



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 5 of 6

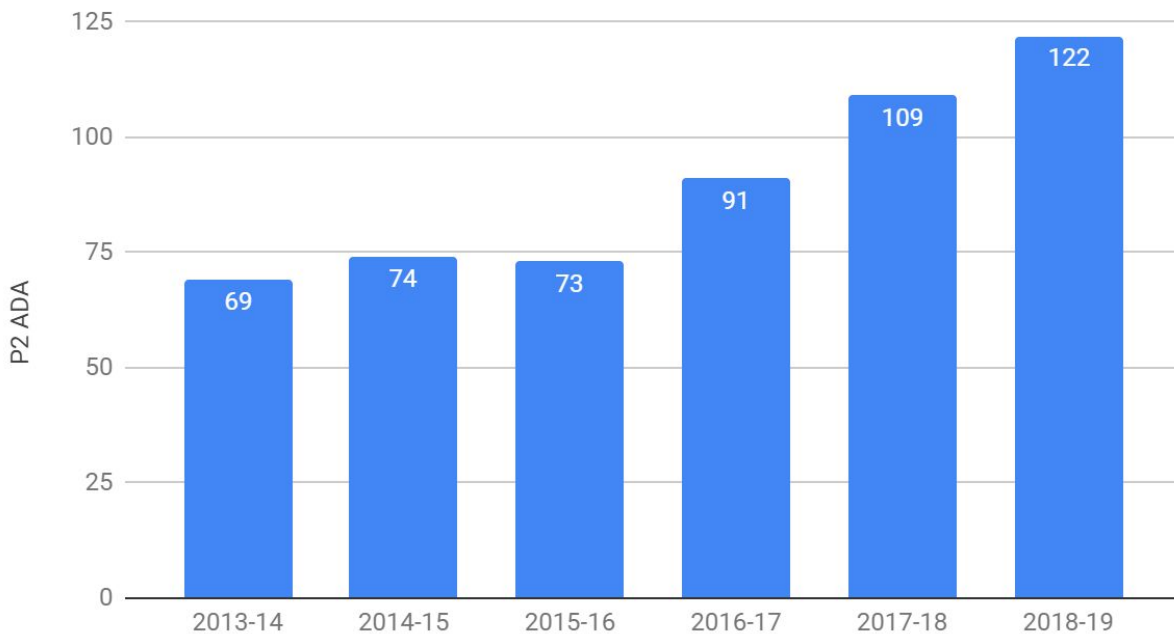
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Resulting Outcomes

Here's where we were prior to taking the actions and making the expenditures described in our LCAP, plus what we have accomplished so far as a result of them.

Average Daily Attendance (ADA)

P2 ADA



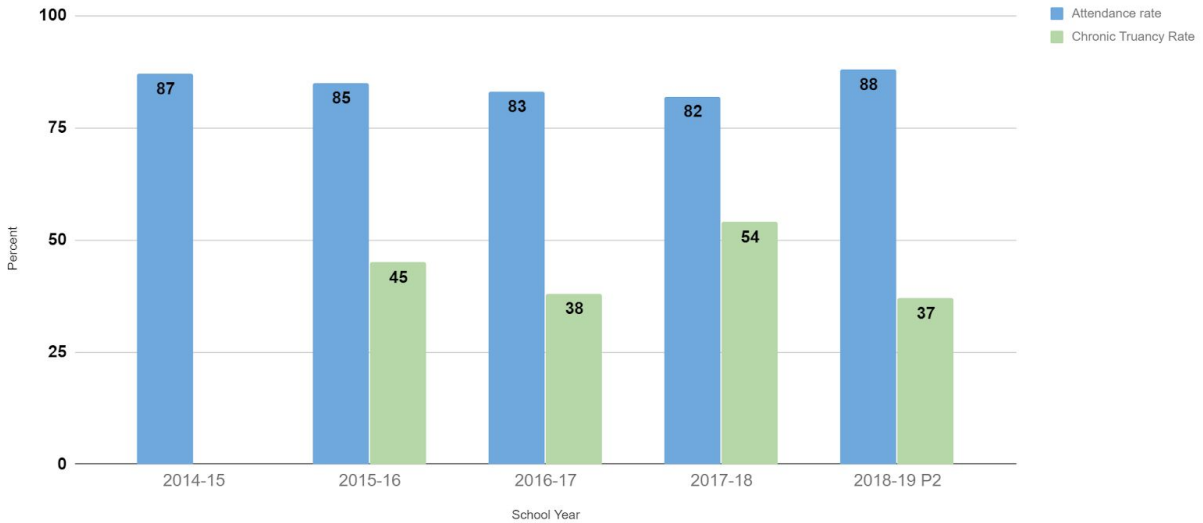
ADA is the number of equivalent full-time students enrolled all year in a school. It takes into account how many students are enrolled, when they enrolled in the school year, and how frequently they are absent. State funding is granted per ADA, so it is the most important indicator of our financial condition. The more students we have and the more

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school days and work they complete, the more money the school is granted. Our ADA **increased** in 2018-19, to a level exceeding expectation. We had been striving for 120 ADA, and achieved 122 ADA.

Attendance and Chronic Absenteeism Rates

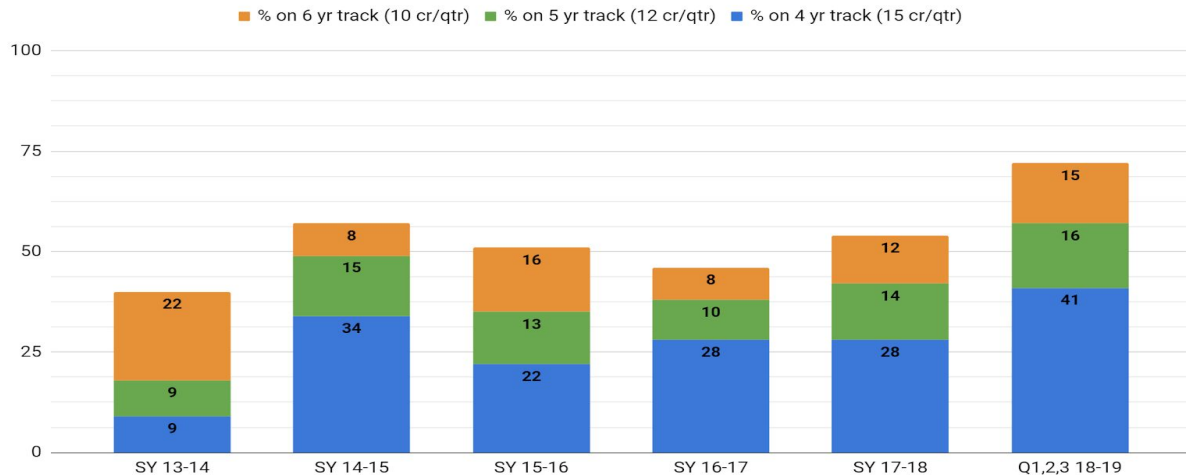
Chronic Absenteeism & Attendance Rates



As of March, 2019, LFLCS saw a **significant increase** in the attendance rate, to its highest level in the past 5 years. We also saw a **significant decrease** in the rate of chronic absentees, students who missed 10% or more of the school days they were enrolled.

