



Learning for Life Charter School

Strategic Plan 2017-2020

Final

Revised March 10, 2019

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Statement of Strategic Intent

With the involvement of students, parents, staff and the community, Learning for Life Charter School is creating a more personal, meaningful and impactful learning experience. Our goal is to inspire students to thrive on their lifelong learning paths. Going forward, our strategy for accomplishing this goal will involve a planned, yet evolutionary, process of innovation, reflection and adjustment. Through our innovation we will change what it means to be an alternative student. Learning, relationships and the entire educational experience will be personalized for each individual. Alternative will become an advantage that will better prepare students for a life of learning and productive work in the 21st century.

As a school we will strive to be as adaptable as we hope our students will become, always evaluating our progress and adjusting where needed to optimize our evolution within a very dynamic world. As the benefits of our school become known by more students, parents and community members we anticipate its continued growth. Importantly, however, our intent is to grow moderately, sustainably and intentionally. This will help ensure that the quality of education and the growth experience at Learning for Life Charter School is maintained and enhanced as our student roster continues to grow.

Background

Since 2002, the mission of Learning for Life Charter School (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, LFLCS began reinventing itself to create a more personal, meaningful and impactful learning experience. Calling this “Learning for Life 2.0,” we reoriented toward inspiring students to thrive on their lifelong learning paths. A series of improvements was initiated to improve the school. These changes and their resulting outcomes are documented in our first Strategic Plan, which covered the period 2014 through 2017, and are summarized in the first section of this document.

The LFLCS of today exists to fill an important niche for middle and high school students--underperforming through advanced--looking for a more flexible, personalized approach to learning that can quickly adapt to educational advances and changing times. We now offer a 1:1 technology environment and a digitally-delivered curriculum. We focus on providing all students high-quality, positive relationships and, as needed, trauma informed care. We have increased our presence in our community, and want to be of service to a wider variety of students. We can now help students start on, stay on, or get back on paths to college: we offer a structured middle school program and a university-preparatory program in addition to support of the high school diploma.

We now embark on our second round of strategic planning, looking three years further into the future and steering a course for the school that will lead to greater student success.

Progress

We made tremendous changes over the 2014-15, 2015-16, and 2016-17 school years. This section outlines specific accomplishments in each of our seven Strategic Plan Tracks, provides an update regarding 2017-18, and then provides metrics on our overall progress.

Specific Accomplishments, 2014-2017

Academics

In response to changes at the State level, we replaced the STAR tests with the Smarter Balanced Assessment Consortium (SBAC) and California Science Tests (CAST), the California English Language Development Test (CELDT) test with the English Language Proficiency Assessments for California (ELPAC), and we discontinued the California High School Exit Exam (CAHSEE). The Alternative Schools Accountability Model (ASAM) system of identifying alternative schools was replaced with the Dashboard Alternative School Status (DASS) system. LFLCS met the new DASS requirements and has maintained its alternative school status.

In accordance with our first Strategic Plan we made a number of improvements. Four-Year Plans were developed for each high school student so that their assigned classes moved them progressively toward timely graduation. A typical schedule allowed students to balance academics, fitness, and electives. Elective graduation requirements were simplified. Staff shifted focus from encouraging students to attend to encouraging students to earn credits.

We eliminated SCANTRON placement testing for new students. Students were assigned grade levels based on their graduation cohort. Students entitled to minimum high school diplomas were provided this option.

On-site learning experiences were introduced that provided students the opportunity to experience the instructional changes brought in by the Common Core and Next Generation Science State Standards. We adopted Edgenuity as our curriculum provider, which virtually eliminated our use of textbooks. Via Edgenuity, we now offer a complete college preparatory graduation pathway, and we are fully implementing the California Standards in ELA, ELD, Math, Science, History-Social Science, Health, Visual Arts, and World Language. Annual professional development from Edgenuity supports staff in improving the delivery of instruction.

Because we utilize a digitally-delivered curriculum in our independent study setting, all students have access to all courses offered at LFLCS. The locally-developed Course Enrollment Tracking Tool is used to track the extent to which all students are enrolled in a broad course of study. Annually we use it to calculate the average number of students enrolled in each course. The tool can be used to calculate the percentage of students who are enrolled in a--g approved courses in each subject area.

As noted above, the structure of our program allows all students full access to a broad course of study. The Course Tracking Tool shows that for 2018, an increasing number of students were enrolled in a--g courses compared to the prior year. But our students have only limited access to CTE courses, and we do not have any CTE pathways established.

In addition, we added a structured middle school program and an orientation program for new students.

Culture, School Environment & Culture

This is another area where we made tremendous changes by making improvements identified within the strategic plan.

We implemented Trauma Informed Care as our definitive way to interact with our students. We use a combination of techniques: the Attachment, Self-Regulation, & Competency (ARC) Framework, Solution-Focused Counseling, positive discipline and restorative justice, the 40 Developmental Assets and Developmental Relationships, social action, and regulation techniques, including mindfulness.

We have introduced the 3 Rules of LFLCS and the Student Commitments, part of our positive discipline program, as a way of communicating positively our expectations for students' behavior. Since August, 2014, when the positive discipline program began, there has been only one suspension (December, 2014) and no expulsions.

We fostered the development of student leadership in a number of ways. For example, we offer on-campus student activities, encourage students to organize activities themselves, and have established an Associated Student Body. The number of on-and off-campus student activities has risen every year, from three in 2014-15 to seven in 2016-17.

We have increased parent involvement by increasing the number of opportunities for meetings, expanding electronic communications, and using more surveys. In the first year of the initial

Strategic Plan, 20 opportunities were offered. This increased to 30 during the next year, which coincided with the charter renewal, and our WASC Midterm Visit. In the final year of the Plan, 25 opportunities were offered. Starting in 2016-18, students, staff and parents were provided the LCAP Survey in conjunction with a series of newsletters describing our plans for updating our LCAP. Results of the surveys were considered during LCAP development.

We improved our facility. We surveyed students and parents about their perceptions of our old facility and what they wanted to see in a new one. In response, we reorganized and upgraded our old facility as much as we could, and then ultimately moved to a new, superior one. For the new site, we upgraded our technology infrastructure, bought new furniture and added new computers to ensure a dramatic improvement in the student experience.

We survey students and parents annually regarding their perceptions of the climate of the school. Results are shared below in the Metrics section.

Outreach and Community Connections

As part of our Outreach and Community Connections Track Plan we made new connections with community agencies, establishing partnerships with such entities as CSUMB, the Monterey County Food Bank, and the LIMPETS research program. We visited and hosted visits from agencies to improve outcomes for our students, and we added six new partnerships and participated in 14 visits over the lifespan of the Plan. We helped students connect to agencies that assisted them with health care, housing, employment, and nutrition. We also facilitated recreational opportunities. During the first year of the plan, we connected five students to community entities. In the last year, we connected 138.

We arranged field trips and on-site events to enrich students' educational experience. For example, we took students to the Panetta Lecture series, colleges and universities, and local areas of artistic, scientific and historic interest. We hosted career panels, EOP speakers, science experts, and financial aid workshops. Over the three years of the Plan, we arranged 23 field trips and 17 on-site events.

Finally, to better connect students to the community, we encouraged their development of 21st century skills, which we defined as those that developed them as scholars, healthy human beings, community members, citizens of the world, and participants in a technological society. We have not yet found a way to quantitatively track progress towards the attainment of these skills, but our subjective observations indicate progress in this area.

Marketing and Recruitment

In order to attract and retain students, we concentrated first on creating a high-quality, responsive education experience for all. We implemented many of the changes listed above in 2014-15, the first year of our Strategic Plan, so that students would transmit good things about their experiences via word of mouth, and we could thus attract more clients.

We maintained this strategy in the subsequent years, and also took additional actions to market the school. For example, we spread the good word about "Learning for Life 2.0" through direct outreach. During the summer and fall of 2015, as part of the successful effort to renew our charter, we met with many local officials, opened up new channels of communication, and were able to elevate our status with our authorizer, the Monterey Peninsula Unified School District (MPUSD).

We developed a marketing plan that focused our online marketing efforts on various target demographics and drove other marketing activities. We redesigned our website, launched a

Google AdWords campaign, purchased radio spots, had roadside signs made, and created a new marketing brochure.

Recognizing a growing need in this area, the Board dedicated its 2016 strategic planning retreat to marketing and recruitment, and an experienced marketing professional was present to advise us. Resulting actions included refining our target demographic, rebranding, creating new marketing materials, initiating a re-enrollment drive each May, and developing our social media resources. We increased our marketing budget for the following years, and brought on a professional marketing company. For the start of 2017-18, they launched social media campaigns aimed at our target demographics, and once again rebuilt our website so it more effectively draws attention to our program and captures new enrollments.

Staffing and Professional Development

The 2014-17 Strategic Plan prioritized staff recruitment and retention. We did a good job in these areas, as turnover has been low and new staff development robust. Starting in 2014-15, the staff was reformed, and has grown from 7 to 13. We added 2 teachers, a counselor, a school-community liaison, a records clerk, and an IT specialist. Since 2014, we have had no misassignments of teachers of English Learners, no misassignments of teachers, and no vacant teacher positions.

In the Plan, the Board set goals for itself in the areas of training and diversity. Several informal training sessions were held, typically at Board Meetings, (e.g., the use of our new school administrative system, special education topics, financial best practices in the education industry, etc.). Changes in the Board's membership provided opportunity for diversity, and the Board added a Hispanic member. The Board is still pursuing its goal of increasing its diversity by bringing on new members who represent the demographics of the students.

Big changes have occurred in the area of professional development. A professional development (PD) plan was developed that aligned with the Strategic Plan's major goals. PD has been delivered via weekly in-house sessions, seminars, conferences, and retreats, as well as on-site, off-site, and online trainings. Topics have included trauma informed care, independent study compliance, state testing systems, Edgenuity, college readiness and preparation, instruction in the independent study setting, campus safety, and counseling students. We also developed professionally through WASC self-study and our strategic planning activities. An annual review of professional development offerings has consistently shown that 100% of them have been focused on major goals set in the Plan.

Another priority in the Plan was to develop new performance tracking and reporting mechanisms. During year 1 of the Plan, the Board had two mechanisms for monitoring: the LCAP and the first Strategic Planning retreat. By the end of year three they had 13. The publication of the Plan itself was one new reporting mechanism. Others included monthly progress reports on progress in implementing the Plan, an annual newsletter regarding the LCAP developed for students and parents, the 2015 Charter renewal petition, and the 2016 WASC Midcycle Report.

Counseling and Social Work

Prior to the Plan the school did not employ a counselor or *systemically* attempt to support students meeting basic needs. This has changed dramatically over the past three years.

