period of two or three months in the fall as previous years data is available. It also hears reports on diagnostic information and the MAP results twice each year. It is through the school’s creative and innovative board members that many program ideas are generated. The afore mentioned elements, operations, academic and financial accountability, are reported to the Willits board of trustees in the End of Year Report. The La Vida board represents by personal appearance to the Willits board and the two boards engage in discussion about these items during the review.
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Complaint and Conflict Resolution Procedures

**Prompt:** Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures.

La Vida is a small, collaborative and accessible environment. Most concerns are encouraged to be talked through and problem solved with all parties involved. The board welcome all to board meetings to discuss ideas, or concerns.

A Uniformed Complaint Procedure is also in place for the formal complaint. This document was developed and approved by legal counsel. It itemizes steps and timelines for the process, and how decisions are made and final. It directs complainants to the state Department of Ed if they are unhappy with the ruling. Fortunately, this complaint procedure is rarely used.

A3. Leadership: Continuous Planning and Monitoring Criterion

**Broad-Based and Collaborative**

**Prompt:** Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.

Various surveys are critical conduits for input of ideas and suggestions that the administration uses for planning. Parent, Student and LCAP surveys have opportunities for individuals to be anonymous, and to share their concerns, hopes, and creative ideas. Specialty classes and field trip ideas often come through the end of year surveys. Parent Teas are a venue for a formal conversation, and Parent trainings and workshops provide forums for discussion on learning. Teachers and parent sit together every 2 to 4 weeks and work collaboratively on education plans for their students. The new position, Student Services Liaison, is constantly reaching out to parents and students about their needs and concerns.

School Plan Correlated to Student Learning

**Prompt:** How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness standards are incorporated into the single plan and impact the development, implementation, and monitoring of the single plan and the LCAP?

In the charter there are very specific goals for achievement such as; math will improve three, 3 points per year, Graduation rate will be minimally at the state level, 60% of the students will show growth on the MAP test. The progress toward accomplishing these goals are analyzed and reported to the district and the school community in November at the beginning of the End of Year Report. The District Superintendent evaluates if the report hit all the targets through a matrix. The staff is working to streamline and unify the various plans, the charter, the WASC and the LCAP.
Correlation of All Resources to the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP

Prompt: Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

The charter, MOU and Parent-Student Handbook list financial policies and budgets for materials and supplies. A review of the general ledger will show money spent on materials, supplies, professional development and personnel time. Monies spent on support staff and certificated Staff meeting notes reveal time and focus on student growth.

The LCAP update state how funds were spent, all with a student learner focus. For example, we met our LCAP goal of increasing services in Tutoring hours alone for the 2014-15 year. Extended math time with multiple teachers, online support programs for learning and professional development are focus areas for finance and learning in the LCAP.

Staff Actions/Accountability to Support Learning

Prompt: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.

Most teachers have a responsibility beyond their teaching role. Testing coordinators are needed for Smarter Balanced, MAP, formerly CAHSEE, Physical Fitness Test, CELDT (rarely), the CST Science test, and multiple teachers are involved with the beginning of the year diagnostic. These are critical roles and do have an impact on student outcomes. When the testing organization, and environment are well done, students feel more comfortable, try harder or work longer. The opposite is true too, if the coordinator is unorganized and the environment is uncomfortable, students race through the test, apply themselves less and scores go down. If a teacher is a poor testing coordinator, they will not be asked again, it is that important.

Teamwork whether in twos, threes or fours, seems to work best at La Vida. There is the team teaching math, there was a team putting on the fall production, a scarecrow team, a games team, the BITSA team and so on. In staff meetings whenever new material needs to be digested or analyzed, we break into teams or small groups and the work is done together.

Additional Online Instruction Prompt: Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.

The school is at the very beginning stage of offering distant learning type of class, where a teacher holds a class online, and students post their comments and discussions. The evaluation piece hasn’t been a focus. We are trying to get enrollment. So far, it is arm twisting to take these classes.
When the school takes on a new online program, everyone gets an orientation, and generally one person will emerge as the leader for that program and helps the other teachers. Sometimes it is learning on one's own or with coaching from our infinitely patient Information Technician. Some of the programs used are the Personal Learning System by School Pathways, NWEA, Carnegie Learning, Learn 360, Late Nite Labs, OdysseyWare, Google Talks, etc.

**Evaluation of Existing Processes**

**Prompt:** To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?

The school director monitors the students’ achievements including academic standards, and designs and implements student programs and teachers’ ongoing professional development in direct response to the students’ needs. It is a frequent and ongoing process.

Office staff meets several times per year to fine tune procedures to serve better. Getting students and parents started when they first enter is one of the most important stages, that ultimately affects student learning. Getting started in home study can be a slow transition, and the school wants everyone to have what they need to get started. Diagnostics are another important step. The transition to the common core curriculum has taken a great deal of extra time and the time of adjustment, transition and implementation will continue for several years.

**Internal Communication and Planning**

**Prompt:** How effective are the existing structures for internal communication, planning, and resolving differences?

The La Vida population prefers one on one communication. In a professional environment messages and email become important, but still works best with a phone call or a personal touch in. Some teachers have phone issues and no email, so it can be tricky because they are not on campus every day. Blanket announcements are sent by email and reminders are both in paper and email. Email etiquette is reviewed at in-service and there is a section about communications in the Employee Handbook.

The office staff has been using Dropbox for years and has switched to One Drive. All of Accounts Payable is shuffled through the Business Share Folder. This year, teachers have a Dropbox for forms, report cards, and anything everybody needs access too. Access is on all the teacher computers and there is a flyer on how to set it up at home.

For about three years, the school is using a blanket announcement phone program, One Call currently. Twice a month, a reminder call goes out about trainings, testing and the like. It also has an email function which gets used regularly. No one opted in for texts and we are working with the company to make that happen.
A4. Staff: Qualified and Professional Development Criterion

Qualifications and Preparation of Staff

**Prompt:** Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.

The charter discusses staff qualifications, the expectations of education, compliance with NCLB, and Waldorf experience. The Employee Handbook lists detailed description of expectations of Educational Coordinators. The handbook has also been carefully reviewed by legal counsel to insure full compliance with the law.

Teacher contracts, Duty worksheets delineate job expectations
Job Descriptions list expectations and requirements.
The county credential analyst also tracks the satisfactory standing of credentials. Paychecks will be withheld, if credentials are expired.
First day of in-service is Employment essentials.

The administrative staff verifies credentials and references. Transcripts and job histories are reviewed for verification of qualifications but also for NCLB compliance. New Employees get a folder of paperwork that must be returned.

Staff Assignment and Preparation

**Prompt:** Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities, including any type of online instruction.

The administration tries to provide as much training as possible. New teachers may start the end of the year before to get acquainted with the multi faceted aspects of the job. It takes a year to really get oriented. If starting in August, new teachers will have several sessions before in-service on learning the various computer programs needed for the job. Then the school provides a week long in-service of trainings and orientation. Waldorf experience is more difficult to quantify as its purpose is to enrich the inner development of the child on a continual basis. Building capacities, for future learning. In 2013-14 the school produced a training video for teachers and parent, cut a little differently for each group. The parent version is on the website.

Entitled “Creating a Successful EC Meeting” it is an excellent visual tool for sharing what is expected. Safety videos are required by the insurance company.

There are various manuals:
The EC Binder,
The Paperwork Guide,
Employee Handbook,
Parent Student Handbook,
and High School Program.
Defining and Understanding Practices/Relationships

Prompt: Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Small school

The orientation documents are listed in the previous question as well as some of the orientation practices. The system of dissemination, primarily comes through the director who links the new faculty with designated trainer teachers especially for the computer systems. Depending upon her availability, a retired mentor teacher helps orient class teachers with ordering and hands on class room responsibilities. The manuals are distributed through the director who has several sessions with the new people going over the pages.

Support of Professional Development

Prompt: How effective is the support of professional development/learning? Provide evidence and examples.

