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REPORT TO THE WILLITS UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES  
FEBRUARY 12, 2026

*La Vida Charter School  
2024-25 End of Year Report*



Willits Unified School District  
1277 Blosser Lane

Jeanne King, President  
Jennifer Sookne, Clerk  
April Lamprich, Member  
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Submitted to John Baker  
Superintendent

LA VIDA CHARTER SCHOOL, 11785 ORCHARD LANE AKA  
16201 N. HWY 101, WILLITS CALIFORNIA, 95490, 707-459-6344  
ANN KELLY, EXECUTIVE DIRECTOR

# PROGRESS TOWARD GOALS



*La Vida Means Life*

The theme for the 2024-25 year was Back- to- Basics which continued into the current year. Back- to- Basics incorporated academics and it also encompassed Waldorf Methods created by Rudolf Steiner. All this activity made for a dynamic year.

Academically, the school has been making progress on growth in Reading and Math as measured by the MAP Test. The previous year saw a nice bump up, 9 points in Math and 3 points in Reading. The ongoing concern is that many students are below grade level in Math even though they are growing. Parents agreed to give some intervention curriculum a try and Imagine Learning's MY PATH was settled on. They have a great placement or diagnostic test which allowed us to achieve a 98% participation rate. It generated lessons automatically to support the student to grade level and beyond. It was supplemental, not replacing the core curriculum and needed at least one-hour focused action per week. Students started strong but by the May, only a third were participating. However, there were positive results on the MAP Test. Students grew 22 percentage points in Math and 14 in Reading!

Was MY PATH the magic bullet? Probably not. There were other interventions through the year, The Newsela virtual classes for reading, Tutoring, and The Writing 8 onsite, which is a powerful brain integration exercise often used as a therapeutic support for students with dysgraphia. It was probably a combination of factors that effected the MAP scores.

Working with the Imagination and engaging the whole child is a key aspect of Steiner's approach. A sort of elven medieval woodland life theme emerged from working with the etheric realm (Steiner's great contribution). An ethereal portal was created by student and her mother in the Great Room, which set the tone. Archery was brought in, which turned out to be a wonderful gift, and the Maypole dance was learned and performed at Open House. Of course, there was the reading and performing of Robinhood which was closer to a reader's theater version than a full-on play. All in all, it was months of fun and wholistic learning.

When approached to borrow their archery equipment, the Mendocino County Sheriff's Youth Activity League decided to donate it instead. A tremendous gift for our country school. (See Front cover photo.) There was a backdrop, 5 big targets on wheels, 30 plus compound bows in different sizes and over a hundred arrows, plus holders and instructional elements. We were able to contract with some excellent archery teachers, one who used a drum to speak to the archers to keep them in unison.

The Intensives, a wholistic program addition was implemented to better engage the Home Only Students and High School students since the onsite afternoons were reduced

POSITIVE  
PROGRESS  
TOWARD GOALS

72% GROWTH IN  
READING

86% GROWTH IN  
MATH

PARENT OVERALL  
RATING OF 9.62

ZERO  
SUSPENSIONS &  
EXPULSIONS

P-2 ATTENDANCE  
RATE 94.68%

98%  
PARTICIPATION RATE  
ON THE DIAGNOSTIC

RANGE OF COURSES,  
249 HIGH SCHOOL  
COURSES WITH MORE  
THAN 200 A-G  
ACCRDITED

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because of low attendance. Three guest artists from LA created the most fulfilling learning experiences for both elementary and high school students along with many parents. The topics were Wild Plant Dyes, African Drumming and African Cooking and one could see big beaming smiles on all the participants faces throughout the days. Eleven La Vida intensives were offered to high school students which included Astronomy, Hummingbird Robotics, Digital Storytelling & Sound Engineering with the Seabiscuit Story, CPR Training, First Aid Training, Finch Robotics, Floral Creations, and Archery.

### Challenges

As before, staffing continues to be a challenge. We were very happy to have all the teachers return however two weeks before the first day, the most senior La Vida teacher was recruited by another charter school and La Vida was never able to fully fill the position. The smallness of the school and the declining enrollment hampers the ability for the school to offer competitive pay and attract desirable candidates. Many applicants from around the state reach out and say La Vida is exactly what they are looking for, however they are making \$100,000 and cannot accommodate receiving half their pay.

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 & 2030 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
Prior Year Start Date	8/29/2023			73
Prior Year End Date	6/4/24			75
Start Date	8/30/24			59 (43 Re-enrolled from 23-24, new 18)
1	9/20/2024	3	1	61
CBEDS	10/2/2024	0	1	60
2	10/18/2024	3	2	61
3	11/15/2024	2	0	63
4 (P-1)	12/13/2024	2	2	63
5	1/17/2025	2	1	64
6	2/14/2025	7	2	69
7	3/14/2025	1	1	69
8 (P-2)	4/11/2025	0	2	67
9	5/9/2025	2	1	68
10	6/6/2025	1	0	69
<b>Total Gains &amp; Losses</b>		<b>23</b>	<b>12</b>	

ENROLLMENT SUMMARY CHART: The year started with 14 less students than the previous year which has been the trend since the pandemic which saw increased enrollment for Independent Study. The 2024-25 year began with 56 students less than 2020-21 with each year having an incremental drop of 10 or more enrollment. In addition, the current trend is that more families are interested in home only and fewer are enrolling in the onsite program.

## Enrollment by Grade (P-2)

Grade	TK-K	1	2	3	4	5	6	7	8	9	10	11	12	
Enrolled	4	5	4	2	3	7	5	5	6	11	2	8	5	
Total by Group		15			15			11		26			Total	67

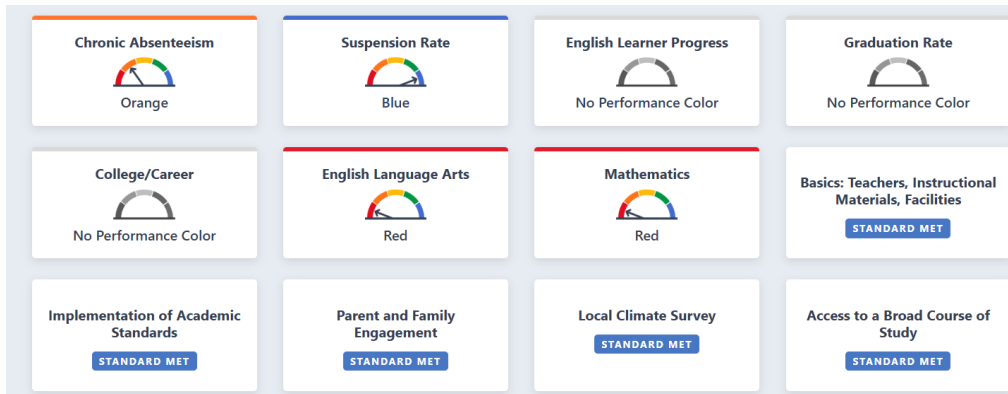
There was no consistent Waiting List.

## ATTENDANCE RATE (P-2)

94.68% was the attendance rate at P-2, which is slightly below the school's goal of 95% and is about the same, about a half a point higher than the year before. (Prior Years: 94.13% in 23-24, 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 (Average Daily Attendance) was 60.19 about 8 less than the previous year and is the lowest ADA in the last 10 years. (Prior Years: 68.56 ADA in 23/24, 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 students. Testing is discussed separately in the CAASPP section under Triangulated Assessments.