LFLCS's founding counselor was hired in August of 2015. She instituted a comprehensive counseling program based on the American School Counselors Association (ASCA) model's three domains: academic, personal/social and career development. We now have a program

through which students receive academic advising, individual and group counseling, career awareness, and college preparation services. In addition, the LFLCS counselor has been a primary provider of professional development to the staff, particularly in the area of trauma informed care, solution-focused counseling, and college readiness.

In order to support meeting the basic needs of our students, we engaged in a partnership with CSUMB's Collaborative Health and Human Services department starting in the spring of 2015 to bring undergraduate social work interns to the school. Starting in 2016, we added a school-community liaison position to also engage in this work. Through these employees and interns, we now offer to students significant assistance with food, transportation, housing, medical care, and job placement.

Given our changes and new direction, we began tracking college readiness metrics (e.g., A-G rates, the percent of seniors applying for colleges and universities, and the percent of seniors being accepted into colleges and universities). At the end of next year, in 2017-18, for the first time in the history of the school, students will be able to graduate having met the A-G requirements. This will mark the culmination of much work built into the Plan, including adding the necessary college preparatory courses and creating an educational path giving students this diploma option.

Technology and Systems

This has been an area of evolution and revolution. LFLCS has seen tremendous growth in its technological resources, capabilities and associated practices. At the start of 2014-15, LFLCS entered into a contract with the back office service provider CSMC. CSMC provided the student information system PowerSchool and the school administrative system Charter Vision. These tools have improved operations in very significant ways.

With PowerSchool, we now have an electronic database of transcripts and demographic information. We also have electronic means to gather attendance and assign courses and grades. These functions were all manual and paper-based before the adoption.

Charter Vision warehouses all of the school's payroll, purchasing, and budgeting information, and provides transparent means of reporting financial information to the Board.

Another huge technological change for the school is our move to a 1:1 technology environment in support of student learning via digitally-delivered instruction. In 2015-16, we began using the Edgenuity system to deliver curriculum and instruction and started providing all students with a personal digital device. Initially, and still to this day, our choice of digital device has been a 7" tablet. With the adoption of this curriculum and the move to the 1:1 technology environment, 100% of our students are now engaging in online learning and using educational utility tools, which has collaterally benefited them by increasing their 21st century skills.

Since 2014, we have vastly upgraded our technology infrastructure. For example, we subscribed to Google for Education, allowing us to provide all students and staff with email, calendars, video conferencing, and all the other productivity tools in the Google suite. We have a new phone system, servers, firewalls, routers and faster, wireless internet. Students now benefit from faster desktop computers, a digital projector, and Chromebooks. Recently, we started providing students in need with wireless internet hotspots, and in the spring of 2016 we started employing our own IT specialist to improve the management of our technological assets.

2017-18 Update

The following were the major accomplishments for 2017-18.

Facilities: Over the summer of 2017 we successfully made the massive effort to move out of the site we had occupied for the past 15 years and into a new, superior University of California facility in Marina, CA. The new site does away with many problems that we experienced at the old site: there is better ventilation and lighting, more space, better infrastructure and a clean, pleasing environment. The new space is a fantastic architectural space, and it is having a very positive psychological impact on our students. The facility has no deficiencies and is in good repair per Facility Inspection Tool (FIT) analyses conducted in August of 2017 and 2018.

Curriculum: Our curriculum provider opened their entire course catalogue to us, so we were able to offer a significantly larger variety of classes. We offered Advanced Placement courses for the first time. Our A-G list was completed: we offered all the necessary college preparatory courses for the prior 4 years, so for the first time in the history of the school, seniors had the opportunity to meet all the requirements for acceptance into the University of California (UC) and/or the California State University (CSU) systems. Six students met the requirements and one applied—and was accepted—to a CSU!

Special Education: The Board and administration seriously studied whether to switch to a Charter SELPA and become our own LEA for the purposes of Special Education delivery. After studying several different options, we decided to join the Sonoma County Charter SELPA, starting July 1, 2018. In order to make this transition, several changes were planned for the 2018-19 school year: expanded staffing, increased professional development, reallocation of staff time and facilities, and a new ADA growth strategy.

Missed Assignments Policy: The Board approved a policy for responding to students who do not make satisfactory educational progress and for whom it becomes apparent that independent study is not in their best interests.

WASC Self Study: The school's second full self-study was initiated, in preparation for re-accreditation in 2019-20. The first 3 of 5 tasks related to this process were completed, and an accreditation Visit was scheduled for March, 2019.

Marketing: A professional marketing firm was hired to increase and integrate website, SEO and social media efforts to attract new clients.

English Language Development testing resumed: Staff were trained in and implemented the new assessment of English Language Development, the English Language Proficiency Assessments for California (ELPAC).

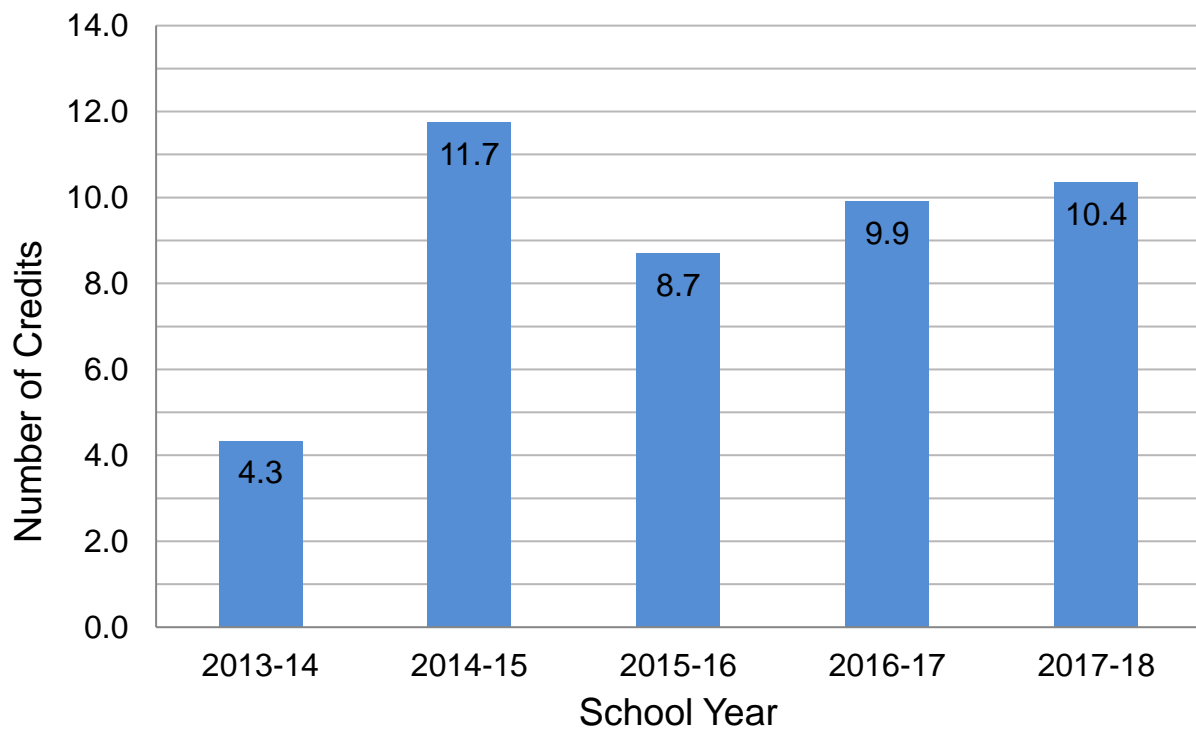
Metrics

An essential element of our Plan was to begin collecting metrics in a number of academic and operational areas to measure progress in achieving our goals. The following metrics are key performance indicators for LFLCS and collectively document major progress over the three year period.

Academics

The following metrics were monitored to determine the impact of the Academics work track plan.

Average number of credits earned per quarter

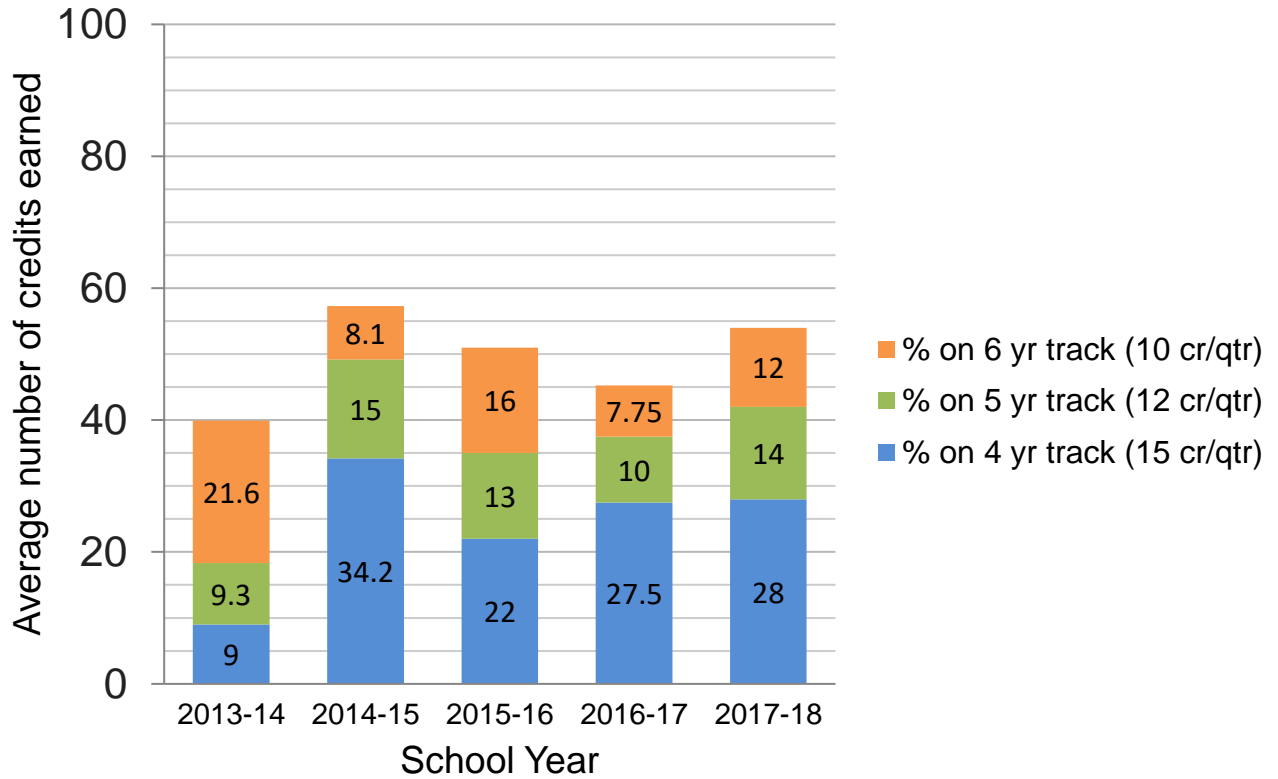


Average Credits Earned Per Quarter: The many positive changes to our academic programs led initially to a jump in the average number of credits students earned each quarter. In 2015-16 we saw a significant drop, but we are trending back up now, and are still at much higher levels than before the changes.