The school tries to offer opportunities that for professional development that can be applied right way. All staff shares out what the learned as soon as possible. And their learning comes alive quickly. For example, the teachers depend on the Waldorf Education trainings to plan the year, what will be in main lesson books, get their verses, songs, hand work ideas and dozens of other things come through those trainings. Currently science teachers are going to the science roll outs of the Next Generation Science Standards and will be collaborating about creating new standards based classes. The administration depends on Charter School Association, Legal workshops and Special Ed workshops for critical legal and knowledge to manage the school properly. Carnegie Learning offers consistent top bar professional development for Math, and some can be used in any classroom. For example, several attended a webinar on the collaborative classroom, parts of the training were shared with the larger faculty group. Some of their suggestions for classroom management, to keep students on task and engaged are being used in the math classes and are working.
**Supervision and Evaluation**

**Prompt:** How effective are the school’s supervision and evaluation procedures?

The director tries to spread the professional development around, so that everyone gets something every year. The Waldorf training is critical to the culture and philosophy of the school, so that gets priority. Common Core trainings were geared more toward subject area expertise and will continue for some years. Trainings on our various curriculum will depend on teaching assignments. We try to send two high school teachers to the OdysseyWare conference every year. Supervision is adequate at this time and the providing teachers with professional development opportunities is a strength of the school.

**Measurable Effect of Professional Development**

**Prompt:** Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.

Waldorf experience is more difficult to quantify as its purpose is to enrich the inner development of the child on a continual basis. Building capacities, for future learning. However quality learning is seen through the main lesson books as outcomes, and growth and depth of understanding in language arts and math.

The Expository Reading and Writing Course, was applied to the language arts and social studies classes, and helped students pass the CAHSEE. The Collaborative Classroom training mentioned earlier, has helped the whole class function better and use their time more effectively. Emotional literacy learned through the Kimochi Training, Japanese for feelings, has helped a great deal in classroom management for the kindergarten, making it possible for learning to occur.
A5. Resources Criterion

Allocation Decisions

Prompt: To what extent are resources allocated to meet the school’s vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

Resources are allocated according the needs of the students regarding staffing and materials as outlined in the LCAP. Student goals are reviewed by leadership and staff to insure the most efficient use of all resources.

Practices

Prompt: Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

The charter school is responsible for creating an annual budget, managing the independent audit and creating and overseeing business and accounting practices. These items are discussed in more Detail in A6 and A7, the Charter School sections.

Facilities

Prompt: Specifically, to what extent do the facilities support the school’s vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?

La Vida Charter School facilities are set up and managed to maximize the teaching and learning style for all students served at the school. The facilities are monitored and updated as needed to allow students; and staff, to experience the learning process in a safe and healthy environment.

Instructional Materials and Equipment

Prompt: Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

Policies and procedures at La Vida Charter School allow the Director and staff to evaluate and purchase all instructional materials and supplies needed to reach of the goals of the students and the mission of the school. These items include classroom materials, supplies used by home school students and parents, support for online access, library and laboratory materials and other items as needed for success.
Well-Qualified Staff

**Prompt:** Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.

Opportunities are available to staff for ongoing professional development. The staff has attended trainings and workshops; including web and other online programs to aid in the success of the educational program at the charter school.

Long-Range Planning

**Indicator:** The district and school’s processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

**Prompt:** Evaluate the effectiveness of these processes.

The La Vida Charter School Director continually reviews all educational information regarding new and innovative methods to support student success including critical learner needs, academic standards, and college and career-readiness standards.
A6. Resources Criterion [Charter Schools only]

Prompt: Evaluate the effectiveness of how the school regularly reviews its long-range plan.

La Vida Charter School Director reviews the school’s needs and the future of education in California. She shares these findings each month at Board meetings. There is in depth discussion regarding the future plans for the school.

Prompt: To what extent does the school have defined regular accounting and external audit procedures? Comment on the effectiveness of the procedures to determine if they meet the generally accepted principles of accounting and audit procedures.

La Vida Charter School processes Accounts Payable, Accounts Receivable and Payroll through Mendocino County Office of Education Business Services. MCOE personnel audit all cash receipts, vendor warrants and payroll input. The school contracts with an outside auditor to audit all financial transactions, attendance and school practices according to California State Auditing guidelines. These procedures insure the continual monitoring and review of fiscal operations.

Prompt: Comment on the effectiveness of the school’s procedures to develop and monitor its annual budgeting process to ensure transparency.

La Vida Charter School works with all stakeholders to develop and update LCAP. This plan is approved by the Board. The information in the plan is used to develop the Budget which is adopted by the Board at a public meeting. Subsequent to the budget adoption, the director and business manager review and update the budget. These updates are presented to the Board as First Interim Report in December and Second Interim Report in March at public meetings. These reports project the current budget and multi-year budgets as well as narratives and cash flow analysis. All of these documents are public record. Budget and interim reports are reviewed by the sponsoring district and the county office of education.

Prompt: To what extent does the school’s governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s programs; and reasonable accumulation of reserves?

The Director of La Vida School continually assesses staffing need and recommends to the board. The board evaluates the ability of the budget to provide fair and equitable compensation the faculty and administration while keeping in mind the need for reasonable reserves.

Prompt: Evaluate the effectiveness of the school’s marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

The La Vida Charter School Director assesses the school’s programs and advertises for staff to fulfill the programs. Enrollment advertising is issued several times during the fiscal year. The Director and staff attend workshops, trainings and conferences to insure the ability to serve the students and plan for the future.
La Vida Charter School WASC Self Study 2016

A7. Resources Criterion [Charter Schools only]

**Prompt:** To what extent are all stakeholders involved in future planning, including addressing long-range capital needs? How effective are the processes to involve all stakeholders?

La Vida Charter School holds parent meetings, parent trainings and website postings to inform the parents of the programs and future plans for the school. Input is received from all stakeholders to develop future planning.

**Prompt:** Examine how the school ensures accountability and determine the effectiveness of these policies and procedures.

The La Vida Charter School Director reviews and approves all accounts payable, payroll and accounts receivable work done by the office staff. These items are also reviewed at the Mendocino County Office of Education.

**Prompt:** To what extent does the school base its resource allocation decisions in relationship to the schoolwide learner outcomes and the critical learner needs of the students?

La Vida Charter School allocates money for adequate staffing to offer core programs and additional help to meet the needs of all students. Money is also allocated in sufficient amounts for instructional materials and supplies to meet the needs of all students.

**Prompt:** Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.

All La Vida Charter School financial reporting is reviewed at public meeting and presented to the sponsoring district as well as the county office of education. The county office then submits the reports to state agencies.

La Vida Charter School keeps a $50,000 reserve for economic opportunities and an assigned reserve for expansion.

**Prompt:** How does the school ensure the adequacy of reserve funds to ensure the financial stability of the school? Comment on whether the allocation of resources is sufficient to address the schoolwide learner outcomes and the critical learner needs of students.

La Vida Charter School allocates money for adequate staffing to offer core programs and additional help to meet the needs of all students. Money is also allocated in sufficient amounts for instructional materials and supplies to meet the needs of all students.
**Prompt:** Evaluate the effectiveness of the accountability measures to ensure that personnel follow the fiscal policies and procedures.

The La Vida Charter School Director discusses with personnel needed changes and monitors the process.

**Prompt:** Evaluate the effectiveness of the school’s processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.

The La Vida Charter School Director signs all contracts by Board authorization. The checking accounts require two signatures; the petty cash account by the Director and an office staff member and the Board account by the Director and an office employee. The Director writes and presents work contracts to all employees and reviews time sheets for payroll processing. Payroll is also audited by the Mendocino Office of Education personnel. The Business Secretary records withdrawals and deposits to the checking accounts. She reconciles the bank statements. The bank statements are reviewed by the Business Manager. Deposits and withdrawals are charged to the appropriate accounts in the fiscal system. By Board authorization the Director purchases need curriculum and other supplies by credit card.

**Indicator:** The school has a contracting process for services, equipment, and materials and accounts for all contracts of $75,000 or more and their purposes.

*Explain the effectiveness of this process.*

La Vida Charter School Board policy requires Board approval for any amount over $5,000. The current practice is the Director takes any amount over $2,000 to the Board for approval. This helps keep accountability transparent.
4. Self Study Findings

B- Standards Based Learning; Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

Current Educational Research and Thinking

Prompt: Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.

The director subscribes to ASCD, Association for Supervision and Curriculum Development, who call themselves a global leader in innovative programs. With the subscription is a monthly magazine Educational Leadership, a newsletter and 4 books per year on the latest research plus videos etc. While she subscribes to a variety of educational publications, this is the most central to education research.

