

# Local Control Accountability Plan and Annual Update (LCAP)

[Addendum:](#) General instructions & regulatory requirements.

[Appendix A:](#) Priorities 5 and 6 Rate Calculations

[Appendix B:](#) Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Learning for Life Charter School		
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## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Since 2002, the mission of LFLCS has been to enable students in grades 7 through 12 who have dropped out of or are at risk of dropping out of traditional schools to become motivated again to learn, to develop a desire to complete their high school education and to earn a high school diploma. Through an individualized study program, each student has been encouraged to become a self-motivated, competent, lifelong learner.

Starting in 2014, with the involvement of students, parents, staff and the community, Learning for Life Charter School has been reinventing itself to create a more personal, meaningful and impactful learning experience. Calling this "Learning for Life 2.0," we have been seeking to inspire students to thrive on their lifelong learning paths...

### LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Learning for Life Charter School (LFLCS) will continue to focus on its goals of providing a safe, well-equipped, healthy learning environment within a supportive community and optimizing its curriculum and instruction for independent study by at-risk youth. This plan encompasses all spending by LFLCS. Significant new spending will be made in the areas of facilities as we move to new premises, in marketing as we outreach to a new demographic, and in educational technology, as we bring in laptop computers and projectors to enhance learning.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### GREATEST PROGRESS

This year, our P2 ADA has risen 27%, from 73 to 93. We estimate that our graduation rate will increase by 10% and our drop-out rate will decrease by 15%.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### GREATEST NEEDS

The school would benefit from a better facility, improved attendance rates, reaching an ADA target of 120, and improving the CELDT testing process.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

### PERFORMANCE GAPS

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

We will greatly improve our facility and update educational technology.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total General Fund Budget Expenditures for LCAP Year	\$1,269,058
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,269,058

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

N/A

\$1,269,058

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Provide a safe, well-equipped, healthy learning environment within a supportive community.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- a) Increase graduation rate from 42% to 60%
- b) Lower dropout rate from 42% to 20%
- c) Increase percentage of continuing seniors from 16% to 20%
- d) Increased attendance rate from 85% to 88%
- e) Lower chronic absentee rate from 45% to 35%
- f) Increase satisfaction with the school's academic program, climate, and facility by 10%

#### ACTUAL

- a) 47% (est)
- b) 29% (est)
- c) 24% (est)
- d) 82%
- e) 29%
- f) TBD

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

#### PLANNED

Improve school climate by training and sustaining staff in implementing Trauma

#### ACTUAL

Staff trained, students provided incentives for school engagement and tools for managing affect, new

	Informed Care (TIC)	Social/Emotional Learning curriculum acquired
Expenditures	<b>BUDGETED</b> \$1,500 (4100 & 4200,8011)	<b>ESTIMATED ACTUAL</b> \$1,555 (4100 & 4200 & 4300, 8011)

Action **2**

Actions/Services	<b>PLANNED</b> Provide academic, personal/social, and career counseling via a 1.0 FTE counselor	<b>ACTUAL</b> 1.0 Counselor
Expenditures	<b>BUDGETED</b> \$69,166 (1000 & 3000, 8011)	<b>ESTIMATED ACTUAL</b> \$63,233 (1000 & 3000, 8011)

Action **3**

Actions/Services	<b>PLANNED</b> Provide assistance meeting basic needs a) Food (snacks) b) Community Liaison (2 @ 0.5 FTE)	<b>ACTUAL</b> a) Food (snacks and lunches) b) Community Liaison (0.76 FTE) c) Wireless internet
Expenditures	<b>BUDGETED</b> a) Donation b) \$19,834 (2000 & 3000, 8011)	<b>ESTIMATED ACTUAL</b> a) \$741 (4300) b) \$30,232 (2000 & 3000, 8011) c) \$3,338 (4430)

Action **4**

Actions/Services	<b>PLANNED</b> Provide assistance meeting basic needs a) Transportation (bus subsidies) b) Texts & fees	<b>ACTUAL</b> a) Bus passes and vouchers b) MPC texts and fees for ___ students
	<b>BUDGETED</b> a) \$1,233 b) \$1,233 (5505, 8011)	<b>ESTIMATED ACTUAL</b> a) \$3,465 (5811) b) \$683 (4300 & 5505)