This jump/drop phenomena will be seen in several other metrics. A possible explanation for this is offered via the metaphor of a dam break. When debris temporarily blocks a creek, water builds up behind it. When the obstruction is cleared, a larger than usual mass of water initially rushes downstream. This flood tapers off and is followed by more normal flow.

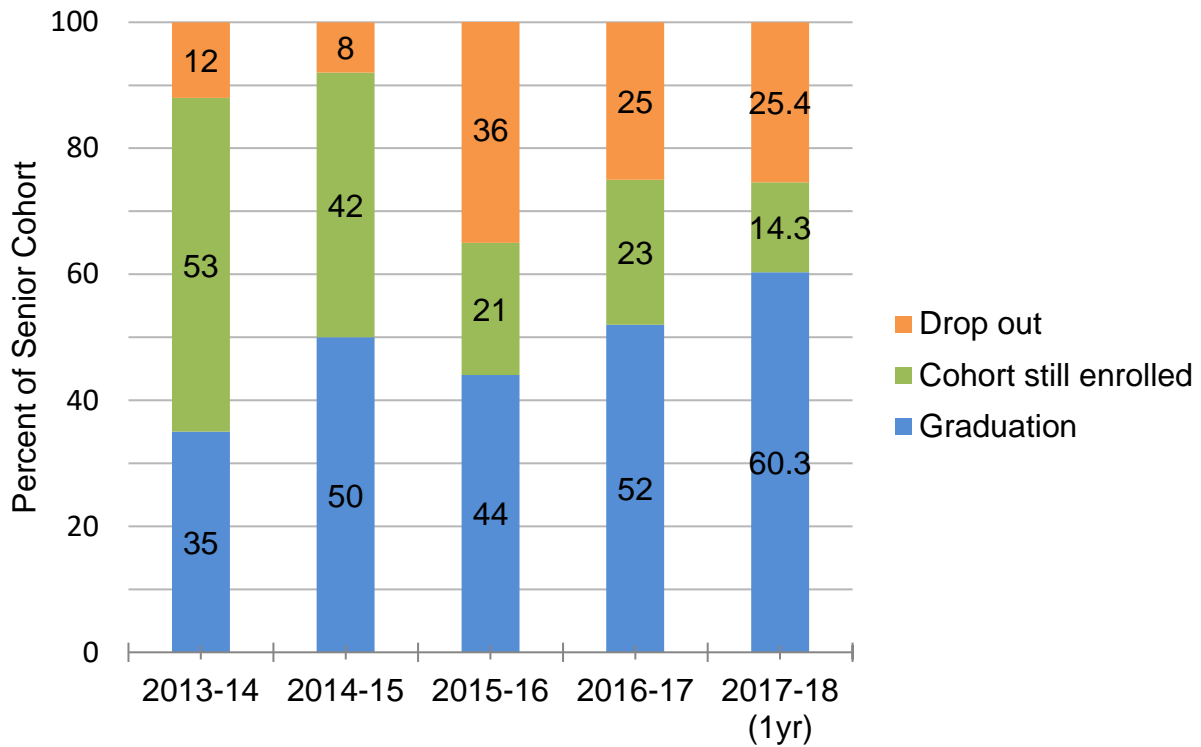
Conditions at LFLCS up to 2013-14 may have stifled, in this case, the average number of credits students earned each term. The follow year, changes in these conditions—many driven by the Plan—cleared away obstacles and the number of credits earned surged. The next year, 2015-16, the “flood” had passed and the number of credits earned dropped to a more normal level. It is probably significant to note that the new normal was higher than the average of the 2013-14 and 2014-15 levels, and has trended upward since. This suggests that the changes brought about through the plan are not just changes, but improvements.

Percent of students on track to graduate



Students on Track to Graduate: Improvements in our programs led to a related jump in the percentage of students who got on track to graduate. Over the first two years of the Plan these percentages decreased, but still trended higher than before the improvements were made, and most recently the percentage has increased. The “dam break” analogy may serve as an explanation here, too.

Graduation, Still-Enrolled, and Drop-out Rates

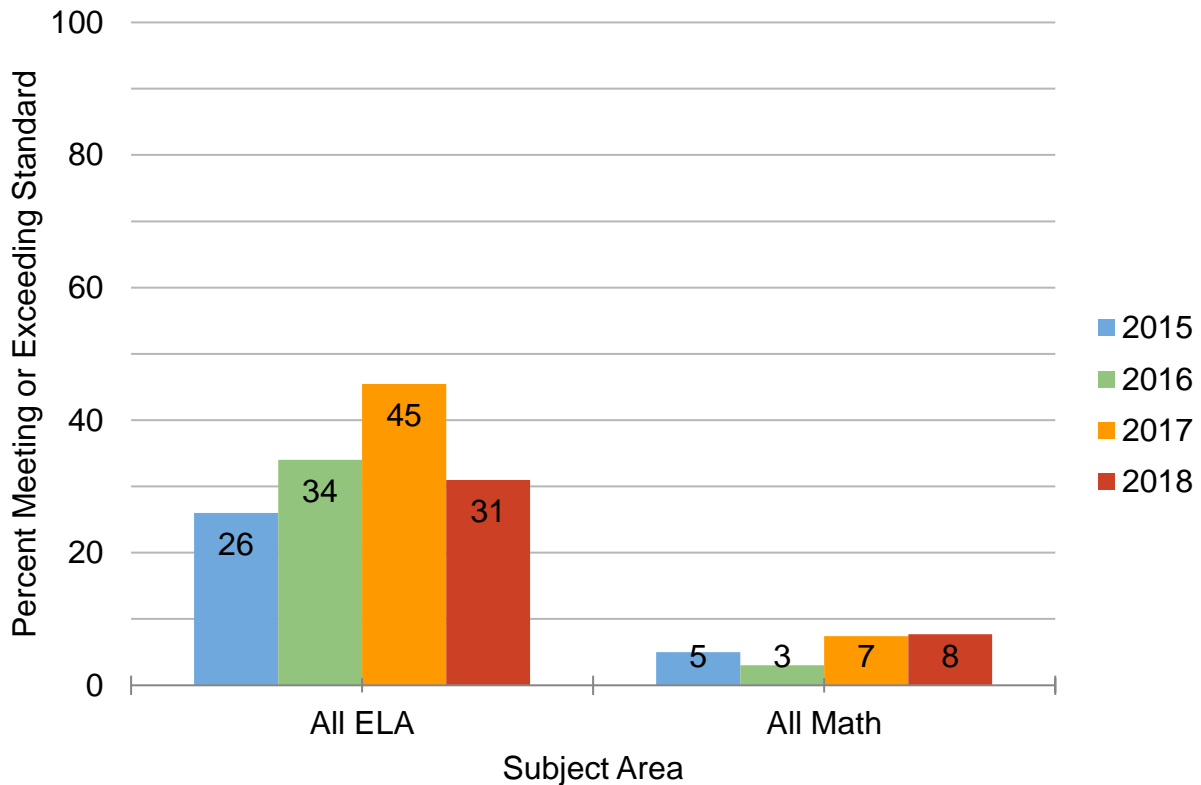


Graduation Rate: The graduation rate has seen significant increases after the start of the Plan. The pattern of increase realtes to the dam-break model.

Still-Enrolled Rate: We have also seen a decrease in the percentage of seniors who have to re-enroll to complete their diplomas. Change in this direction is positive.

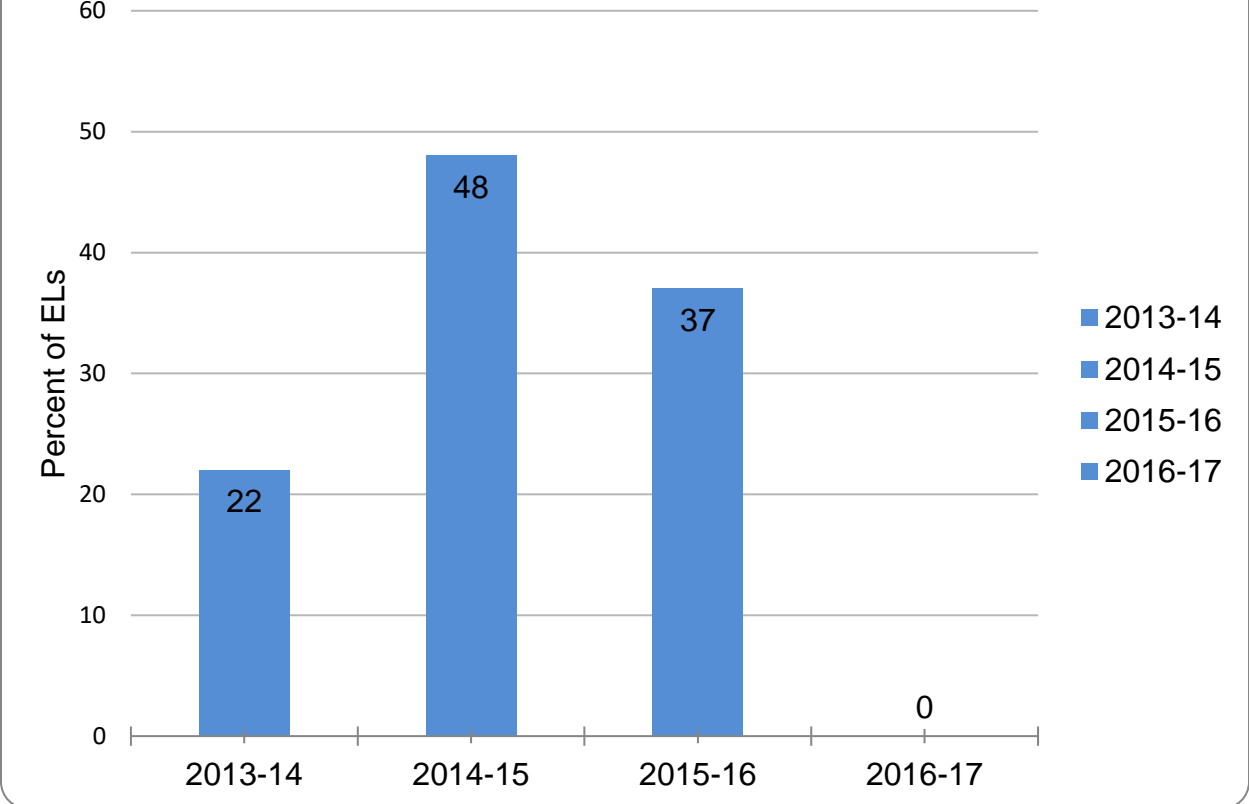
Drop-out Rate: But the drop out rate has changed in a negative direction: it increased in 2015-16 and then flattened out at a lower level, that was worse than prior to the Plan. The increase in 2015-16 may be due to the changes that made our academic program more rigorous. Students may have realized this and some—maybe more than usual--may have selected to drop out. This was, in effect, a year of “weeding out” those students who did not acctpet the new academic challenge. The persistent, higher drop out rate in 2016-17 and 2017-18 is a concern.