Progress towards Graduation

Percent of students on track to graduate



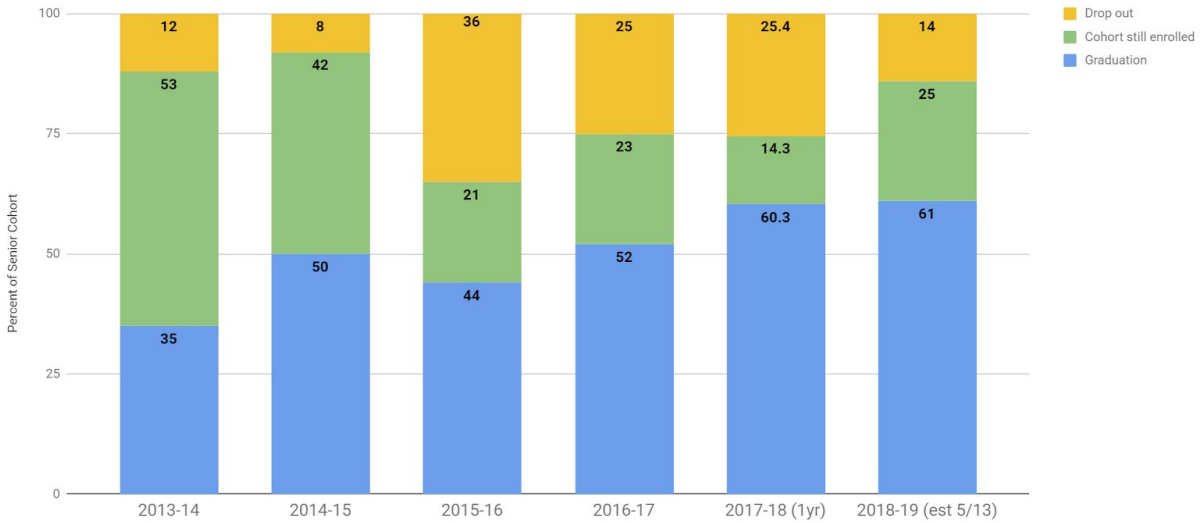
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High school students are considered making progress towards graduation if they earn the necessary academic credits to graduate in 4, 5, or 6 years.

The overall percentage of students on track to graduate during Quarters 1, 2 and 3 of 2018-19 **increased**, to the highest point in the past 5 years. The percent of students on track to graduate in 4 years, in 5 years, and in 6 years all **increased**.

Graduation and Dropout Rates

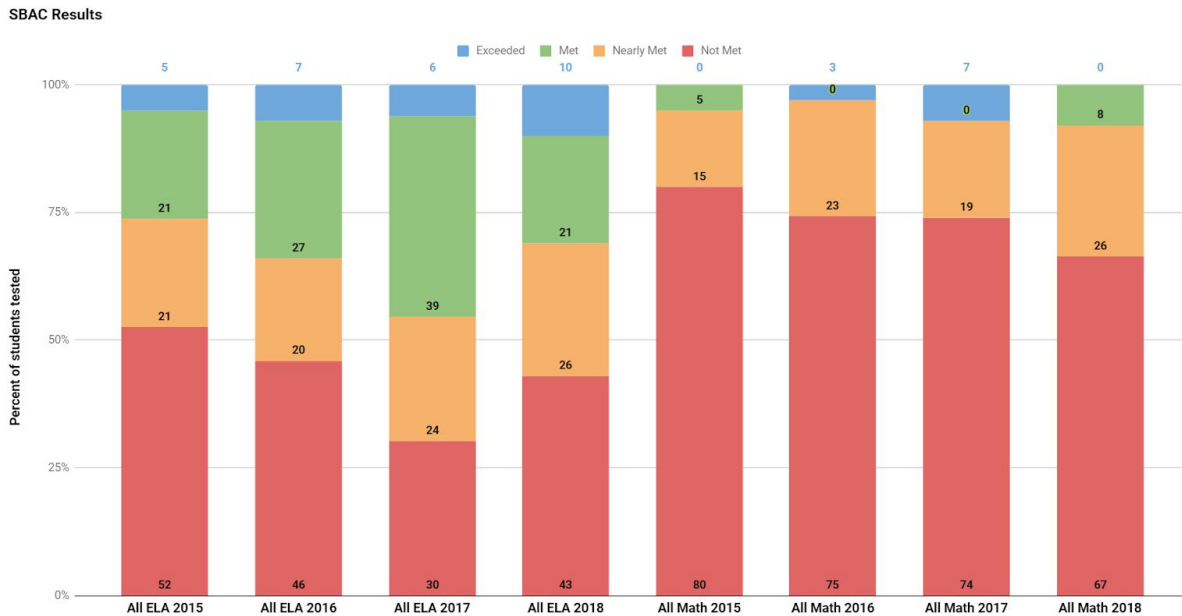
Sr Class, local Graduation, Still Enrolled, and Drop-out Rates



We predict that, compared to last year, our graduation rate will **increase slightly** (from 60.3% to 61%), the rate of students still enrolled after their first senior year will **increase** (from 14.3% to 25%), and the dropout rate will **decrease** (from 25.4% to 14%).