Action

## 5

Actions/Services	<b>PLANNED</b> Implement sound business practices a) Hire office staff (0.6 FTE Registrar) b) Provide insurance c) Fund professional consulting services d) Fund legal and audit services e) Fund banking & payroll services f) Fund communications g) Pay for District oversight h) Fund advertising & recruitment i) Reserves against economic uncertainty (0.91%)	<b>ACTUAL</b> a) 0.6 Registrar b) Insurance c) Consulting services d) Audit services e) Banking and payroll services f) Postage, g) District oversight h) Radio spots, signage, printed materials (brochures, postcards, business cards) i) Reserves
	<b>BUDGETED</b> a) \$28,805 (2000 & 3000, 8011) b) \$8,554 (5400, 8096) c) \$50,320 (5800, 8096) d) \$8,051 (5805, 8096) e) \$5,142 (5803, 8096) f) \$6,419 (5900, 8096) g) \$7,893 (5875, 8096) h) \$3,081 (5815, 8011) i) \$7,186 (9791, 8011)	<b>ESTIMATED ACTUAL</b> a) \$29,826 (2000 & 3000, 8011) b) \$8,554 (5400, 8096) c) \$55,200 (5800, 8096) d) \$7,051 (5805, 8096) e) \$5,142 (5803, 8096) f) \$6,250 (5900, 8096) g) \$8,689 (5875, 8096) h) \$9,000 (5815, 8011) i) \$83,604 (10%) (9791, 8011)
Expenditures		

## ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We maintained primary focus upon developing positive relationships with students, guided by the ARC framework and solution-focused counseling techniques. Teachers were supported in their role by the counselor, school-community coordinators, and interns from CSU Monterey Bay. We increased opportunities for social/emotional learning, and brought more and more nutritious food into the agency via a new partnership with the Monterey County Food Bank. We saw increased demand for transportation, housing, medical, and legal assistance from students and their families. The number of students concurrently enrolled at local community colleges increased. On the business side, close monitoring of the budget and increased revenues due to increased enrollments ensured positive cash flow and an improved financial position. Strategic planning resulted in focus upon marketing and recruitment of a new demographic: at-risk college bound students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Highly effective in increasing enrollment, and increasing the rate of seniors who re-enrolled, and in lowering the chronic absenteeism rate. Somewhat effective in increasing the graduation rate and lowering the drop out rate. Not effective in increasing the attendance rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Higher than projected ADA brought in increased revenue and required increases in staffing and other expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

An ADA metric was added to Goal 1. Targets for graduation, drop out and senior reenrollment rates were re-benchmarked based on actual 2015-16 results. We will need to increase focus on improving attendance rates. We will need to increase services to help student meet basic needs, to keep pace with demand.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

Optimize curriculum and instruction for independent study by at-risk youth.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- a) Increase percent of students gaining 1 level on CELDT per year from 37% to 45%
- b) Meet or exceed District, State, County percent of students RFEPed each year (average=10%)
- c) Increase percent of students scoring proficient or above on the ELA/Math SBAC Assessments
- d) Increase percent of students making satisfactory progress towards graduation (in 4, 5, or 6 years) from 47.5% to 65%
- e) Increase average number of credits earned per quarter by 5% from 8.7 credits/quarter to 9.1 credits per quarter

#### ACTUAL

- a) Tbd
- b) Tbd
- c) Tbd
- d) 43.7%
- e) 9.8 credits/quarter (+13%)

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

**PLANNED**  
 Deliver curriculum digitally.  
 • 8 of 8 core Middle School courses

**ACTUAL**  
 As listed



- 15 of 15 core High School courses
- 2 science alternatives, 1 math alternative
- 6 HS Career Technical Education (CTE), Fine Art (FA) or World Language (WL) courses
- 14 of 15 College preparatory (A—G approved) courses
- 1 HS equivalency prep course
- Independent Reading

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**BUDGETED**  
**\$37,837**  
 (4315, 8011 & 8560)

**ESTIMATED ACTUAL**  
**\$37,850** (4100 & 4315)

Expenditures

Action

## 2

**PLANNED**  
 Provide professional development

- Digital curriculum
- Independent Study for at-risk youth
- Teacher induction
- UC/CSU admissions
- Student information system
- Via membership in professional organizations