LFLCS SBAC Results

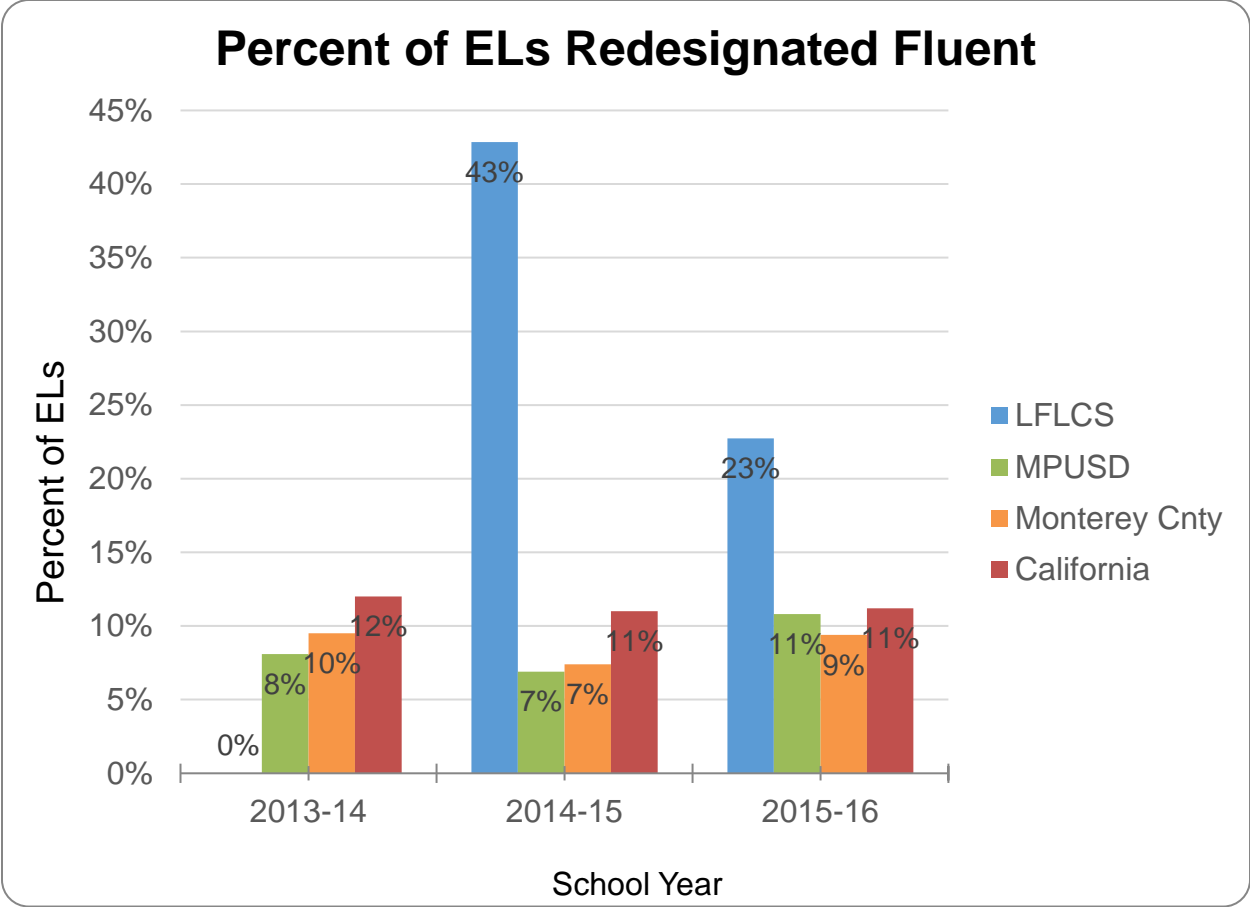


Performance on Standardized Tests: We have seen overall increases in the percentage of 7th, 8th and 11th graders tested by the State’s new standardized tests—named after their originator, the Smarter Balanced Assessment Consortium, or SBAC—who are meeting or exceeding expected standards. The level of achievement is much lower in Math than in English Language Arts (ELA). This is consistent with California statewide results, but still a concern. The SBAC originated in the 2014-15 school year, so there is no data from years prior to the implementation of the Plan available for comparison.

Progress of English Learners



Progress measured via the CELDT: Another area where we saw an immediate improvement after initiating the Plan is in the number of English Learners (ELs) who increased at least one level on the California English Language Development Test (CELDT). We also saw the levels fall off in the next year. Perhaps the dam-break analogy applies. The CELDT test was discontinued after 2015-16, so we have no later data to consider.



Redesignation: After 2 years during which no ELs were redesignated as fluent, we saw a jump to 43% of ELs redesignated in 2014-15. The percentage fell the following year—probably due to the dam-break phenomena. Due to the discontinuation of the CELDT after 2015-16, a chief indicator of the readiness for redesignation, there was no later data to consider.

Satisfaction with Academic Programs: Starting in 2014-15, a survey of satisfaction with the school’s academic programs was given at the end of each school year. Results from the Satisfaction Survey in 2015, 2016, 2018 (no survey were returned in 2017!) indicated that students and parents perceive that, overall, the school is operated well. According to the 2018 Survey, highest satisfaction was with preparation of students for life after high school; lowest satisfaction was with truancy and chronic absenteeism efforts. Support of on-line learning and access to tutors were graded highest; on-site classes were graded lowest. Respondents most frequently wanted to see expansion in our summer session, student activities and personal/social guidance.

Campus, School Environment & Culture

The following metrics were monitored to determine the impact of the Campus, School Environment & Culture work track plan.

Number of Discipline Referrals, Suspensions, and Expulsions: Given our independent study environment in which students control when they are on campus, our provision of trauma informed care, and the high ratio of adults to students on campus, it is not surprising that the number of discipline referrals, suspensions and expulsions are very low. One suspension

occurred in 2014. Since then, there have been no others.

Satisfaction with School Climate: Starting in 2014-15, a survey of satisfaction with the school's climate was administered at the end of the school year. As with the survey of academic programs, no surveys were returned in 2017. Over 90% of respondents to the 2018 School Climate Survey indicated that they perceived the school as a safe and healthy learning environment. Highest satisfaction was with staff connection to students; lowest satisfaction was with the fairness of the implementation of behavior policies. We view the results as validating our trauma informed approaches to student behavior management, so we will continue our efforts in this area.

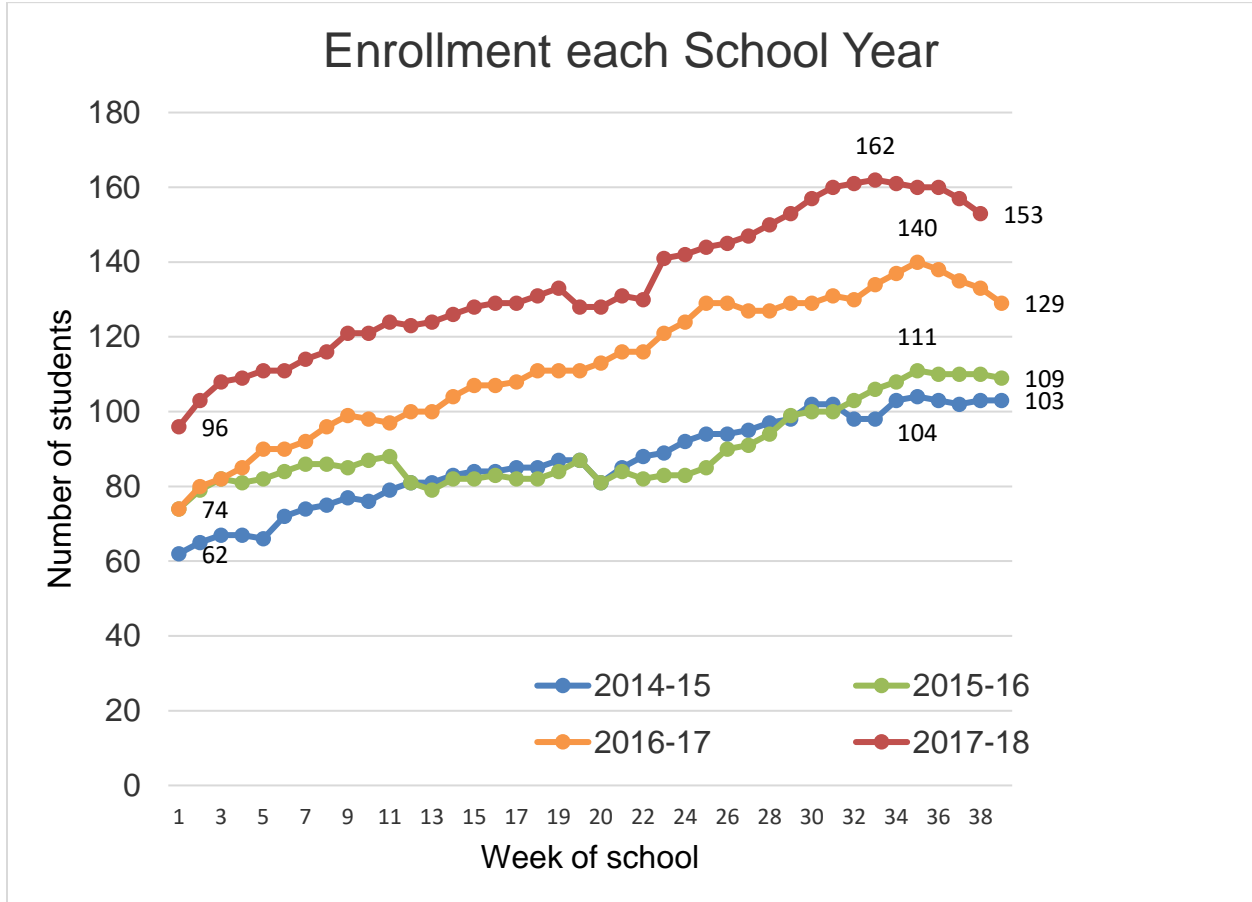
Satisfaction with the School Facility: A survey of satisfaction with the school's facility was given at the end of the 2014-15, 2015-16 and 2016-17 school years, but as with the other surveys, no surveys were returned in 2017. The results below reflect the most recent data, the 2016 survey; comparisons are to the 2015 survey.