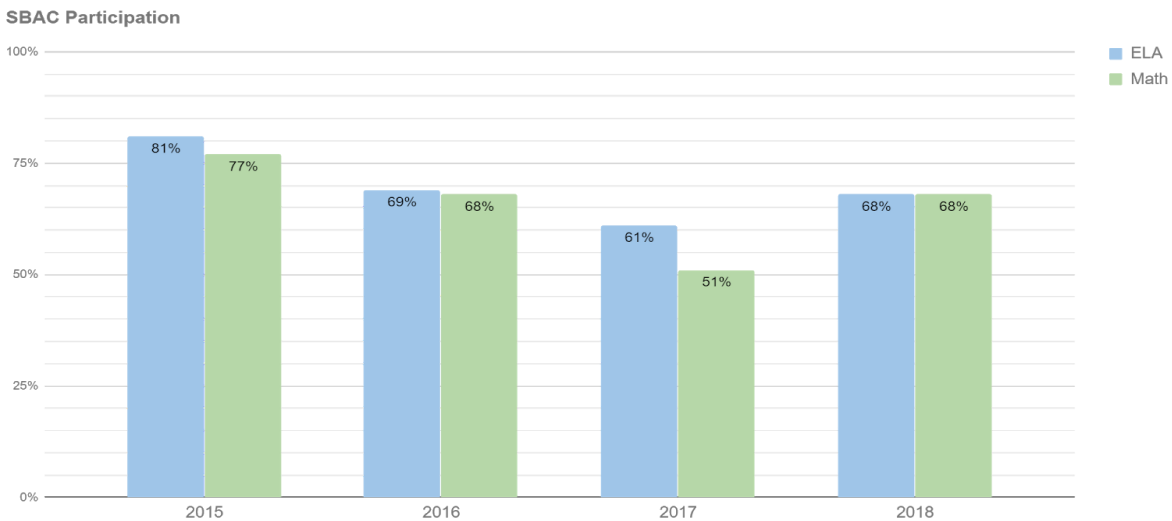
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State Testing Results--SBAC



California’s program for annual academic testing is provided by the Smarter Balanced Assessment Consortium (SBAC). Under the new program, secondary students are tested in the 7th, 8th, and 11th grades.

Testing for 2019 is underway now, and results will not be shared until the Fall. Looking back at 2018, we saw a **large increase** (+14%) in the percentage of LFLCS students who Did Not Meet or Nearly Met Standard (red and yellow bars) in English Language Arts (ELA), and a **slight decrease** (-1%) in the number of students who Did Not Meet or Nearly Met Standard in Math. 69% of students tested scored less than proficient in ELA, and 92% of students tested scored less than proficient in Math.