**ACTUAL**

- On-site Edgenuity training
- CCIS Conference
- MCOE Teacher induction
- UC/CSU admissions, ASCA
- 
- WASC, CCIS, CCSA

**BUDGETED**

- \$2,500
- \$4,000
- \$1,500
- \$1,000
- \$3,000
- \$3,019

(5200 & 5210, 8011)

**ESTIMATED ACTUAL**

- \$2,500
- \$3,580 (5200)
- \$1,500
- \$1,161 (5200)
- 0
- \$1,645 (5300)

(5200 & 5210, 8011)

Actions/Services

Expenditures

Action	<b>3</b>		
Actions/Services		<b>PLANNED</b> Hire highly qualified instructional staff (3.3 FTE Teachers, 1.0 FTE Executive Director)	<b>ACTUAL</b> 3.6 teachers, 1.0 Director
Expenditures		<b>BUDGETED</b> <b>\$346,140</b> (1000 & 3000, 8011 & 8012)	<b>ESTIMATED ACTUAL</b> <b>\$408,603</b> (1000 & 3000, 8011 & 8012)

Action	<b>4</b>		
Actions/Services		<b>PLANNED</b> Maintain a 1:1 (students: digital devices) learning environment a) Provide all students a personal device b) Equip the site with desktop computers c) Maintain equipment	<b>ACTUAL</b> a) 104 Tablets, with Secureteen content filter b) 9 Chromebooks, headphones c) IT services--Rayne
Expenditures		<b>BUDGETED</b> a) \$5,960 (4430, 8011) b) \$5,405 (4400, 8096) c) \$4,573 (5610, 8096)	<b>ESTIMATED ACTUAL</b> a) \$8,449 (4430 & 4315, 8011) b) \$2,063 (4430, 8096) c) \$3,560 (5877 & 5610, 8096)

Action	<b>5</b>		
Actions/Services		<b>PLANNED</b> Provide academic support via tutors (2.0 FTE)	<b>ACTUAL</b> 1.61 FTE
Expenditures		<b>BUDGETED</b> <b>\$63,340</b> (2000 & 3000, 8011 & 8096)	<b>ESTIMATED ACTUAL</b> <b>\$62,650</b> (2000 & 3000, 8011 & 8096)

Action **6**

Actions/Services	<p><b>PLANNED</b> Provide special education services</p>	<p><b>ACTUAL</b> 1.0 RSP, 0.1 Psychologist Services/assessments provided by OT/ AT specialist, nurse, MCBH counselors, HART, administrators</p>
Expenditures	<p><b>BUDGETED</b> <b>\$37,378</b> (7010, 8096)</p>	<p><b>ESTIMATED ACTUAL</b> <b>\$49,000</b> (7010, 8096)</p>

Action **7**

Actions/Services	<p><b>PLANNED</b> Provide ELA, Math, Science, Social Studies, and Art classes a) Purchase classroom materials and supplies b) Equip a science laboratory</p>	<p><b>ACTUAL</b> a) Science and art consumable supplies b) Deferred</p>
Expenditures	<p><b>BUDGETED</b> a) \$1,000 (4315, 8011) b) \$2,500 (4430, 8011)</p>	<p><b>ESTIMATED ACTUAL</b> a) \$608 (4315, 8011) b) 0 (4430, 8011)</p>

Action **8**

Actions/Services	<p><b>PLANNED</b> Provide a school facility a) Space rental b) Utilities c) Operations and housekeeping d) Building maintenance e) Materials and supplies</p>	<p><b>ACTUAL</b> a) 330-F Reservation Rd b) Electricity c) Custodian and supplies d) Plumbing e) Office supplies, drinking water</p>
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Expenditures

BUDGETED	ESTIMATED ACTUAL
a) \$59,616 (5600 & 5602, 8096)	a) \$58,028 (5600 & 5602, 8096)
b) \$4,539 (5501, 8096)	b) \$5,539 (5501, 8096)
c) \$9,058 (5500, 8096)	c) \$10,058 (5500, 8096)
d) \$1,258 (5601, 8096)	d) \$824 (5601, 8096)
e) \$12,000 (4300, 8096)	e) \$2,000 (4300, 8096)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Prior experience with our digital curriculum, Edgenuity, enabled us to guide students better. MPUSD provided 1.0 FTE of RSP teacher and a single 0.1 FTE psychologist, so some progress was made in operationalizing Special Ed services. A search for new premises resulted in securing a suite at the MBEST Center: the space is larger, better lit, and newer than our current site, and we feel it will greatly augment the experience of our students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Effective in increasing the average number of credits completed each quarter (8.7→9.8, +13%). Not effective in increasing the number of students making progress towards graduation (47.5% → 43.7%, -3.8%). CELDT testing needs to be reorganized before data can be gathered and analyzed. Too soon to tell about SBAC testing results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Higher than projected ADA resulted in increased revenue and some increases in expenditures. Several changes in staffing were necessary due to increased ADA and staff resignations; teacher ADA increased, while tutor ADA decreased. Staff training did not end up including student information system (PowerSchool).

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Continuing inconsistency in SpEd service suggest we should investigate joining a charter SELPA. An LFL teacher was sent to CELDT training so we could improve delivery of CELDT testing. Funding was added for incentives to complete assignments and courses. An additional metric was added: average number of credits earned per quarter.

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The LCAP was discussed with staff (teachers, office staff, tutors, school-community liaison, and counselor) during staff meetings and professional development sessions in the months of April and May. Throughout the 2016-17 school year, we also consulted with our authorizer, Monterey Peninsula Unified School District.

A special report on the LCAP, in English and Spanish, coupled with surveys to allow input, was emailed to all students, parents, staff, and Board members in May.

The Board of Directors reviewed and provided input to the draft LCAP during their April, May, and June meetings.

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

These consultations resulted in an LCAP that continued the 2 primary goals from the previous year, and particular initiatives, such as our emphasis on providing Trauma Informed Care and staffing counseling & school-community liaison positions at higher levels than surrounding schools. These consultations also resulted in increasing funding for office staff positions, marketing, educational technology, and space rental.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New                       Modified                       Unchanged

### Goal 1

Provide a safe, well-equipped, healthy learning environment within a supportive community.

#### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

#### Identified Need

A school climate resulting from Trauma Informed Care  
 Assistance for students in attaining basic needs and competencies  
 Sound business practices

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase graduation rate	47%	52%	57%	62%
Lower dropout rate	29%	24%	18%	13%
Improve percentage of continuing seniors	24%	24%	25%	25%
Increased attendance rate	84%	85%	88%	90%

Lower chronic absentee rate	28%	25%	23%	20%
Increase satisfaction with the school's academic program, climate, and facility	Academics: 87% approval Climate: 85% approval Facilities: 58% approval	Academics: 88% approval Climate: 86% approval Facilities: 59% approval	Academics: 89% approval Climate: 87% approval Facilities: 60% approval	Academics: 90% approval Climate: 88% approval Facilities: 61% approval

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Improve school climate by training and sustaining staff in implementing Trauma Informed Care (TIC)	Improve school climate by training and sustaining staff in implementing Trauma Informed Care (TIC)	Improve school climate by training and sustaining staff in implementing Trauma Informed Care (TIC)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,513	Amount: \$1,554	Amount: \$1,596
Source: 8011	Source: 8096	Source: 8096
Budget Reference: 4200	Budget Reference: 4200	Budget Reference: 4200



Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide academic, personal/social, and career counseling via a 1.0 FTE counselor	Provide academic, personal/social, and career counseling via a 1.0 FTE counselor	Provide academic, personal/social, and career counseling via a 1.0 FTE counselor

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$65,804	Amount: \$74,844	Amount: \$77,715
Source: 8011	Source: 8011	Source: 8011
Budget Reference: 1200, 3000	Budget Reference: 1200, 3000	Budget Reference: 1200, 3000

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide assistance meeting basic needs a) Food b) Community Liaison (1.0 FTE) c) Transportation (bus subsidies) d) College texts & fees e) WiFi	Provide assistance meeting basic needs a) Food b) Community Liaison (1.0 FTE) c) Transportation (bus subsidies) d) College texts & fees e) WiFi	Provide assistance meeting basic needs a) Food b) Community Liaison (1.0 FTE) c) Transportation (bus subsidies) d) College texts & fees e) WiFi

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$68,060	Amount: \$67,876	Amount: \$69,115
Source: 8096, Local	Source: 8096	Source: 8096
Budget Reference: 4700, 2200 & 3000, 5811, 4100, 4430	Budget Reference: 4700, 2200 & 3000, 5811, 4100, 4430	Budget Reference: 4700, 2200 & 3000, 5811, 4100, 4430

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement sound business practices a) Hire office staff (0.75 Office Assistant, 0.4 FTE Registrar) b) Provide insurance c) Fund professional consulting services d) Fund legal and audit services e) Fund banking & payroll services f) Fund communications g) Pay for District oversight h) Fund advertising & recruitment i) Pay depreciation expenses j) Pay interest expenses and fees k) Reserves against economic uncertainty (7%)	Implement sound business practices a) Hire office staff (0.75 Office Assistant, 0.6 FTE Registrar) b) Provide insurance c) Fund professional consulting services d) Fund legal and audit services e) Fund banking & payroll services f) Fund communications g) Pay for District oversight h) Fund advertising & recruitment i) Reserves against economic uncertainty (8%)	Implement sound business practices a) Hire office staff (0.75 Office Assistant, 0.8 FTE Registrar) b) Provide insurance c) Fund professional consulting services d) Fund legal and audit services e) Fund banking & payroll services f) Fund communications g) Pay for District oversight h) Fund advertising & recruitment i) Reserves against economic uncertainty (7%)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$261,401	Amount	\$297,298	Amount	\$324,891
Source	8011, 8550	Source	8011, 8550	Source	8011, 8550
Budget Reference	2400 & 3000, 5400, 5800 & 5873, 5806, 5803, 5900, 5875, 5815, 6900, 5890	Budget Reference	2400 & 3000, 5400, 5800 & 5873, 5806, 5803, 5900, 5875, 5815, 6900, 5890	Budget Reference	2400 & 3000, 5400, 5800 & 5873, 5806, 5803, 5900, 5875, 5815, 6900, 5890

New Modified Unchanged

## Goal 2

Optimize curriculum and instruction for independent study by at-risk youth.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

Flexible curriculum: a broad course of study aligned to the CA Standards, individualized learning paths, digitally delivered & college preparatory curriculum

Individualized instruction: highly qualified staff, a 1:1 learning environment, supervised independent study, academic supports

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																																												
Meet or exceed District, State, County percent of students RFEPed each year	0% of ELLs RFEPed	10% of ELLs RFEPed	10% of ELLs RFEPed	10% of ELLs RFEPed																																																												
Increase percent of students scoring proficient or above on the ELA/Math SBAC Assessments	<table border="1"> <thead> <tr> <th></th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Exceed</td> <td>7%</td> <td>3%</td> </tr> <tr> <td>Met</td> <td>27%</td> <td>5%</td> </tr> <tr> <td>Nrly met</td> <td>20%</td> <td>23%</td> </tr> <tr> <td>Not Met</td> <td>46%</td> <td>75%</td> </tr> </tbody> </table>		ELA	Math	Exceed	7%	3%	Met	27%	5%	Nrly met	20%	23%	Not Met	46%	75%	<table border="1"> <thead> <tr> <th></th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Exceed</td> <td>8%</td> <td>4%</td> </tr> <tr> <td>Met</td> <td>31%</td> <td>10%</td> </tr> <tr> <td>Nrly met</td> <td>19%</td> <td>21%</td> </tr> <tr> <td>Not Met</td> <td>41%</td> <td>70%</td> </tr> </tbody> </table>		ELA	Math	Exceed	8%	4%	Met	31%	10%	Nrly met	19%	21%	Not Met	41%	70%	<table border="1"> <thead> <tr> <th></th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Exceed</td> <td>9%</td> <td>5%</td> </tr> <tr> <td>Met</td> <td>35%</td> <td>15%</td> </tr> <tr> <td>Nrly met</td> <td>18%</td> <td>19%</td> </tr> <tr> <td>Not Met</td> <td>36%</td> <td>65%</td> </tr> </tbody> </table>		ELA	Math	Exceed	9%	5%	Met	35%	15%	Nrly met	18%	19%	Not Met	36%	65%	<table border="1"> <thead> <tr> <th></th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Exceed</td> <td>10%</td> <td>6%</td> </tr> <tr> <td>Met</td> <td>39%</td> <td>20%</td> </tr> <tr> <td>Nrly met</td> <td>217%</td> <td>17%</td> </tr> <tr> <td>Not Met</td> <td>31%</td> <td>60%</td> </tr> </tbody> </table>		ELA	Math	Exceed	10%	6%	Met	39%	20%	Nrly met	217%	17%	Not Met	31%	60%
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Increase percent of students making	Grad in 4 yrs: 26%	Grad in 4 yrs: 28%	Grad in 4 yrs: 30%	Grad in 4 yrs: 32%																																																												

satisfactory progress towards graduation (in 4, 5, or 6 years)	Grad in 5 yrs: 9% <u>Grad in 6 yrs: 9%</u> Total: 44%	Grad in 5 yrs: 10% <u>Grad in 6 yrs: 10%</u> Total: 48%	Grad in 5 yrs: 11% <u>Grad in 6 yrs: 11%</u> Total: 52%	Grad in 5 yrs: 12% <u>Grad in 6 yrs: 12%</u> Total: 56%
Increase average number of credits earned per quarter	9.8 credits/quarter	10.9 credits/quarter	12.0 credits/quarter	13.1 credits/quarter

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Deliver curriculum digitally.	Deliver curriculum digitally.	Deliver curriculum digitally.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$35,337	Amount: \$35,778	Amount: \$36,745
Source: 8011, 8560	Source: 8011, 8560	Source: 8011, 8560
Budget Reference: 4100, 4315	Budget Reference: 4100, 4315	Budget Reference: 4100, 4315

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide professional development a) Digital curriculum b) Independent Study for at-risk youth c) Teacher induction d) UC/CSU admissions e) Student information system f) Via membership in professional organizations	Provide professional development a) Digital curriculum b) Independent Study for at-risk youth c) Teacher induction d) UC/CSU admissions e) Student information system f) Via membership in professional organizations	Provide professional development a) Digital curriculum b) Independent Study for at-risk youth c) Teacher induction d) UC/CSU admissions e) Student information system f) Via membership in professional organizations

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$16,815	Amount: \$11,601	Amount: \$11,914
Source: 8096	Source: 8096	Source: 8096
Budget Reference: 5200, 5210, 5300	Budget Reference: 5200, 5210, 5300	Budget Reference: 5200, 5210, 5300



Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Hire highly qualified instructional staff (4.6 FTE Teachers, 1.0 FTE Executive Director)	Hire highly qualified instructional staff (4.8 FTE Teachers, 1.0 FTE Executive Director)	Hire highly qualified instructional staff (4.8 FTE Teachers, 1.0 FTE Executive Director)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$502,597	Amount: \$518,519	Amount: \$535,296
Source: 8011, 8012, 8096	Source: 8011, 8012, 8096	Source: 8011, 8012, 8096
Budget Reference: 1100, 1300, 3000	Budget Reference: 1100, 1300, 3000	Budget Reference: 1100, 1300, 3000

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain a 1:1 (students: digital devices) learning environment a) Provide all students a personal device b) Equip the site with desktop computers c) Maintain equipment	Maintain a 1:1 (students: digital devices) learning environment a) Provide all students a personal device b) Equip the site with desktop computers c) Maintain equipment	Maintain a 1:1 (students: digital devices) learning environment a) Provide all students a personal device b) Equip the site with desktop computers c) Maintain equipment

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$23,178	Amount: \$23,805	Amount: \$24,447
Source: 8011, 8096	Source: 8011, 8096	Source: 8011, 8096
Budget Reference: 4430, 4400, 5877	Budget Reference: 4430, 4400, 5877	Budget Reference: 4430, 4400, 5877

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide academic support via tutors (2.25 FTE)	Provide academic support via tutors (2.25 FTE)	Provide academic support via tutors (2.25 FTE)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$80,354	Amount	\$93,654	Amount	\$102,844
Source	8096	Source	8096	Source	8096
Budget Reference	2100 & 3000	Budget Reference	2100 & 3000	Budget Reference	2100 & 3000

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide special education services