Overall Analysis

- Respondents gave much lower satisfaction ratings to the elements of the school facility (classroom, library/computer lab, study area, kitchen, etc.) than they gave to the academic programs and climate: approval ratings ranged only in the 20, 30 and 40 percentiles. There was a decrease, averaging 20%, in satisfaction from the prior year regarding every element of the facility except heating/cooling/lighting (we replaced all the light fixtures in the building that year). The need for more space was also strongly expressed. These results fueled our move to a new facility.
- The survey shed some light on what respondents wanted in a new facility: better classrooms, computer labs, and quiet study areas were the highest priorities.
- Note: Based on dozens of verbal comments from students, their overall satisfaction with our new facility very high.

Marketing & Recruitment

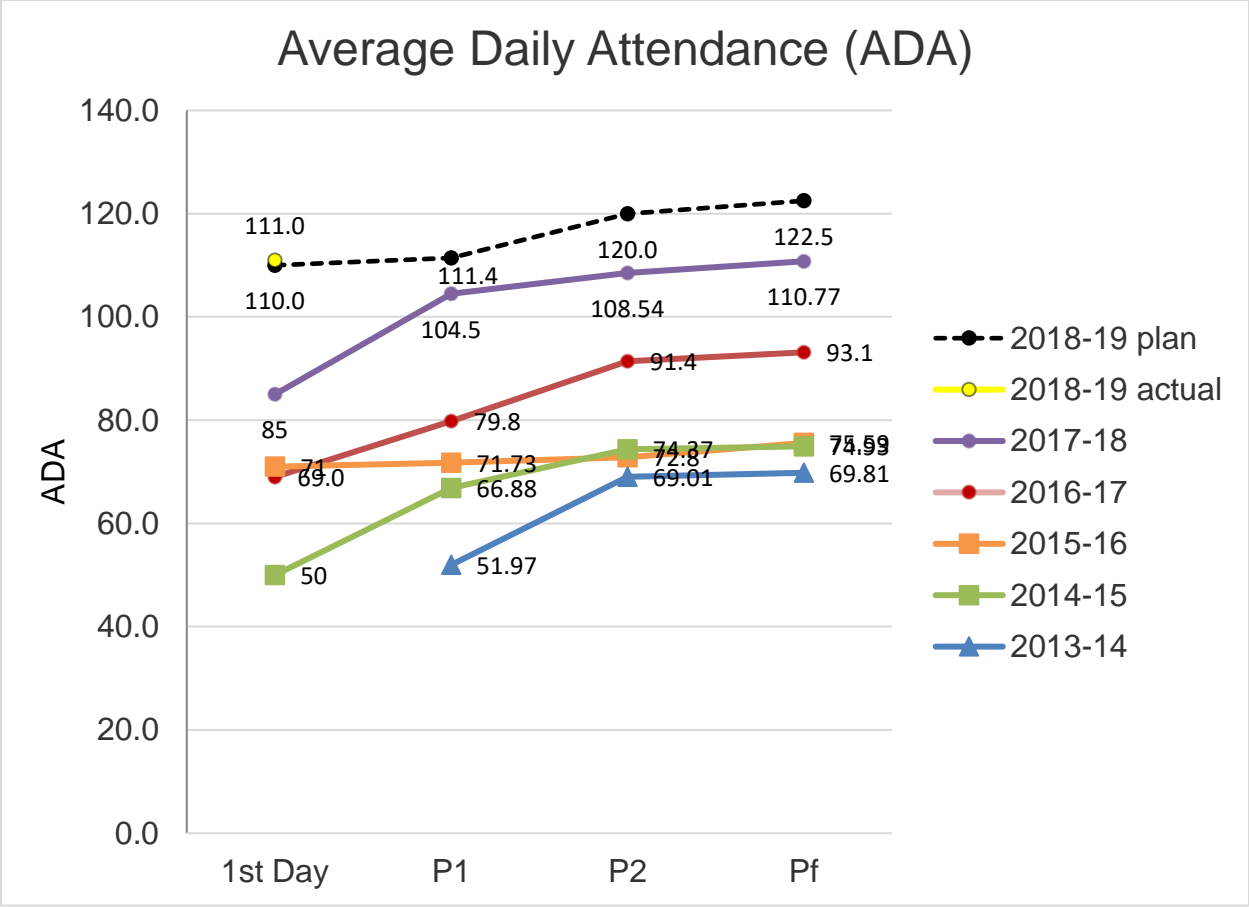
The following metrics were monitored to determine the impact of the Marketing & Recruitment work track plan.



Student Enrollment: The general pattern at LFLCS is for enrollment to increase throughout each school year. We start low and end high. This pattern was consistent during the three Plan years and beyond, and our overall enrollment increased each year. Peak enrollment for the three Plan years was 104, 111 and 140, respectively, reflecting healthy growth. Peak enrollment in 2017-18 was 162. Unlike the other semesters, when enrollment tended to increase steadily, enrollment during the Fall semester of 2015-16 was flat. As discussed earlier, this was the period when our dropout rate spiked.

First day enrollment grew from 62 in 2014-15 to 96 in 2017-18. In between those years the number stalled at 74 for the 2015-16 and 2016-17 school years.

The rate of enrollment growth during a school year is a strong indicator of school performance and the level of demand for an education at LFLCS. These growth rates have been consistently high. During Year 1 of the Plan, enrollment grew 68%; during Year 2 it grew 50%, and during Year 3 it grew 89%. During 2017-18, enrollment grew 69%.



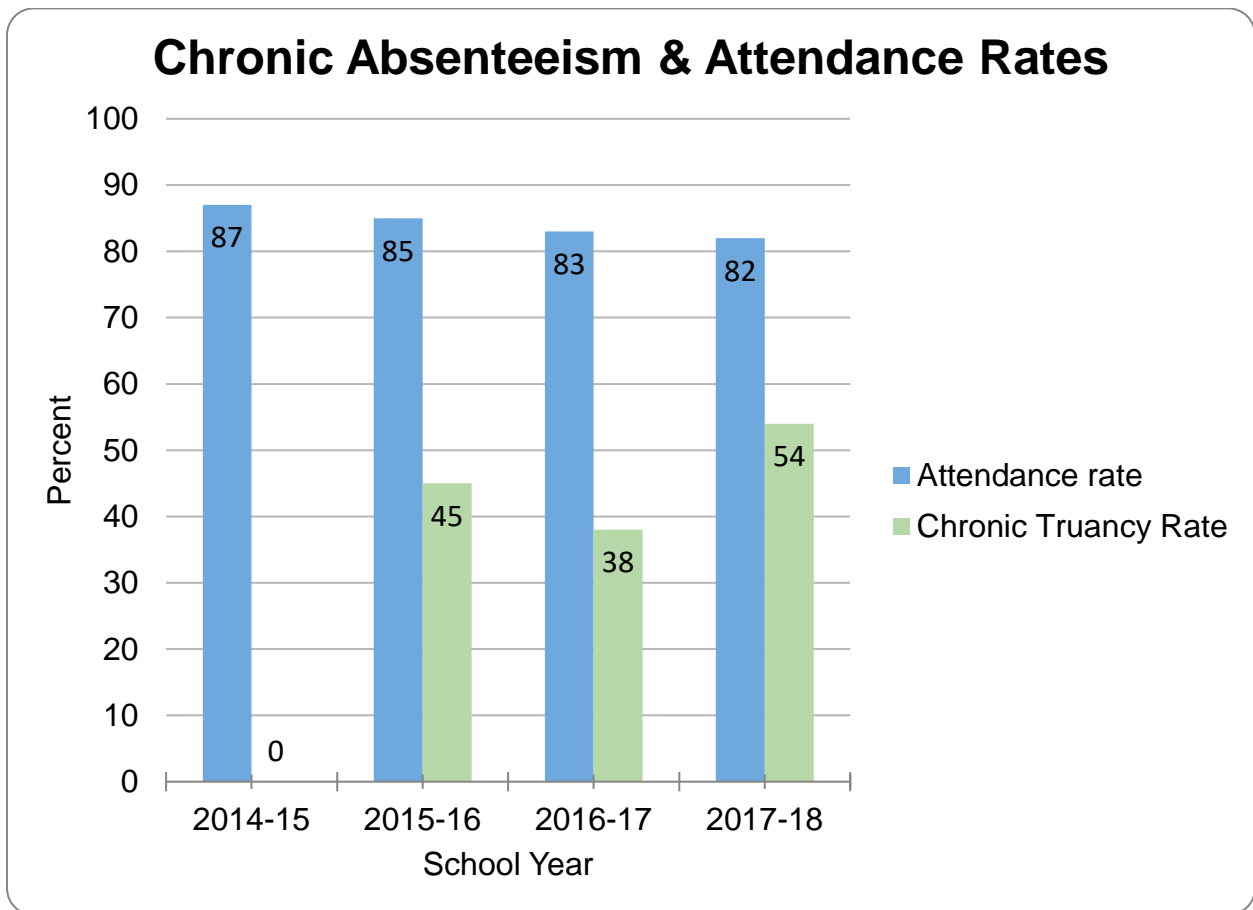
Average Daily Attendance: ADA is perhaps the most significant metric relative to the operation of our non-profit corporation, since it is the one tied most directly to revenue. A major goal in our first Strategic Plan was to reach ADA 120 as quickly as possible, as this level of ADA is perceived as key to a new degree of financial stability.

Years 1 and 3 of the Plan saw significant ADA growth, both over the course of the year and relative to the prior year. Year 2 ADA remained flat for the reasons discussed above. ADA grew by 50% during year 1 of the Plan, and ended 7% higher than the prior year. In contrast, ADA grew by just 7% during year 2 and ended just 1% higher than the prior year. Growth resumed during year 3 when ADA grew by 35% and ended 22% higher than the prior year.

ADA for 2017-18 also showed significant growth. It grew by 30% during the year, and ended 19% higher than the prior year.

Counseling & Social Work

The following metrics were monitored to determine the impact of the Counseling & Social Work work track plan.



Attendance Rate: Attendance rates have been persistently low and have declined by about 2% each year over the life of the Plan and the one year following. In order to satisfy the criteria for attendance at LFLCS a student must complete an adequate amount of work in a given day. Thus, attendance within our independent learning model is about work accomplished, which is monitored electronically, not physical presence at the school. The downward trend in attendance rate is a significant concern.

Chronic Absenteeism: The state began publishing data on a new metric, chronic absenteeism, in Year 2 of the Plan. A student is chronically absent if they miss 10% or more of the school days during which they were enrolled. Our initial rate of chronic absenteeism was very high. It dropped the following year but increased to higher than the initial level in 2017-18. This is an area of significant concern.

Current State

This section outlines the current state of the school with an overview of who we are, overall status, SWOT analysis, issues facing the school, and our current aspirations.

Who We Are

We are different from comprehensive schools for sure, but we are also different from most charter schools and independent study programs. We have a committed Board and staff that forms the core of our community. We are flexible, responsive, individualized, and we lead with compassion and relationship. We seek staff synergy and student synergy. Our needs are changing but we are evolving, adapting, and innovating to keep pace and stay ahead.

LFL exists to fill an important niche for middle and high school students--underperforming through advanced--looking for a more flexible, personalized approach to learning. We offer:

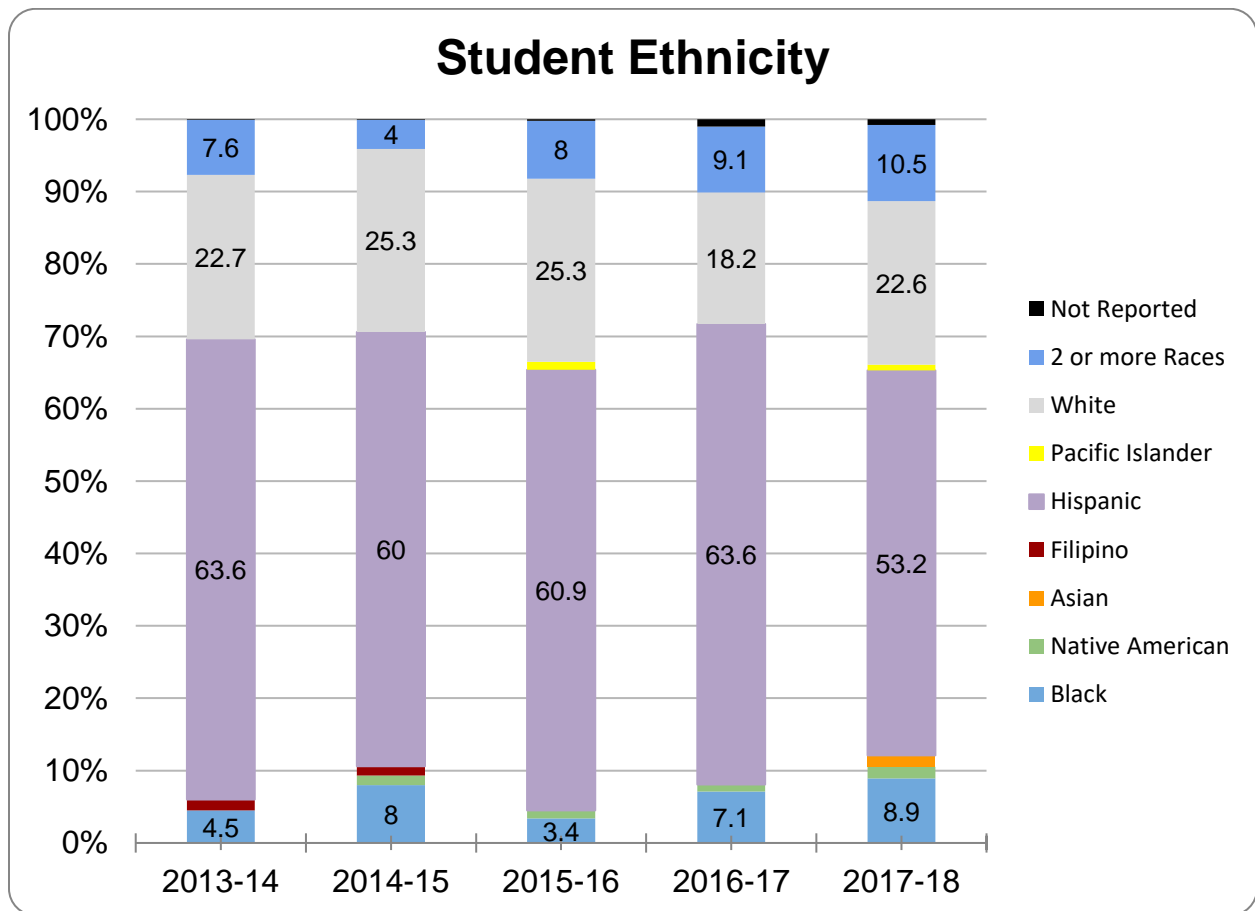
- Multiple pathways through high school
 - Regular diploma
 - College preparatory diploma
 - In the future, Career Technical Education pathways
 - Certificate of completion
- Individualized learning
 - Adaptive curriculum and technology
 - Individualized learning plans
 - Weekly meetings with a supervising teacher
 - Frequent communication
 - Flexible site scheduling
 - Home visits and meetings
- A full range of supports
 - 1:1 academic help
 - Highly qualified teachers in the major subject areas
 - Tutors
 - Digitally-delivered curriculum
 - 1:1 technology
 - Trauma informed care
 - Counseling services
 - Personal/social
 - Academic
 - Career

- Assistance meeting basic needs
- Therapeutic services
- Special Education
- English Language Development
- Positive & restorative behavior program
- On- and off-site learning opportunities

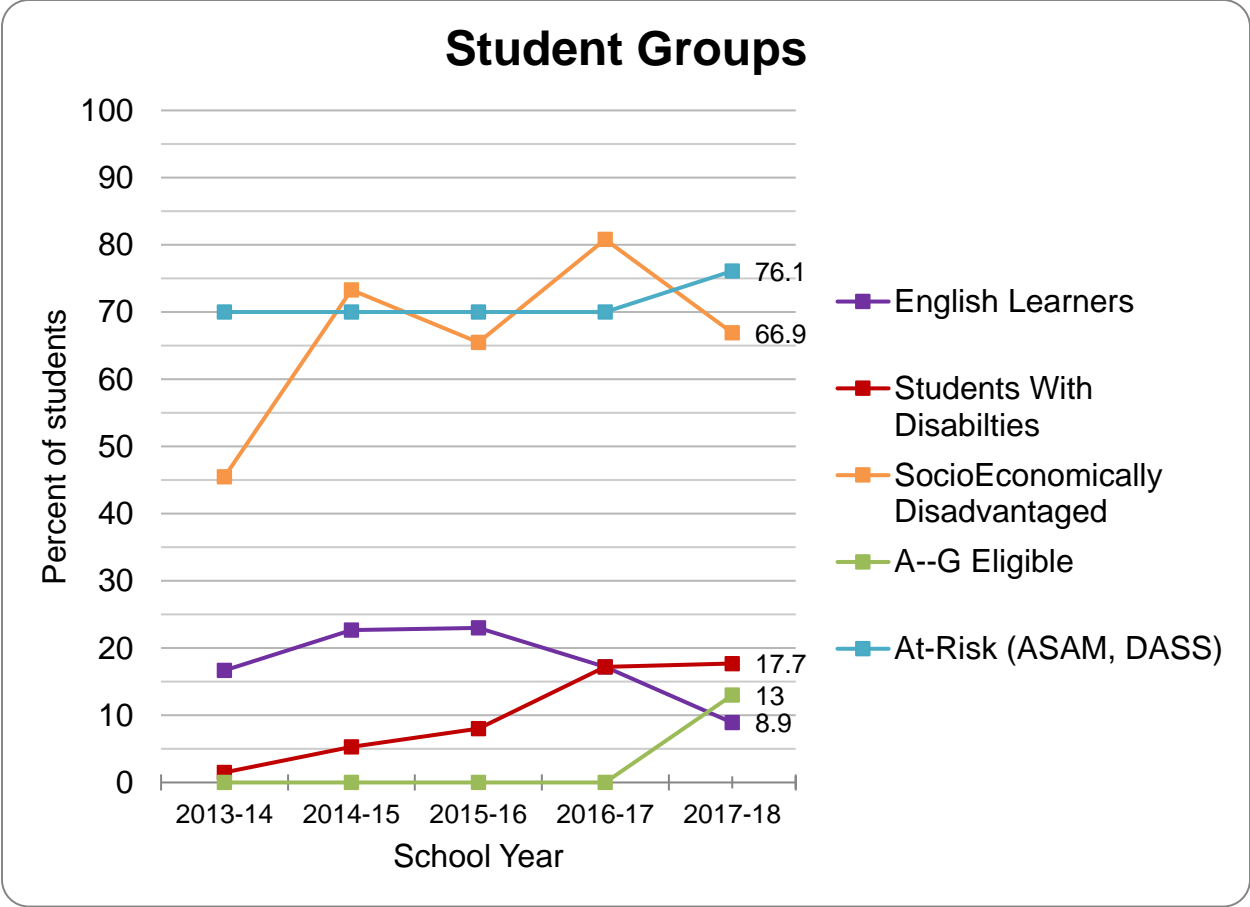
In summary, we are innovating and changing what it means to be an alternative student.

Overall Status

Now LFLCS is considering what the next years will bring and what we must do to optimize our desired outcomes. That process involves a clear understanding of our overall status, which is outlined below.



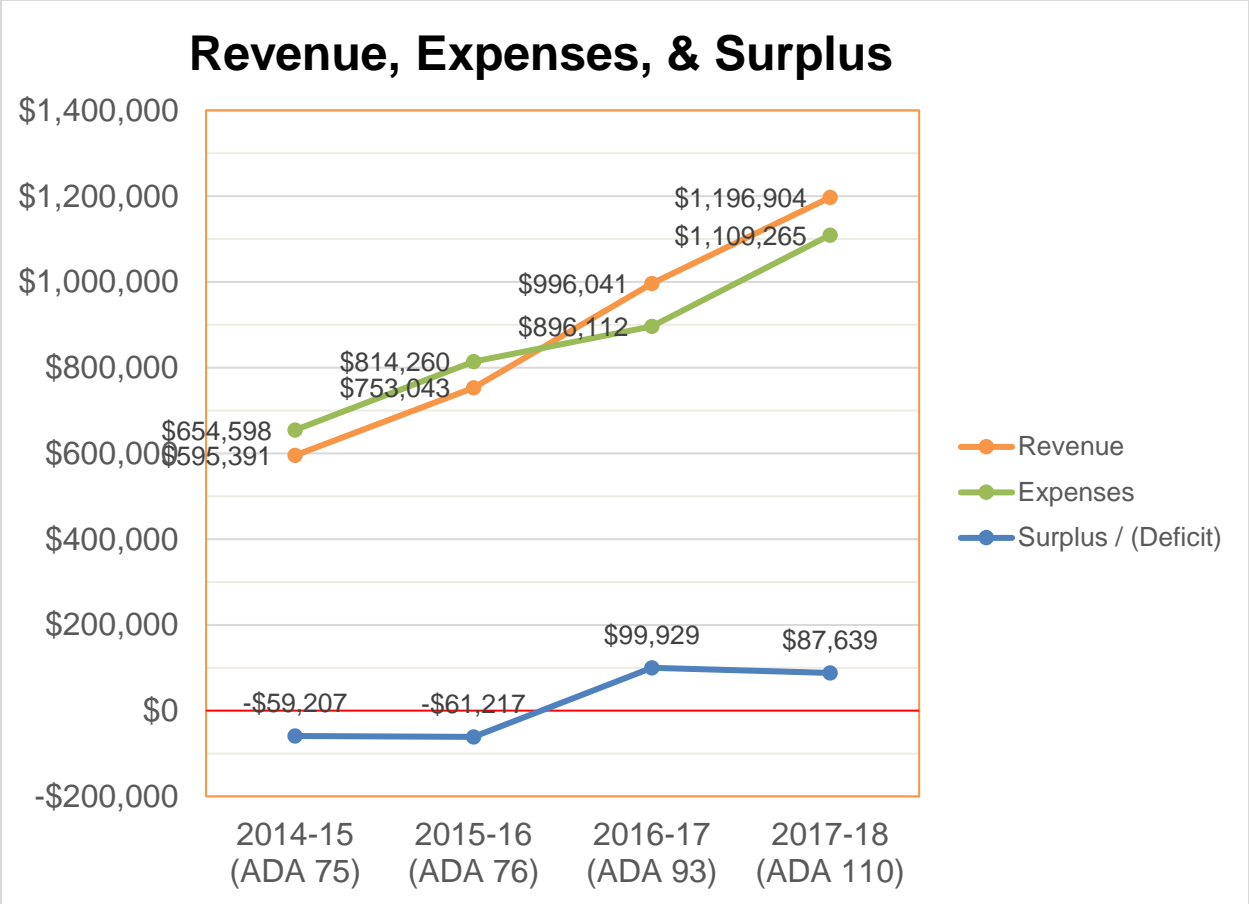
Diversity: The diversity of our students is increasing. Fewer students are Latino, and more are White, African American and of two or more races. The percentage of students within each ethnicity at LFLCS remains within 5% of the percentages within the greater MPUSD.



Student Groups: Significant majorities of our students are socioeconomically disadvantaged and at-risk. A decreasing number are English Learners and an increasing number are Students with Disabilities.

Acceptable Behavior: Discipline referral, suspension, and expulsion rates remain at zero.

Alternative School Status: The state has implemented a new system for designating alternative schools. Under the new Dashboard Alternative Status School (DASS) system, charter schools may only say they are alternative if at least 70% of their students fall into at least one of a dozen categories of being at-risk. LFLCS meets this criteria.



Financials: Growth in ADA over the past four years fueled increases in both revenue and expenses. In 2014-15 and 2015-16, we engaged in deficit spending, which drew down our reserves. Since then, significant surpluses have increased them.

SWOT Analysis

The results of our SWOT Analysis are summarized below.

Strengths: Our strengths are our commitment to individual attention, our innovative stance, our WASC accreditation and alternative school status, the broad range of support services we offer, our location and the dedication of our Board and staff.

Weaknesses: Our weaknesses are that many people aren't aware of our existence, the transportation options are too limited, and our A-G program is not fully built out. There is a lack of educational structure for some students that is contributing to our persistently low attendance rate. Our enrollment capacity is limited by our current facility.

Opportunities: Marina High seems to only want A-G students, which makes LFLCS an attractive alternative for those who are not interested in the college track. We are slowly transforming our image in the community, and could expand upon that by providing things like a more traditional high school social experience and more mental health services. We are attracting more CSUMB interns from a wider variety of majors, and could leverage that trend to build our talent pool. There are many secondary students in Salinas who might be interested in a LFLCS education and experience. We could expand support services through agency

partnerships and explore scheduling options that could increase our staffing and enrollment. We have the opportunity to diversify our academic options by creating our own CTE pathway, perhaps linked to an additional site.

Threats: We lose students to comprehensive schools with their social and graduation pizzazz. In addition, we face increasing competition from online schools. Today's digital culture is making it harder to educate students and compete for attention with digital distractions. A gang culture exists in our area, and the threat of school violence and school disruption must always be considered. Our higher profile means we are more exposed to public view, and the political climate is difficult.

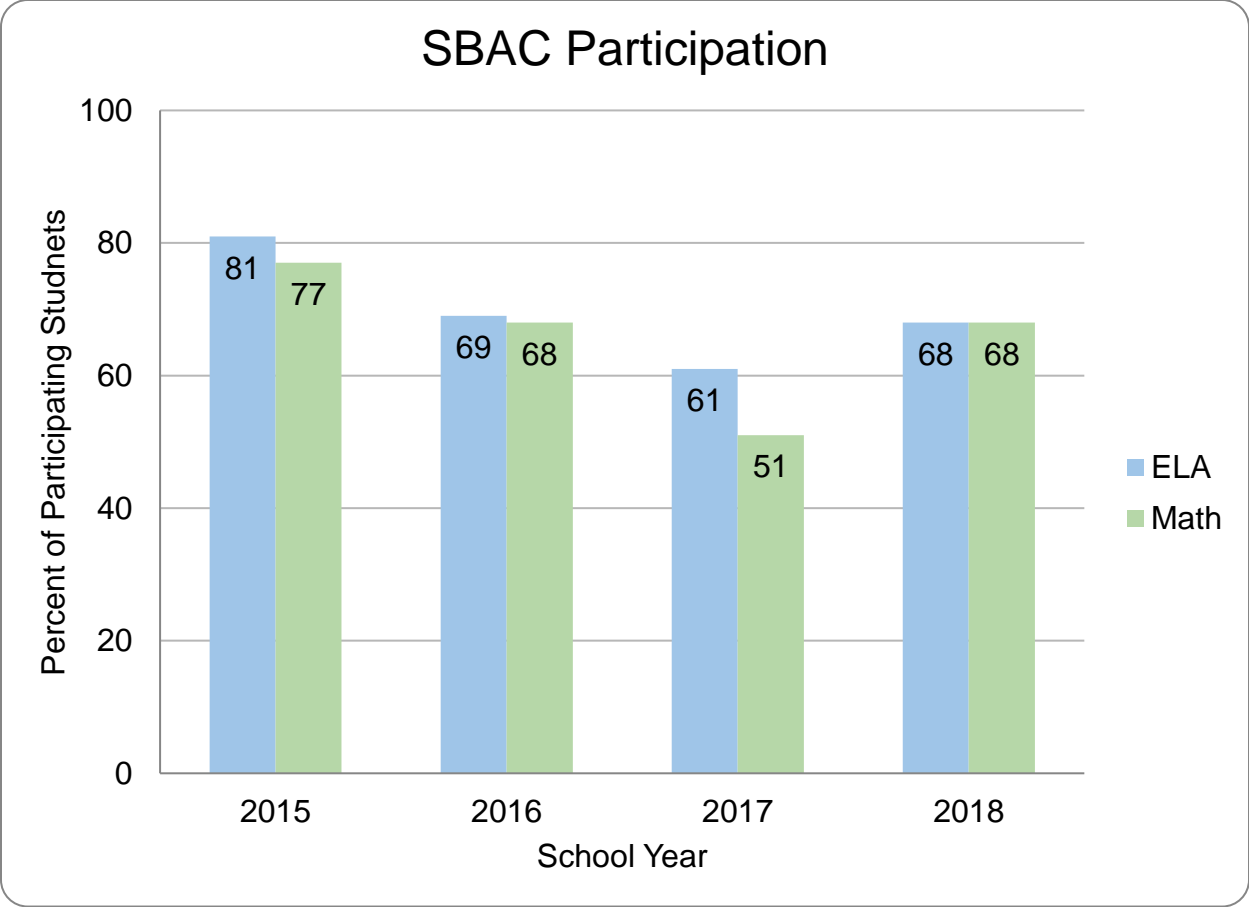
Issues Facing the School

Several issues arise from the data and what we learned during the first three-year plan period.

Trends: There are educational and environmental trends we need to be a part of. Students are expected to engage more often in collaboration, cooperation, and academic discourse, and to have more cultural awareness. The Common Core has shifted focus towards how to learn, and reality-based teaching. AI and automation are changing the employment landscape. Vocational education is on the rise, and the CSU/UC systems are pushing enrollment at community colleges first. Social media is changing how we and the students relate to the world.

Academic Progress Rate: We are dissatisfied with the rate at which students are accruing credits and with the percentage who are making progress towards graduation. Only a quarter of our high school students are moving along at the normal pace; more than half are making such slow progress it will take them more than 6 years to finish.

Dropout Rate: Our dropout rate is too high.



SBAC Math Proficiency Levels and Participation Rate: Math SBAC scores are too low. In addition, participation in SBAC testing is declining significantly since the first year of testing.

Attendance Rate: Our attendance rate is persistently low, which in an independent study environment means students are not completing enough assignments. Despite our increasing efforts to develop a supportive culture that will encourage students to complete assignments, the attendance rate is declining. The issue of chronic absenteeism (the percent of students not completing assignments on 10% or more of the days they are enrolled) must be addressed. It appears that our expectations for student engagement in school have been too loosely conveyed and enforced.

College Track: Now that our students can meet the A-G requirements, we want more to do so. We will need to add guidance and support in this area.

ADA Growth: ADA growth is needed. We have been striving for ADA 120, and will probably reach it by the 2018-19 school year. What then? We will need to identify optimum ADA levels and our methods for managing ADA during the next phase of the school's existence.

Managing Growth: Growth will bring challenges. We will need additional office space when ADA exceeds 120. Rapid growth causes cash flow issues, and our reserves are probably not adequate to comfortably weather the cash flow issues created by the state's education funding practices. In addition, we don't want to grow so large or so rapidly that we change the essential character of our school.

Special Education: We have significant new responsibilities to discharge.

Career Options: We do not offer any Career Technical Education (CTE) options.

Academic Discourse Opportunities: Our students need more opportunities to engage in academic discourse.

Overcoming Distractions: Now that we have created a 21st century learning environment, we must tackle 21st century problems, the foremost being how to help students set aside digital distractions so they can sufficiently engage in academic work.

Current Aspirations

We want to continue using the digital curriculum and providing the 1:1 technology environment.

We want to continue providing trauma informed care.

We want to continue using systems thinking to continuously improve.

We want to maintain our commitment to the A-G pathway and infrastructure.

We want to better define flexibilities and boundaries around independent study.

We want to plan and execute scalable growth.

- Moderate (both driving and accommodating growth)
- Sustainable (ensuring our capacity, systems, boundaries, and structures keep pace)
- Intentional (with a vision and a plan)
 - To an optimum enrollment level
 - To include additional high-quality, transformational facilities

We want to expand services as we grow, including:

- Special Education
- Assistance meeting basic needs
- Therapeutic services
- Improved technology
 - Personal devices
 - Collaboration tools

We want to experience success with:

- Improved graduation rates
- Improved attendance rates
- Increased percentage of students who qualify for universities.

Additional Aspirations

Determined After Completing our WASC Self-Study

Greater participation by students in schooling, perhaps via

- More regular scheduling and time on campus
- Easier access to services--expand off-campus offerings

- More pathways: certificate, CTE, better a--g
- More discourse and collaboration
- Better communications and clearer expectations around attendance and behavior onsite
- More on- and off-site learning opportunities

More scaffolding for students, perhaps via

- Schoolwide reading, writing, and math assignments & assessments
- Better Special Education service
- More therapeutic support
- Updated ELD assessments

...so we see increased attendance, more credits earned each quarter, an increased graduation rate, & increased a--g rate.

Determined After Launching Our Own Special Education Program

- Provide appropriately challenging, meaningful pathways through school for students with below average cognitive abilities, some of whom are enrolled in Special Education, and some of whom who are not.
- Explore a revised grading scale, where A+F=C
- Acquire a remedial curriculum that can fill gaps in reading, math, and writing knowledge

Suggested By Our New Counselor

- Help students develop more control over digital distractions

Determined After Our 2018-19 Strategic Planning Retreat

- Schedule more team-building activities for students on and off-site
- Create workspaces for students with tangible boundaries
- Add to the intake/enrollment process:
 - Social/emotional self-assessment
 - Four-year planning
- Train staff in non-violent communications and conflict resolution
- Create more community partnerships
- Acquire a van to transport students
- Teach modulation strategies
- Offer exploratory CTE experiences via intersessions
- Explore inter- and intramural activity programs

- Acquire new signage and swag
- Arrange staff exchanges with other schools to share best practices
- Create a video for fellow educators highlighting the work we are doing with Trauma Informed Personalized Learning

Strategy

Opportunity

Over the past few years LFLCS has made tremendous progress towards fulfilling the opportunity stated in our initial Strategic Plan: "... to fill an important niche for middle and high school students at all levels – underperforming through advanced – looking for a more flexible, personalized approach to learning." This opportunity still exists and is undoubtedly even larger than it was three years ago. In addition, however, there is another emerging element to the opportunity that is not only about serving the students of Monterey county, but involves solidifying all our operations under the umbrella of Trauma Informed Care and then sharing our best practices for an independent and personalized learning model with other educators. Thus, the opportunity is not just about making LFLCS successful, it is about being in service to the educational community by modeling new practices, sharing our knowledge and experience, and helping to guide the evolution of an educational system that requires change and innovation.

Positioning

Having nearly reached our initial major goal of growing to a minimum sustainable size (ADA 120), LFLCS will now focus on managed growth, capability development and innovative leadership in the educational community. We have figured many things out about making independent personalized learning work, and our experience with rapid innovation in this area has positioned us with the knowledge, experience and drive to stay on the cutting edge of innovation. We will continue to reinvent ourselves to become the school of choice for Monterey County middle and high school students looking for a more flexible and personal approach to learning. As we design, test, refine and implement new tools, policies, procedures and best practices we will begin to share our learnings and position LFLCS as a thought leader in independent personalized learning. As we learn from our accomplishments as well as our experiences, we will help others around the country as well as in our own community.

A primary and powerful advantage that LFLCS continues to have in this endeavor is our uniform focus on the independent personalized learning segment. Traditional public schools must serve a much broader range of students, which diffuses their focus, and other charter schools are focused on a variety of niches. That leaves LFLCS to perform, innovate, and lead in this market segment, serving students, our local community and the broader educational community.

Approach

To achieve this position in the market, LFLCS will employ an approach with the following strategic elements:

- Improve academic excellence and diversity
- Learn, innovate and refine in everything we do
- Address trends, issues and challenges
- Engage the broad educational community in meaningful dialogue
- Soundly manage the business
- Attract new students
- Build a strong school community, environment and culture

Strategic Goals

Improve Academic Performance and Diversity

- Expand pathways to graduation/completion
- Provide more on site learning opportunities
- Develop Career Technical Education pathways

Increase Student Participation

- Increase student involvement in school improvement
- Increase student productivity, interaction and collaboration
- Expand supports for students

Become Our Own Local Educational Agency (LEA) for Special Education

- Improve the delivery of Special Education
- Collaborate for full advantages of the Sonoma Charter SELPA

Solidify Organizational Maturity and Management

- Grow moderately, sustainably, and intentionally
- Strengthen systems to ensure sustainable growth
- Maintain school's financial footing and improve cash flow position
- Optimize current site, website and foresight

Share Innovative Practices

- Delineate and document our best practices
- Use WASC self-study and Sonoma Charter SELPA opportunities to share our learnings
- Present at alternative education conference(s)

Work Tracks

With the major goals distributed by year, LFL saw the need to segment the work into common work areas so that work could be effectively managed and distributed among those involved. To that end, all of the work associated with implementing the LFL Strategic Plan was divided into five “work tracks.” For each work track, a Track Plan was then developed to identify specific activities and their implementation schedule. The general scope of each Work Track is briefly described below.

Academic Performance & Diversity

Work in this track is specifically related to making the educational program better for and more responsive to our students.

Student Participation

This work track includes all the ways we will support students in their education so that they are more productive and more a part of governing the school. The focus is on elements outside the curriculum: productivity tools, technology tools, incentives, systematic responses, communications, supports, and opportunities for voice.

Special Education

This work track includes all the ways we will take on the rights and responsibilities of Special Education: revenues, expenses, professional development, legal obligations, partnerships, etc.

Organizational Maturity & Management

This work track includes all the ways we will continuously improve to better position the school. It speaks to internal audiences—families, students, staff, the Board—as well as external audiences—business partners, potential clients, and competitors.

Share Innovative Practices

This work track includes all the ways we will share with our educational partners our experiences with individualization, flexibility, trauma informed care, digitally delivered curriculum, etc.

Schedule

The following diagram summarizes the Learning for Life Strategic Plan schedule for the three school years from Fall 2017 to Spring 2020. The work scheduled in each of the Track Plans is summarized in rows across the page. The years, represented by the vertical columns, have themes that characterize the work planned for the year. By the end of the three year period the school expects to have accomplished all of the major goals listed in this Strategic Plan. For additional detail on this schedule, see the individual Track Plans that follow.

LFLCS Second Strategic Plan, 2017--20		Schedule	
		Evaluate	Design
		2017-18	2018-19
			Build
		2017-18	2019-20
Academic Performance & Diversity			
Expand pathways to graduation	Strengthen a--g path	Revise ILPs	A+F=C grading scales
		Add Certificate path	Use cognitive assessments
	Offer more CTE	K12 SWP workshop	Add non a--g path
Provide more on-site learning opportunities	Classes	Incentivize participation in assessments	Dialogue with colleges CTE Pathway #1
	Increase access to tutors		Collaborative reading, writing and math problems solving sessions and lessons
Provide differentiated learning experiences		Reading & math interventions	Writing intervention
		Project Based Learning	
Student Participation			
Increase student productivity, interaction, & collaboration	Update desktop devices	Refine incentives	Update 1:1 devices
	Portable digital projectors	Interactive projector #1	Interactive projector #2
	Improve tech infrastructure	Increase use of calendars	Broadcasts and interactive ed events
	Expand use of text messaging	Schedule more time on campus	Intra-and intermural
		Systematically respond to non-engagement	More team-building
Expand supports for students		Add therapeutic services	Enhance enrollment with surveys
	Continue providing TIC to students	Update ELD	Provide meals for students on campus > 2 hrs
	Provide new and ongoing PD in TIC	Connect with partners/seek grant funding for TIC	
		Acquire a van	Workspaces with walls
Special Education			
Improve the delivery of Special Education (SpEd)	Consider joining a charter SELPA	Transition to Sonoma County Charter SELPA	
	Revise MOU with MPUSD		
Deliver high quality SpEd		Participate in SCCSELPA governance	
		Ensure compliance	
		Provide sufficient staffing	
		Participate in PD	
		Engage with partners	
		Survey stakeholders	
Organizational Maturity & Management			
Grow moderately, sustainably, & intentionally	Strategic planning WASC self study		Determine optimum ADA
	DASS status		Explore options for additional sites
Strengthen systems to ensure sustainable growth		Behavior interventions	SpEd manual
		Family handbook	Video orientation
	Update safety procedures: ALICE training	Collaborate with UC fire marshal	Staff PD manual
		Update staff handbook	
	New evaluation instruments		
Maintain financial footing and improve cash flow	Build reserves		
	Manage cash flow		
Optimize current site, website, and foresight	Optimize current site	Explore current space options	
	Hire a marketing firm	Look for additional MBEST space	
	Improve the website		
	Use social media		
	Engage in SEO		
Share Innovative Practices			
Share innovative practices		Slide show	Sonoma Charter SELPA
		CCIS	Via MCOE
			School exchanges
			Other conferences

Implementation Status Reporting

The implementation status of this Strategic Plan will be reviewed at LFLCS Board Meetings. Each meeting will showcase progress on one of the Track Plans. In addition, starting in Fall 2018, a status report/presentation with overall progress in implementing this Strategic Plan will be created and made available under separate cover on an annual basis.

Appendix A: Work Track Plans

Academic Performance and Diversity Work Track

Tasks and Timelines

Expand pathways to graduation			
Task Area	Task	Planned Completion	Status
Individualized Learning	Revive Individualized Learning Plans (ILPs) <ul style="list-style-type: none"> • Create version 1 • Create version 2 • Create version 3 	Fall 2018 Fall 2019 Fall 2020	Complete
	Utilize cognitive testing to inform responses to learning challenges for both Special Education and General Education students	SY 2018-19	In Progress
	Balanced grading scales (A+F=C) <ul style="list-style-type: none"> • Research • Implement 	SY 2018-19 SY 2019-20	In Progress
Certificate path	<ul style="list-style-type: none"> • Research • Develop policy • Implement 	SY 2017-18 Q1 2018-19 Q2 2018-19	Complete Complete Complete
Non-a--g path	<ul style="list-style-type: none"> • Research options for students unable to Meet Standard on SBAC 	SY 2018-19	In Progress
	<ul style="list-style-type: none"> • