
REPORT TO THE WILLITS UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES JANUARY 9, 2025

La Vida Charter School 2023-24 End of Year Report



The La Vida 8th Grade Graduates, June 2024

Willits Unified School District
1277 Blosser Lane

Jeanne King, President
April Lamprich, Member
David Lilker, Member
Jennifer Sookne, Member
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Submitted to Mark Beebe
Superintendent

LA VIDA CHARTER SCHOOL, 11785 ORCHARD LANE AKA
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ANN KELLY, EXECUTIVE DIRECTOR

PROGRESS TOWARD GOALS



La Vida Means Life

The 2023-24 year in many ways was about rebuilding momentum and taking stock in how to achieve greater growth. The school celebrates the greater participation by students and parents with Weekly Check-in requirement as having a positive effect. This is the second year of true engagement, and the consistency may be having a residual positive affect on test scores in both the MAP and the CAASPP.

In taking stock, the faculty and board dedicated many discussions to strategies about supporting students to grade level. Even though growth goals are being met, the majority of students are still low performing. The philosophy of the school has always been to meet students where they are and help them grow holistically which has been achieved. However, something different has to happen to help make that next bump up to grade level. By the end of the year a plan had been formulated with Reading and Math Interventions that could be done at home, sort of automatically, without much stress. Parents stated that for the most part they felt equipped overall to do the homeschooling work with the caveat that refreshers on teaching Math would be appreciated. On the survey 79% said they felt equipped, 14% felt they needed support, and the rest felt like it was a non-issue. 93% of the parents surveyed said they were willing to give the intervention plan a try. A description of the offering can be found on the MAP Test page in this report.

A nice little upward jolt especially in Math was seen on the MAP test. Both Reading and Math scores achieved growth, 64% growth in Math, and 58% in Reading. This represents an increase of 9 points in Math and 3 points in Reading over last year. The school's goal is 60% based on the input from NWEA, Northwest Evaluation Association, which La Vida has met and surpassed in pre pandemic years. The MAP participation rate also jumped 11 points to 93% participation.

Improvement is posted on the California School Dashboard for the Smarter Balanced Test as part of the California Assessment of Student Performance and Progress, CAASPP in which shows a 64 point improvement in Math and 67 point improvement on the Reading test. The participation rate slid back to 53% from 58% however, it still represents a significant increase from two years prior of 28% and 20% five years ag Parents generally prefer to use their right to waive the state standardized test.

Parents overall continue to be happy with the school with a 9.34 out 10 point rating, which is an incremental increase over the previous year's 9.2. Parents report that Staff being Responsive to Parent's Needs 9.65 and that the School is a Positive Social and Supportive Environment. 9.53. High ratings!

POSITIVE
PROGRESS
TOWARD GOALS

58% GROWTH IN
READING

64% GROWTH IN
MATH

64 POINT
IMPROVEMENT ON
THE CAASPP

PARENT OVERALL
RATING OF 9.34

ZERO
SUSPENSIONS &
EXPULSIONS

P-2 ATTENDANCE
RATE 94.13%

78 MORE COURSES
ACCREDITED WITH UC
A-G STATUS FOR A
TOTAL OF 258 A-G
COURSES

IN CAREER & TECH ED
PATHWAYS
14 PATHWAYS IN 9
INDUSTRIAL SECTORS
CREATED

The community had morale boosting fun with dragon and unicorn themes. Parents jumped in and contributed their creative cooking efforts to creating dragon bread and dragon and unicorn cakes. Lots of joyful exclamations were heard. Fall gourds from the pumpkin patch field trip turned into glittery dragons by the classes for the Thankfulness Feast centerpieces were equally celebrated. Something new was the high school Fall Creations class. On the first day students were saying they didn't know what a flower arrangement was. But quickly got supercharged when each student won a blue ribbon at the county fair for their arrangement. Their creativity was activated and carried over to the school's scarecrow entry and more.

Challenges

Staffing continues to be a challenge. We were very happy to have all the teachers return at first, but then life situations caused changes for staff members and for the school.

The school entered a new world of remote employees in 2023-24. Even though everyone was grateful to have the positions filled, it is not ideal. The business manager position was advertised for a year, without a single applicant. Then when the word remote was added, ten applications a day were received. The remote worker is dependent on someone feeding them the documents which they would be in charge of if on site. This is greater work on others who are fully occupied already.

The same with the high school Teacher position. In order to fill the position, an experienced and capable, but remote, as in 10 hours away, teacher was hired. She brings many positive qualities to the school, but it is quite an adjustment for everyone involved.

Declining enrollment is becoming something to recon with. Each year is seeing about 10 students less enrolled. This makes for a tight budget. The desires of the school aged families open to independent study seem to be subtly changing. Some want more spending budgets, some want less contact, wanting to stay home, feeling safer in their circle of family and friends, for others inflation pressures limit their mobility. When asked if school attendance was not required, would you still send your children to school? 44% said Yes, 13% Maybe, 19% No and 31% said yest to La Vida/ homeschooling.

La Vida Charter School is located on the beautiful and historic Ridgewood Ranch, Home of Seabiscuit. Located just off Highway 101 in the heart of Mendocino County, it is 7 miles south of Willits and 16 miles north of Ukiah. Founded by parents and educators in 2001, and WASC accredited, the school aims to provide an educational alternative to the families in Mendocino County and beyond.

The program offers an innovative, K-12, independent study program, supported by culturally rich on-site classes two days per week. The school is a member of the Alliance for Public Waldorf Education. La Vida is deeply committed to honoring and supporting home schoolers' freedom to choose their learning pathways. By doing so, LVCS hopes to spark an undying flame of lifelong learning.

La Vida Charter School has developed a program where students thrive in a small, beautiful, supportive and safe setting. Serving approximately 80 students, class size is small, offering a very beneficial student-to-teacher ratio of 12: 1 for the independent study program, and 11:1 for the on-site classes program. The school's Charter with Willits Unified and the building lease run through June 2027 & 2025 respectively. The school community enjoys its location as an excellent setting for its education program and does not plan to move, expand or pursue other facility options from Willits Unified next year.

The school received a new mailing address in 2020: 11785 Orchard Lane, Willits CA

ENROLLMENT & ATTENDANCE

ENROLLMENT SUMMARY CHART				
Month	Date	Gains	Losses	Total
	August '22 8/29/2022	22	31	82 (53 Re-enrolled from 22-23, new 22
1	9/22/2023	0	9	73
CBEDS	10/4/2023			71
2	10/20/2023	2	3	73
3	11/17/2023	1	2	72
4 (P-1)	12/15/2023	2	3	71
5	1/19/2024	8	7	72
6	2/16/2024	4	0	76
7	3/15/2023	1	3	74
8 (P-2)	4/12/2024	2	1	75
9	5/10/2023	0	0	75
10	6/4/2024	0	0	75

ENROLLMENT SUMMARY CHART: The year started with 10 (ten) less students than the previous year which also started with 13 less students and then 19 less than the Pandemic year which had many extra students. Of the families that are enrolling, more are interested in home only and fewer are enrolling in the onsite program.

This chart illustrates the mobility of the small school's population. La Vida tracks the mobility of the population since in the past there is typically about 75% change with students exiting and entering over the summer and during the year. In the past two years there has been fewer gains and losses during the year, in 2023-24 only 20 gains and 28 losses.

