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REPORT TO THE WILLITS UNIFIED SCHOOL  
DISTRICT  
BOARD OF TRUSTEES  
NOVEMBER 3, 2010

*La Vida Charter School*  
*2009 - 2010 End of Year Report*



**Willits Unified School District**

120 Pearl Street

Willits, California 95490

Willits Board of Trustees

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Submitted to Debra Kubin,

**La Vida Charter School, 16201 North Highway 101, Willits California 95482, 707-459-6344,  
Ann Kelly, Director**



## REVIEW OF GOALS

### *La Vida Means Life*

In 2009- 2010 La Vida Charter School made measureable progress toward many of its goals, and yet experienced disappointing setbacks in others. The year held the character of perseverance, in which one relishes in small victories, in the face of daunting challenges of financial squeezes and unexpected exits of key personnel. The most important schoolwide achievement of the year was receiving WASC (Western Association of Schools and Colleges) accreditation, which is vital for the viability of secondary school students entering state universities or transferring to other high schools. WASC accreditation occupied the focus of the whole school community for most of the year, and the three year certification was warmly received (to be renewed in June 2013.)



La Vida remained fiscally solvent and made mixed progress toward academic goals. In the face of decreased revenues, the school maintained a descent excess of the \$35,000 reserve stipulated in the MOU with the District. The school had planned for declining enrollment because of the economic downturn, but a lower attendance rate, 89% (95% is the goal) meant even less income. A multi year budget and cash flow is at the end of this report.

Improved scores and growth were seen in the CAHSEE, The MAP, the Student Self-Assessment, the Parent Satisfaction, the Graduation Rate and the Dropout Rate. More students passed the CAHSEE, 78% in English Language Arts and 63% in Math, up from 67% and 57% respectively, the previous year. Students who regularly attended the CAHSEE prep classes benefited, those, whose attendance was spotty, did not. Also, in high school, the Graduation Rate improved 86% (tentative with goal being 80%) and the Dropout Rate diminished, 3% (goal is 10%).

The school's goal to show 85% growth and proficiency on the MAP test came into focus. In Reading, 88.9% were growing or proficient and in Math 72.8% were growing or proficient, up from 75.1% and 58.3% respectively from the 2008-2009 year. Students responded more positively in relation to attitude and effort in the annual Self Assessment and Portfolio. They were unanimous in stating "learning had occurred" through the year.

Parents responses on the parent satisfaction survey improved with an overall averaged score of 8.64. (8.3 previously.) Noticeably higher scores were given in the areas of communication and responsiveness. More parents were involved with school events especially, with the spring Family Fiesta Fundraiser which was a major effort. However, most people did not log their hours making total hours uncertain. There was yet another shift in parents attitudes toward a preference, back again, to the Waldorf Standards. The previous year was the first time more parents preferred the State Standards.

Matrix  
B & C  
APA

APA =  
Annual  
Performance  
Audit

The great disappointment was in the student STAR scores causing the API to dive 120 points, even though hours of test prep using the released questions were experienced by the upper grades and high school. In trying to sort out what happened, it is clear that there were certain environmental factors that had an impact on student emotional balance. Two much loved teachers left unexpectedly. The school's lead teacher took a job in Sonoma County a week before school started and the other left in February because of technical issues. New, talented and capable teachers filled their spots, but the transitions were bumpy. Also, this meant breaking in a new first time STAR Test site coordinator which was also rocky on the first days of testing.

These aspects certainly affected the student performance. More important, however, is the population itself. With only 36 students testing in 10 grades, plus the high mobility of the population, the scores are unreliable in certain key ways. Only 36% of the students tested two years in a row. Each year brings a new group of individuals who also come and go during the school year. A table illustrating last year's gains and losses through the year gives an idea of the changeability. Between CBEDS in October and P-2 in April, the school had 35 gains and 28 losses which equal 63 changes in a population of 64 at P-2. La Vida prides itself on being adaptable and flexible; however the La Vida model is not an easy fit with the summative model of the API. This is why La Vida's triangulated assessment (the Map, the Student Self Assessment and the STAR) is so important, as it demonstrates multiple academic pictures. The school takes the situation of spiking scores seriously, and realizes that getting a clear diagnostic when students enter is essential for making an educational plan that is focused on personal academic goal-setting in specific subject areas .

Matrix  
B & C  
APA

The school is continually looking at and learning about ways to identify and support student's needs and learning. Last year faculty attended 9 webinars on using Zoom Data Director to support academic growth. Topics included Differentiated Instruction, Working with Parents, and Becoming Turn Around Specialists, to name a few. This was the last year of grant funding from the Charter School Association which supplied training and services from Data Director. La Vida will continue contracting with Data Director at an affordable rate.

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, 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 support with culturally rich on-site classes inspired by Waldorf Education one or two days per week. 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 a maximum of 100 students, class size is small offering a very beneficial student-to-teacher ratio of 15:1 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 2014. The school community enjoys its location and do not plan to move, expand or pursue other facility options.

Matrix  
District  
Impact  
APA

Side Brackets note the correspondence of the Charter School Matrix to this report.

# ATTENDANCE

## ENROLLMENT SUMMARY

Month	Date	Gains	Losses	Total
	August 09			73 (44) rolled Over From 08- 09
1	9/25/09	13	29	57
<b>CBEDS</b>	<b>10/7/09</b>			<b>60</b>
2	10/23/09	7	4	60
3	11/20/09	6	4	62
4 (P1)	12/18/09	2	3	61
5	1/15/10	10	3	68
6	2/12/10	2	5	65
7	3/12/10	4	3	66
8 (P2)	4/9/10	4	6	64
9	5/7/10		4	60
10	6/4/10		4	56
<b>Total</b>		<b>48</b>	<b>65</b>	

( Matrix  
A.1, A.2  
APA )

Admission practices are very personalized at La Vida. The numbers of entering and exiting students listed and described above represent many interviews and never ending hours of staff time. Every family has an interview with the Director, which includes an orientation to the program. Faculty and staff are involved with helping the family choose curriculum. Students coming in after the beginning of the year get a “first week pack” assignment which has diagnostics in math and language arts, as well as organizational assignments for independent study. Initial Educational Coordinator meetings are lengthy, being more involved with setting up the master agreement. When students leave, the exit procedure includes an interview, the gathering of books (often difficult to accomplish), teacher assessment of grades and credit. Then transcript and come file processing is initiated by the registrar.

( Matrix  
H, L  
APA )

Fortunately, the school rarely uses its suspension and expulsion policy. So far no expulsions in nine years. However, every year a few students are dis-enrolled for non-compliance with the independent study contract and are counseled regarding enrollment in other schools. Last year 4 students were exited in this manner.

The downturn in the attendance rate was linked to certain teachers, mostly high school, and can be linked to teacher burn out. The independent nature of the high school program, combined with the element that many are students at risk, puts added demands onto the teacher to support and work with students and their specific circumstances. Some teachers were not willing to extend themselves any longer. This attitude of non interest affected student performance, including attendance.

### DESTINATIONS FOR STUDENTS THAT EXITED

In District	5
California Public School	39
Private School/Home School	10
Dropped Out of School	2
Graduated or GED	7
Transferred out of State	2

Matrix  
B & C  
APA

### ENROLLMENT ON-SITE AND OFF-SITE (P-2)

On-site	54 or 84%
Independent Study Only	10 or 16%
On-site K-8	26
On-site 9-12	28
Off-site K-8	7
Off-site 9-12	3

### ENROLLMENT BY GRADE (P-2)

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Enrolled	0	7	3	1	5	3	6	4	4	9	5	10	7
Total by Group	25						8			31			

There was no consistent Waiting List  
Enrollment trend continues to decrease, 5 fewer than 08/09, 15 fewer than 07/08.  
This represents a 26% decline over two years.

### ATTENDANCE RATE (P-2)

At P-2 – 89%, (Goal is 95%). Prior Years: 08/09 95.3%, 07/08 93.70%.