## CHRONIC ABSENTEEISM

The Chronic absenteeism rate of 12.8% is stated on the California Dashboard. They are tracking Kindergarten through 8<sup>th</sup> grade students who are absent 10% or more of the school days. For La Vida this is a 1.7% increase, meaning more students absent than the previous year

## DROP-OUT RATE, IS NOT POSTED AT THIS TIME.

LA VIDA USES AN UNOFFICIAL FORMULA, COUNTING STUDENTS ENROLLED IN THE CURRENT YEAR (\*not using the federal cohort formula) 1 student dropped out in 2024-25 or 1% (Prior Years: 1% in 23/24, 0% in 22/23, 1% in 21-22, 3.6% in 20/21 0% in 19/20, 2.7% in 18/19.

## SUSPENSIONS & EXPULSIONS: Continues at zero suspensions or expulsions

## GRADUATION RATE

The Dashboard has no post for the Graduation Rate currently 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 12<sup>th</sup> grade are not the same students as those in the 9<sup>th</sup> grade and there is no consistency of numbers of students per grade level

5 out of 5 students graduated with a diploma or 100%

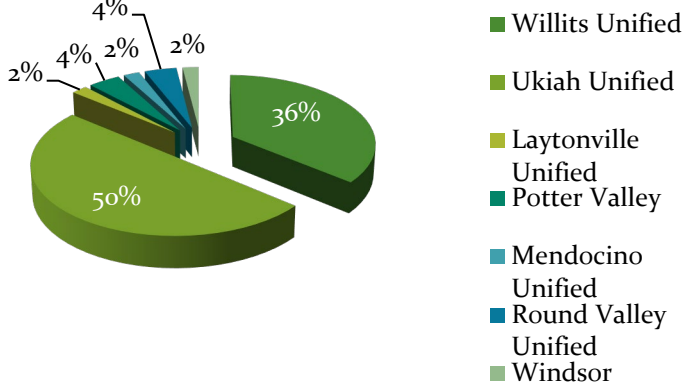
100% (Goal 80%) Prior Years: 50% in 23/24, 90% in 22/23, 67% in 21/22, 92% in 20/21, 88% in 19/20, 78%, in 18/19, 85% in 17/18.

## ENGLISH LANGUAGE LEARNERS

Five ELL students were enrolled which was two less than 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 All five took the ELPAC Test, however not all completed all sections.

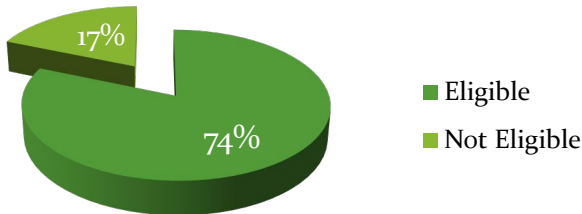
# DEMOGRAPHICS

## RESIDENCY



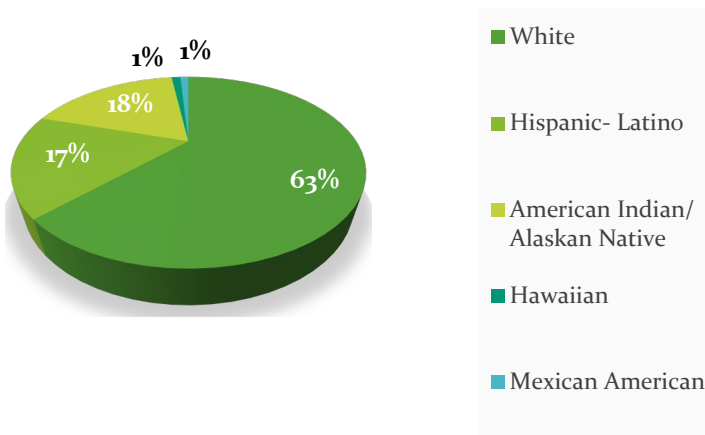
The La Vida population represents a cross section of the county in general especially the inland areas. The majority come from Willits 36% and Ukiah 50%. 3% more came from Willits and 9% more came from Ukiah. The numbers from these two districts teeter totters back and forth each year. The other outlying area enrollment is about the same as last year.

## ECONOMIC: FREE AND REDUCED LUNCH



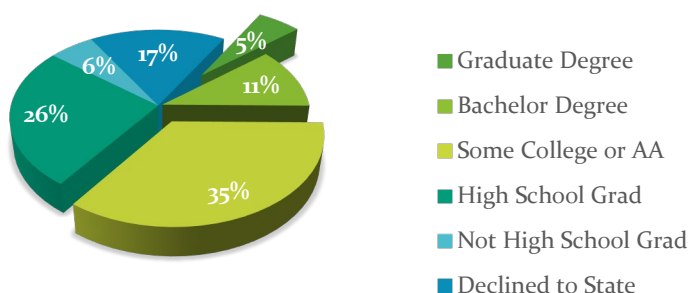
There were 8% fewer low-income students than last year which is slightly less than the county rate of 76.4%. Free Lunch eligibility for a family of 4 is \$40,560 annual income, whereas the eligibility for reduced price meals for the same size group is \$57,720 according to the USDA who sets the eligibility rates.

## ETHNICITY



In the 2024-25 year, the ethnicity population more reflective of the county especially in regards to whites. La Vida increase 22% over last year and is still 5% less white than the county (68%) 17% Hispanic students is 4% less than the previous year. The Hispanic/ Latino population in the county is approximately 30%. 18% Native American students is a higher concentration than the county average of 5.5%

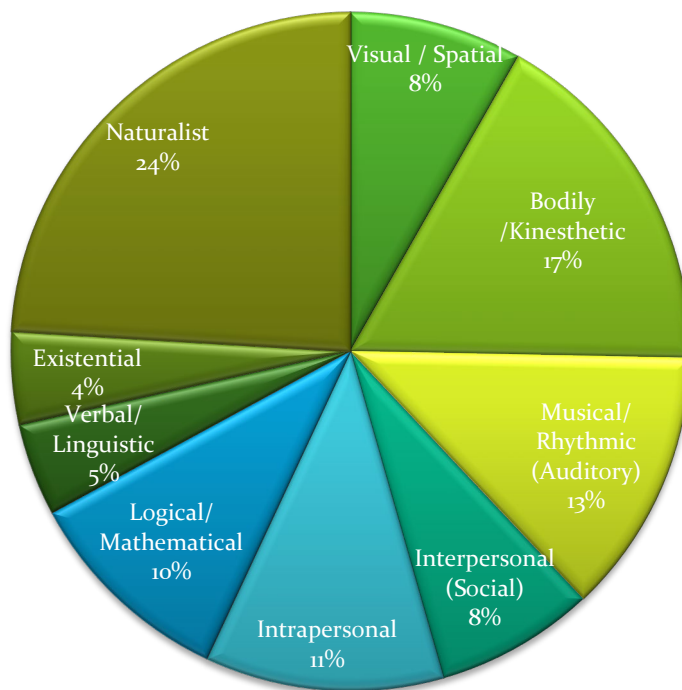
## PARENT EDUCATION LEVEL



18% of the Parent Body had less post secondary education than the year before. The largest group of the Parents having an AA or some college (35%). Those with a Bachelor's Degree 11% and Master's Degrees or higher at 5% The Healthy Mendocino.org website lists education levels for Mendocino County Residents with 39% having an AA or some college with 15% a bachelor's degree and 9% with post graduate degrees. The Parent group of 51% having some or more college compared with the county population at 64%.

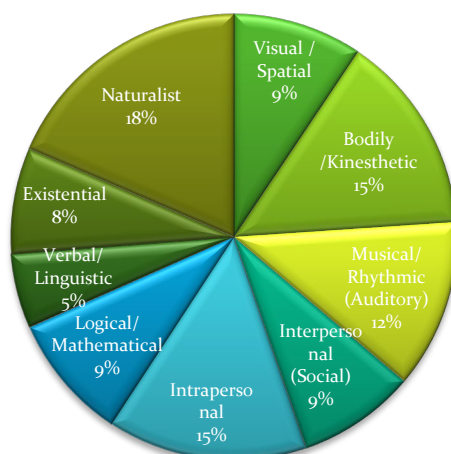
# TRACING THE LIFE FORCE IN LEARNING STRENGTHS PROFILES

## Strengths Profile 2024-25 1st Strength



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

## 1st & 2nd Strength



La Vida students learn best with active hands-on experiences as measured by the Strengths Surveys. In the top chart illustrating the #1 Strength, the Naturalist intelligence stands out with almost a quarter of the students. Having outdoor learning is important for these students. The next large groups are Bodily Kinesthetic and Musical Rhythmic intelligences which also learn best with hands on engagement. The Intrapersonal or self reflective/ contemplative modality is still growing and in the second chart is one of the largest groups, tied with its opposite Bodily Kinesthetic.

The Guest Artist Intensives were chosen as ways to engage these intelligences and inspire them.

The Wild Plant Dying started with a ride in the old bus down to the garden and orchard area to hunt for certain plants that were used in the dyes. The African Drumming Intensive served those who like to move and enjoy musical rhythms.

The African Cooking Day was very physical and sensory.

82% turned in their Strength Surveys which is the first assignment and is included in the

Orientation Packet. Older students are required to do two of the four surveys. There is a Parent survey to fill out for the younger students. A new survey was added this year from one of the school's

mentors. In the packet is immediate feedback for the student to learn about their strengths. The Benchmark Project due mid-year is designed to be created using the students' dominant strengths and show off their 'Best Work.' The Oak Meadow curriculum offers choices in assignments designed for the different intelligences.

# TRACING THE LIFE FORCE IN LEARNING

## TRIANGULATED ASSESSMENT

2024-25

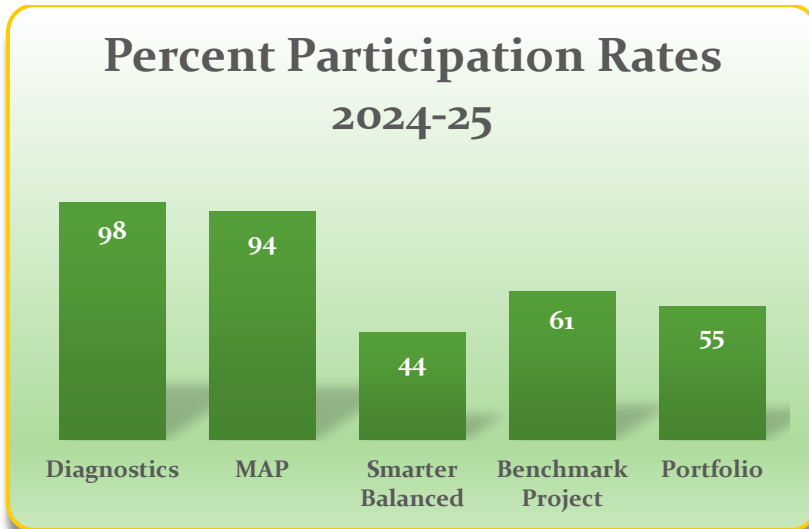
The school has established a three-prong approach for assessing student growth. The heart represents the student authentic assessments through the portfolio and the benchmark project, The clover leaf stands for growth on the formative test from NWEA, Northwest Evaluation Association, the publishers of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



The school piloted a new Diagnostic Assessment for math and reading through Imagine Learning's MY PATH. 98% participation set a record for the Diagnostic, up 43% from the previous year. The assessment proved reliable for math placement and developing a learning plan for individual students.

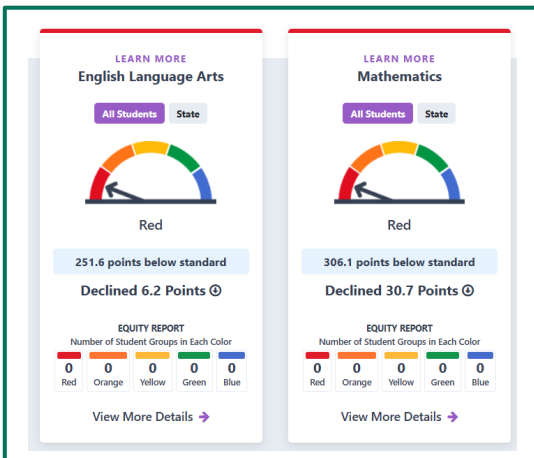
Participation in The Growth MAP Test remained high at 94%, up 1% from the previous year which was a jump up of 11% from the year before. Offered in October and March, The Growth MAP Test is recognized by the state as an alternative standardized test and the high participation nearly met the state's 95% expectation. The Smarter Balanced

participation was disappointing at 41%, down 9% from the previous year due to seasonal illness. The smallness of the population is easily affected by a few students. Fortunately, the MAP Test can be taken at home for which parents of home only students at a distance appreciate given the high cost of gas.



The authentic student assessments of the Benchmark Project and Portfolio had significantly less participation than in recent years. 22% less on the Benchmark and 12% less on the Portfolio. The larger gaps seemed to be teacher related whose promotion and follow through was less than expected.

## THE CAASPP TEST RESULTS: The Smarter Balanced Test

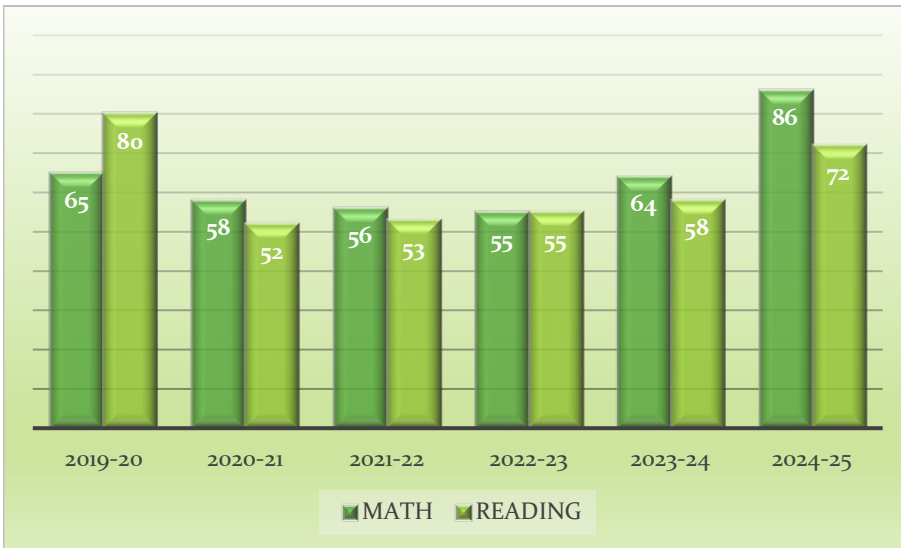


From the California School Dashboard

The Smarter Balanced scores in English Language Arts and Math declined from orange to red, the lowest tier. This is partly due to some low performing students and partly due to the heavy penalty points subtracted because of the less than 95% participation rate. The Zero Point Penalty is given to all students whose parents Waived or Opted out of the test which is their legal right. However, factoring in all the zeros will dramatically reduce the overall scores. 50% waived the test, 44% participated and 6% were absent. At least 56% of the students received zero points. Even though 16 students participated, only 6 completed all parts of the tests.

# MEASURES OF ACADEMIC PROGRESS

## THE MAP TEST



For the MAP Test, Measures of Academic Progress, the school’s goal is 60% growth. Following the guidance of the MAP creators who counseled that the highest achieving schools have 60% to 70% growth which was where La Vida was performing before the pandemic. In the 2024-25-year students made huge progress by achieving 86% growth in math and 72% growth in reading. Their growth over the previous year was 22% in Math and 14% in Reading.

We would like to believe that the all the interventions had a positive effect. Some students had exponential growth of over 20 points. 17 test scores were 10-to-19-point improvement. 9 tests had 20+ and there was one 30 and one 40-point improvement.

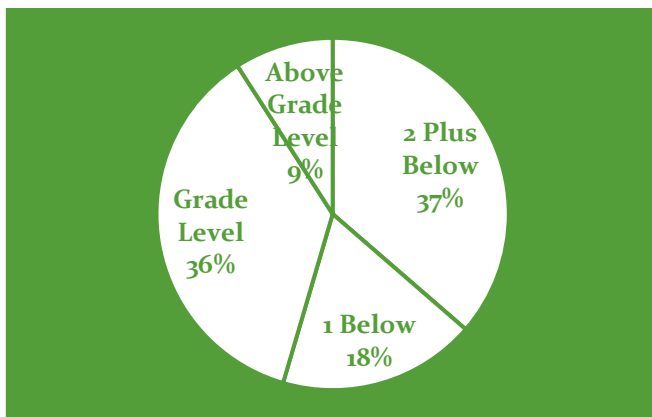
With the MAP we are tracking growth not summative knowledge. Even though students are growing academically, the majority are below grade level.

Parents agreed to give interventions a try. For the MY PATH Diagnostic or Placement tests, half the students were two grade levels behind in Math and 37% in Reading. Lessons were automatically created to bring the student up to grade level. This would require at least 2 hours per week on top of their regular Reading and Math Curriculum.

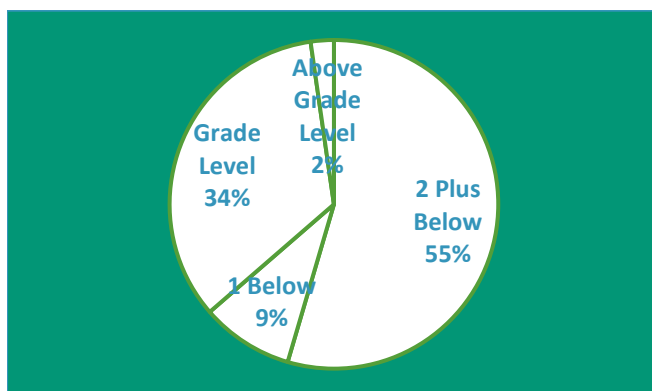
In February 45% were actively using MY PATH and in May 34% were the trouper. The outcomes stated by MY Path were that 100% of those finishing in Reading maintained or improved and in Math, 80% Improved and 20% Declined.

## MY PATH MATH & READING

### READING DIAGNOSTIC 2024

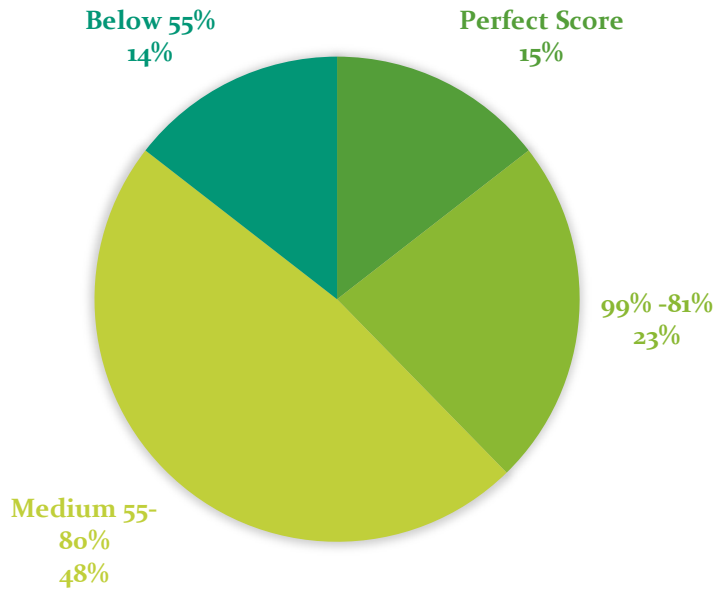


### MATH DIAGNOSTIC 2024



# LOCAL ASSESSMENT CONTINUED

## WEEKLY CHECK-IN PARTICIPATION



IMPROVEMENT 2<sup>ND</sup> HALF 22%

It was a good year for engagement on the Weekly Check-ins which means students made good progress on their curriculum. For the 2024-25 year there was sustained engagement of 86%, a 23% increase from the year before. 15% had perfect attendance, up 2% and another 23% were at top 20%. 48% were engaged enough and 14% either did not participate or had little engagement. This was an improvement of 24% over the last year. 22% showed improvement from the first half to the second half of the year.

Weekly Check-ins have been helpful in monitoring progress through the curriculum. Every Friday, parents or students submit a picture sample or actual sample of the last work in Math and Language Arts that was done that week. 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 2024-25 included:

- 43 Certificates and Wooden Nickles for the accomplishment of Smart Goals.
- 50 (74%) Perfect Attendance Award Medals
- 10 Read-A-thon bookstore gift certificates for the highest readers and 26 Reading brag tags and certificates for participation
- 26 Weekly Check-in Incentives nature bandanas from Oak Meadow and 49 certificates of accomplishment and
- 13 Starbucks Gift Cards and laurel crown stickers for top 100%
- 41 Benchmark Project Participation Ribbons & 25 Excellence Star Awards
- 23 Growth Certificates

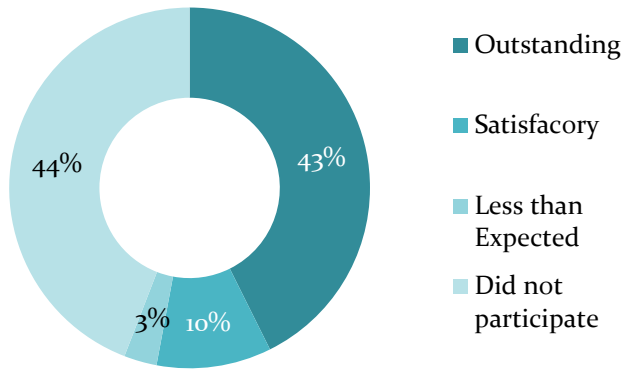
Weekly Check-in Report Cards are issued in December and May/ June.

Top performers receive incentive awards like Starbucks gift cards. Last year they also received an Oak Meadow nature bandana.

The lowest group receives a Warning Letter and a notice that they do not have a guaranteed spot in the next year's enrollment.

WARNING LETTERS:  
18 total Warning letters for non-compliance were given which were 6 less than previously. One Completion Contract, 10 first Warnings, 6 second, and 2 third were given. Two students were disenrolled for non-compliance.

# AUTHENTIC STUDENT ASSESSMENT PORTFOLIOS



The Child Centered nature of the Benchmark Projects and Portfolios draw up much joy and excitement. Even the shyest students are ready to share about their project. The Benchmark Fair is well placed in the middle of the year, as the excitement and confidence it generates lasts for at least a month which is a energetic midyear boost to learning and re-engagement. Even when there is less participation as a whole, the positive impact of the individual contributions is still what counts.

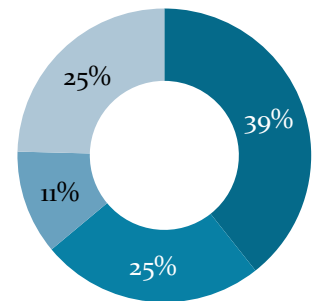
The End of Year Portfolio is turned in the last week of school. A detailed instruction packet with templates is provided to each student in the fall and there is a pacing reminder about setting aside samples at the end of each trimester on the Compliance Checklist which everyone is able track their own Weekly Check-in turn in record. The school also provides a presentation folder at Orientation that can be used for the portfolio and about half the students take advantage of it.