ENROLLMENT BY GRADE (P-2)

Grade	TK-K	1	2	3	4	5	6	7	8	9	10	11	12	
Enrolled	5	9	3	4	7	3	5	6	8	4	12	7	2	
Total by Group	21			15			14			25			Total	=
													75	

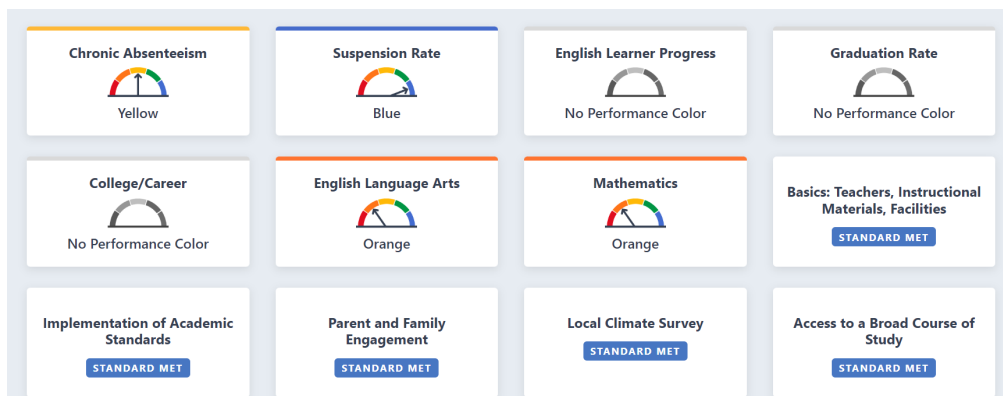
There was no consistent Waiting List.

ATTENDANCE RATE (P-2)

94.13% was the attendance rate at P-2, which is slightly below the school's goal of 95%.
and is about the same as the year before.
(Prior Years: 94.22 in 22/23, 90% in 21/22, 95.08% in 20/21, 93.83% in 19/20, 94.41% in 18/19, 93.39% in 17/18,

P-2 ADA was 68.56 about 6 less than the previous year and 9 less than the next year.
(Prior Years: 74.50 ADA in 22/23, 77.99 ADA in 21/22, 92.81 in 20/21 but funded at 80.12
ADA as part of Covid hold harmless, 80.12 in 19/20, 76.41 in 18/19, 78.07 in 17/18, 78.36 in
16/17)

CALIFORNIA SCHOOL DASHBOARD



The California School Dashboard posts limited accountability data for La Vida Charter School. Basic demographic data is on view, as well as Local Indicators regarding school engagement, school climate, and broad course of study, which standards were all met. Normally the school has less information posted because of being less than 100 students and group sizes are usually under 11. Testing is discussed separately in the CAASPP section under Triangulated Assessments.

CHRONIC ABSENTEEISM-

The Chronic absenteeism rate of 11.1% is stated on the California Dashboard. They are tracking Kindergarten through 8th grade students who are absent 10% or more of the school days. For La Vida this is a decrease or an improvement of 2% from the previous year and a 5.7% improvement in the year before.

DROP-OUT RATE, WHICH IS NOT POSTED THUS FAR THIS YEAR.

LA VIDA USES AN UNOFFICIAL FORMULA COUNTING STUDENTS ENROLLED IN THE CURRENT YEAR (*not using the federal cohort formula) 1 student dropped out in 2023-24 or 1% (Prior Years: 0% in 22/23, in 21-22 1%, in 20/21 3.6% 0% in 19/20, 2.7% in 18/19, 3%)

SUSPENSIONS & EXPULSIONS: Continues at zero suspensions or expulsions

GRADUATION RATE

The Dashboard has no post for the Graduation Rate at this time because the number is less than 11. La Vida uses an unofficial graduation* rate not based on the Four Year Adjusted Cohort Rate because of the irregular nature of enrollment. Students in 12th grade are not the same students as those in the 9th grade and there is no consistency of numbers of students per grade level

1 out of 2 students graduated with a diploma or 50%

The non graduate continued to a 5th year
50% (Goal 80%) Prior Years: 90% in 23/14, 67% in 21/22, 92% in 20-21, 88% in 19-20, 78%, in 18-19, 85% in 17-18,

ENGLISH LANGUAGE LEARNERS

Seven ELL students were enrolled which was the same as the year before. Each received appropriate materials and supports including two online curricula that can present lessons and instructions in Spanish which is helpful for the parent home schooler

DEMOGRAPHICS

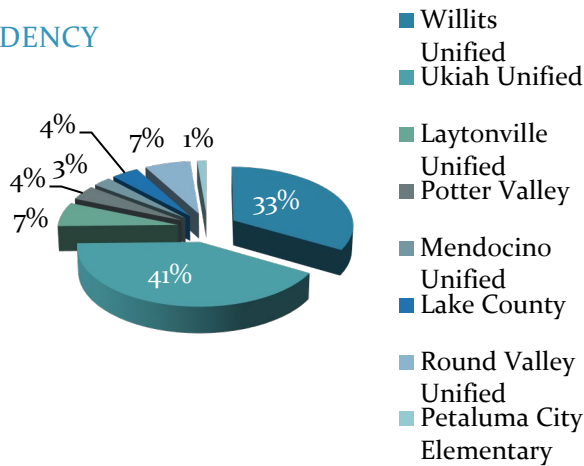
The La Vida population represents a cross section of the county in general especially the inland areas. The majority come from Willits 33% and Ukiah 41%. 5% fewer came from Willits and 8% more came from Ukiah. The numbers from these two districts teeter totters back and forth each year. About 3 % fewer came from the coast while a student came from Petaluma in Sonoma County which was something new.

There was a significant uptick in the number of low-income students, about 17%. This reversed the trend of the previous year which saw 6% fewer students who qualified for Free and Reduced Lunch. This is 6% higher than the county rate of 76.4%. **Free** Lunch eligibility for a family of 4 is \$34,060 annual income, whereas the eligibility for **reduced** price meals for the same size group is \$48,470.

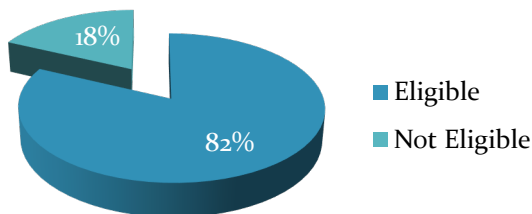
The La Vida population continues to be ethnically diverse and is significantly more diverse than the county. La Vida is 15 % less white than the county (60%) which is also seeing an ethnic shift seeing over a 20% increase in ethnicities in the past couple of years. Hispanic students increased 3% more to 21%. 15% Native American students is a higher concentration than the county average of 3.6%

The majority of the Parents have some college (45%) to Bachelors Degree 13% and Master's Degrees or higher at 11%
The Census Reporter website lists education levels for Mendocino County Residents with 34% having some college with 19% a Bachelor's degree and 9% with post graduate work, very similar to the Parent group with 69% having some or more college compared with the county population at 62%