Matrix  
APA

### P-2 ADA

56.94 ADA (67.7 in 08/09, 82.84 in 07/08)

### GRADUATION RATE

86% (Goal 80%). (82% in 08/09)

### DROP-OUT RATE

3% (Goal 10%). (18% in 08/09)

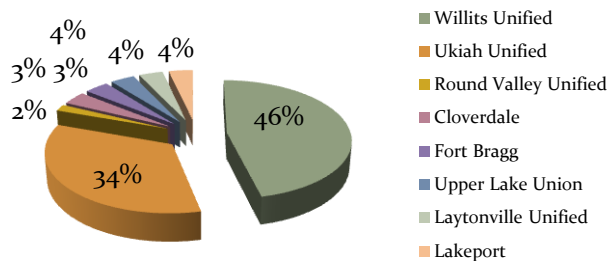
Matrix  
J

### SUSPENSIONS & EXPULSIONS- 0, ZERO

### ENGLISH LANGUAGE LEARNERS- 0, ZERO

# DEMOGRAPHICS

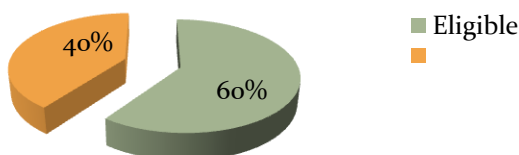
## RESIDENCY



More people stayed close to home in 2009-2010. A few more students came from Willits and Ukiah; 7% more from Willits and 1% from Ukiah/Redwood Valley. These students off set the decreased 8% from longer distances.

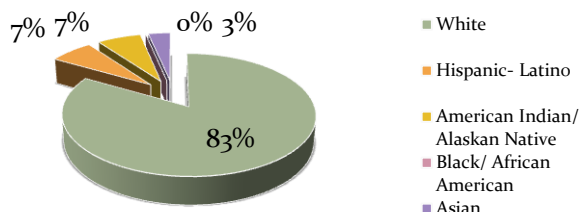
## ECONOMIC

### 2009-2010 Free & Reduced Lunch



The Economic status of the school population remained the same as the previous year.

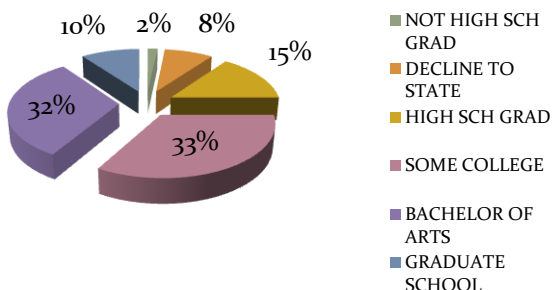
## ETHNICITY



The school population remains predominately white with a slight shift of 4% to more ethnic diversity. The school had three bilingual teachers with two being trilingual, The 3/4/5 class was virtually run as a Spanish Immersion Class. Language is not the barrier to diversity in this case, rather La Vida resides outside of the mainstream, both literally and figuratively, which can be undesirable for certain cultural preferences.

Matrix A.1,

## PARENT EDUCATION LEVEL



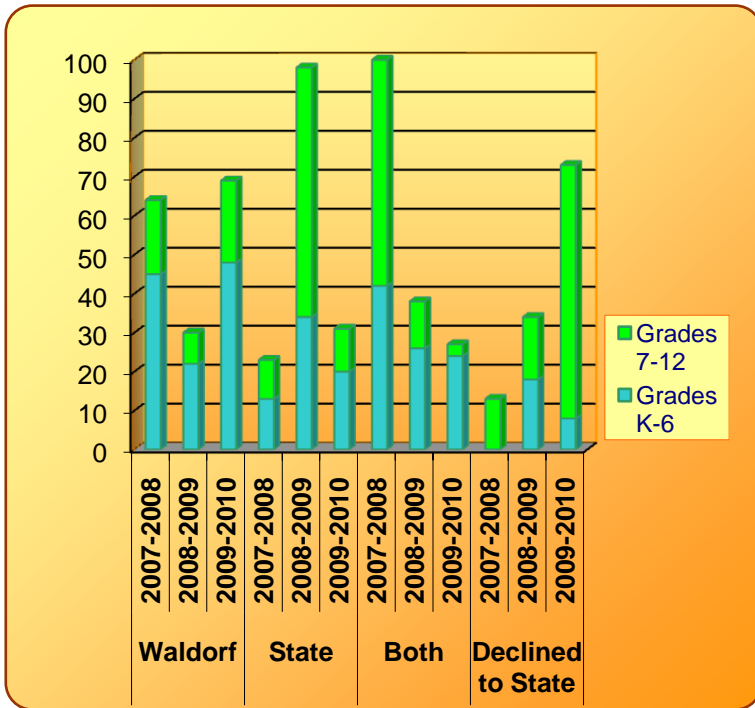
A slight shift in parent education levels with 6% fewer college educated, with the difference at the high school grade level. Within the three groups with college experience, there were 3% more BAs and 6% more MAs. The state lists parents' ed level at, 3.50 and the WUSD at 2.61.

# SCHOOLWIDE OUTCOMES

## PARENTS' CHOICE AND THE STANDARDS

La Vida provides parents with an informed consent choice form regarding the Waldorf and California Content Standards. If families pursue the Waldorf inspired curriculum, then they will be out of sequence with the California Standards, most especially in grades kindergarten through fifth. The graph and table below illustrate parent's responses, which is a little window into the mindset of the parents and their educational priorities. Along with the return of the Waldorf mindset came more parent participation, however participation in supplying snack was still low as in the previous year.

In 2009-2010, interest in Waldorf Standards increased back up to the years before 2008-2009. That particular year saw a sharp increase in interest in State Standards and not Waldorf.



TRENDS IN PARENTS' CHOICE OF WALDORF OR STATE STANDARDS

If we add in the category of 'both' referring to both Waldorf and State Standards, 72% of K-6 families, 72% of 7-12 families declared an interest in Waldorf.

In the same way, 44% of K-6 families and 15% of grades 7-12 chose the State Standards.

Matrix B & C APA

Numbers for the grades 7-12 group are unsubstantial, since 65% did not respond. This was more of a paperwork issue with specific teachers, than a philosophical stance on the part of parents.

THREE YEARS OF PARENTS' RESPONSES ON THE STANDARDS CHOICE FORM

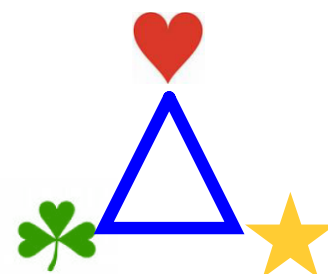
	Waldorf			State			Both			Declined to State		
	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10
Grades K-6	45%	22%	48%	13%	34%	20%	42%	26%	24%	0%	18%	8%
Grades 7-12	19%	8%	21%	10%	64%	11%	58%	12%	3%	13%	16%	65%

# TRACING THE LIFE FORCE IN LEARNING

2009-2010

## TRIANGULATED ASSESSMENT

La Vida has been developing its Triangulated Assessment since 2005-2006. It grew out of the insistence that parents did not value the state standardized test. This opinion was counter current to what was happening in government and education with the No Child Left Behind Act, NCLB, demanding all students be tested. The La Vida assessment plan uses The MAP test, The STAR, and the Student Self-Assessment and Portfolio measuring multifaceted educational growth.



In the triangle logo with the three symbols, The MAP is a formative test, designed in teaching to assure academic growth, and is symbolized by the clover leaf. The (the star symbol) is a summative test measuring the sum total of what the student knows with regards to a specific body of information, the California Content Standards. The heart represents the student centered or authentic model of the Student Self-Assessment and Portfolio. It was created through a year-long Appreciative Inquiry process with parents and faculty back in 05/06.

### API, ACADEMIC PERFORMANCE INDEX

API scores for the school, 617; for Willits Unified, 716; and for the State, 767.

The state's API score for 2009-2010 was 617, down 120 points from the base of 737 the year before. Possible reasons for this decrease were discussed in the first section Review of Goals, which have to do primarily with the small and highly mobile population combined with environmental factors at the school such as new teachers. The good news is that once again La Vida met the API growth goals in the subgroups of Special Ed and Socioeconomic.

The API is based on a complex formula with different weights given to specific subjects and grades. It takes into account the CAHSEE and the Writing test for 4<sup>th</sup> and 7<sup>th</sup> grades. Formulas are different for elementary schools and high schools. There is no formula for schools like La Vida, which is both elementary and high school under one entity. Because there were more elementary students 33 to 31 high school students, the school is categorized as a Small Elementary even though 48% were high school students. Elementary schools show stronger performance statewide in the testing. Small High Schools get a handicap bonus which boosts their score. This was in part what happened at La Vida in 2007-2008 when the school's score jumped up 149 points to an API of 752. That year the school was categorized as a Small High School.