**2018-19**

New  Modified  Unchanged

Provide special education services

**2019-20**

New  Modified  Unchanged

Provide special education services

BUDGETED EXPENDITURES

**2017-18**

Amount \$60,000

Source 8096

Budget Reference 7010

**2018-19**

Amount \$60,000

Source 8096

Budget Reference 7010

**2019-20**

Amount \$60,000

Source 8096

Budget Reference 7010

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide ELA, Math, Science, Social Studies, and Art classes a) Purchase classroom materials and supplies b) Equip a science laboratory	Provide ELA, Math, Science, Social Studies, and Art classes a) Purchase classroom materials and supplies b) Equip a science laboratory	Provide ELA, Math, Science, Social Studies, and Art classes a) Purchase classroom materials and supplies b) Equip a science laboratory

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,000	Amount: \$4,109	Amount: \$4,219
Source: 8550	Source: 8550	Source: 8550
Budget Reference: 4315, 4430	Budget Reference: 4315, 4430	Budget Reference: 4315, 4430

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a school facility a) Space rental b) Utilities c) Operations and housekeeping d) Building maintenance e) Materials and supplies	Provide a school facility a) Space rental b) Utilities c) Operations and housekeeping d) Building maintenance e) Materials and supplies	Provide a school facility a) Space rental b) Utilities c) Operations and housekeeping d) Building maintenance e) Materials and supplies

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$155,256	Amount: \$132,792	Amount: \$135,708
Source: 8011	Source: 8011	Source: 8011
Budget Reference: 5600, 5501, 5500, 5501	Budget Reference: 5600, 5501, 5500, 5501	Budget Reference: 5600, 5501, 5500, 5501

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$146,519

Percentage to Increase or Improve Services:

13.81 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

For those services being provided on an LEA-wide basis:

- For charter schools: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

In 2016-17, LFLCS had an Unduplicated Pupil Percentage (UPP) of 74%, so we will use our 2017-20 Supplemental and Concentration grant funds on a charterwide basis, and in the following ways. (Since LFLCS only has one school, the term charterwide is synonymous with schoolwide.)

(4200) Books and other reference materials regarding Trauma Informed Care....\$1,513

(4315) Curriculum and assessments delivered digitally by Edgenuity, Renaissance Learning, and Scholastic Inc....\$32,000

(4430) Digital devices to be issued to students...\$4,800

(4100, 4430, 4700, 5811) Assistance meeting basic needs....\$21,750

(2000 & 3000) Salary and benefits for 80% of a full-time School-Community Liaison position, to assist students meet basic needs...\$45,369

(1000 & 3000) Salary and benefits for 60% of a full-time Counselor to provide personal/social, academic, and career counseling...\$51,875

At regular high schools, the courses, climate, curriculum and staffing are designed for the general student population. In MPUSD, community liaisons are funded at a student to staff ratio of 1:600. Counselors are funded at a student to staff ratio of 1:300.

LFLCS is an alternative school, so it serves students who are at-risk. Being low-income, homeless, in the foster care system and/or an English learner correlates positively with at-risk status. The needs of at-risk students are most effectively met by providing relevant courses, implementing Trauma Informed Care, and by

digitally delivering curriculum that is based on spoken word rather than text, via 1:1 devices that provide adaptive technologies. For schools to be most effective, the State recommends that assistance be provided to homeless and foster students to remove barriers to accessing their education. At-risk students often need more assistance meeting basic needs, 1:1 help with academics, and more intensive counseling interactions than regular students, so we will provide community liaisons, tutors and a counselor in order to be most effective.

We have designed the listed services to be principally directed towards our UPPs. Our research and experience indicate that they are the most effective means toward meeting our goals for them.

UPPs will receive a qualitatively improved experience due to the services provided with the Supplemental and Concentration grant funds. They will be able to take a new classes tailored to meet individual interests, such as in criminal justice, resilience & perseverance, mental health, or child development. Staff will be more effective at delivering Trauma Informed Care to them. The Edgenuity system will deliver academic content in a more comprehensible way. They will be provided a personal digital device. Homeless and foster students will have improved access to transportation and college courses. Students will have access to tutors who can assist them individually.

UPPs will receive a quantitatively improved experience, too. We will be staffing our community coordinator position at a ratio 500% (5 times) higher than a typical high school (1:120 rather than 1:600) and will also be staffing our counselor position at a ratio 250% (2.5 times) higher than a typical high school (1:120 rather than 1:300). UPPs will therefore have that much greater access to the services provided by these staff members.