Both projects have a teacher created rubric which provides the data of the illustrated charts. Slightly over half the students participated in the Portfolio which is quite low compared to the typical 83% of years past. Students that come in late in the year have a hard time embracing the portfolio. Teacher support and inspiration play an important part in successful outcomes and that role becomes apparent when there is a drop in participation. However, the majority of the students who participated did an outstanding job, 43% or 74% of those turned in, not counting the absentees.

Similarly on the Benchmark Projects, the Exceeds Standards 39% and the 25% of the Standards Met group are the vast majority, 64% of those turned in were examples of good to excellent student engagement. Sometimes it is the research content that captures the imagination. Often it is an aspect of the execution that they enjoyed the most, such as working with their photographs, cutting and designing or creating fancy lettering fonts by hand. The Food and Farming projects bring in spreads of food which they enjoy preparing. A couple of stand out projects were Renaissance themed. One student made a homemade telescope, and another did a beautiful multifaceted presentation about Leonardo di Vinci as the scientist and created a large model of the heart from his notebooks plus lots of hand illustrated supporting material.

When the school was first created by parents and community, a critical piece for them was to have these kinds of learning events that also functioned as assessments. They valued their child’s engagement in creation more than their child testing well on standardized knowledge.

## Benchmark Projects



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

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## GOVERNANCE

The La Vida Board enjoyed a four-member board until February when Dawn Kalin resigned and became three members for the remainder of the 2024-25 year. The By-Laws allow for a three-member board.

The regularly scheduled Board meetings are for the first Wednesday of the month at 6pm, 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 2024--2025 Board of Directors were:  
Cynthia Raiser Jeavons, President  
Nicole Jones Ferreira, Secretary  
Dawn Kalin, Member  
Tim Cooper, member

The school is in the second year with a new third-party auditor, Chavan and Associates LLP in Morgan Hill, California. They have a paperless process which works well with the technology and applications they have in place. It also saves a couple of thousand dollars by not having an in person visit. The school is pleased to have on time filings and no findings or concerns with them for both years 2023-24 and 2024-25.

The Board worked to be in compliance with the new Board Ethics Training laws, AB 2158 and AB 1234 that went into effect. All members received training through the Charter School Development Center's special offering and received a certificate of completion after passing the test by the deadline of January 1, 2026.

Board Member Tim Cooper, wrote a grant to acquire a large generator to fill in on the PG&E Planned Power Outage days. The \$8,000 was not quite enough and more funds will need to be secured.

### KEY ACTION ITEMS VOTED ON BY THE BOARD:

The Board approved budgets and budget revisions, Layman's Budget, First Interim, 2<sup>nd</sup> Interim, the Closing or 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

Many students with special needs find their way to La Vida, which at times causes an out of proportion percentage of being double the state average of 13%. However, in the 2024-25-year fewer students with special needs enrolled and stayed steady at 12 or 18% plus four students with the federal 504 Plans. Fortunately, with the independent study model and with the curricular interventions, students are comfortably served and are able to relax and grow academically. For many students, just the ability to be at home and feeling more secure may result in positive outcomes.

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 authorizing 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 funds its Special Ed services through the General fund and has not ever received any special ed funding that most schools receive.

The School's Special Education personnel consist of a Special Ed Coordinator and a Special Ed Teacher who provides Special Academic Instruction. The coordinator works with the Special Ed team to receive and document the required input on the Special Education Information System, SEIS, forms. The coordinator also works closely with the SELPA Program Specialist and occasional support through Partners in Special Education, PSE. 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, who provides services virtually. The demand for virtual counseling through Tiny Eye increased and continues to grow. Social Worker services were offered but never utilized. Mendocino County Office of Education was able to provide a School Psychologist for testing and nurse who performed the health exams and reports for the three year and initial IEPs as well as vision and hearing screening for the general population.

And last, but not least, the school depends on many SELPA supports, (Special Education Local Plan Area) from state reporting to the expert SELPA Program Specialist, Ryan Weidaw, to the very informative Steering Committee meetings with the state updates.

Most of the IEP meetings are virtual since the therapists and the translator are virtual.

# PARENT INVOLVEMENT

Parent Involvement is at the core of the La Vida Independent Study Homeschooling Program since in grades K-8 the Parent/guardian is the primary educator in the home study programs. The key education role shifts more the credentialed teacher in high school, however student success in high school is dependent upon parent involvement in the home program. All grade level parents and students meet once or twice per month with their Educational Coordinator who helps manage educational progress, making and collecting assignments, grading school work setting goals and providing assessments along with general oversight and curriculum support

Parents were enthusiastic about the Back-to-Basics theme and joined in with the beginning of the year Parent Institutes. Oak Meadow Curriculum presented two webinars about using the curriculum and MY PATH provided an Instructional Webinar on using the Intervention Program. Later in the year the school mentor, Shawn Heiselt who is also a licensed social worker, provided three Sessions on Parenting and Homeschooling.

## OTHER PARENT INVOLVEMENT OPPORTUNITIES INCLUDED:

- 90% attended the two in person at the beginning of the year Orientations and 10% attended the virtual orientations for 100% participation.
- 63 % of elementary families attended the Curriculum fair and 8% attended virtually for a total of 71%. As per the agreement the school staff choose curriculum for the remaining 29% by June 30, so that curriculum packages would be ready for Orientation. High School curriculum ordering is handled differently, through the teacher.
- Parent Square, in its fifth year, is the key communication method. Last year the school sent out 335 Posts and 1,422 Direct Messages. The school is working to incentivize greater engagement. 35`% engaged through appreciations, comments and 219 items were signed up for..
- The Parent Tea provided valued input about the intensives, the interventions and the successes parents saw with their students. Specific suggestions were made on supplemental materials. It was a small group, 13%. However, the input was highly valued and both elementary and high school were represented.
- Parent participation in the year's 32 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 2024-25 with an average of 9.62 with 9.6 being rated for Staff Responsiveness and 9.0 for Positive supportive environment. 12% participation.

1. I feel adequately informed about my child's academic and social progress. **9.8**
2. My child has made adequate academic progress this year. **9.4**
3. I feel comfortable talking to school staff about my children. **9.8**
4. My Children are challenged at La Vida. **10.0**
5. I feel that La Vida staff is responsive to my needs. **9.6**
6. I am satisfied with the curriculum options available at La Vida. **9.6**
7. I am satisfied with the supply budgets available for my child. **9.8**
8. La Vida's social environment in positive and supportive. **9.5**
19. Anywhere on campus where my child feels unsafe? **100% No**
21. Did your child benefit from the Math and Reading Interventions? **100% Yes**

## 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 comfortable at home doing work, Better adjusted, Happier, Progressing academically**

**B. Why did you choose La Vida Charter School?**

**My niece graduated from La Vida, The two days onsite, Anxiety- needed homeschooling, My heart is with this school, For having a healthy environment.**

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

**Take them out of their comfort zones, classroom engagement online also works, keep engaging and curriculum supplements.**

# STUDENT SURVEY

70% of the Onsite Elementary responded and 62% 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?**

Science Class\*, Drumming Intensive\*, Art\*, PE, Hiking, Cooking\*, Group Activities, Community Thursdays, The Garden Bus Rides\*, Intensives\*, CPR training, Morning Art Projects, Computer Class, Archery\*, Astronomy

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

When I went to San Francisco, Fiber Arts Class, Testing, Accomplishments in PE\*, When I did the Benchmark Project, When I finished Economics, When I Got the Graduation Announcement, I felt fine overall, Getting to grade level, Getting good grades, Getting better at Math\*, When I started Algebra, PE test, History, My perseverance, Sewing Capes, Writing a story for English.

3. **What would make La Vida a better school?**

Having a dance class, More onsite classes\*, Virtual Math classes, More Robotics, Art and Cooking\*, Nothing it is already an amazing place\*, More Drawing\*, Longer breaks.

4. **Is there anywhere you don't feel safe?**

No, I feel safe\*, The swings

5. **What was your favorite Intensive? Would you like to continue the intensives next year? What would you like to do in an Intensive?**

Drumming\*, Cooking, Fabric Dying, Archery\*, Games Class, Add a Theater\*, A Free Writing type of thing, Self Defense Class, Horse back Riding, A dinosaur class. Continue them.



Benchmark Project Fair



Halloween Party

# HIGHLY QUALIFIED TEACHERS

Employee	Credentials	Certificate	Levels	Courses	Highly Qualified
<b>Michael Charnes</b>	Multiple Subjects Supplem. Music Special Ed	Clear  Clear	K-12  K-9	Math Specialty: Music & Movement Resource Specialist	K-12 Self-Contained. Music, Theater
<b>Jason Hodges</b>	Single Subject: Social Science	Clear	K-12	Social Studies Independent St. Ed Coordinator	K-12 Self-Contained. Social Studies
<b>John Ford</b>	Intern Credential	I	K-12	Independent St Ed Coordinator Science Technology Coordinator	
<b>Angela Habbal</b>	Multiple Subject.	Clear	K-12	Independent St Ed Coordinator Elementary Grades Art	K-12 Self-Contained.
<b>Michelle Halsey</b>	Multiple Subject Single Subject English	Clear Clear	K-12	Independent St Ed Coordinator Writing	K-12 Self – Contained, English
<b>Shauna Heiselt</b>	Multiple Subject	Clear	Grades 5-8	Teacher Mentor	5-8 Self Contained
<b>Ann Kelly</b>	MA Education & Charter School Leadership 30-day Sub Comm. College	Emergency Life	K-12 Comm. Coll.	Executive Director	Self Contained
<b>Michaela Wegesser</b>	Preliminary	1	K-8	Specialty Instructor K-1	K-8 Self Contained
<b>Jimmy Yuen</b>	Single Subject PE	Clear	K-12	Independent St Ed Coordinator PE, Math	K-12 Self Contained

For fully credentialed teachers teaching Independent Study, Ed Code 44865 allows them to teach in any Subject area and not be designated as misassigned.

Business Secretary, Lisa Burgess, and Student Services Liaison, Dory Haselswerdt, both acquired 30-Day Sub Credentials, to substitute if necessary.



Office staff, Lisa, Dory & Ann unloading Djembe drums for African Drumming Intensive

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## TEACHERS & STAFF CONTINUED

### Staff: The Roster for the 2024-25 School Year:

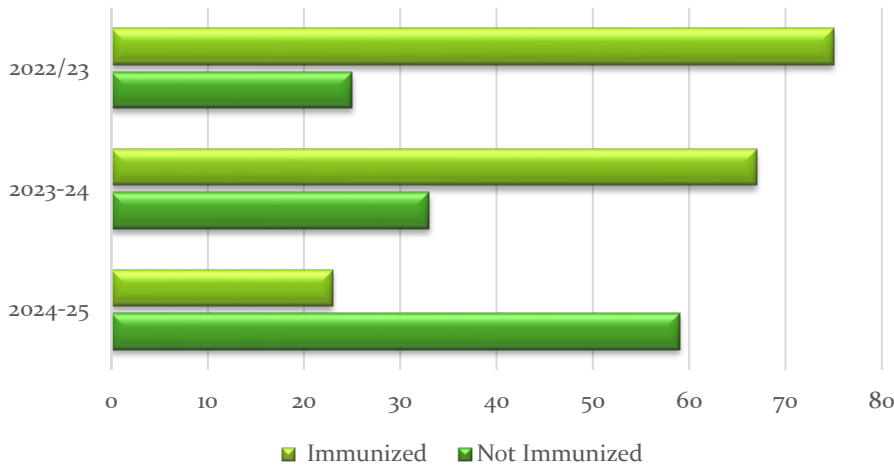
1. Ann Kelly Executive Director,
2. Chris Russell Business Manager,
3. Lisa Burgess Business Secretary,
4. Rhonda Reed School Registrar,
5. Yariela Perez Payroll Contractor
6. Andrew Miller Infonation Technician (two days per week)
7. Lisa Walker Special Ed Coordinator
8. Dory Haselswerdt Student Services Liaison and High School Anchor Teacher
9. (Fawn Bassett Kinder and 1st Grade Teacher & EC (Math, Herbal Studies Specialty and credential Mentor) Fawn exited just before classes started and was never fully replaced.)
10. Angela Habbal Grades 2,3,4 Teacher & EC (Math & Elementary Art Specialty)
11. John Ford Grades 5,6,7,8 Teacher & EC (Science & Math Specialty)
12. Jimmy Yuen Grades 5-8 EC, (PE and Math Specialty) Accountability Coordinator,
13. Jason Hodges High School EC, CTE coordinator
14. Michele Halsey High School EC, Language Arts Specialty
15. Michael Chames Special Ed Teacher, (Math & Music & Dance Specialty)
16. Jerry Jo Idarius Italic Handwriting / Calligraphy
17. Charlene Light Reading Specialist Tutor for Primary grades
18. Michaela Wegesser, K-1 Specialty Instructor
19. Michelle Marin Translator
20. Virginia Fish Waldorf Mentor High School
21. Shauna Heiselt Waldorf Mentor Elementary
22. Dan Miller Maintenance
23. Clean Green Services, Housekeeping

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

- 8 attended three lectures on Waldorf Core Principles
- One attended two-week Waldorf Summer Conference
- Three attended Being and Belonging Waldorf Lectures weekend
- 10 attended two special Waldorf Foundational Presentations specifically for La Vida faculty.
- Mentor Teachers presented two in house sessions to Teachers - 6 attended
- Two Career and Technical Education, CTE, Trainings, one attended
- CALPADS in person training- 1 attended
- 5 CALPADS Webinars-1 attended plus other professional webinars from the state.
- 4 Charter School Development Conferences- 1 attended
- Board Ethics Training with the Charter School Development Center- 4 attended
- 3 Special Education Bootcamp sessions 1 attended
- Numerous county and state webinars on finance, new procedures, testing coordinators charter consortium and more
- The school provides teachers with 26 nonteaching 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 teacher meeting. Additionally, there are four High School meetings per year.
- Teachers sign up in a round robin style for attending the Board meetings

## HEALTH AND SAFETY

### Immunizations by Percent



The chart shows the 2024-25 year as a reversal of the years before. 28% of the students were fully compliant with immunizations. 78% were not fully compliant and within that group 23% had no immunizations.

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 Calligraphy, two Writing classes, Science Fridays, Current Events, Raz Kids Reading and Tutoring in Math & Reading.

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

- 4 Fire Drills and 2 Earthquake Drills were enacted.
- 11 out of 11 Monthly risk inspections were accomplished and repairs performed.
- 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 with school in fair to good repair.
- Zero Suspensions
- Parents rated the school as a Positive and Supportive Environment 9.5 out of 10 points in parent survey.
- Parents also said Staff was Responsive to them 9.6 out of 10 points. Both very high ratings!
- 100% of the parents who filled out the survey, said their students felt safe at school.
- All students had the option to choose a social emotional workbook.
- Mindfulness curriculum designed by a teacher of the school was integrated in the onsite Program
- Participants in the Physical Fitness Test totaled 57% of 5<sup>th</sup> graders,
- 20% of 7<sup>th</sup> graders, 9% of 9<sup>th</sup> graders with a total of 26% Participation rate.
- MCOE was able to provide a nurse who offered vision and hearing screenings for K, 2, 5, 8 and 10<sup>th</sup> graders.



