



Our Local Control Accountability Plan (LCAP)

A school's Local Control Accountability Plan (LCAP) describes how state funding will be used to meet local and state priorities for education. This 6-part report presents our current plan and invites input for its annual update.

Part 4 of 6

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Student Needs

Learning for Life Charter School (LFLCS) seeks to provide an enhanced educational experience for our students, that goes above and beyond the basics of a school in addressing the needs of our students. We strive to meet schoolwide needs and the needs of specific groups within our overall population.

Schoolwide Needs

LFLCS students need **Trauma Informed Care**. The mission of LFLCS is to serve at-risk youth. Many at-risk students have been exposed to chronic stress & trauma. Exposure to chronic stress and trauma has been shown to have negative neurobiological effects; developing resilience in students has been shown to help overcome these effects. Trauma Informed Care has been developed by professionals to halt the negative effects of this exposure and to increase the positive effects of resilience.

Before students can learn, their basic needs must be met, and they must have basic competencies. LFLCS students often require **assistance meeting basic needs and acquiring basic competencies**. Basic needs include nutrition, transportation, housing, hygiene, and safety. Basic developmental competencies include judgment, planning, prioritizing, organizing, decision-making, and budgeting.

In order to be educated for the 21st century, LFLCS students need a **California Standards-aligned curriculum** that is **delivered digitally**. To access this curriculum and develop technology skills, students need **digital devices**. Students need **tutors** to give them individualized assistance. Students who aspire to college after high school need **college preparatory courses** and **academic advising**, so they can apply to, be accepted by and receive financial aid for the college of their choice.

Learning for Life Charter School
2018-19 Special Report

Needs of student groups

English Learners: Students who are still mastering the basics of the English language need additional instruction.

Foster or homeless students: Students who are enrolled in the foster care system, who experience homelessness, or who live in alternative housing--such as in multi-family circumstances, in transitional residences, or in temporary housing--might need additional support in meeting basic needs and competencies to access their education.

Low Income students: Low income students might also need additional support in meeting basic needs and competencies.

Students with identified disabilities have a wide variety of needs. During 2018-19, we provided services directly to students who qualified for Special Education, rather than contracting with Monterey Peninsula Unified School District to provide these services, as we had done in the past.

Other Needs?

What do you think?

Share your thoughts!

Email the Director at kennethl@lflcs.org
and/or

Complete the 2019 LCAP Survey:

<https://forms.gle/AKrUBPaV7hRN53ci6>

Please provide your input regarding our plan, and suggest other changes that LFLCS should make. We will consider all suggestions, and share a preliminary 2019-20 LCAP at our next Board meeting, at 4:00 PM on Thursday, May 30, in the Conference Room of the LFLCS campus. Final approval of the 2019-20 LCAP is scheduled for our June 27 Board meeting.

Next Edition: Resulting and Projected Outcomes



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