Research that informs the school culture and program is Howard Gardner’s *Multiple Intelligences*, Jenifer Fox, *Your Child’s Strengths*, Carolyn Dweck *Growth Mindset* and Praise research, to name a few. The school’s program specialist from SELPA is an amazing encyclopedia of education research and is a wonderful resource. In addition, brain research seems to validate more and more of Rudolf Steiner’s, the founder of Waldorf Education, assertions every year.

Academic and College- and Career-Readiness Standards for Each Area

Prompt: Evaluate to what extent there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. Examine the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.

Two diploma tracks are listed in the High School Program, one for university admittance and one for general studies diploma, which is what 99% of the students follow. This current year the school updated its a-g course list and received approval for 25 courses, mostly OdysseyWare online. An updated Biology with Lab was also approved and the school also has a a-g Chemistry with Lab course. The a-g approved classes and the diploma tracks are in the first pages of the High School program.
**Congruence**

**Prompt:** *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

The schoolwide learner outcomes are based on the 21st Century Partnership for Education Framework, which has a college and career readiness foundation. One way the school tracks congruence is with the Report Card Outcomes, published in the End of Year Report. The leadership expects to see seminars in outcomes between report cards, formative assessment, summative assessment and diagnostic data. If the report cards are too generous for example, then a discussion ensues with the intent of correction. The school’s goal is that 90% of the students will reach 75% of grade level standards with a minimum ranking of “developing” or the number 2 evaluation on the report card. The goal was met in 2014-15 in both Math and English. The High School goal of 90% receiving a 2.0 GPA or higher in Language Arts and Math.

**Student Work — Engagement in Learning**

**Prompt:** *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

The work sample evaluations centered on a variety of Jr High work and a High School humanited class. Field Science Journal’s over a three week period, were evaluated. Listing the language of the scientific kingdoms and applying that knowledge to organization. An astronomy online research activity, where the students analyzed, discussed and then interpreted a planetary fact table. Another sample was from an online research of a primary source, The Bill of Rights. Grades 3/4/5 samples were of scientific drawings of the Oak Woodlands and diagrams of parts of a tree. They also did a pizza topping fraction sample. High schoolers read an analyzed an article entitled The Front of the Bus about Rosa Parks.

**Integration Among Disciplines**

**Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Oak Meadow, the school’s primary curriculum for grades K-12 is has subject matter integration in its design. English and History are actually merged in a few of the grades. Science, Language Arts and Math are integrated as well. This is one way that Oak Meadow is Waldorf Inspired.

In 2013-14, to celebrate the beginning of common core, two collaborative, integrated classes were offered onsite to the high school. A English Language Arts and Social Studies Class and a science and Language arts with some math. The aspect of true collaboration between teachers proved a challenge. It was a dynamic and interesting experiment.
Curricular Development, Evaluation, and Revisions

Prompt: Comment on the effectiveness of the school’s curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.

The director and Student Services Liaison comprise the curriculum committee and do most of the searching and initial review. However it is the parent needs that often drive the search. Curriculum is chosen as to whether it is a good fit for the community or not, as well as, does it meet the standards. For example, a parent has been expressing a need to be able to homeschool different aged children, a family curriculum. The team found Layers of Learning for History, science and art. Language Arts and Math would be separate. Then a couple of parents were asked to try it out. Then this year we “piloted” it, to see whether it is a viable curriculum for the school. For High School, Faculty members are asked to review and try out with their students.

Policies — Rigorous, Relevant, Coherent Curriculum

Prompt: Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school’s mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.

Most of this question was addressed in the previous paragraph. The use of technology is incorporated in Oak Meadow in elementary and high school. Primarily suggesting research options. The Jr High and High School have access to Mathia and Cognitive Tutor for math individualized supports. Artificial Intelligence analyses the way the student solves problems and makes suggestions and provides problems with the personal data as a reference.

The school has only two seats for Odysseyware, which is shared by a number of students taking, one or two classes, usually senior economics and a history class. Twenty plus Odysseyware have a-g approval and they offer over 80 career and tech ed classes.

Articulation and Follow-up Studies

Prompt: Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

Being a K-12 independent study school, there are limited feeder schools. To some degree the two Waldorf Schools provide families who are looking for an alternative. Usually however, those families are looking for a five day program.

This year seven secondary students are co-enrolled in the college which is a low average. One senior last year graduated from La Vida and had 65 Mendocino College units. An area for growth is following up with graduates to see where they articulated after Mendocino College or Santa Rosa JC.
B2. Access to Curriculum Criterion

Variety of Programs — Full Range of Choices

Prompt: How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

- Information availability - Orientation packet, Curriculum fair
- Independent Study
- Onsite classes
- 200+ Courses
- 80+ CTE, Career Courses
- Access to College courses
- 2 Diploma Tracks & work Readiness Certificate
- Independent Projects—wide program. Lessons from community collaboration; Museum, Wowser, Dance & Music, Art, Horse Trails, Archery, Calligraphy
- Sustainability Strands, Building Technology, Primitive Skills, Alternative energy photovoltaic project, John Rule Raku Firing, Fashion Design, Outdoor Adventure, Farming—”Plant 5, Grow Dirt”, Watershed lab, Permaculture,
- Kimochis – Social and emotional learning
- Arts Courses – Art, Music, Drama, Handwork, Movement, Quilting, Mosaics
- Languages courses – Spanish onsite and home study curriculum, French curriculum, American Sign Language, onsite class and resources. French and Latin for homestudy.
- Multi-grade families – Layers of Learning, curriculum made for multiple grades, used by one family.
- Multicultural backgrounds (Jamaica, Ecuador)- honored during Community Tuesdays
- American Sign Language – increase communication with auditory challenged student
  Waldorf Parent workshops – many students came to La Vida for the Waldorf curriculum and ideals

How effective are the methods?
- Works well high needs students
- Effective for those that attended
- The strategies and programs are very effective

What has been the impact on Student Learning? Yes or No – Are critical learner needs being addressed? Being met?
- Yes, being addressed and met
- Time will tell we have not tracked graduated students to see if they are attending college or have a career.
Impact on learning: some students access post High School programs

Potential for growth:
Social skills for about half of the high needs students
Plan to start an alumni group

Accessibility of All Students to Curriculum

Prompt: Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

- Kindergarten - Focus is on social learning and basic Kinder knowledge
- Rigorous materials are available, but few students choose to pursue more difficult course work.
- Multi-grade families – Layers of Learning, curriculum made for multiple grades
- Multicultural backgrounds (Jamaica, Ecuador)- honored during Community Tuesdays
- American Sign Language – increase communication with auditory challenged student
- Waldorf Parent workshops – many students came to La Vida for the Waldorf curriculum and ideals

Student-Parent-Staff Collaboration

Prompt: Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals.

- Educational Coordinator Meetings—students, parents and teachers get together and make a list goals for next Learning period; working together to do so. Next meeting—How did you meet goals? Parent’s share how they are collaborating with students. Chance to request and receive curriculum/ resources.
- Parent Meetings/ Class meetings—share problems, input from each other; present Waldorf ideals
- Orientation—input of ideals of collaboration, suggestions
- Staff Meetings—encouraged to collaborate with parents; given opportunities to collaborate with each other.
- Portfolios—parents, teachers, students work together; can acknowledge together where improvement is needed.
- Student End-of-Year Survey—feedback from students, determines faculty/ administrative decisions
- Other chance meetings & conversations—feedback from parents to teachers and vise versa; materials given out
- Parent Home Notes/ Newsletters—information on what is happening on-site; allows parents to adjust own programs accordingly; teachers can provide activities to do at home.
- Email—send links as online resources; can communicate individual needs, progress
• SSTs & IEPs—discuss how to help student meet individual needs and set up a plan
• Phone Calls—teachers can tell parents how students are doing in class and get input on what students have done/ said at home.
• Parent Tea/ Tea with the director—a chance to share issues and be heard by other parents or the Director
• Parent is the primary teacher; much of a student’s academic success depends on them

How effective are the methods?
• Good
• The methods are effective to the extent that parents participate.
• Generally, learning plans “personalized”.
• The methods are very helpful for developing goals for the student/s.