CPR Intensive for High School Students with Skip Williams Health Resources.

# FINANCIALS

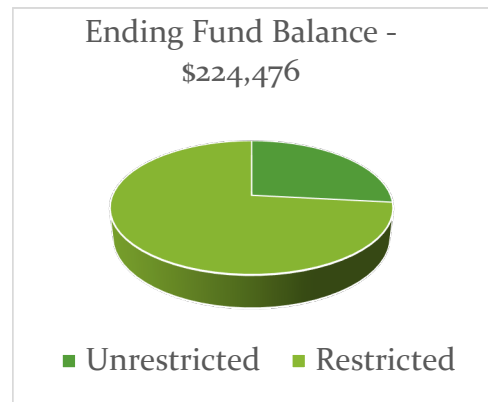
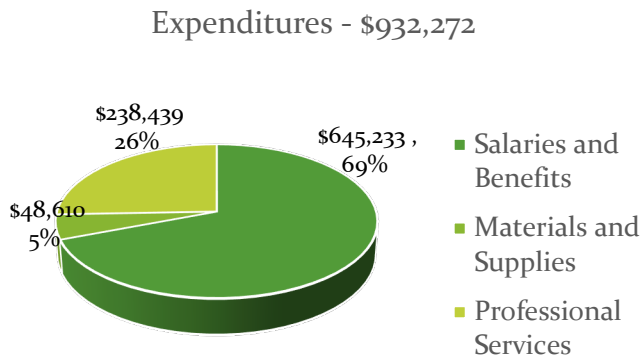
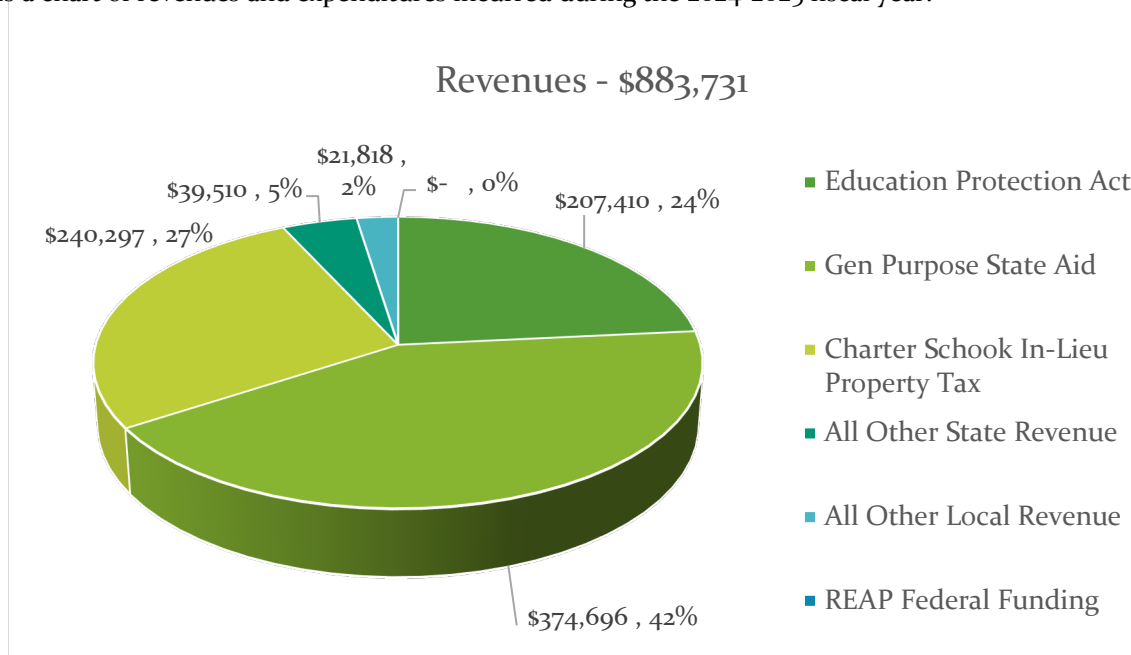
In the fiscal year 2024-25, La Vida Charter School Received funding through the Local Control Funding Formula (LCFF) and federal REAP grant. The school experiences adjustments in funding levels in line with the Cost-of-Living Adjustment (COLA) each fiscal year. The funding calculator undergoes periodic updates as the state obtains additional information on its economy and revenue and the school refines its Average Daily Attendance (ADA) estimates, a process that occurs multiple times within a given year.

At the close of the 2024-2025 fiscal year, La Vida School maintained an ending balance of \$224,475.95 comprising \$164,603.27 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 2024-2025 actuals and most recently the 2025-2026 1st Interim Budget projections, which was based on current LCFF and ADA of 60.17.

La Vida Charter School is forecasted to continue to maintain a positive cash balance throughout the 2025-2026 fiscal year.

Below is a chart of revenues and expenditures incurred during the 2024-2025 fiscal year:



# BUDGET, MULTI-YEAR PROJECTIONS

## 2024-25 ACTUALS & 2025-26

	Actuals		1st Interim Budget				
	2024-25		2025-26	2026-27	2027-28		
<b>Beginning Fund Balance</b>	\$ 274,226.89	\$	\$ 225,675.95	\$	\$ 77,756.89	\$	\$ 57,188.06
<b>Revenues</b>							
State Aid	\$ 374,445.00		\$455,575.00		\$472,005.00		\$496,034.00
Education Protection Account	\$ 207,661.00		\$160,010.00		\$164,842.00		\$170,480.00
In-Lieu Property Taxes	\$ 240,297.00		\$221,374.00		\$221,374.00		\$221,374.00
Federal Revenue - REAP	\$ -		\$54,189.10		\$28,834.00		\$28,834.00
Mandated Cost Reimbursement	\$ 2,093.00		\$2,032.00		\$2,032.00		\$2,032.00
Student Support & PD BG	\$ -		\$18,854.00		\$0.00		\$0.00
Lottery	\$ 20,104.07		\$16,320.00		\$16,792.00		\$16,792.00
Learning Recovery Emer. BG	\$ -		\$7,021.00		\$7,021.00		\$0.00
Special Education	\$ -		\$50,000.00		\$50,000.00		\$50,000.00
Prop 28 Art Funding	\$ 11,959.00		\$11,233.00		\$11,233.00		\$11,233.00
A-G Grants (return funding)	\$ -		(\$61,591.60)		\$0.00		\$0.00
Other State Funding	\$ 5,354.00		\$5,207.00		\$5,207.00		\$5,207.00
Interest	\$ 4,492.35		\$3,000.00		\$3,000.00		\$3,000.00
Local Revenue	\$ 17,325.44		\$0.00		\$0.00		\$0.00
<b>Total Revenues</b>	<b>\$ 883,730.86</b>		<b>\$943,223.50</b>		<b>\$982,340.00</b>		<b>\$1,004,986.00</b>
<b>Expenditures</b>							
Director Administrative Salary	\$ 19,614.48	\$	\$ 19,716.42	\$	\$ 19,716.42	\$	\$ 19,716.42
Teacher Salaries	\$ 348,117.75	\$	\$ 316,581.78	\$	\$ 308,104.66	\$	\$ 308,104.66
Classified Salaries	\$ 140,447.95	\$	\$ 183,027.12	\$	\$ 183,027.12	\$	\$ 183,027.12
Benefits	\$ 137,052.68	\$	\$ 158,485.36	\$	\$ 156,425.33	\$	\$ 156,425.33
Special Education (incl. Salaries)	\$ -	\$	\$ 102,107.59	\$	\$ 102,671.59	\$	\$ 103,230.93
Material & Supplies	\$ 48,610.27	\$	\$ 61,518.29	\$	\$ 63,253.00	\$	\$ 64,974.00
Travel & Conference	\$ 7,009.00	\$	\$ 8,900.00	\$	\$ 9,150.98	\$	\$ 9,399.89
Dues & Memberships	\$ 2,954.95	\$	\$ 3,000.00	\$	\$ 3,084.60	\$	\$ 3,168.50
Insurance	\$ 14,118.25	\$	\$ 23,350.00	\$	\$ 24,008.47	\$	\$ 24,661.50
Utilities	\$ 7,121.55	\$	\$ 7,470.00	\$	\$ 7,680.65	\$	\$ 7,889.57
Rent	\$ 30,000.00	\$	\$ 36,000.00	\$	\$ 37,015.20	\$	\$ 38,022.01
Professional Services	\$ 142,554.09	\$	\$ 120,271.00	\$	\$ 123,662.64	\$	\$ 127,026.27
Oversite Fees	\$ 3,981.00	\$	\$ 14,000.00	\$	\$ 14,394.80	\$	\$ 14,786.34
Audit Fees	\$ 10,256.00	\$	\$ 11,000.00	\$	\$ 11,310.20	\$	\$ 11,617.84
Legal Fees	\$ 2,175.00	\$	\$ 5,000.00	\$	\$ 5,141.00	\$	\$ 5,280.84
Advertising	\$ 2,299.95	\$	\$ 2,500.00	\$	\$ 2,570.50	\$	\$ 2,640.42
Communications	\$ 6,439.31	\$	\$ 8,400.00	\$	\$ 8,636.88	\$	\$ 8,871.80
Other Fees	\$ 9,529.57	\$	\$ 9,815.00	\$	\$ 10,091.78	\$	\$ 10,366.28
Budget Reduction Plan	\$ -	\$	\$ -	\$	\$ (87,037.00)	\$	\$ (87,037.00)
<b>Total Expenditures</b>	<b>\$ 932,281.80</b>	\$	<b>\$ 1,091,142.56</b>	\$	<b>\$1,002,909</b>	\$	<b>\$1,012,173</b>
<b>Ending Fund Balance</b>	\$ 225,675.95	\$	\$ 77,756.89	\$	\$ 57,188.06	\$	\$ 50,001.35
<b>Reserve for Econ. Uncertainty</b>	\$ 50,000.00	\$	\$ 50,000.00	\$	\$ 50,000.00	\$	\$ 50,000.00
<b>Unrestricted Ending Fund Balance</b>	\$ 175,675.95	\$	\$ 27,756.89	\$	\$ 7,188.06	\$	\$ 1.35

# CASH FLOW, CURRENT YEAR

LA VIDA INDEPENDENT CHARTER SCHOOL DISTRICT  
 SUPPLEMENT: FIRST INTERIM CASH FLOW -- GENERAL FUND  
 Beginning Cash balance as of October 31, 2025

11/25/25

2025-2026

	November	December	January	February	March	April	May	June	Accruals
Cash as of Oct 31	239,491	221,216	235,931	200,081	157,704	139,181	106,060	59,098	
LCFF	59,365	99,356	59,365	69,065	95,045	55,053	55,053	101,671	0
Federal Revenues	28,834	0	0	0	0	0	0	0	0
State Revenues	2,840	1,011	2,754	1,214	1,011	4,362	1,011	21,248	(61,592)
Local Revenues	0	0	937	0	0	0	937	50,187	750
Sources	0	0	0	0	0	0	0	0	0
Receivables & Due From Other Funds	0	0	0	0	0	0	0	0	0
Cash Not In Treasury	0	0	0	0	0	0	0	0	0
9650-9652 Deferred Revenue	0	0	0	0	0	0	0	0	0
1000	33,088	33,282	32,969	33,723	33,028	32,979	32,955	33,794	0
2000	27,601	16,086	15,381	22,582	17,711	14,644	16,337	31,133	0
3000	19,906	8,283	19,552	16,905	19,376	17,550	16,233	21,155	0
4000	3,763	1,159	6,987	10,071	5,993	657	2,786	5,368	0
5000	24,970	26,298	27,824	16,633	22,807	14,335	31,614	39,095	0
6000	0	0	0	0	0	0	0	0	0
7000	0	0	0	0	0	0	0	0	0
TF in	0	0	0	0	0	0	0	0	0
Uses - COVID by 12/31/2020!	0	0	0	0	0	0	0	0	0
TF out	0	0	0	0	0	0	0	0	0
Payables & Due To Other Funds	14	(543)	3,807	(12,742)	(15,662)	(12,371)	(4,039)	0	0
TRANS Note Payable	0	0	0	0	0	0	0	0	0
Deferred Expense	0	0	0	0	0	0	0	0	0
Prepaid Expense	0	0	0	0	0	0	0	0	0
<b>Cash Balance</b>	<b>221,216</b>	<b>235,931</b>	<b>200,081</b>	<b>157,704</b>	<b>139,181</b>	<b>106,060</b>	<b>59,098</b>	<b>101,658</b>	<b>(60,842)</b>

Total Receivables (including deferred appropriations if any)

(\$60,842)

Final Projected Cash Balance General Fund with Accruals

\$40,816

# HIGHLIGHTS OF THE YEAR

## ACHIEVERS

Graduates: five out of five 12<sup>th</sup> graders and six 8<sup>th</sup> graders.

23 Growth Certificates

5 CPR & First Aid Cards

50 Perfect Attendance Awards

25 Excellence Ribbons for Benchmark Projects



Graduating Seniors

## LEARNING AND FUN

- Year Theme: La Vida Charter School Back to Basics
- With Lots of Elves
- Ethereal Doorway creation
- Three Guest Artist Intensives: Niki Livingston Tsukamoto Wild Plant Dyes, Saliou M'Boup African Drumming, Chef Menal Kidane African Cooking.
- High School Intensives: Astronomy, Hummingbird Robotics, Digital Storytelling & Sound Engineering with the Seabiscuit Story, CPR Training First Aid Training, Finch Robotics, Floral Creations, Archery
- Open House with Archery Demonstration and the Maypole Dance
- Robinhood Play
- White Rabbit Scarecrow entry
- Specialty Classes: Calligraphy, Music, Art, PE, and Science classes for Elementary onsite. Intensives for High School
- School Store with buffalo wooden nickels, given as appreciations, as currency.
- Elementary School Annual Field Trip to Pirate Pete's Pumpkin Patch
- Pie n' Chai reception after Drumming
- Peace Day Ice Cream Social with Apple Crisps
- Elven themed Halloween Party
- Virtual Classes: 2 Writing Classes, Science Fridays, Current Events, Parzival, Raz Kids Reading,
- Gary Martin Art Appreciation Classes
- Read A thon with ribbons and awards
- School Pictures by Maureen Jennison
- Benchmark Project Fairs for Elementary and High School
- Field Trip to Taylor Observatory
- Field Trip to College Dance Performance
- Field Trip to College Day at Mendocino College
- Ranch Learning- Luncheon with Ranch Chef,
- Graduation Ceremonies
- Games Day
- Teacher & Staff Appreciation Days
- Pancake Breakfast
- Frozen Fruit Smoothies during CAASPP Testing



Kinder & 1st learning Shibori

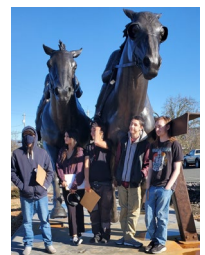


Wild Plant Dying Shibori Projects

Ethereal  
Doorway  
by Paula  
& Areya  
Geroux's



African Bread Making



Seabiscuit Statues Field Trip



Maypole Dance