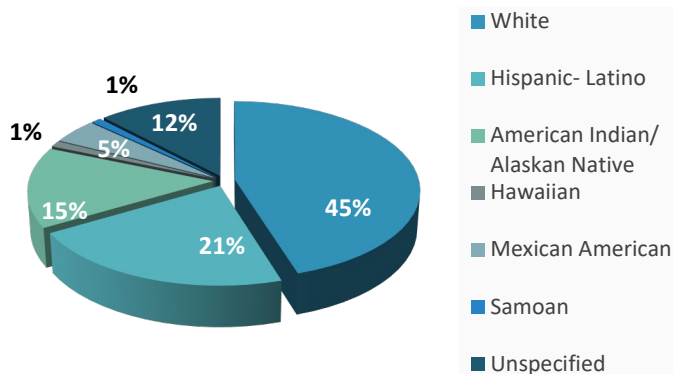
RESIDENCY



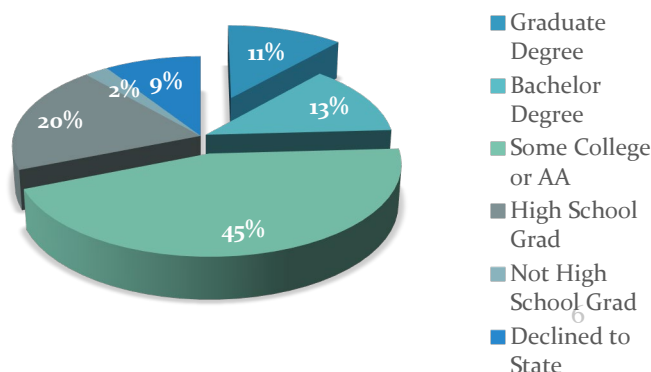
ECONOMIC: FREE AND REDUCED LUNCH



ETHNICITY

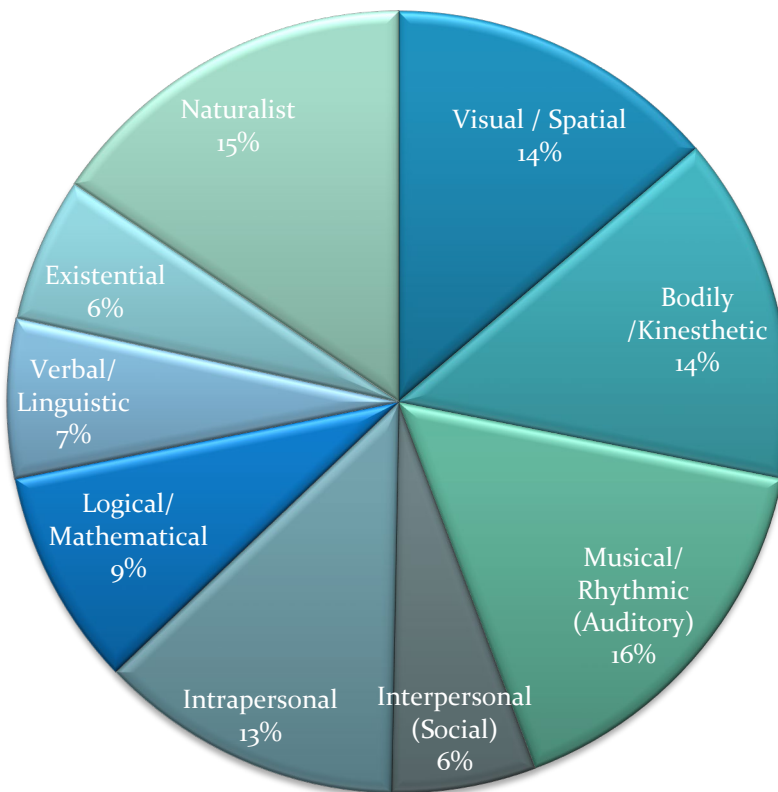


PARENT EDUCATION LEVEL



TRACING THE LIFE FORCE IN LEARNING STRENGTHS PROFILES

STUDENTS' 1ST & 2ND STRENGTHS



- Visual / Spatial
- Musical / Rhythmic (Auditory)
- Intrapersonal
- Verbal / Linguistic
- Naturalist
- Bodily / Kinesthetic
- Interpersonal (Social)
- Logical / Mathematical
- Existential

The results of the Strength surveys for 2023-24 were almost identical to the year before. This is not surprising since the majority of the students are the same, still the duplication has not happened in the past. La Vida students continue to be active hands-on learners with majority profiles in the Naturalist, Bodily Kinesthetic and Musical Rhythmic areas and close seconds are Visual Spatial and Intrapersonal. The transition in the last five years from Interpersonal (social) to Intrapersonal (contemplative) has been interesting to experience. This corresponds to the shift from onsite classes to enrollment in homestudy only. The increased number of students who express anxiety in social situations may also be reflective of the growing Intrapersonal profile.

The Strength Surveys are in the Orientation Packet and are the first assignment of the year. Each student's Strength is noted at the top of the Education Progress Checklist, so teachers can easily refer to it and help choose assignments that reflects the student strength. The Benchmark Project due mid-year is designed to be created using the students' dominant strengths and show off their 'Best Work.'

At least one session of the TLC, Teacher Learning Community, is dedicated to understanding the characteristics and supportive teaching and learning activities in each of the intelligences noted by Howard Gardner and team's ongoing work on Multiple Intelligences first published in 1983 in his first book *Frames of Mind* which challenged the dominant IQ theory and has not been surpassed.

TRACING THE LIFE FORCE IN LEARNING

TRIANGULATED ASSESSMENT

2023-24

The school has established a three-prong approach for assessing student growth. The heart represents the student authentic assessments through the portfolio and the benchmark project, The clover leaf stands for growth on the formative test from NWEA, Northwest Evaluation Association, the publishers of the MAP Test. Finally, the scales represent the Smarter Balanced Test, SBAC, the California Standards assessment.



The first two weeks of school is the diagnostic window. Grades three through 11 take the MAP survey, However, it is not the most reliable test, and the standard of error can be relatively high. For K-2, paper /pencil diagnostics are provided primarily in math.

The Growth MAP Test was offered in October and March. The Smarter Balanced occurred in April and May. The state goal of 95% of the students being assessed was nearly reached by the high participation of the MAP test recognized by the state as an alternative. The 95% participation rate was met by combining students from the MAP

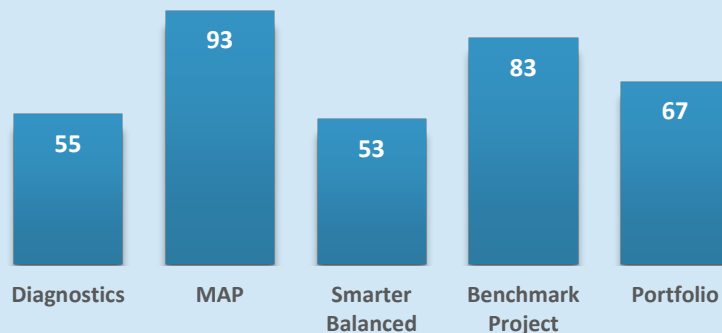
and SBAC. It is a condition of enrollment that students must take either the MAP or SBAC or both.

The MAP does have an at home version which is important for the homeschoolers who live a distance with high gas prices.

The MAP participation regained its expected rate, up 11% from the year before. The Portfolio rate remained the same. The other three saw less participation, losing some of its momentum from the prior year. 9% less for the Diagnostic and 5% less each for the Smarter Balanced and Benchmark Project. Still for the SBAC, participation has more than doubled in the past five years from 20%.