( Matrix  
B & C  
APA )

### AYP, ADEQUATE YEARLY PROGRESS

The school did not meet AYP, in part because of the API score, and the official Graduation Rate has not been published. The school did meet two criteria however. It met the 95% participation rate in English and Math. It also met the percent proficient in English of 56.8%, but not in Math 31.6% proficient.

# THE STAR TEST RESULTS:

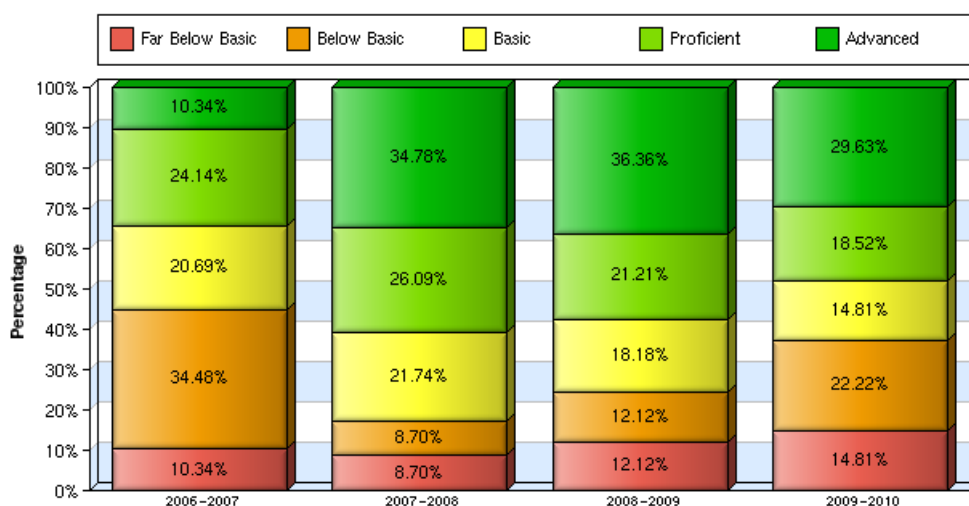
## CST, CALIFORNIA STANDARDS TEST



Of the 36 who tested (the largest testing group for one subject was 27 in ELA) 13 tested two years in a row, or 36%. Four stacked bar graphs in core subjects show a multi-year comparison. These should be read as a picture of student performance for that year, rather than a growth barometer, since 64% were new to the school.

Language Arts continues to be the strongest core area, with 48% proficiency down from 57% previously. More students scored in the Far and Below Basic range, 37% up from 24% in 08/09.

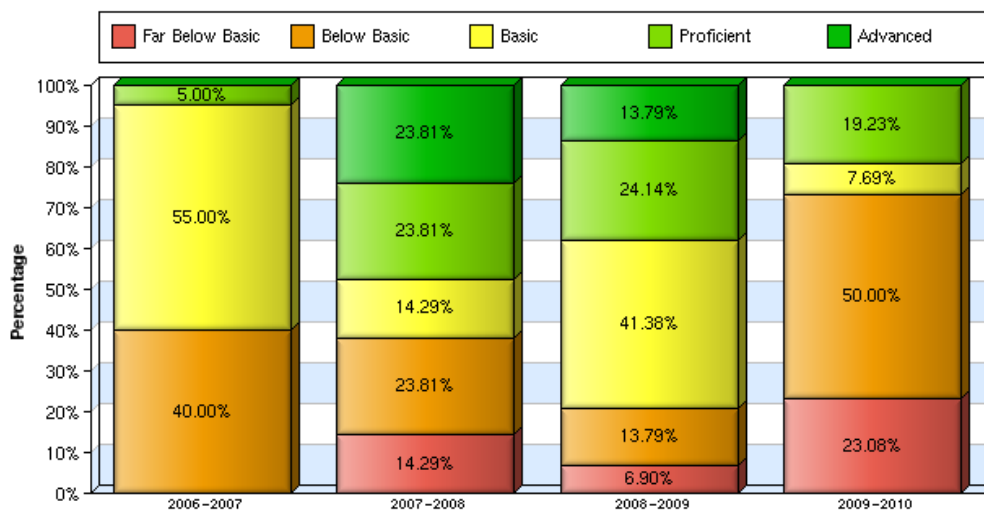
### MULTIYEAR COMPARISON OF CST ENGLISH LANGUAGE ARTS



Matrix  
B & C  
APA

One of La Vida's schoolwide goals as listed in the Charter is to see a 3 point jump each year in Math. The scaled score of 289 was down 24.13 points. Proficiency dropped 19% and Far & Below Basic rose 52%.

### MULTI-YEAR COMPARISON OF CST MATH

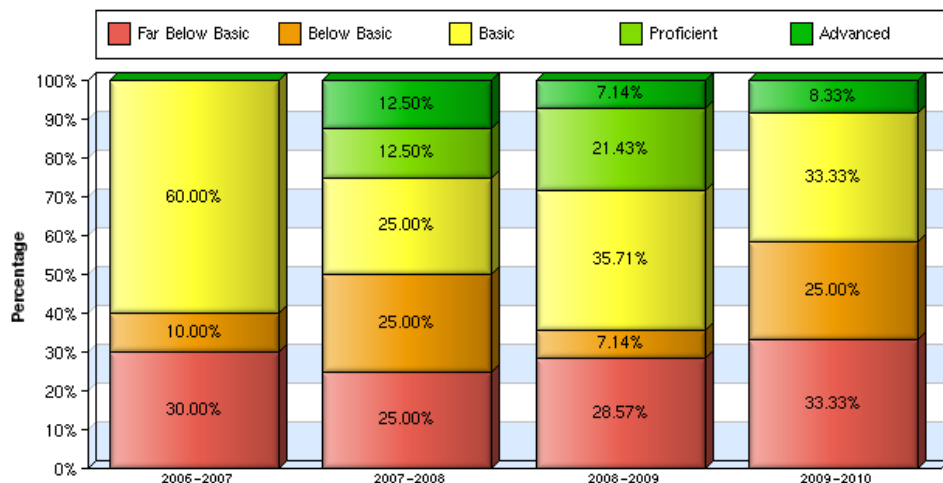


The school is working on the many math goals set in the WASC action plan for CAHSEE prep, math in life & more.

History like Math is the school's area to improve most. Science like Language Arts is an area of strength. Of the 12 students tested only 8.33% scored proficient in 09/10, 20% less than the year before. Conversely more performed poorly, 53.33% in the far and below group. As with Math, the school's WASC action plan has several History objectives, including more real life history as in field trips plus a 'bring a question to class' campaign. Teachers will develop other ways to integrate the test prep questions. Curriculum alignment is in part the problem in the 5<sup>th</sup> and 8<sup>th</sup> grades. Oak Meadow aligns somewhat in 5<sup>th</sup> and less so in 8<sup>th</sup> focusing instead on Civics. High school curriculum is more aligned to California's standards.

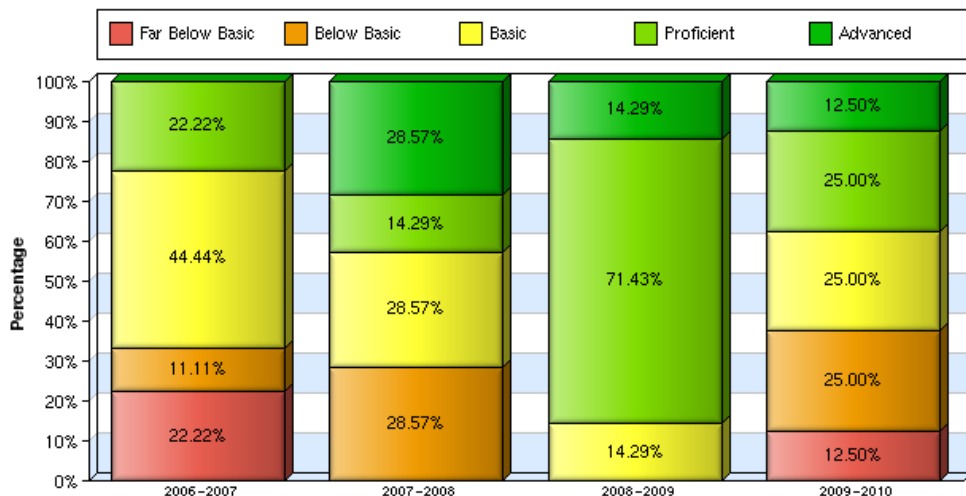
In Science, as with the previous year, only 8 students tested. Three scored proficient compared to the previous year's 6. Another 3 were in the far and below basic range. Standards based supplemental curriculum is available to all students who wish to use it in the four core areas. Recently, one family made a generous offer to donate Spectrum Science curriculum to any student who wishes to use it.