Methods are very effective but didn’t know if all EC’s are doing it.

What has been the impact on Student Learning? Yes or No – Are critical learner needs being addressed? Being met?
• Yes, being addressed and met
• Some students are accessing post High School education
• Student learning is personalized; Engaged parents= addressed and met.
• All of these help us figure out student goals and whether students have met goals. Yes, but could use improvement.
• Students are beginning to co-operate in learning, parents and teachers working log.

Potential for growth:
• Career and education goals needs work/ focus in Junior High, especially 7th and 8th grade
• EC Meetings
• Portfolios
• How to develop goals
• Assessment technique developed for primary grades.

Monitoring/Changing Student Plans

Prompt: Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students’ personal learning plans (e.g., classes and programs).

• High School Program Catalog—Outlines the courses
• Educational Coordinator Oversight—ECs oversee individual independent study students; making decisions for students based on their needs and making changes as needed. Have EC meetings with parents and students on a regular basis to monitor and make changes to program as necessary. Educating/ “training” families to do all work, bring all work, and go over work.
• Onsite Teachers—Oversee direct implementation of subjects and observe learning process
• Staff Meetings—Teachers/ Staff to discuss onsite and homeschool only class work and individual student’s needs – SST’s, IEP’s.
• Courses—Students are given the choice for elective classes and to create their own learning experiences as long as it has an objective and a course outline. CTE Courses through Odysseyware; students can take classes at Mendocino College with EC oversight.
• Portfolio – ideally this would be a stepping stone to developing students Learning Periods and goals
• Math placement packets – to place students in skills appropriate math curriculum.
• Map Testing and Smarter Balance Test – Faculty reviews results to determine academic areas needing support
• Discussions – Discussions with parents about where student is and what support they need to progress.
• Student/ Family choice in pursuing enriching elective course work, activities, and opportunities to incorporate into their personal learning plan
• Implementing the common core curriculum is a stepping stone to help students; to prepare them to transition to a post high school option
• End of the Year Surveys
• Add/Drop dates for classes displayed and communicated to students
• Progress Reports
• Report Cards
• Warning letters
• Tutoring Referrals

How effective are the methods?
• The methods are effective. There is a small student to teacher ratio that can monitor the students’ progress and make changes as necessary
• Good
• The EC model is effective working with students and parents to put them in curriculum and courses to get credits and complete the program
• Very effective with individual plans.
• Methods generally effective; need more follow through (EC and parent)

What has been the impact on Student Learning? Yes or No – Are critical learner needs being addressed? Being met?
• There is a shift as everyone is moving towards common core practice. They are beginning to be met.
• Using electives has allowed students to get credits by playing to their strengths.
• When changes implemented student growth more likely. Addressed yes, met no.
• Potential for growth:
• There still needs to be more emphasis put on critical thinking skills and having students work collaboratively onsite.
• Use of MAP test as a guide to further, targeted instruction.
• EC flexible but firm
**Post High School Transitions**

**Prompt:** Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

- Strong specialty classes, guest professionals
- Master Student & 7 Habits of Highly Effective People prepare students for college classes.
- Co-Enrollment at community college
- Career College Readiness
- Attended Visiting Day at Mendocino College
- Jean Sterling, College Counselor, comes twice a year to speak with High School
- Economics Project
- Portfolio Project
- Appointments with counselors
- Odysseyware Career classes
- Career Fair at Mendocino College
- Professional Development—Teachers visited Humboldt State & Santa Rosa College
- ECs write letters of recommendation when student’s apply to college
- Principle trainings—college readiness trainings taken by Director
- Counselors and Advisors network
- EC Meetings
- Individualized Courses—designed course with their interests
- College info to parents in the Junior High—promoting college ready study skills in Jr. High
- Student's at La Vida (as homeschool students) have extra time and easier access to college classes or work

**How effective are the methods?**

- Works well with half high needs students studying some GED prep skills.
- Effective for those that attended
- The strategies and programs are very effective
- Mildly effective. Few students opt for college track. Few take CTE classes. However quite a few co-enroll in college.

**What has been the impact on Student Learning? Yes or No – Are critical learner needs being addressed? Being met?**

- Diploma track input pathway. Developing supports for critical learners – seems like key pieces and they are in place. Student apathy is detrimental.
- Yes, being addressed and met
- Time will tell we have not tracked graduated students to see if they are attending college or have a career.
- Impact on learning has been some students accession post High School programs

**Needs Growth:**

- Social skills for some secondary high needs students.
- Getting a strong post-secondary course in place. Looking at “my ten year plan “with career choice curriculum.
B3. Preparation for Career and College Criterion

Real World Applications — Curriculum

Prompt: Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.

The school provides college prep curriculum as its primary offering. Students that have the skills to complete the Oak Meadow curriculum, are well prepared for college. One of the attributes of the curriculum is that it makes assignments with multiple learning modalities in mind. Course offerings provide skill building in academics and elective areas. The high school rotating specialties for the on-site provide a rich array of skill building experiences from primitive arts, to herbalism, to field science, to photovoltaics, to calligraphy, to fashion design, to mosaics, to biomimicry, to 3-d printing, to grid beam construction, to culinary arts, to outdoor adventures and survival training.

Meeting Graduation Requirements

Prompt: Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

The school has the necessary ingredients in place for a successful transition to career and college. Educational Coordinators work diligently to support graduating students access their pathways.

Every spring, a careers class is offered on site, with the various interest and skills test to start the search and discovery. The Mendocino County office of Ed is following a new model influenced by the University of California doing a ten year plan at the beginning of 9th grade. The school has purchased curriculum and intended to make a transition to the beginning of this year, but the teacher had some medical issues just before school started and decided to enter full time retirement. Next year will start the new program.
4. Self Study Findings:
C. Standards Based Learning:
   Instruction

C1. Challenging and Relevant Learning Experiences Criterion

Results of Student Observations and Examining Work

Learning Snapshots Results 31 classes observed by 8 teachers.

What were students doing?

Listening 20
Watching 17
Writing 5
Reading 7
Calculating 3
Taking Notes 5
Completing Worksheets 3
Using Technology 4

Which Critical Learner Needs were observed?
reading 7
Writing 5
Critical Thinking 17
Computing 1

What Schoolwide Learner Outcomes were observed?
Citizen 8
Global Awareness 10
Life/Career 3
Leadership 3
Problem Solving 7

Prompt: Comment on the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.

• Custom electives are valuable because that keeps students engaged. Also many are not able to do standard curriculum (Oak Meadow mostly) so EC modifies in various ways.
• Some teachers have students write essays at the end of a unit to have students apply their knowledge in a different way.

• Teachers have students answer and work problems at EC meetings to make sure students understand and know materials which relates to standard. Teachers will look at student work for student comprehension and progress

• Ask questions to find out where students are at, what they know (depending on their answers direct lesson). Like a map…this is where we are going, this is how we are going to get there, and this is what we are doing today to make that possible.

• Using different assessment methods (quizzes, final exams, and student work) teachers get a baseline where their student is before moving forward

• Special Education students are assessed to get a baseline for students to figure out where the student is first. Their progress is monitored, at the end of the week and the end of the month.

• Final exams are used to assess students’ knowledge of the standards, especially at the high school level

• Reader’s Quest: Students have an open book final exam grabbing out of Common Core

• A class is challenging if the students are asking questions

• Students working in hands-on way with Math concepts (in Jeff S.) class – observing student directly and examining completed work pages.

• Students working on cognitive Tutor – program designed to address individual student needs (in Math) and they move on once a problem/skill is mastered. Teacher posting hours completed (for students and ECs) to monitor progress.

How effective are the methods?

• Score: 8 out of 10

When pursued by student/families at home these activities directly impact learning positively. On-site classes regularly support this.

What has been the impact on Student Learning? Yes or No – Are critical learner needs being addressed? Being met?

• Yes, being addressed and met for 3 out of 4 tutees

Critical learner needs addressed (when) they are engaged = yes & met= yes

Potential for growth:

Number of students that actually take advantage of college/career readiness; and real world experiences (and connecting it to their study program)

Additional Online Instruction Prompt: Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.
Student Understanding of Learning Expectations

Prompt: Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example of online instruction is the use of pacing guides.