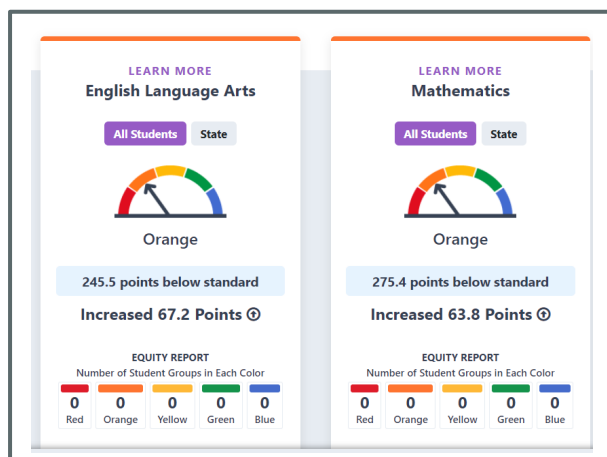
Percent Participation Rates

2023-24



THE CAASPP TEST RESULTS:

The Smarter Balanced Test



8

From the California School Dashboard

The arrow moved from red to yellow on the dashboard indicator for the Smarter Balanced Test in English Language Arts and Math. Students scored below the state standards by roughly 250 points. With the new heavy emphasis on the participation rate of 95% and severe point penalties by degree for not reaching the ideal rate, it is hard to know what the actual summary scores are. It does however say that there was improvement by roughly 64 points, which is unclear whether it is actual scores, or participation rate related. Improved scores are always welcomed.

MEASURES OF ACADEMIC PROGRESS

THE MAP TEST



With the MAP test, Measures of Academic Progress, we are tracking growth. Growth is equally accessible to all students whether low or high performing. That is the beauty of the MAP test, it finds the student and works with their individual level.

In 2023-24 the students finally broke out of the post pandemic doldrums and started showing more engagement which translates into growth.

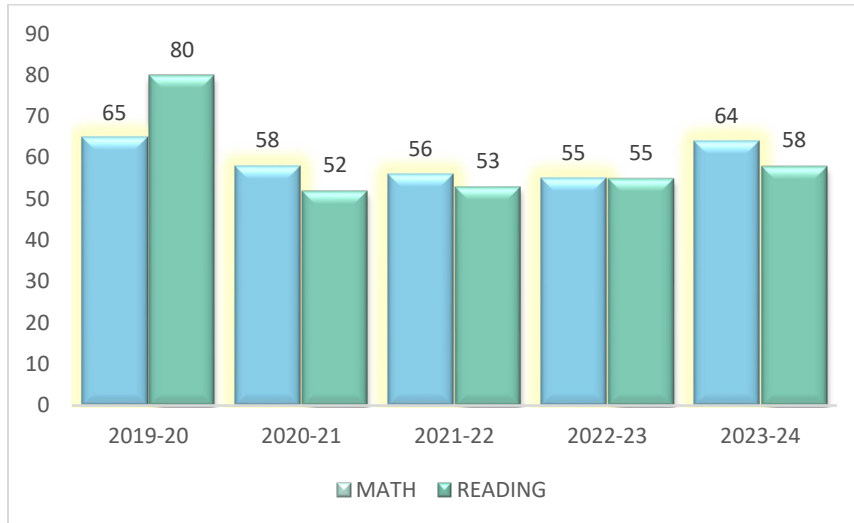
The school's goal is 60% growth based on the guidance from the MAP designers. They explained that the highest achieving schools have 60% to 70% growth which was where La Vida was performing before the pandemic. Note the year 2019-20 on the graph.

For 2023-24 students grew 64% in Math 58% in Reading, reaching the goal in math and nearly meeting it in Reading.

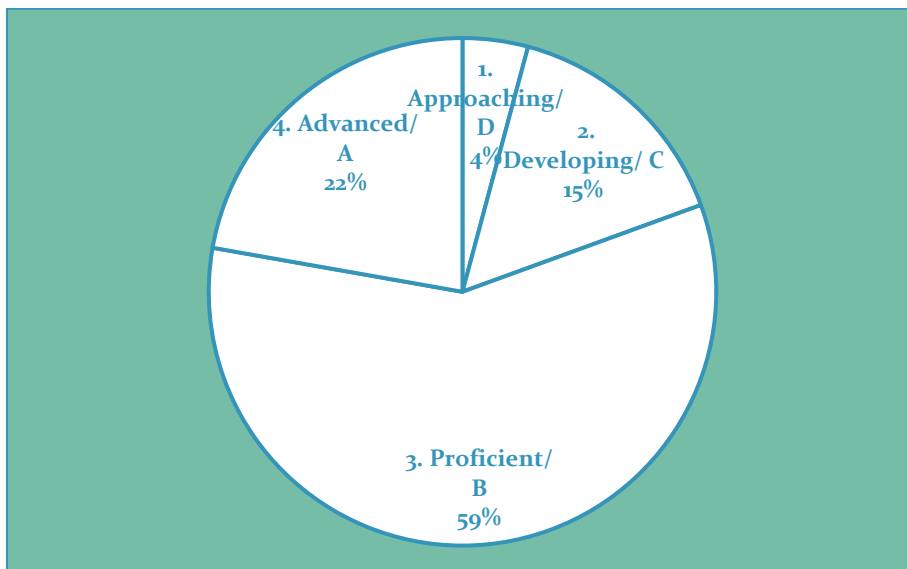
Even though most of the students are growing, many are low performing. Much of the professional collaboration time in 2023-24 with faculty and the board explored the challenge of boosting the students to grade level.

Parents were also consulted and said they would be willing to try some supplemental curricular supports. Three programs were decided on. One the school was using, RAZ kids and could be further developed for Reading. Newsela for Jr High & High School Reading and My Path from Imagine Learning for Reading and Math which also has a California standards placement test.

The whole school community, especially in 1-9, are working towards improvement in Reading & Math.



REPORT CARDS



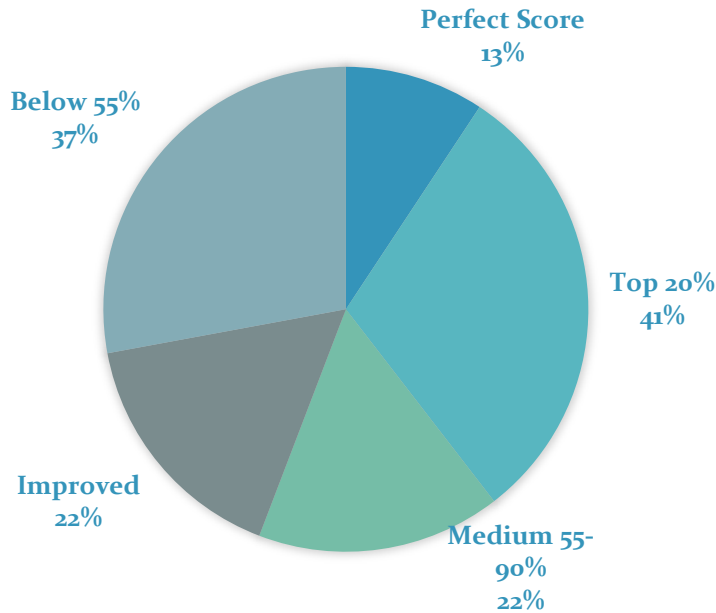
Tracking ratings on the final Report Cards is another way to track growth. High School students receive standard grade marks, while Elementary Students receive rating on accomplishing State Standards. The school's goal is to have a minimum rating of 2- Developing. Here 59% of the students received a rating 3 or Proficient and another 22% were awarded advanced ratings. Only 4% did not earn the minimum criteria. Compared to the previous year, the Proficient group was almost the same, just 1 point higher. The Advanced group increased by 16% which balanced the Developing groups decrease of 19%

LOCAL ASSESSMENTS

CONTINUED

WEEKLY CHECK-IN SUMMARY

PARTICIPATION AND IMPROVEMENT



For the second year in a row there was great Weekly Check in engagement compared to the first two lack luster years. In 2023-24 there was sustained engagement from the year before. 63% participated in a successful way 13 % had perfect attendance, and another 28% were at top 20%. 22% were engaged enough and 37% did not participate. 22% showed improvement from the first half to the second half of the year.