### MULTI-YEAR COMPARISON CST HISTORY



Matrix  
B 7 C  
APA

### MULTI-YEAR COMPARISON CST SCIENCE



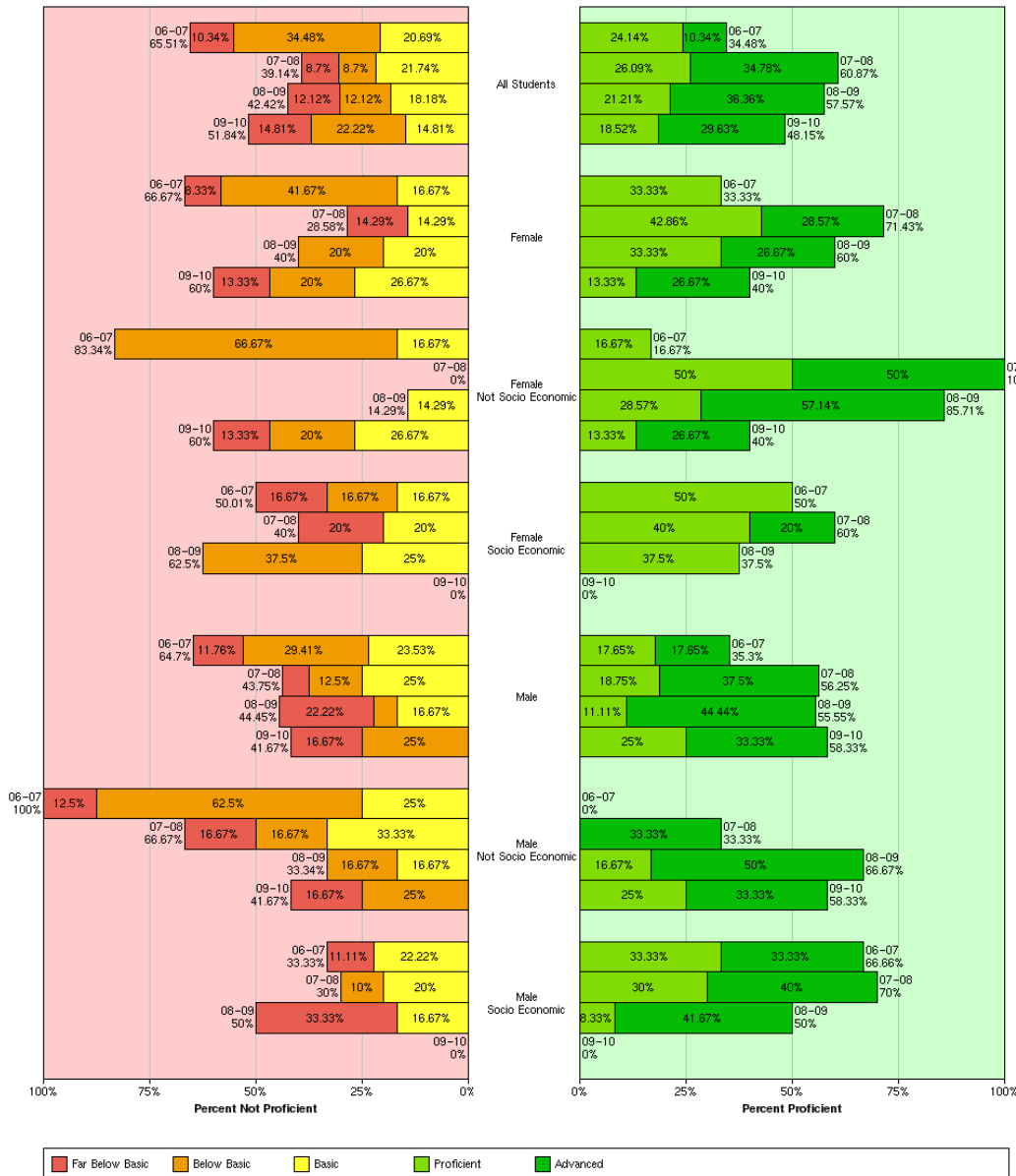
This type of chart is the closest report of disaggregated data the school can publish, since class sizes are so small and privacy could be compromised.

In English Language Arts, male students performed 18% more proficient than female students. Female Socio Economic students performed near the same as Not Socio Economic, however they were just slightly lower. Male Socio Economic performed about 8% less proficient than male Not Socio Economic.

Male Socio Economic performed about 12% higher than their female counterparts.

## PERCENT PROFICIENT ANALYSIS SHOWING GENDER AND SOCIO ECONOMIC IN ELA

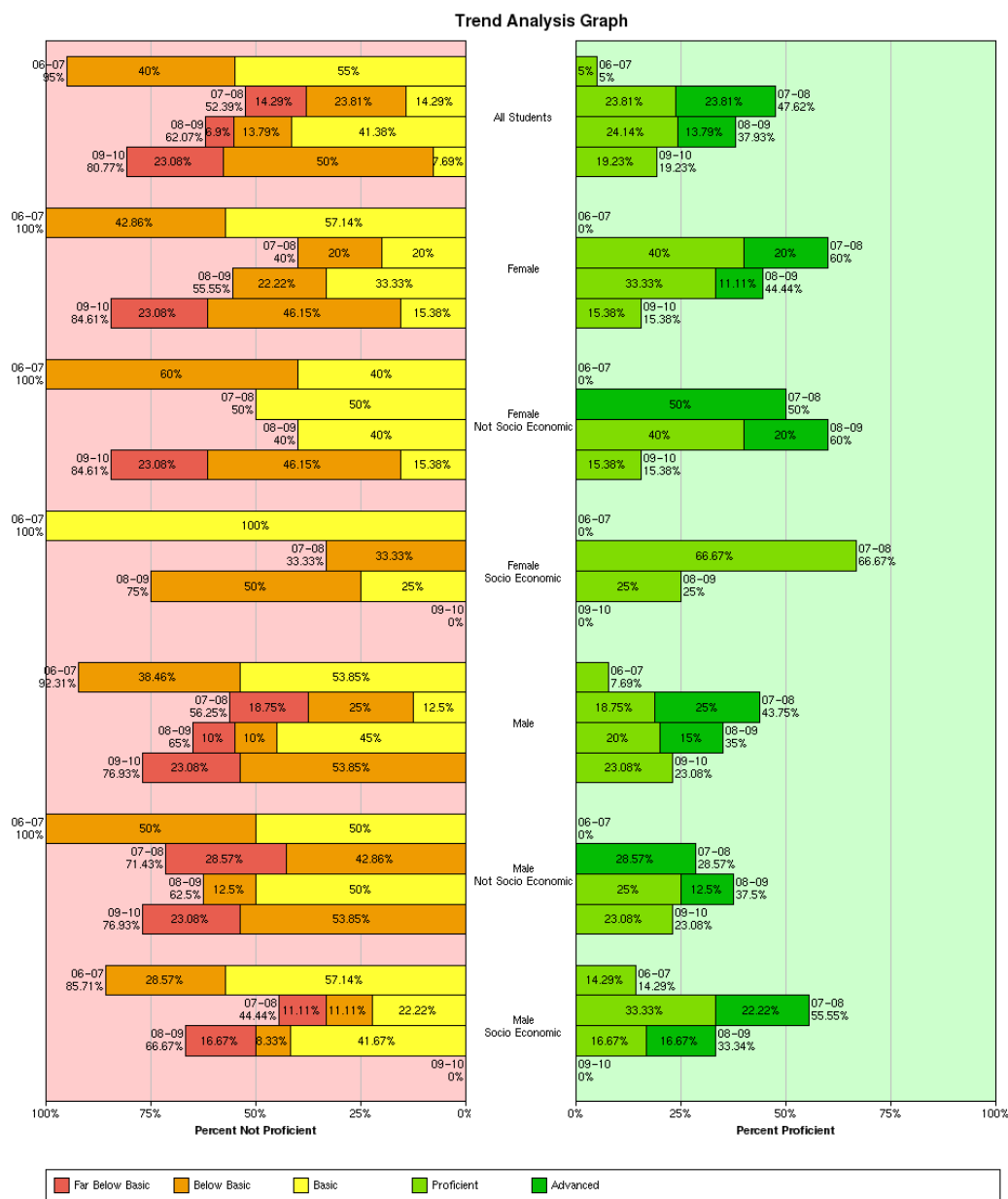
Trend Analysis Graph



The differences between the genders was about the same in Math. Boys were 8% more proficient than girls.

The students who took the math test did not flag as Socio Economic for both boys and girls. The Socio Economic reports the same as the basic gender groups.

## PERCENT PROFICIENT ANALYSIS SHOWING GENDER AND SOCIO ECONOMIC IN MATH



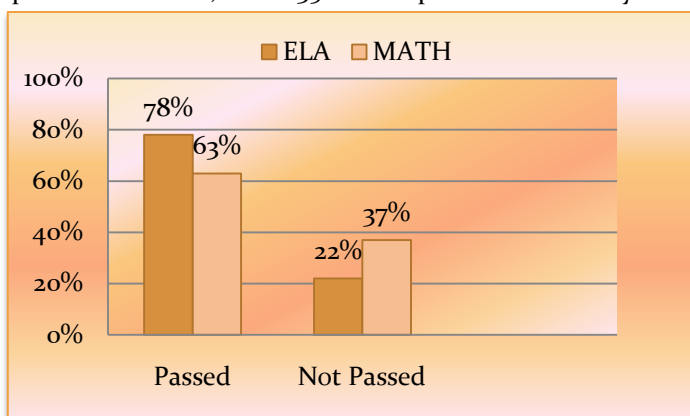
Matrix  
 B & C  
 APA

# CAHSEE, CALIFORNIA HIGH SCHOOL EXIT EXAM



La Vida Charter School continued with the program improvement steps already in place. Last year students who had not passed the CAHSEE were required to attend a 90 minutes math and a writing class. Consultant, Jeff Simpson of Mastery Learning Systems, taught the class while 2 teachers assisted, simultaneously being trained in his method. Later in the year Jeff worked directly with three teachers one hour per week. One of the WASC visiting team was a math teacher and congratulated us on our commitment to professional development.

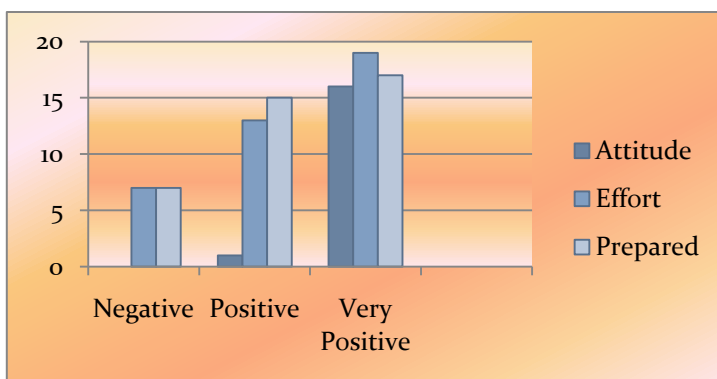
With all the hours and hours of work, students made only incremental progress. 77% passed English Language Arts, up from 67%, and 71% from the two previous years. 62.5% passed Math, up from 57% and 41%. Attendance to the classes made all the difference. Comments in the student satisfactions survey indicate that they enjoyed learning about writing and improving math skills. The iTunes incentive continued for those who passed or improved along with the self assessment. The graph below shows that students on the whole were very positive about their effort and feeling prepared for the test, about 35% more positive than last year.



For the high school program, WASC accreditation is a big boost and takes away the worry or wonder if courses will transfer.

Matrix  
A-5  
B & C  
APA

The High School Handbook (Program) is the key device in which parents and students ascertain graduation requirements, as well as the courses offered. This is provided upon enrollment and each year at orientation. It is also available on the school's website along with other key documents.



Each fall, Educational Coordinators, EC's, update their students four year plan to make sure there are gaps in progress.

THE 2009-2010 CAHSEE PASS RATE PERCENTAGE AND THE CAHSEE SELF ASSESSMENT RESULTS

# MEASURE OF ACADEMIC PROGRESS

## The MAP Test,

Published by the NWEA, Northwest Evaluation Association, the Map test is proctored in October and March at La Vida. It is a computer based test that finds the student level through finder questions. After about six questions it settles on a range. Many users comment that it is the first test that really assesses special ed students. The four core tests are Reading, Math, English Language Usage and Science. It does not have a Social Studies test. The school encourages students to take both the Map and the STAR. As a condition of enrollment the students must take at least one or the other. For the few that waive the STAR, which was no one last year, the Map is a must. The purpose of the Map is to help determine appropriate instruction. MAP is augmented by the DeCartes learning system, a California Standards aligned educational component.



Last year, the school acquired several standards based Social Studies tests through Glencoe that correspond to the grade levels and courses tested in the STAR. Providing a Social Studies alternative test to fill in the gap from Map, was one of the conditions of the 2009 charter renewal process with the District Superintendent.

In 2009-2010 a major effort was made in getting internet and internal network service, plus program installation on the laptops in the teacher meeting room, so that students could have a quieter, calmer environment for testing. The regular student computers are adjacent to the kitchen and copier which can be disruptive.

*The Growth and Projected Proficiency Report* below represents a comparison of test results from spring '09 to spring '10, the same time frame as the STAR. Last year students performed better on the Map than the STAR which was the reverse of the previous year. Showing 85% growth is the school's goal. In Reading, the yellow and green on the chart, indicate growth and proficiency of 77.6%. Add in the orange proficient group, to achieve 86.7%. Math shows 54.6% growing and proficient combined. Add in the orange group for score of 72.8% proficiency and/or growth. Only 13 points off the goal, but progress is happening with an increase of 14 points over 08-09. The report also predicts proficient performance on the STAR; at 46.7 in Reading, very close to the actual 46.15. For Math, however, the prediction is rosier at 40%, than the outcome of 19.23%.

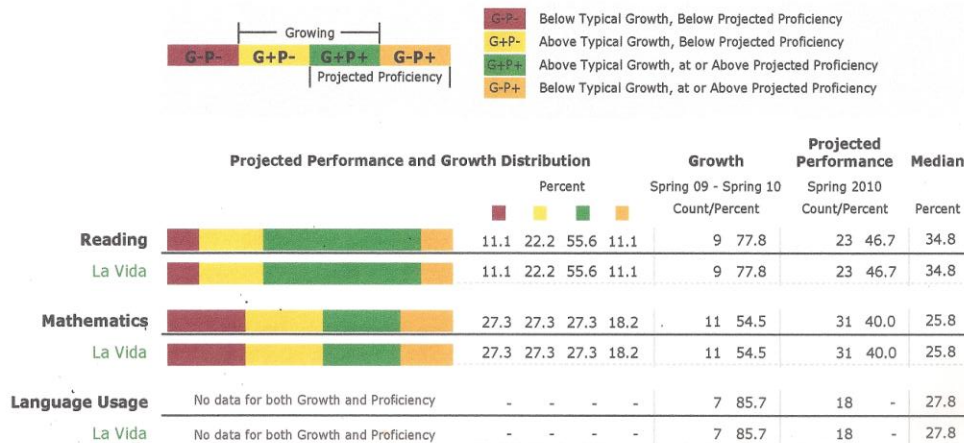
Matrix  
B & C  
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### NWEA District by School

View District by Grade  
Run this report for a different term

District: La Vida Independent Study Charter School

Roster Term: Spring 2010

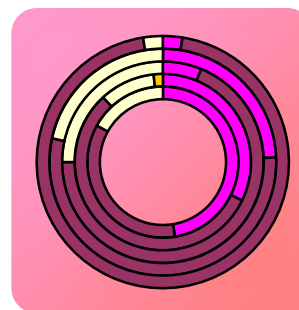


# LA VIDA STUDENT SELF-ASSESSMENT AND PORTFOLIO SUMMARY OF RESULTS

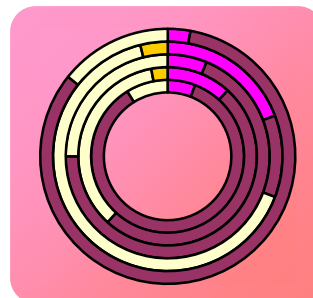
61% of the students turned in their self assessment and portfolio which becomes part of the end of year evaluation packet. There are two basic parts, the portfolio and assessment and then an additional self assessment for student from grades 6-12. The portfolio asks for examples of key learning moments, challenges that were over-come, and examples of their best work, when they learned the most. The self assessments ask about paying attention at meetings, about effort in work and tests, participation, being organized and on time with assignments, if they are happy with their work, and how the student is different at the end of the year compared to how they started the year. etc.

In 2009-2010 students were much more positive about their work, learning and their attitude toward their work showed a marked up turn. The hot pink are positive responses, exceeds expectations, purple is positive, met expectations, white is OK, less than expected, with a dab of yellow- orange for negative responses.

Compare the circle graphs on the right. In 2008-2009 there was much more lack luster performance (white) than last year. More positive hot pink and purple is visible in the 09-10 graph. Student satisfaction survey mirrors this generally positive attitude and satisfaction with personal accomplishments.

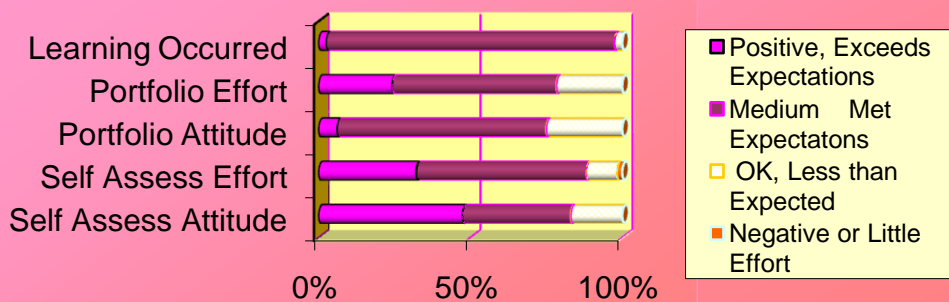


2009-2010



2008-2009

## 2009-2010 Student Self Assessment



Matrix B & C  
APA

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## GOVERNANCE

The five member board regularly meets on the first Wednesday of the month at 6:00 pm. The 2009-2010 Board of Directors were:

Marilyn McGrew, President, [alsomerlin@pacific.net](mailto:alsomerlin@pacific.net)  
 Sarah Livingston, Vice President, [lavidainfo@lavidaschool.org](mailto:lavidainfo@lavidaschool.org)  
 Emily Bartholomew, Secretary, [emily.bartholomew@gmail.com](mailto:emily.bartholomew@gmail.com)  
 Cynthia Raiser Jeavons, Member, [cynthiaz@sonic.net](mailto:cynthiaz@sonic.net)  
 Paula Britton, Member, [lavidainfo@lavidaschool.org](mailto:lavidainfo@lavidaschool.org) (on leave)

A primary focus for the board for the year was completing the self study process and hosting the WASC visiting team which the Board did with style. Also the spring fundraiser occupied time and energy. There were no new policy decisions last year. Action items were: approving the many financial reports such as the certification of the initial budget, the First Interim, The Audit Report, The 2<sup>nd</sup> Interim Report with Cash Flows. Secondly, approval of all updates of organizational documents and handbooks. Thirdly electing new Board member Marilyn Mc Grew and lastly the hiring of three teachers.

Matrix  
D, Audit  
APA

The Board approved the annual independent audit report by Robertson and Associates of Lakeport. There were qualifications and a minor finding on procedure that was being introduced.

Board Training last year consisted of several budget/ financial tutorials and work around the self study for the WASC accreditation.

There were no internal or external disputes.

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## SPECIAL EDUCATION

For the purposes of Special Ed, La Vida Charter School functions as its own LEA (Local Educational Authority) in that the school contracts with service providers directly and does not have the District provide services and does not pay an encroachment. Funding for Special Ed comes out the schools general fund and the school has not needed to ask for the limited financial help from the District, agreed upon in the MOU.

La Vida depends on the knowledge and connections received through the SELPA Program Specialist, Sharon Mills, who retired last year but is keeping on La Vida as part of a reduced caseload. MOU agreements with Paula Miller the Director of Special Education at MCOE are in place for nursing and psychologists. Last year speech therapy was provided through Juana Juan, also recently retired, who contracted directly with the school. Warren Pribyl continued to be the Special Ed Coordinator and Facilitator and Michael Charnes, La Vida faculty provided Special Academic Instruction to Special Ed students.

Matrix  
Special Ed

Last year the school served 9 IEP students, 14%, (Individual Education Plan), same as the year before. The school also supported 9 other students with the Student Success Team process, two of which will receive assessments for IEPs in the following year. These special needs students represented 28% of the school population.

## PARENT INVOLVEMENT

The school experienced a refreshing upsurge in parent energy last year with parents actively engaged in school events especially through the WASC self-study process, and for the Family Fiesta Fundraiser, Cinco de May, however volunteer binder entries were at an all time low with only six, 6, families listing 44 hours. Two parents served on the board all year and it took the whole school community to pull off the spring event. Board members rarely log their hours with meeting totaling a minimum of 50 hours per year. The school hosted seven Parent Teas plus some extra WASC self-study gatherings. A conservative estimate of unrecorded hours is approximately 684. Parent energy was lacking the previous year and it was speculated that there may be a correlation to the waning interest in Waldorf Methods. In 09/10 increased interest in Waldorf again correlates to greater parental involvement.

Matrix  
D  
APA

### PARENT SATISFACTION SURVEY

The Parent Survey includes 2 major sections. The first has a rating grid from 1- 10 or unsatisfactory to excellent respectively. The second is an input section allowing parents to write their personal preferences and reflect on their child's experience at La Vida. 36% of the surveys were returned, (21 out of 56). This is the exact same percentage as the previous year, up from 19% two years ago. Responses averaged the same or better than the previous year, especially for numbers 3 and 4 about communication and responsiveness which improved almost one point for each. Averaged responses are shown below. The goal of 8 was exceeded with an 8.64 (8.3 and 7.43 the two previous years.

1. I feel adequately informed about my child's academic & social progress. 8.7
2. My child has made adequate progress this year. 8.5
3. I feel satisfied with the support and communication with my EC. 9.2
4. I feel that La Vida teachers and staff are responsive to my needs. 9
5. My children are challenged at La Vida. 8.35
6. I am satisfied with the curriculum options available at La Vida 8.0
7. La Vida's social environment is positive and supportive. 8.8
8. My overall rating of the school is..... 8.6

9. In what ways can the on-site classes be improved?	10. What information would be helpful to you as a parent educators?	11. What field trips would you like to be offered?	12. How has your child's well-being & performance changed since they enrolled?	13. Why did you choose La Vida Charter School?
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In general parents were very positive in their responses especially regarding the more emotional questions 12 and 13. Their children were happier, less stressed, felt safe and enjoyed hands on experiences. They appreciated the flexibility in schedules, educational choices, the school setting, and the combination of classes and homeschool support.

Ideas for improved on-site classes included more guest parent/ teacher specialty projects and even more hands on science and foreign language for traveling. Helpful information for parent educators included; more curriculum ideas, writing curriculum, strategies for teaching math, ways to tie home and school together and on line supports such as a school Yahoo group and links to educational resources.

# STUDENT SATISFACTION SURVEY

Entertaining yet insightful, the student satisfaction survey is always a pleasure. Every year, a specialty class or two is created from the student responses. For example, high school students lobbied for a games class which they now have. Two field trips were scheduled at the beginning of the 10/11 year based on the frequent mention. TR Tuesday (Teacher of Record) is still a favorite. Students experienced an upset in the 09/10 year however. Favorite teachers moved on, one at the beginning of the year & one during the spring. Several mentions were made of missing those teachers which were edited from the following list.

The questions here are trying to capture what the students liked best and how those qualities could be applied to other classes. 86% of the surveys were returned. Answers are consolidated.

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

## High School

Art Class; Science Class; Writing Class; Psychology (2)

Classes that involve going outside; Playing Games

TR Tuesday (7)

Meeting with my Teacher

Doing good on The STAR Test

## Grades 1-8

Chinese Acrobat Field Trip (8); King Tut Field Trip (2)

Sitting outside enjoying nature; Science experiments; Science with Miss Karen (2)

High Tea (5); Baking

Spanish; Cinco De Mayo Festival; Crazy Hat Day,

Building (2); Math Olympics; Red Cross; Beading

Writers workshop book (3); Art (3);

Making paper dolls; Making our piñata (2)

Performing in the talent show

Matrix  
A-4  
B & C  
APA

2. What about that experience could be duplicated or done in another class?

## High School

More Cooking and Art Classes! (5)

More Stuff Outside

We could play games in other Classes; More Class time together would be a good thing

The creativeness in writing was amazing and in other classes that could be duplicated

## Grades 1-8

More Field Trips (5)

Movement

We could have a school tea or party (2)

Science with Mrs. Karen

Doing crafts (2)

Writing my own story (3)

3. Describe one of your favorite lessons by one of your teachers. What made it special?

## High School

Karen's Science Class-She's Great and I like science more now. (3)

Haiku- The poetry was interesting (2)

Math w/leff- The way he worked with us and showed us how (2)

### Grades 1-5

Virus Tag Game, Going Outside, Capture the Flag

Art Class with Marta; Clay Class with Stacey (3)

Music

Practical Activities (4)

Art with Miss B (2): also Math, Pinata Making (2), Paper Dolls in Spanish (2)

Using our imagination, doing our kites

Miss Karen did and experiment with an orange peel. It was special because it was outside.

4. When did you feel most proud of your accomplishments this year?

### High School

When I passed the CAHSEE (2)

After I managed to start Writing

In Math Class

When I saw how much I've done; Finishing my school work ahead of time

Getting my work done; Turning in my homework on time

Passing a year of school independently is an accomplishment to me

When I built my Rocking Chair

When I got my GPA score

My mural project

### Grades 1-8

Getting a scholarship

Finishing my report

My drawing (2); Making a Pinata, Making Torn Paper Trees

Making a fairy house with my Dad

Being in the Talent Show; Singing in the Talent Show

Writing a Sentence by myself

Reading to my Teacher by myself

5. What would make La Vida a better school?

### High School

More hands on activities-less writing

More organized and structured schedule (2)

More variety in the classes (2); Sports Club and Creative class

More one on one teaching

High School Field Trips

### Grades 1-8

More field trips

Making forts, climbing trees, desks in a circle, new play structure; More fun time

More reading time; More Music Time

Nothing (10); I think it is pretty good

A Class computer

# STAFF QUALIFICATIONS

Matrix  
E  
APA

EMPLOYEE	Credential	Certificate	Level	Courses	NCLB
Jennifer Borchardt	Prelim. Mult. Subj.	Prelim	K-12	Grades 1-2 Independent Study Ed Coordinator Art	Elem. Self Contained
Michael Charnes	Mult. Subjs Single Subj: Music Special: Learning Handicapped	Prof Clear	K-12 K-9	Gr. 5&6; Specialty: Music & Movement Gr 7-8; Music Gr 8-10 Independent St Ed Coordinator	Elem Art Self- Contained Music, Theater
Ann Kelly	MA Education 30 day Sub Comm College	Emerg  Life	K-12  Comm Coll	Director	
Connie Krantman	Comm College Adult Ed Designated Subject		Clear  K-12	Independent Study, Ed Coordinator	English Reading & Language Arts Foreign Language French
Stacey McDorman	Mult Subj. Gen Subj Art	Clear	K-12	K-3 Indep. St EC.	K-12 Art
Warren Pribyl	Mult Subj. pecial Ed	Life	K-12	Special Ed Administrator	
Damian	MA English	2011	K-12	7th & 8th	English

Sebouhiian	Multiple Subject Internship			grades Independent Study Ed Coordinator	Elem Self Contained
Kerry Sullivan	MA Psychology Mult. Subj	Clear	K-12	Independent Study Ed Coordinator. Specialty Teacher	English Art K-12 Self Contained
Carolina North	Secondary: Spanish, French, Italian Early Childhood	Life		Spanish I and II	Foreign Lang Spanish c French c
Catherine Brown	Single Subject, Science	Clear	K-12	Intro Math, Field Science	Science Intro Math
Tarney Sheldon	Multiple Subject	Clear	K-12	K-8 Educational Coordinator	K-12 Self Contained
Karen Walsh	Multiple Subject	Prelim	K-12	Elem & HS Educational Coordinator, Science	K-12 Self Contained
Marty Wolff	Multiple Subject (Special Ed Pending)	Clear	K-12	Elem & HS Educational Coordinator, Spec Ed Coordinator	K-12 Self Contained
Marta Wright	Single Subject Masters (English)	Clear	K-12	Elem & HS Educational Coordinator, 3/4/5 grades, specialties	K-12 English

All teachers were California Credentialed, with one intern and one preliminary credential. The intern teacher was unable to maintain the credential through the year and had to exit in the spring. The Science teacher who began the year and had qualification for beginning math also left early in the year for personal reasons.

This is the first year we had gaps in NCLB secondary qualifications. Math is especially weak per the NCLB rules even though we had Mastery Learning Systems Consultant, Jeff Simpson, teaching students and teachers in math weekly all year, he does not have a California credential.

#### OTHER PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN 2009-2010:

- 4 days of August Inservice
- Weekly "On-Site Staff" meetings
- Monthly "EC Staff" meetings which included trainings on Differentiated Instruction and Waldorf Developmental Philosophy
- The WASC Self Study Process
- 11 Webinars on using Data Director for data driven intervention
- 4 Waldorf Handwork Workshops with mentor teacher, Lisa Wilde, Sonoma County.
- Regional meetings for Charter School Association.
- Generational Teaching with Betty Staley, Sac.
- Fundamentals of Waldorf Ed. with Betty Staley; All faculty attended in Sacramento.
- Symposium on "Different Learners" w/ Jane Healy, Brain researcher at Rudolf Steiner College

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## HEALTH AND SAFETY

2009-2010 was the year of the pandemic flu. The school alerted parents as it received information from the county.

The school was vocal about staying home with fevers, which people honored and were careful about. Many families don't have their children immunized and sign waivers, and they tend to be health conscious. Although, many people suffered with the flu, there were no fatalities in the school community.

Providing an environment where children feel safe is a top priority at La Vida. Disrespectful behavior is not tolerated and students are worked with to turn the situation around. Generally there aren't many behavior issues, and few students are sent to the office. When incidents do arise, adults take time to work through the situation to resolution.

Matrix  
F  
APA

Fire Drills occurred almost monthly, except in the wettest months. Earthquake drills once per semester. The Risk Control Manager from NCSIG Insurance Group did his biennial inspection and was generally satisfied in what he found, except that the monthly site inspections were not regular. The school understands the importance of the inspections and will remedy the situation. The lack of regularity was a casualty of the turnover in personnel.

# FINANCIALS

In closing our books for the 2009-10 school year, La Vida Charter School’s biggest saving grace was that there was a healthy carry over from the prior years when enrollment was much stronger. La Vida, like all schools, had the struggle of operating for most of the year with a changing and uncertain State Budget and unsteady apportionment schedule. An additional challenge was that the school’s enrollment, the lowest in recent years was taxed further with less ADA than expected. Staff turnover and burnout issues described earlier negatively affected attendance.

The 2009-2010 budget is summarized in an attached “Layman’s Budget” format that shows what was budgeted, what were the actuals and the projected multi- year budget for the next three years. We were able to meet the \$35,000.00 reserve required by Willits Unified and still have \$57,471.04 in total un-expended revenue. We have a beginning balance of:

Unrestricted:	\$ 27,496.71
Board Account:	\$ 28,408.73
Unrestricted State Lottery:	\$ 8,117.45
Restricted Lottery:	\$ 928.15
Stabilization (Stimulus) Funds:	\$ 27,520.00

Matrix  
R

The Federal Stimulus money was carried over to use on various overhead and one time expenditures expected in 2010-11. For example, we have to invest in a new student data system for student support.

In the long term, the school does not expect much growth, and will be working on retaining families, curbing the high mobility, in order to generate the ADA necessary to not deficit spend. while at the same time, keep reserves strong. The school does not anticipate any big expenditures other than the new student data system and to replace some of the aging computers. Upgrading the playground equipment is a long term goal for future school fundraisers. The school’s goal is to remain financially solvent in order to continue providing an educational alternative for families at La Vida Charter School.