- Final exams are used to assess students’ knowledge; results show if students are meeting the standards
- Using different assessment methods, teachers get a baseline where their student is before moving forward
- Look at work and the comprehension of work. Teachers look at whether a student is progressing by looking at school work.
- Answer questions from the work they have done at EC meetings are used ….(missing at bottom of page by Alex)

How effective are the methods?

- Not applicable for for some, Yes, methods are effective for other half.
- They are very effective for developing a baseline of students’ knowledge and whether they have met standards
- I don’t see much in the way of explaining expected performance levels at the outset.

What has been the impact on Student Learning? Yes or No – Are critical learner needs being addressed? Being met?

- Helps teachers find a baseline with student create goals and see if the are meeting stan-

Differentiation of Instruction

Prompt: How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.

- Strengths tests and multi intelligence tests - identify learning styles teachers implement in student’s program. Large focus of Teacher Learning Community meetings.
- Homeschool curriculum choices
- Oak Meadow curriculum identifies students styles and recommends starting lesson with student’s strongest learning style, and then hitting other learning styles with in the lesson
- Onsite courses designed to meet the needs of student’s multiple intelligence styles
- Teacher collaboration
- Math system designed and implemented by Jeff Simpson; used curriculum addressing different learning styles for lessons; Jeff asked student’s to choose which worksheet (an consequently which learning style) they wanted to use.
- Alexandria - uses peer teaching and small group work
• uses multiple learning styles within an onsite lesson including using an auditory methods for counting using sticks
• selectively uses parts of the curriculum and uses outside support material, for example, a workshop essay handout.
• Odysseyware and teacher created online classes.
• uses the Mars tasks (math problems); uses video camera to show enlarged problem on TV screen
• regularly uses Great Room media center, smart TV, in lesson
• MAP test – technology based adaptation
• Late Night Labs

How effective are the methods?
• Score: 8 out of 10
• Effective as demonstrated by observed student engagement.
• The use of cognitive tutor program to address individual needs

What has been the impact on Student Learning? Yes or No – Are critical learner needs being addressed? Being met?
• Yes for many with casual observations.
• Students are better able to access education due to tailoring program to individual

Potential for growth:
• The online reading and discussion course developed by Karen, using technology and included links.
• Collaborating with students to design assignments.

Classroom Strategies –
Elementary: Visual aids, going more slowly, writing out instructions with steps and/or sequence. Using you tube videos can be helpful but can be difficult to use in the classroom setting.

Junior High: Encourages use of technology. Modeling using the computer as an educational tool. Class will look up information together.

High School: computer studies.

Home program: Modify curriculum by selecting out questions in syllabus for students, breaking down assignments in parts.

Oak Meadow English course has proven hard for IEP students, EC must often modify the curriculum.
C2. Student Engagement Criterion

Current Knowledge

Prompt: Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

Technology used: Google images, Odysseyware, texting to communicate, and Cognitive tutor for Carnegie

Andrew:
- ELMO to project textbook to students
- Draw graphs on chalkboard
- Use laptop with connected to TV using Math Software wireless keyboard and mouse students use to work the program taking turns

Barbara
- Using racquet balls to teach rhythm and meter
- Audio sticks for mental math
- Using music as a mnemonic device

Marty:
- Keyboarding without Tears
- Khan Academy program online for math
- Google Docs – create work and information
- Generating packets using computer for low skills students

Fawn:
- Astronomy picture of the day using NASA generated images is used to inspire group
- Look up questions
- Teacher is the driver
- Models using the computer as an educational tool

Suzanne:
- Online students
- Email communications with families
- On line tutorials for math, sending reminder texts before meeting.

Alex:
- Videos
- On line research projects
- Building circuit boards at home

Karen:
- Late Night Labs program
- Visual aids like diagrams and graphs
- Building models
How effective are the methods?
• Yes they are. Students different learning styles are considered through the multiple intelligences as teachers plan their lessons.
• Score: 8 out of 10
• They are effective in certain areas, less so in more rigorous areas. It seems like higher level skills, particularly creative skills, might be more used.
• Although small school and don’t have opportunities of large school. LV students have engaging real world experiences at school and at home programs.

What has been the impact on Student Learning? Yes or No – Are critical learner needs being addressed? Being met?
• Yes, critical learning needs are being met as our understanding of common core increases.
• Allows effective and rapid communication. Effective way to provide differential instruction.
• Confidence. Many have real world knowledge more than book knowledge. Academic tasks show balance depth in people. Yes, being addressed and met.

Potential for growth:
• We need to increase our knowledge of common core.
• More hands on work with modern tech for specialty classes.
• Documentation and showing out of student successes and projects.

Teachers as Coaches
Prompt: Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.

Show students how to work out strategies to be organized
Andrew - Teacher is facilitator. Students are in collaboration group work on the same problem.
   Do a gallery walk and observe, compare and contrast what the other groups have done.
Marty - Coach one on one on writing mechanics for a student. Personalized math coaching.
   Reading tutoring.
Fawn: As an encourager, take what they have done and build on it. Spell out skills that they need to take them to the next level.
   Both being an EC and a teacher involve coaching. With students there is a lot of examination of performance, and a lot of encouragement to both parents and students.
Barbara:
   Feels she coaches parents more than students. To do so, she uses examples, guides self-evaluations, and praises for positive performance.
More with parents:
   Using examples.
   Praising for performance.
   Guiding self-evaluation.
Karen: Feels like a coach all the time. She tries to be in constant communication with parents and students and makes encouragement an important part of that communication.

Alex: Performance parameters and goal setting is part of her “coaching” method.

Suzanne: Constantly pushing and pulling students towards goals in her coaching style. Constant reminders of what needs to be done and what goals are.

How effective are the methods?

Different teachers take different approaches based on the needs of their students.

Score: 8 out of 10

I need more time to judge, but I do believe working closely with parents could be very effective as a “coach”.

What has been the impact on Student Learning? Yes or No – Are critical learner needs being addressed? Being met?

- Yes, they are being met by teachers using different strategies.
- “Coaching” as interface with parents is very necessary given our situation.

Potential for growth:

- More collaboration time for teachers to share ideas.
- I think we seem to give students and parents a very long leash and they take it. Too much leeway? Especially in things like due dates and testing.
- Parents need more guidance in this area – How to really educate, that is, to draw out the understanding that’s within the child. To lead from there.

Examination of Student Work

Prompt: Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

3/4/5 Writing Prompt, they had to write something to exit for lunch. Basic prompt, with low pressure and lots of freedom. Out comes as expected. Successful.

Jr High: Field Science about living things. Students were able to use scientific language, brought higher concepts along with observation. Able to scaffold on what they already knew and build on it. Students used materials outside the text book, literally they were outside in the real world.

High School – Extended activity from Movie To Kill a Mocking Bird on Racism.

Students worked collaboratively.

Showed low level of knowledge. A few were able to identify racism as the cause of conflict.

1/3rd understood the emotions
1/3rd understood what happened

Poor writing skills
1/3rd low level literal
1/3rd got the complexity
1/10 understood the film conventions
1/10 grasped the concept of the question
Real World Experiences

**Prompt:** Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.

Barbara (K-2):
- Collection of toys for people affected by fire
- Family trees and talking to grandfather
- Animals care; dog walking
- Canning

Suzanne:
- Student Activities/ Jobs:
  - Fisheries, Fish habitat
  - Works on water truck
  - Cooks for family
  - Writing cartoons about what are important to him
  - Singing in choir
  - Community service at work place where Mom works
  - Child care

Fawn:
- Student Activities/ Jobs:
  - Fundraiser for family who lost everything in fire
  - S.L. works as dishwasher
  - Sewing classes
  - Building a Yurt with Dad
  - Doing Radio show on music
  - Making Videos

Marty:
- Student Activities/ Jobs:
  - Hair and make-up in college theater
  - Worked with a mentor, restoring a antique MG car

Larry:
- Student Activities/ Jobs:
  - Real life with To Kill a Mockingbird
  - Current events – re-Racism
  - Works at Mom’s Daycare
  - Chopping wood as community service
  - Working at a daycare as community service
  - Works in a Farm supply
  - Cook and set up/ tear down for fundraisers
Works as a land trust care taker, fencing etc. He is an independent contractor so is working with teacher to learn about taxes and bookkeeping.

Community Service – Destiny Reservation Projects, food distribution and makes posters

Economics project

Community Service, Farming and food project. Works at Yogurt Shop. College entrepreneur curriculum.

Juice Bar in Willits at Paradise

Gazebo building

Worked summer and fall grocery store

Splits wood and gets paid

Refurnish car

Works for Dad, Contractor

Truck driver

Producing a professional demo CD

Engage in real world @ and social issues thru T-Shirts and wanted to sell; Work on college plays

Acting, set up Film festival

Travels the world, Ecuador & India

Hip Hop Dancer, works professionally

Singer Songwriter, from star family

**Additional Online Instruction Prompt:** Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.

Odysseyware CTE classes all about real world with videos of real people about their job.
4. Self Study Findings
D—Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

The various assessment programs/ methods are effective.

Critical Learner needs are met through the assessment model.

Potential for growth — revising Elementary report cards to better correlate with curriculum as well as the standards.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Appropriate Assessment Strategies
Prompt: Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

Student-teacher feedback: adapting curriculum at this request, ie. too difficult, etc.

6th grade and 7th grade – feedback from parents > need to master fractions before going on review of fractions in on-site classes

Putting together goals on learning logs for next learning period – with parent, teacher and student working together – then will assess performance at the next EC Meeting

Put together a review test with gradation of difficulty to give to the class – on fractions. What around and monitored who could do what and then all did the problems together.

MAP, Placement tests, Common Core Exam (SBAC) > for assessments

We use portfolios to assess student standards

Observations of students’ work and skills in classroom

Students will show what they know

Student Work

“Exit ticket”

Test, MAP, Diagnostic, SBAC, Portfolio – noted & redesign, Student work – writing assignments, student observations
How effective are the methods?

Formal tests appear secure (i.e. MAP and Smarter Balance).

They are very effective. They help us make determinations for how to best serve our students and determine if they need to be recommended for further assistance such as an SSF.

Yes, being addressed and met

Effectiveness of data collection and analysis is sometimes influenced by participation rates—yet use of data has allowed La Vida to diagnose strengths and weaknesses.

Effective to the extent that the data is gathered at EC meetings and materials adapted to meet students educational needs.

EC can just “oversee” this process. Need a lot more parent involved assessment and dialog.

Very effective at assessing student growth and for meeting standards.

This seems to be pretty good but could be better. Changes could happen sooner.

Mildly. This is discussed by teachers – but 2/3 of learning is at home. More use of MAP data

What has been the impact on Student Learning? Yes or No – Are critical learner needs being addressed? Being met?

Assessments are geared for critical thinking so it has a huge impact. Our students are having difficulty with it.

I feel like I am too inexperienced to make a judgment, however students in math seem to have been accurately divided between classes

Most students show growth and some do not

Working on comfortable test environment for home only. Yes.

Using data to design modified curriculum has results in higher student achievement despite not shown on MAP. CASSPP

More parent involvement = more success with student learning. Needs addressed≈ 50-60%. Needs met≈ 50-60%.

Good for making goals for students but can also bring up anxiety and low self-esteem depending on assessments.

Sometimes happens after much student stress. But in my EC program there have been effective changes made to adapt to student learning.

Not fully implemented. So medium effectiveness. So/So being address and met.

Potential for growth:

More emphasis on critical thinking skills.

I would like to see rubrics for Oak Meadow essays

The time available to collect valid data could be increased.

Rubrics? Guides/ outlines (Ex: for what a written paper should look like). Parents regularly go-
ing over work product with students.

MAP/ SBAC

Goals

Knowledge

Student work

1. Parents are a little confused about when delays in learning are just developmental and when they are based on real learning blocks.

2. Looking for more guidance from the school.

Teachers embracing the MAP

Correlating test results with supporting material.

Test prep – more training for Pre-prep – How to for students and parents.

Demonstration of Student Achievement

Prompt: Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Going over work at EC Meetings

Text Reviews/ Tests, MAP Test(s), Smarter Balanced Test

Ex: Vocab scores on MAP and doing vocab in class affect/effected by each other

MAP is correlated with state standards

Goal setting with MAP

Student work is on the standards based

Self-Assessment portfolio

Triangulated

SBAC

Assessments: MAP, Diagnostics, Placement Tests, Kinder Readiness, SBAC, Portfolio and Self-Assessment

College/ Career Readiness: Odysseyware, CTE, Master Student

Portfolio not effective- redesigned

Classroom observation

Work products in class and homework

Individual demonstrations
Writing samples very important.
Theme- Show What You Know
Exit Ticket

How effective are the methods?

• Yes, being addressed and met
• Work can be used to measure college and career readiness

  MAP and SBAC do indicate achievement is low middle and low score

What has been the impact on Student Learning? Yes or No – Are critical learner needs being addressed? Being met?

  Many individual successes as a whole very concerned about general growth. No, not being addressed and met.

Potential for growth:

• Find a remedial curriculum that would help students rise to the challenge more independently.

Consistent home program requirements. Possibly develop packet – but limited learning there tools.

Curriculum-Embedded Assessments

Prompt: How effective are the standards-based curriculum-embedded assessments in English language and math and all other curricular areas as students apply their knowledge?

Oak Meadow does not have embedded assessments per se for ELA, which is one reason that the MAP test is so important for the school. There are embedded assessments in math. Odysseyware has regular lesson quizzes and unit tests.
Modification of the Learning/Teaching Process

Prompt: Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches

- Using learning assignment records actively – taking detailed notes to clarify details of assignments (and how work with curriculum)
- Example: Students not remembering/understanding key math concept(s); going back and reviewing basics and building from there (i.e. Fractions)
- MAP, student work, Smarter Balance, Test results, observation of student, writing samples>
  Curriculum is modified based on results
- Uses goals with her onsite students and incorporating student goals into home school assignment
- Follow up when homework due
- Adapting student curriculum per student requests
- Modifying onsite teaching to meet student needs as assessed through feedback with student.
- Well, the Smarter Balance Test seems like has a problem with student numbers, not enough participation.

How effective are the methods?

Assigning goals for students to increase skills

Due to lack of participation in smarter balance test it is limited in effectiveness

Yes

What has been the impact on Student Learning? Yes or No – Are critical learner needs being addressed? Being met?

Some of our students have improved while others haven’t.

We modify program based on student assessments regularly –

Yes

Potential for growth:

Better understanding of assigning reasonable goals to help students.

Better participation on testing students is critical.

We need more assessment tools – simple ones to assess knowledge of language arts, eg., or math skills for primary grades

Perhaps more publishing in laymen’s terms to parents.

Student Feedback

Prompt: Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college,
career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.

- EC Meetings – dialogue between teachers and students to determine (how much) student understanding of concepts/ skills covered in previous meetings assignment
- Based on student feedback (about assignments) adapting curriculum (to better meet students).
- Based on Student (and Parent) feedback created an assessment page for fractions (for kids in class) Monitored which students could complete page, where students had difficulty and taught/did fractions lesson/ work based on that.

How effective are the methods?

Students are having difficulty making that connection and grasping it.

Score: 5 out of 10

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

Schoolwide Modifications Based on Assessment Results

Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/ or resource allocations, demonstrating a results-driven continuous process.

Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Assessment results in math have driven the program for many years. Resources are devoted to staff time, training, curriculum, supplemental materials, and diagnostic assessments. In English Language Arts, vocabulary is a weak point and the school invested and promoted a variety of curriculum to suit various learning preferences. Writing is another area, based on the CAHSEE results, that needed support. Professional development was the approach there which has helped with improved scores and passing the test.
Chapter 4 Self Study Findings

E – School Culture and Support of Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

Regular Parent Involvement

Prompt: Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

La Vida actively seeks communication between school and homes in order to support students and families in their schooling. Parents are encouraged to actively participate in the school community. Parents are the primary home teacher for elementary students. La Vida has three former parents actively sitting on the board and have a history of parents being on the board.

La Vida’s parent involvement and procedures are easily found in the La Vida Charter School Family Handbook, along with a volunteer sign up form. The Family Handbook states “La Vida is a parent participation school. Parents considering the La Vida Charter School need to understand that the success of the school is based in large part on a strong parent body dedicated to helping the school meet its objectives in all areas. Parents placing a child in the school have responsibilities not necessarily associated with other public schools. First and foremost is a commitment to being your child’s primary teacher. Parents who embrace and support the educational philosophy at home enhance the student’s experience. Parents are encouraged to attend the Parent Education Seminars, and parent class meetings that will be held throughout the year.”

It is also noted that parents are asked to volunteer four hours per month or forty hours per school year. A volunteer binder located in the kitchen is kept to assist parents and guardians in recording their volunteer time or donations. Volunteer hours have fallen off considerably in the last three or four years, more parents are working and homeschooling than in the past. The Student Services Liaison recruits for various events and is in close connection with parents.

Parents are also provided Parent Classroom Volunteer/Observation slips which are given to the office. This form indicates what parent would like to volunteer, in what class, for what student, on what day and for how long. It also, requires the teacher’s signature. This form helps to note who is on campus at what times as well as keep record of volunteer time and parent observations.

La Vida communicates with parents and solicits parent involvement in a variety of ways.

- Parents with email regularly correspond via email with teachers
- Homenotes, flyers, and newsletters
- Dynamic Orientation
- Beginning of the year Orientation Packets with calendar of the years events, test dates etc,
- Curriculum Fair
- Parent Teas, to allow parents to share with each other and the school and for support.
- EC’s are in regular contact with student and family via email, phone and one-on-one meetings.
- EC Staff meetings occur once a month. This group reviews school wide data, discusses the instructional programs on-site, and makes decisions about the use of curriculum to support student growth and instruction.
- La Vida’s web site contains information about La Vida’s programs, activities, curriculum and contact information for teachers and administrators.
- School wide events: La Vida’s Thankfulness Feast and Performance, and Open House are opportunities for parents to get a sense of the programs offered at La Vida as well as to visit and talk with the staff and teachers.

Use of Community Resources

Prompt: How effective is the school use of community resources to support students?

La Vida has a number of community resources to thoroughly meet our students needs and support their education.
Some of these resources are:
- Golden Rule Community on Ridgewood Ranch
- Formerly The Butler Cherry project, Now the California Grange Farm School
- Grow Bio-intensive, John Jeavons
- California Charter School Association,
- Charter School Development Center,
- Alliance for Public Waldorf Schools,
- Rudolf Steiner College
- Mendocino College,
- College Drama Dept
- Ukiah Players
- SPACE School of Performing Arts and Cultural Entertainment
- Jeff Simpson, Mastery Learning Systems
- Wowser
- Grid Beam inc
- Local Electricians for teaching
- Local Calligraphy Master
- Local Archeologist
- Local Quilt maker
- Mosaic Artist
- Herbalists
- Participate in multi school exhibitions
- Science Fair (county)
- Sheriff’s Dept Emergency Operations Center
- California Fish and Game Dept
- County Agricultural Dept
- Local Businesses, gardening, plumbing, auto shop, glass store, key maker etc. have donated goods and services.

**E2. School Environment Criterion**

**High Expectations/Concern for Students**

**Prompt:** *Evaluate the school’s work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

In the questions for graduates that gets published in the commencement program, students report again and again, their appreciation for their Educational Coordinator for pushing them, being there, supporting them. Often students say if it wasn’t for that relationship they wouldn’t have graduated. The school offers a family environment which nurtures and forgives.

An area of growth, based on parent satisfaction surveys, is that students could be more challenged. The faculty has seen this in several surveys and is aware that there is room for improvement.

**Atmosphere of Trust, Respect, and Professionalism**

**Prompt:** *To what degree is there evidence of an atmosphere of trust, respect, and professionalism?*

A climate of caring for students is evident, equally balanced with a climate of holding students accountable for appropriate behaviors. Mentor Teacher have worked with teachers and classrooms in recent years along with Professional Development trainings to help teachers develop systems in their classrooms that hold students accountable for positive behaviors, create a climate of safety and positive learning. The ultimate goal is to create classrooms in which all students feel safe to take risks with their learning and allow for growth and development of each student.

School rules are posted in the classrooms, Be Safe, Be Respectful, Be Responsible and Do Your Best. In the LCAP one of the wholesome school environment actions is that when a student transgresses, they must make amends to the group. Baking cookies is an example, where one student or a group, mixes and bakes from scratch and then presents the cookie gift to the party they offended.
E3. Personal and Academic Support Criterion

Direct Connections

Prompt: Evaluate the ways that there are direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Educational Coordinators function as counselors and connect students with the college or trade schools of their choice. Jean Sterling, college counselor, comes to La Vida during the spring career class and gives an inspiring and dynamic presentation. Teachers accompany students to the college if needed. For co-enrollment, the director signs a college form for every student permitting them to attend. Students must be taking a minimum of 12 trimester units at La Vida and have taken or currently enrolled in Master Student, or 7 Habits of Highly Effective Teens.

The school contracts with a school psychologist through the county primarily for testing around IEPs. However, the school has contracted for counseling services in certain cases. Until this year with the extreme nurse shortage for county schools, a nurse has come and provided vision, hearing and scoliosis exams for several grades and possible recommendations could be made at that time. Mental Health referrals have happened in emergency situations and usually happen in the IEP setting.

Support and Intervention Strategies Used for Student Growth/Development

Prompt: Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.

19% of La Vida Students have IEP and the school provides frequent meetings and attention for a number of them. In 2013-14, 40 IEP meetings were held.

The Student Success Team Process is the first step for students that are struggling. It is initiated by the teacher, and may proceed to an IEP if the team feels it is necessary. SST meetings are required for modifying curriculum. The meeting may happen after the student has worked in the modified curriculum and the team reviews it’s effectiveness. The SST process is quite positive and nurturing for parents and students.

Additional Online Instruction Prompt: Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

Speech practitioners and Occupational Therapists are in short supply, so the school turned to online skype type services for Speech and OT. Tiny Eye and Presence Learning have been the schools salvation since there are eight or more student who need speech therapy. There are challenges with the strength of the school’s broadband. But the therapists are excellent, and students are well served.
Equitable Support to Enable All Students Access to a Rigorous Curriculum

**Prompt:** After studying the accessibility of a challenging, relevant, and coherent curriculum and from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments), evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.

In the model of independent study, students are able to work at their skill level which may be ahead or behind their grade level. This is why diagnostics are so important along with information the parent has about the student’s work habits.

This year was a new step in the high school math class. In the past two years with the new common core curriculum, high school algebra level students were not doing enough homework for the class to stay on pace. With the advice of the curriculum company, the school now has two days of two hours of Math class, so that enough class work for the week would move students forward. They still have their personalized online component for the three home days. Failure to participate results in fewer units and a lower grade. More than half the students are not ready for algebra 1 or Integrated Math, and are in a remedial class. Teachers report that the division of students seems well placed and there is progress in each class.

Co-Curricular Activities

**Prompt:** Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?

Since all the students at La Vida are homeschooled or independent study, the onsite program offers social engagement which the school consciously supports. The TR Tuesday, now Community Tuesday, where the students make lunch, and create a whole event around the meal, serves a social purpose for the High School students. Student appreciation for these days is evident on the student satisfaction surveys.

Rotating specialties and field trips, listed elsewhere are often less formal and open, even outside and provide structured social/educational experiences. They function much like co-curricular classes, clubs, school newspaper, would.

Discussion at the board level has been to develop a track/trail program and offer a run for the running community once a year.
# Chapter 5

## Action Plan

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<thead>
<tr>
<th>School wide Learning outcome</th>
<th>Key Staff</th>
<th>Timeline</th>
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<tbody>
<tr>
<td><strong>Effective Communicators</strong></td>
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<td>Goal 1</td>
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<td><strong>Actions:</strong></td>
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<tr>
<td>1.1 Continue to Develop Close Reading strands.</td>
<td>Admin &amp; Faculty</td>
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<td>2017-18</td>
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<tr>
<td>1.2 Continue to Develop Expository Writing stands.</td>
<td>Admin &amp; Faculty</td>
<td>2015-16</td>
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<tr>
<td>1.3 Continue to Develop a Multi-Sensory Literacy strand.</td>
<td>Admin &amp; Faculty</td>
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<tr>
<td>1.4 Continue to provide useful professional development for staff and parents in Reading and Writing.</td>
<td>Admin</td>
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<tr>
<td>1.5 Provide Literacy support for high needs students. (tutoring, curriculum, supplements)</td>
<td>Admin &amp; Faculty</td>
<td>2015-16</td>
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</table>

### Monitoring Progress

- SBAC ELA scores
- Increased Lexile ranges
- Trimester Evaluation packets
- MAP individual student results
- LCAP update
- End of Year Report

### Reported In

- Trimester Evaluation packets
- MAP individual student results
- LCAP update
- End of Year Report
<table>
<thead>
<tr>
<th>School wide Learning outcome</th>
<th>Key Staff</th>
<th>Timeline</th>
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<tbody>
<tr>
<td><strong>Goal 2:</strong></td>
<td>Admin &amp; Faculty</td>
<td>2015-16</td>
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<tr>
<td><strong>To improve knowledge and skills in Mathematics.</strong></td>
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<td>2016-17</td>
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<td>2019-20</td>
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<tr>
<td><strong>Actions:</strong></td>
<td>Admin &amp; Faculty</td>
<td>2015-16</td>
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<tr>
<td>2.1 Continue with Math intensive in High School and Math everyday in elementary school.</td>
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<td>2016-17</td>
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<tr>
<td>2.2 Continue to provide for professional development for staff and parents in Mathematics.</td>
<td>Admin</td>
<td>2015-16</td>
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<td>2019-20</td>
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<tr>
<td>2.3 Provide support in Math for high needs students. (tutoring, curriculum, supplemental materials)</td>
<td>Admin &amp; Faculty</td>
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</tbody>
</table>

**Monitoring Progress**
- SBAC Math scores
- Increased Scaled Score
- MAP Math growth scores
- Demonstration of abilities in class or assemblies and Portfolios
- Tutoring attendance
- Faculty reviews

**Reported In**
- Trimester Evaluation packets
- MAP individual student results
- LCAP update
- End of Year Report
<table>
<thead>
<tr>
<th>School wide Learning outcome</th>
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<tr>
<td>Goal 3:</td>
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<tr>
<td>Students demonstrate they can think critically and demonstrate metacognition.</td>
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<tr>
<td>Actions:</td>
<td>Admin &amp; Faculty</td>
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<tr>
<td>3.1 Develop mixed subject performance task strand for all grades (real world problems)</td>
<td>2016-17</td>
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<tr>
<td>3.2 Continue to provide professional Development on Questioning Strategies including metacognition for teachers and parents.</td>
<td>Admin</td>
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<td>2016-17</td>
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<td>2019-20</td>
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<tr>
<td>3.3 Create a rubric for Benchmark Projects that incorporates Critical Thinking Strategies.</td>
<td>Admin &amp; Faculty</td>
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<td>2016-17</td>
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<tr>
<td>3.4 Develop Compare and Contrast strand for integrated subjects. (coincides with action 1.3)</td>
<td>Admin &amp; Faculty</td>
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<td>2016-17</td>
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<td>2018-19</td>
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</tbody>
</table>

**Monitoring Progress**

- SBAC scores (performance task and claims)
- MAP scores
- Demonstration of abilities in class or assemblies,
- Portfolios & Benchmark Projects
- Faculty reviews

**Reported In**

- Trimester Evaluation packets
- MAP individual student results
- Audit of Portfolios which is reported in the End of Year Report
### School wide Learning outcome

**Creative Problem Solvers**

#### Goal 4: Students are able use a variety of approaches and resources to solve real world problems, including technology.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Key Staff</th>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>4.1 Students continue to have opportunities to experiment, solve real world problems and create tangible outcomes in the rotating specialty classes and various technology strands.</td>
<td>Admin, Faculty, Community</td>
<td>2015-16, 2016-17, 2017-18, 2018-19</td>
</tr>
<tr>
<td>4.2 Provide professional development for teachers and parent on the engineering and technology standards.</td>
<td>Admin</td>
<td>2016-17, 2017-18, 2018-19, 2019-20</td>
</tr>
<tr>
<td>4.3 To increase participation in the Science Fair.</td>
<td>Faculty</td>
<td>2015-16, 2016-17, 2017-18, 2018-19</td>
</tr>
<tr>
<td>4.4 To increase participation in Community Exhibitions and Performances.</td>
<td>Admin &amp; Faculty</td>
<td>2016-17, 2017-18, 2018-19, 2019-20</td>
</tr>
<tr>
<td>4.5 Develop a format and rubric for online portfolios.</td>
<td>Admin &amp; Faculty</td>
<td>2016-17, 2017-18</td>
</tr>
</tbody>
</table>

### Monitoring Progress

- SBAC scores
- Portfolios
- Participation in Science fair
- Faculty review
- Quality outcomes from Rotating Specialty classes

### Reported In

- Trimester Evaluation packets
- Portfolio audit
- LCAP update
- End of Year Report
- Local media
School wide Learning outcome

**Self- Directed**

Goal 5: **Students have self knowledge, are engaged in their education, and in designing their future.**

<table>
<thead>
<tr>
<th>Actions:</th>
<th>Key Staff</th>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>5.1 Improve Goal setting process and participation.</td>
<td>Admin &amp; Faculty</td>
<td>2016-17 2017-18 2018-19 2019-20</td>
</tr>
<tr>
<td>Create a mechanism for students to share out about their independent elective projects.</td>
<td>Admin, faculty, Parents &amp; Students</td>
<td>2016-17 2017-18 2018-19</td>
</tr>
<tr>
<td>5.3 Promote greater consistency in home programs, which includes enforcing school policies.</td>
<td>Admin, Faculty, Parents &amp; Students</td>
<td>2015-16 2016-17 2017-18 2018-19 2019-20</td>
</tr>
<tr>
<td>5.4 Increase enrollment in college and career education classes.</td>
<td>Admin &amp; Faculty</td>
<td>2015-16 2016-17 2017-18 2018-19 2019-20</td>
</tr>
<tr>
<td>5.5 Develop the&quot;10 Year Plan” Class.</td>
<td>Admin &amp; Faculty</td>
<td>2015-16 2016-17 2017-18</td>
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<tr>
<td>5.6 Continue with Professional Development for parents and staff about career and college pathways. (6-12th grds)</td>
<td>Admin &amp; Faculty</td>
<td>2015-16 2016-17 2017-18 2018-19 2019-20</td>
</tr>
<tr>
<td>5.7 Increase interest and participation in College and Career events and fairs.</td>
<td>Admin &amp; Faculty</td>
<td>2015-16 2016-17 2017-18 2018-19 2019-20</td>
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<tr>
<td>5.8 Increase enrollment in a-g classes.</td>
<td>Admin &amp; Faculty</td>
<td>2016-17 2017-18 2018-19 2019-20</td>
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</tbody>
</table>

**Monitored in**
- Paperwork Audit
- Annual review of goals with Faculty and Board
- Curriculum Audits
- Master Agreements
- Attendance in Career & College Events
- Fieldtrip forms

**Reported In**
- Trimester Evaluation packets
- LCAP update
- End of Year Report
<table>
<thead>
<tr>
<th>School wide Learning outcome</th>
<th>Key Staff</th>
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<tbody>
<tr>
<td><strong>Respectful Citizens of the World</strong></td>
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<tr>
<td>Goal 6: Students possess, self-knowledge, social-emotional acuity and are prepared for citizenship.</td>
<td>Admin &amp; Faculty</td>
<td>2015-16</td>
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<td><strong>Actions:</strong></td>
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<tr>
<td>6.1 Continue to Develop the strengths based Affinities program.</td>
<td>Admin &amp; Faculty</td>
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<tr>
<td>6.2 Improve Reporting of Community Service participation.</td>
<td>Admin &amp; Faculty</td>
<td>2015-16</td>
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<tr>
<td>6.3 Continue to develop social-emotional literacy units and experiences.</td>
<td>Admin &amp; Faculty</td>
<td>2015-16</td>
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<td>6.4 Continue to develop the “Healing Arts” strand.</td>
<td>Admin &amp; Faculty</td>
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**Monitored In**
- School wide strengths spreadsheet
- New Community Service audit
- Master Agreements
- Performances
- Class Syllabi

**Reported In**
- Trimester Evaluation packets
- LCAP update
- End of Year Report