Weekly Check-ins are another way to track student engagement and accountability and monitor progress through the curriculum.

Parents or students submit a picture sample or actual sample of the last work in Math and Language Arts that was done that week. Submissions are every Friday. There are a variety of ways to submit, but most use the email and receive an upbeat automatic response that it was received.

AWARDS

La Vida tracks Awards and Certificates in the LCAP, Local Control Accountability Plan, as part of recognition of accomplishments and to provide incentives for achievement.

Awards in 2023-24 included:

- 37 Certificates and Dragon Wooden Nickles for the accomplishment of Smart Goals.
- 40 Perfect Attendance Award Medals
- 11 Read-A-thon bookstore gift certificates for the highest readers and 37 scroll certificates for participation
- 66 Weekly Check-in Incentive Starbucks Gift Card and certificates of accomplishment.
- 14 County Fair Blue Ribbon awards for the Fall Creations Class
- 57 Benchmark Project Participation Ribbons & 15 Special Star Awards
- 52 Growth Certificates

Weekly Check-in Report Cards are issued in December and May/ June.

Top performers receive incentive awards like Starbucks gift cards.

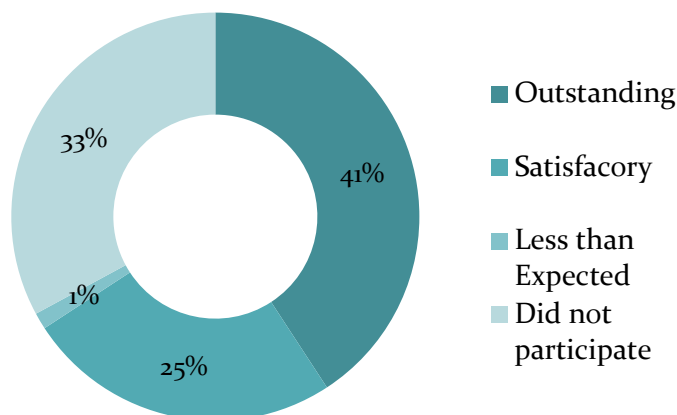
However, the lowest unengaged group receive a dramatic Red Warning Letter alerting families to the missed assignments and their importance. If there is no improvement, the lowest group does not have a guaranteed spot in the next year's enrollment.

WARNING LETTERS:

24 total Warning letters for non-compliance were given, 8 first plus 11 Red Weekly Check-in, and 4 second, and 1 third. Two students were disenrolled for non-compliance. This represents half of the warning letters distributed the year before.

AUTHENTIC STUDENT ASSESSMENTS

PORTFOLIOS



The final elements of the Triangulated Assessment model represented by the heart are the Benchmark Projects and end of year Portfolios. Students, often with parent support, are able to show off their learning accomplishments and focus on something that energizes them and in turn energizes the family and the school.

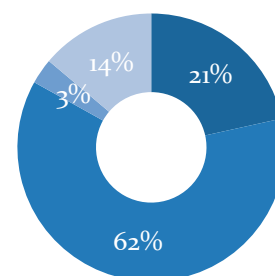
Collecting pieces for the portfolio is a yearlong activity. Basic instructions are provided in the Orientation packets along with the Educational Progress & Legal Compliance Checklist that functions as a pacing guide for the portfolio. The check list should be referenced at the very least at the EC Meeting. A detailed portfolio packet with every aspect explained was distributed to everyone in November.

The portfolio participation rate has held steady for the past three years, 66 or 67%. As a support the school's annual orientation folder with slide in window sleeves is offered as a potential portfolio presentation folder. About half of the students partake in the offer. Portfolio engagement was positive with 41% Outstanding and 25% Satisfactory and only 1% did not meet expectations. The large group of nonparticipants are included in this chart. The rating method has varied each year. Sometimes the non-participants were counted and sometimes not. This year the Outstanding score is a perfect score. Satisfactory scores can range from 70%/C to 95%/A. The differences in the ratings make year to year comparisons not reliable.

In 2024-24 both the Elementary and the High School Benchmark Fairs were at the end of January. The topics are listed in the school Charter and in the Parent Student Handbook. Informational packets go out in September. The Benchmark project should be an expression of the student's strength modality and demonstrate their best work. The actual project can be any form imaginable, a model, a dance, a spreadsheet, a photographic essay, or a diorama, for example. The 10th grade is the only year that requires a research paper. Grades 1 -11 participate in the fair and 12th grade Economics Projects are presented in May. Green Participation ribbons were awarded as well as additional ribbons and pins for outstanding work.

Stand out projects were two hand made bows with arrows as the 8th grade project. They were beautiful with the smoothly finished lamination of different woods and so much physics in design and power. A cardboard Trojan Horse for the 6th grade Ancient Greece project was free expression.

Benchmark Projects



- Exceeds Standards
- Standards Met
- Standards Not Met
- Did Not Participate

GOVERNANCE

The La Vida Board was comprised of three members for most of the 2023-24 year and then welcomed Tim Cooper to the board in June. Tim is a member of the Golden Rule Church Association on Ridgewood Ranch and has been a long-time business manager in the area. The school is grateful to have his financial expertise and acuity with things like excel spreadsheets. Having two members of the Golden Rule nonprofit, Tim and Dawn Kalin, is also beneficial to the school in that it is a dynamic community, a working ranch, that can provide excellent real world experiences as well as experiences in nature for the students.

The regularly scheduled Board meetings are for the first Wednesday of the month which may shift because of school closures for seasonal breaks. There are two regular meetings in June and none in July. The meetings are in person in the school's Great Room starting at 6pm. The agenda is posted on the school website 72 hours prior and is also posted on the bulletin board in the kitchen area. A rotating faculty member attends the meetings as well as the business manager when financials are on the agenda.

The 2023--2024 Board of Directors were:

Cynthia Raiser Jeavons, President

Nicole Jones Ferreira, Secretary

Dawn Kalin, Member

Tim Cooper was voted on the board June 26, 2024

An important administrative focus of the year was working through the receipt of the 2021-22 audit that listed significant material findings that for the most part was based on procedural errors in the independent study paperwork by new staff members. In the end the California Education Audit Appeals Panel Executive Officer agreed with the school's attorney that the school was substantially in compliance with the legal requirement and radically reduced the material finding to be paid back over several years.

Through this process, the school Executive Director worked closely with Willits Unified Superintendent, Mark Bebee who oversaw the process and also worked with the Mendocino County Superintendent Nicole Glentzer and business office team. At first weekly meetings occurred with Willits which became less frequent as the situation worked towards resolution.