## La Vida Charter School 2009-2010 Budget

Revenues		Budget 2009-10	C/Y Actual 2009-10	Budget 2010-11 Based 60 ADA	Budget 2011-12 Based 65 ADA	Budget 2012-13 Based 70 ADA
Function	Description					
8000	Beginning Balance	\$ 125,278.00	\$125,277.69	\$ 92,471.04	\$ 92,707.04	\$ 93,671.04
8015	Gen Purpose State Aid	167,611.00	182,696.00	319,407.00	345,559.00	371,711.00
8096	Charter Schl In Lieu Prpty	145,112.00	117,746.00			
8290	Stimulus Money		1,823.00			
8480	Cat Block Grant	37,908.00	39,185.08	42,954.00	38,362.00	40,429.00
8560	State Lottery Revenue	5,288.00	9,431.83			
8590	All Other State Revenue					
8660	Interest	350.00	376.41	350.00	350.00	350.00
8689	All Other Fees and Contracts		3,157.89			
8699	All Other Local Revenue	13,000.00	23,396.44	5,000.00	5,000.00	5,000.00
8980	Contributions from Unrestricted					
8990	Contributions from Restricted					
<b>Total Revenues</b>		<b>\$ 494,547.00</b>	<b>\$503,090.34</b>	<b>\$ 460,182.04</b>	<b>\$481,978.04</b>	<b>\$511,161.04</b>
1000's	Certificated Salaries	222,524.00	215,427.52	199,391.00	214,391.00	229,391.00
2000's	Classified Salaries	45,495.00	46,280.55	47,203.00	47,203.00	47,203.00
3000's		52,893.00	45,570.03	36,195.00	38,954.00	41,712.00
4000's		31,022.00	32,227.40	21,030.00	23,103.00	25,175.00
5000's		63,320.00	65,405.57	63,656.00	64,656.00	65,656.00
5450	Other Insurance	4,200.00	4,126.49			
5802	Legal Fees	4,000.00	1,581.74			
6000's	Sites & Improvements					
<b>Total Expended Before Other</b>		<b>423,454.00</b>	<b>410,619.30</b>	<b>367,475.00</b>	<b>388,307.00</b>	<b>409,137.00</b>
Other	Management Fee					
7438	Debt Service - Interest					
7439	Debt Service - Principal					
<b>Total expenditures</b>		<b>\$423,454.00</b>	<b>\$410,619.30</b>	<b>\$367,475.00</b>	<b>\$388,307.00</b>	<b>\$409,137.00</b>
7970	Less Allowance for economic uncertainty	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00
<b>Total Un-Expended Revenue</b>		<b>\$36,093.00</b>	<b>\$57,471.04</b>	<b>\$57,707.04</b>	<b>\$58,671.04</b>	<b>\$67,024.04</b>
<b>Ending Balance</b>		<b>\$ 71,093.00</b>	<b>\$ 92,471.04</b>	<b>\$ 92,707.04</b>	<b>\$ 93,671.04</b>	<b>\$ 102,024.04</b>

\*\*\*\*\* Special Expenses were \$10,632.92 which was offset with a \$10632.92 contribution between unrestricted and restricted accounts.

\*\*\*\*\* Note: the ending cash balance on the cash flow report does not equal the ending fund balance. The cash flow report shows the actual cash as of June 30th and the ending fund balance reflects cash, plus any outstanding payables and receivables as of June 30th. It also does not include the Board account total.

La Vida Independent Study Charter School

2009-10 Cash Flow Worksheets  
Final

Object	2009-10 Final												Totals	
	July	August	September	October	November	December	January	February	March	April	May	June By 06.30		June After 06.30
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	
<b>A. BEGINNING CASH</b>	64,813	106,590	102,825	109,248	110,270	101,945	113,043	119,925	109,650	103,437	81,409	54,872	9,411	64,813
<b>B. RECEIPTS</b>														
State Aid	5,741	-	17,649	23,544	8,842	25,619	26,453	146	9,065	6,039	4,606	-	7,714	135,418
Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Aid	3,565	22,904	11,764	11,764	11,764	11,764	11,764	22,341	11,170	3,352	3,352	-	(7,758)	117,746
Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenues	-	-	-	-	-	-	-	-	-	-	1,234	-	-	1,234
Other State Revenues	888	-	3,421	6,695	1,705	4,941	5,922	4,527	3,240	4,395	(1,220)	-	3,578	38,082
Other Local Revenues	-	-	350	135	-	-	77	-	-	97	-	-	65	724
Interfund Transfers In	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8910-5923	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Financing Sources	10,194	22,904	33,184	42,128	22,311	42,324	44,216	27,014	23,475	13,883	7,972	-	3,599	293,204
<b>TOTAL RECEIPTS</b>														
1000-1999	5,350	12,533	13,674	21,299	19,707	18,376	19,549	19,455	20,540	19,688	20,617	24,440	-	215,428
2000-2999	1,078	-	3,321	4,515	4,246	3,651	3,046	2,374	4,016	5,276	3,176	11,382	-	46,281
Classified Salaries	823	1,889	2,357	6,924	4,604	5,046	2,962	3,635	3,683	3,485	3,245	6,897	-	45,570
Benefits	-	3,456	3,050	2,559	728	1,482	1,429	2,996	796	831	2,403	1,385	-	22,900
Supplies	-	9,035	4,213	6,142	2,337	3,430	9,398	6,777	2,491	6,981	2,440	2,620	-	62,611
Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5000-5999	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6000-6999	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Outlays	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7000-7499	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interfund Transfers Out	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7600-7629	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Financing Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7630-7699	11,567	26,913	25,615	41,439	31,622	32,185	36,404	35,437	31,526	36,461	31,861	46,524	-	392,790
<b>TOTAL DISBURSEMENTS</b>														
<b>D. PRIOR YEAR TRANSACTIONS</b>														
Accounts Receivable	42,921	284	100	402	302	116	(275)	(2,596)	1,052	1,037	867	(76)	568	44,702
Accounts Payable	(219)	40	246	69	(684)	(843)	655	(744)	(786)	487	3,495	(1,139)	(6,966)	(6,389)
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL PRIOR YEAR TRANSACTIONS</b>	43,140	244	(146)	333	986	959	(930)	(1,852)	1,838	550	(2,628)	1,063	7,534	51,091
<b>E. NET INCREASE / (DECREASE) (B - C + D)</b>	41,777	(3,765)	6,423	1,022	(6,325)	11,098	6,882	(10,275)	(6,213)	(22,028)	(26,537)	(45,461)	6,907	(48,495)
<b>F. ENDING CASH (A + E)</b>	106,590	102,825	109,248	110,270	101,945	113,043	119,925	109,650	103,437	81,409	54,872	9,411	16,318	16,318

# HIGHLIGHTS OF THE YEAR

## ACHIEVERS

- ♦ WASC accreditation
- ♦ Read A Thon Awards, Big Readers!!!
- ♦ First Aid Certificates for grades 3/4/5
- ♦ Graduation: 6 12<sup>th</sup> graders and 4 8<sup>th</sup> graders.

Matrix  
A-3,4



## COMMUNITY SERVICE

- ♦ Five sessions of Bagged Lunches for the Hungry, 500 lunches.
- ♦ Students spoke at public meetings regarding the Asphalt plant
- ♦ Golden Rule Appreciation: new landscaping and flowers around the Seabiscuit statue
- ♦ Work in the Butler Cherry Project Orchard
- ♦ Students worked at Plowshares and St Anthony's Kitchen, City of Willits,
  - Senior Centers, Pre-Schools, Classroom helpers, Many working with
  - animals at the Humane Shelter and Animal Control,
- ♦ Craft Table proceeds to Project Sanctuary
- ♦ Tree Planting



## LEARNING AND FUN

- ♦ Peace Day Ice Cream Social
- ♦ Scarecrow at Scarecrow City, Pumpkinfest
- ♦ Pumpkin Patch Field Trip
- ♦ King Tut Exhibit Field Trip at DeYoung Museum San Francisco
- ♦ Thankfulness Feast & Performance of *The Weather Show*
- ♦ Spring Talent Show and Open House
- ♦ Golden Dragon Acrobats at the Wells Fargo Center, Santa Rosa
- ♦ Dia de los Muertos
- ♦ Halloween Costume Parade
- ♦ TR Tuesdays (7) cooking, culture and community service after NCLB Teacher of Record class
- ♦ Steelehead Release Even with the Department of Fish and Game
- ♦ Monthly Emergency Drills
- ♦ Math Olympics
- ♦ High Teas (English language and elocution)
- ♦ Crazy Hair and Hat Day, Pajama Day, Favorite Story Book Character Dress Up day, Opposites Day
- ♦ Pinata Making
- ♦ Cinco De Mayo, Family Fiesta Fundraiser
- ♦ US Census learning
- ♦ Read-A-Thon
- ♦ Cooking, Cooking and Cooking
- ♦ Oil Spill Science, and other weekly hands on science experiments.
- ♦ Third Thursday, Parent Teas
- ♦ Trained and initiated the Kuder Navigator, Career and Technical Ed Program



Class of 2010