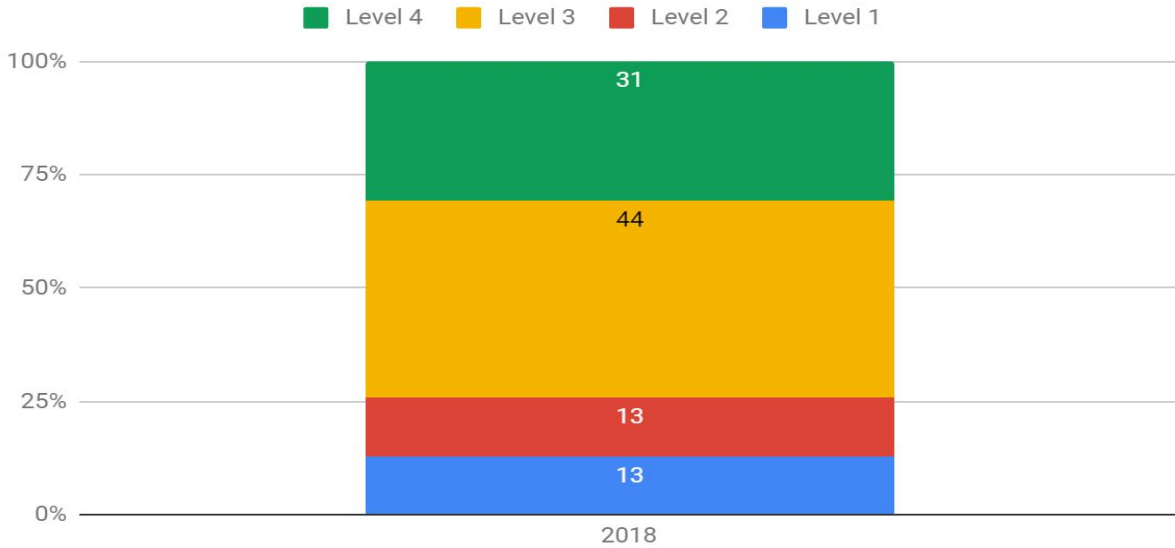


In 2018, the rate of participation in SBAC testing **increased**, reversing the trend of the past 2 years.

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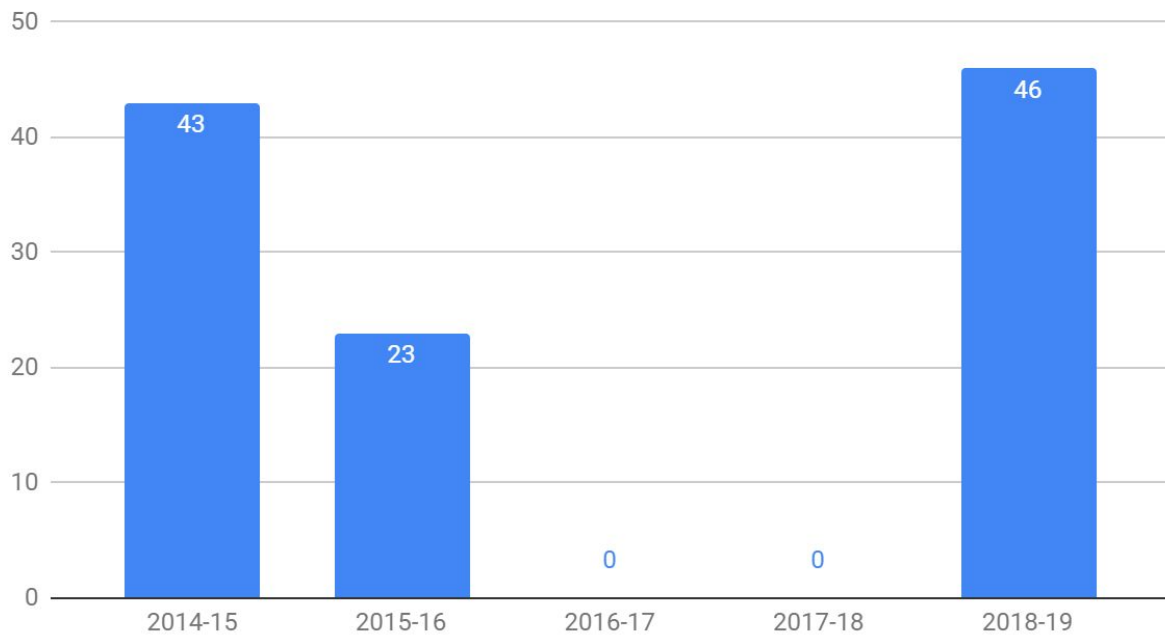
English Learners (ELs)

Percent of ELs at ELPAC Levels



Starting in 2018, we began administering the State’s new assessment of English language development (ELD), the English Language Proficiency Assessment for California (ELPAC). Most of our English Learners (ELs) scored at Level 3 or 4 during this initial, baseline assessment.

Percent of ELs Redesignated



With a new assessment of ELD, we could redesignate ELs as fluent once again. 46% of ELs enrolled in 2018-19 met the criteria for redesignation.

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Accreditation

High schools need to regularly renew their accreditation. During 2017-18 and 2018-19, LFLCS worked with the Western Association of Schools and Colleges (WASC) to engage in self-study in preparation for this renewal. We wrote a detailed report about our strengths and weaknesses, and prepared an action plan to foster continuous improvement. We were visited by an accreditation team in March, to review our work and make further recommendations for improvement. WASC recognized our commitment to strategic planning and positive growth, and granted us the maximum term for accreditation, 6 years!

What other Outcomes should we seek?

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: Changes to the Plan



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