The school has since had two independent audits with no findings. The 2022-23 audit was with Robertson and Associates who the school has worked with for over a decade. A new contract for the 2023-24 audit was entered into with Chavan and Associates LLP in Morgan Hill, California. This was an entirely paperless process which went smoothly with the technology and applications they had in place.

KEY ACTION ITEMS VOTED ON BY THE BOARD:

The Board approved budgets and budget revisions, Layman's Budget, First Interim, 2nd Interim, Closing in the Unaudited Actuals, The Board also approved reports such as the Audit, the School Accountability Report Card, SARC, Local Indicators for the California School Dashboard, and the LCAP, Local Control Accountability Plan and the End of Year Report. Curriculum offerings, large contracts with vendors and service providers, were also approved by the board.

SPECIAL EDUCATION

La Vida works hard to serve its students with special needs and learning challenges. Besides the array of therapies and supports, the school has curricular interventions that have been successful in reengaging students and allowing them to relax a little and not work so hard. For many students, just the ability to be at home and feeling more secure may result in positive outcomes.

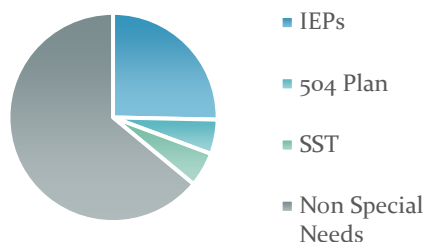
The number of students with Individual Education Plans, IEPs, held steady at 19 plus four students with 504 plans representing 31% of the student population. The portion of special ed students increased by 4% because of fewer total enrollment, about 10 less than the year before, so that the same number of special ed students represented a greater percentage of the enrollment. According to the Legislative Office, the total average of special ed students is 13% in California. La Vida more than double the state average of special ed students.

30 IEP, 4 504 meetings and 4 Student Success meetings were held. The majority of meetings were virtual but in person meetings were also held. A Spanish translator supported the IEP and Student Success Team, SST, meetings of English Learner Families.

For purposes of Special Ed, La Vida functions as its own LEA, Local Education Agency. This means that La Vida coordinates its own Special Ed program and provides services directly and does not go through the District as many charters typically do. This arrangement is possible through an agreement in the MOU, Memorandum of Understanding agreement with the Willits Unified School District.

The School's Special Education personnel consist of a Special Ed Coordinator and a Special Ed Teacher. The coordinator who functions as the case carrier works closely with the SELPA Program Specialist and continued to receive support through Partners in Special Education, PSE for support and compliance review of student files. School Psychologist was contracted through Partners in Special Education, PSE, along with some of the nursing requirements for triennial reviews. Both PSE and Tiny Eye Therapy Services are able to provide Spanish speaking clinicians for our English Language Learners. This is an important service for those families. Speech and Occupational Therapy are provided through Tiny Eye Therapy Services, which provides services virtually. 16 students were supported by them. Virtual counseling through Tiny Eye transitioned from open office hours for the general population to appointments. Counseling on IEPs continued as prearranged appointment times. New expanded services for the year include a Social Worker and a Spanish speaking Counselor through Tiny Eye and an Assistive Technology Clinician through Partners in Special Ed. Mendocino County Office of Education provided nurse for health reports. Mendocino County Office of Education was able to provide a nurse who was able to perform the health exams and reports for the three year and initial IEPs.

The Director attended most of the monthly Special Education Local Plan Area, SELPA, Steering Committee meetings which were both virtual and later in person. Ryan Weidaw served as the SELPA Program Specialist.



PARENT INVOLVEMENT

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

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

The Parent Survey this year incorporated several questions developed by the board in April. 29% of the Parents provided actionable feedback on the curricular interventions. 85% said they wanted to participate, and the others felt they didn't need it. More feedback was pursued at the Curriculum Fair in June. informational brochures and posters sparked many little conversations and inquiries.

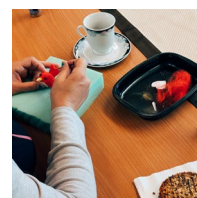
OTHER PARENT INVOLVEMENT OPPORTUNITIES INCLUDED:

- 90% attended the four Orientations, (In person and virtual combined.) No data for the remaining 10%.
- 100% total- 53 % of elementary families attended the Curriculum fair. And 47% attended virtually before June 30. High School curriculum ordering is handled differently, through the teacher.
- Parent Square, in its fourth year, is the key communication method. Last year the school sent out 356 Posts and 2,008 Direct Messages. The school is working to incentivize greater engagement. 39% engaged through appreciations, comments and signing up for items.
- The Parent Tea, which is a great opportunity to offer feedback and hear about potential changes and do a quick needle felting craft, had a low turnout, 10%. However, it was an excellent and useful discussion.
- Parent participation in the year's six Field Trips & 23 Events was crucial for the success of the various happenings and for community building and cohesiveness.

PARENT SATISFACTION SURVEY RESULTS

1-10 Scale with 10 being Excellent. The school's goal is 8.0 which was exceeded in 2023-24 with an average of 9.34 with 9.65 being rated for Staff Responsiveness and 9.53 for Positive supportive environment.

1. I feel adequately informed about my child's academic and social progress. **9.47**
2. My child has made adequate academic progress this year. **9.53**
3. I feel comfortable talking to school staff about my children. **9.82**
4. My Children are challenged at La Vida. **8.82**
5. I feel that La Vida staff is responsive to my needs. **9.65**
6. I am satisfied with the curriculum options available at La Vida. **9.0**
7. I am satisfied with the supply budgets available for my child. **8.87**
8. La Vida's social environment is positive and supportive. **9.53**



Parent Tea little bird felting activity

SURVEY HIGHLIGHTS

A. How has your child's well-being and performance changed since they enrolled at La Vida Charter School? Are they happier, more engaged, enjoying school more, etc.?

More Confident (several), Loves school now, more social, engages with people more, Happier and more engaged. (multiple). Willing to explore new ideas now. Able to work more independently now. All learning concerns have been addressed. Has a better attitude.

B. Why did you choose La Vida Charter School?

Hybrid model (multiple responses) Small Class sizes (multiple), Great Curriculum, Specialized Curriculum, Balance between community and home, Waldorf approach, Supports child in ways needed, Bullying not tolerated, Strong Student Success Team, Needed a change from the distractions in the traditional setting, Neice graduated from La Vida, One on one availability, Prefers homeschooling.

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

Provide challenge in a safe, nurturing environment, Higher Art, Through discussions, Learning through field trip experiences works best, Encouraged to work through frustrations, Focus is a challenge, Physical, hands on learning works best, Through stories

STUDENT SURVEY

87% of the Onsite Elementary responded and 50% of High School Students

Highlights of Student responses. Multiple similar responses are marked with an asterisk*.

1. In looking back over the school year, what was your favorite school experience?

Reading Books*, Storytime* and cooking*,
Making little houses out of paper, making the leprechaun*, making bread*,
PE*, Science, Going on walks*, The Play,
Pomo Class, Making the Book, the Food on Community Thursday*, the Pancake
Breakfast, Making pizza, making herbal scrubs*, making food, making friends*

**2. When did you feel most proud of your accomplishments this year?
(Include Home study work.)**

Learning to read, Math is getting easier, learning sign language,
Getting the highest score on Read-A-thon, Going to Book Juggler to spend the
Read-A-thon prize, Having the highest grade on the reading test, Doing my
homework over the week, when we made the little house out of paper,
Finishing work before Thursday, When I was doing projects, Finishing math,
Benchmark Project, The Play,
Making clothes, Finishing math, When I doubled my work, When I finish my
work it makes me feel less stressed, Completing concurrent enrollment courses.

3. What would make La Vida a better school?

More games, festivals, activity days, More messy science, More pizza making,
Not walking the mile, More playground stuff*, More visiting the lambs,
Woodcarving*, More students*, Less rules*, Faster computers, More plays*,
More hands on activities, Cooking class, Nothing*.



Benchmark Project Fair



Thankfulness Feast and Play

HIGHLY QUALIFIED TEACHERS

Employee	Credentials	Certificate	Levels	Courses	Highly Qualified
Fawn Bassett	Multiple Subjects Single Subject Science	Clear Clear	K-12	Kinder-4 Herbal Studies Independent St Ed Coordinator High School Specialty Teacher	K-12 Self-Contained Science
Michael Charnes	Multiple Subjects Supplem. Music Special Ed	Clear Clear	K-12 K-9	Math Specialty: Music & Movement Resource Specialist	K-12 Self-Contained. Music, Theater
Jason Hodges	Single Subject: Social Science	Clear	K-12	Social Studies Independent St. Ed Coordinator	K-12 Self-Contained. Social Studies
John Ford	Short Term Staff Permit		K-12	Independent St Ed Coordinator Science Technology Coordinator	
Ann Kelly	MA Education & Charter School Leadership 30 day Sub Comm. College	Emergency Life	K-12 Comm. Coll.	Executive Director	Self-Contained
Misty Ford	Multiple Subject.	Clear	K-12	Independent St Ed Coordinator Math	K-12 Self-Contained.
Angela Habbal	Multiple Subject.	Clear	K-12	Independent St Ed Coordinator Elementary Grades Art	K-12 Self-Contained.
Michelle Halsey	Multiple Subject Single Subject English	Clear Clear	K-12	Independent St Ed Coordinator Writing	K-12 Self – Contained, English
Jimmy Yuen	Single Subject PE	Clear	K-12	Independent St Ed Coordinator PE, Math	K-12 Self-Contained
Shauna Heiselt	Multiple Subject	Clear	Grades 5-8	Teacher Mentor	5-8 Self-Contained

TEACHERS & STAFF CONTINUED

The year started on an upbeat note with all teachers returning (and returning again for 2024-25) until one of the credential programs decided not to accept the hybrid model for their candidate. Fortunately, we were able to hire a remote teacher who functioned as an Educational Coordinator, tutor and taught virtual classes. Then, in December the High School anchor teacher was recruited by Laytonville District and she is currently the principal of Laytonville's Elementary School. The remote teacher was able to take on the exiting teacher's student load.

A Bi-lingual classroom aid and office assistant was hired to better support the English Language Learner families, especially the parents. This staff member was much appreciated by the school community; however, she resigned in February to take maternity time. A bilingual replacement was found who filled the position until the end of the year.

The Business Manager position was filled for the year by Yariela Perez, a remote worker who resigned at the end of the year, June 2024. Fortunately, we were able to hire another remote school accountant, Chris Russell as the Business Manager who started in September of 2024 and cut his teeth on closing the books for 2023-24 in the unaudited actuals under the tutelage of the MCOE business office. This closing accounting received a favorable review by the auditors, with no discrepancies or findings.

La Vida is a 100% Independent Study School for attendance purposes. Under California Ed Code 44865 all teachers with a regular California credential of any type are considered a Highly Qualified Teacher to teach any subject in Independent Study. This special designation does not apply to the one-year permits and do not carry the Highly Qualified status.

SUMMER WORK: Four teachers took on summer projects which greatly contributed to the overall program. 78 A-G Accreditation was secured for more online classes. A Native American Studies Class was developed as a kickoff to the creation of an Ethnic Studies Program. 14 Career Pathways in 9 Industrial Sectors were added to the High School Program. Four yearlong lesson plans with activities for a Mindfulness Class was presented to the onsite teachers.

PROFESSIONAL DEVELOPMENT, PD, including but not limited to the list below:

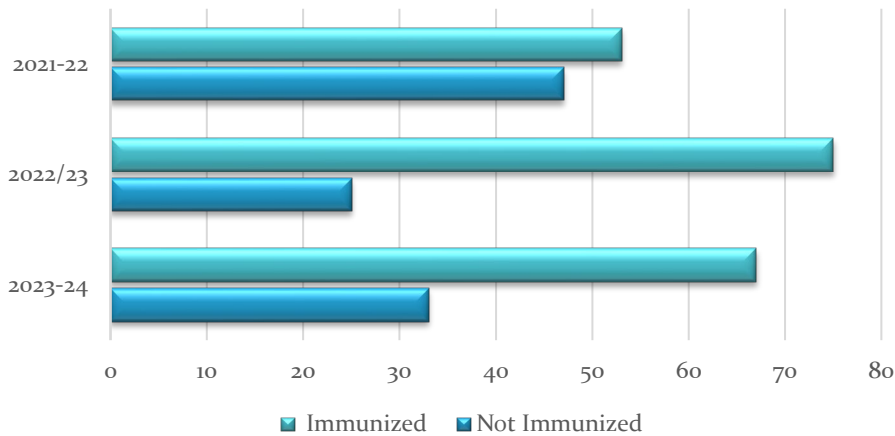
- iWaldorf summer conference -4 attended
- Alliance for Public Waldorf Winter Conference--9 attended.
- Wisdom & Wonder Early Childhood- 1 attended
- Great Lakes Waldorf High School Intensive-4 attended
- iWaldorf – Waldorf in 3D- 3 attended
- Mentor Teachers presented in house to Teachers three times- 7 attended
- 4 Special Ed SELPA Steering Committee– 1 attended
- 2 SELPA Trainings at La Vida on Positive Behavior Supports- 9 attended
- 2 CALPADS in person training- 1 attended
- 8 CALPADS Webinars-1 attended plus other professional webinars from the state.
- 2 Charter School Development Conferences- 1 attended
- The school provides teachers with 26 non teaching work days, Inservice week, Orientation week, 3 Paperwork weeks and two wrap up days. In house trainings tend to occur then.
- Staff meetings include monthly Teacher Learning Communities, TLC, Monthly EC Staff Meeting, and the off weeks include an onsite Elementary teachers meeting. Additionally, there are four High School meetings per year.
- Teachers sign up in a round robin style for attending the Board meetings



Teacher
Mindfulness Sand
Trays from
Inservice

HEALTH AND SAFETY

Immunizations by Percent



The 2023-24 year continued the trend of the school population regarding immunizations. 67% received the immunizations required for school entry and one third 33% did not. See the lower bar of each pair the chart. In the past, The breakdown was sometimes closer to 50/50.

Non-Immunized students are served in the Home Only Program and do not attend onsite classes to satisfy California laws on the subject. The school advertises in the Family Life Magazine that non immunized students can be served. Virtual classes were offered to support these students, such as Robotify, Calligraphy, two Writing classes and Tutoring in Math & Reading.

MCOE was able to provide a nurse who offered the vision and hearing screenings for K, 2, 5, 8 and 10th graders.

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

- 4 Fire Drills and 2 Earthquake Drills were enacted.
- 11 out of 11 Monthly risk inspections were accomplished and repairs performed when necessary.
- Breakfast was provided for Elementary students and warm snack for High School students/
- Housekeeping and maintenance staff were maintained.
- The School Accountability Report Card, SARC, was filed on time with school in fair to good repair.
- Zero Suspensions
- Lice notice distributed
- Parents rated the school as a Positive and Supportive Environment 9.53 out of 10 points in parent survey.
- Parents also said Staff was Responsive to them 9.65 out of 10 points. Both very high ratings!
- 100% of the parents who filled out the survey, said their students felt safe at school.
- However, 35% of the students listed scary places such as the creepy bathroom, the closet, the sandbox and the big rock. 65% said they felt safe, and some wrote that it was a safe school. The complaints were investigated.
- All students had the option to choose a social emotional workbook.
- Mindfulness was integrated in the onsite Program
- Participants in the Physical Fitness Test totaled 20% of 5th graders, 43% of 7th graders, 0% of 9th graders
- with a total of 31% Participation rate. The state was only collecting participation rate for the second year.
- The Physical Fitness Test will be reported in the SARC again for this year.

FINANCIALS

In the fiscal year 2023-2024, La Vida Charter School received funding through the Local Control Funding Formula (LCFF). The school operates at 100% of the Gap Funding Rate and experiences adjustments in funding levels in line with the Cost-of-Living Adjustment (COLA) each fiscal year. The funding calculator undergoes periodic updates as the state obtains additional information on its economy and revenue, a process that occurs multiple times within a given year.

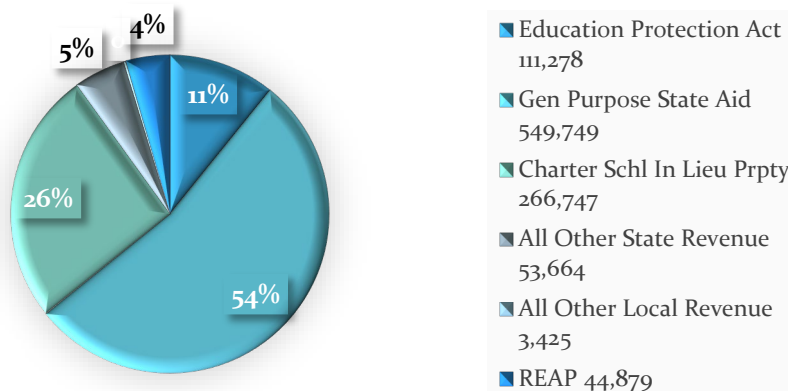
At the close of the 2023-2024 fiscal year, La Vida School maintained an ending balance of \$273,026.69 comprising \$156,391 in restricted funds, alongside a \$50,000.00 allocation reserved for unforeseen circumstances.

The Multiyear Projections submitted to the county and to the district included the 2023-2024 actuals and most recently the 2024-2025 1st Interim Budget projections, which was based on current LCFF and ADA of 65.

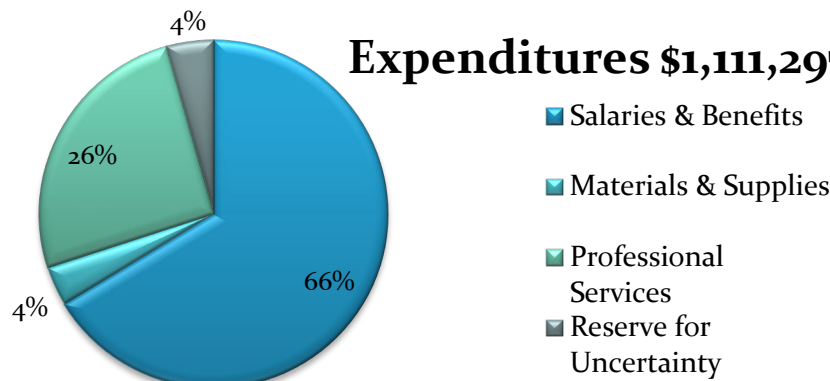
La Vida Charter School is forecasted to continue to maintain a positive cash balance throughout 2024-2025 fiscal year, even with the multiyear expenditure due to a material finding from audit 2021-2022

Below is a chart of revenues and expenditures incurred during the 2023-2024 fiscal year:

2023-24 Revenues Total \$1,029,464 & \$354,879 Beginning Balance



Expenditures \$1,111,297



HIGHLIGHTS OF THE YEAR

ACHIEVERS

Graduates: one out of two 12th graders and eight 8th graders.

52 Growth Certificates

40 Perfect Attendance Awards

14 blue ribbons for Fall Creations Class at Mendocino County Fair

LEARNING AND FUN

- Year Theme: La Vida Charter School in a Land Called Honahlee
- With Lots of Dragons and Unicorns
- Kinderhouse no more and Dragon protects the storage move
- Great American Eclipse
- High School Community Service in at the Golden Rule downed tree,
- High School created and donated 24 bags of Rainbow Bean Soup to the Ukiah Food Bank
- Community Service at the Golden Rule Apple Pressing
- Specialty Classes: Calligraphy, Drama, Music, Art, PE, Robotify, Renaissance Jobs, and Science classes for Elementary onsite. Herbal Studies, Native American Studies , PE, Art Media, Science, Fall Creations, for High School Specialties
- Native American Studies class publishes *Injun Country, An Old Timers Memories of the Mendocino County Indians* by Ray Shultz.
- School Store with buffalo wooden nickels as currency
- Elementary School Annual Field Trip to Pirate Pete's Pumpkin Patch
- Fall Performance of the *Beauty and the Beast Tell All*, a musical
- Thankfulness Feast with Unicorn Cakes, Dragon Breads and Dragon Gourd Centerpieces
- Peace Day Ice Cream Social
- Jester Scarecrow wins the Extraordinary Scarecrow at Scarecrow City
- Fundraiser, Pumpkins and Succulents by the HS Fall Creations Class
- Pumpkin Patch Field Trip
- Dia de los Muertos Party
- Virtual Classes: Storytime with Ms Fawn, Raz kids reading groups, Tutoring, Writing, Calligraphy,
- Gary Martin Art Appreciation Classes
- Five High School Community Thursdays
- Read A thon with ribbons and awards
- School Pictures by Maureen Jennison
- Benchmark Project Fairs for Elementary and High School
- Field Trip to Lambing at Hopland Field Station
- Field Trip on the Pumpkin Express, Skunk Train
- Field Trip to Grace Hudson Museum, Ukiah
- Field Trip to Jack London's Wolf House in Glenelen
- Field Trip to College Dance Performance
- Field Trip to College Day at Mendocino College
- Open House with Egg Hunt
- Ranch Learning- Sheep sheering and Wheat from plant to loaf with
- Mendocino Grains
- Graduation Ceremonies
- Games Day
- Weekly Check-in Awards- 66 Starbucks cards
- Teacher & Staff Appreciation Days
- Frozen Fruit Smoothies during CAASPP Testing



Dragon Guardian & Unicorn at Games Day



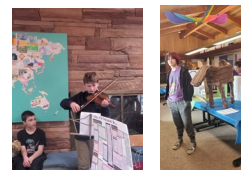
Great American Eclipse



Native American Studies Class with Injun Country



Kinders at Fall Play



Benchmark Fair, 7th gr. Violin piece of Renaissance Music & 6th gr Trojan Horse



Wolf House Field Trip



Tug O' War on Games Day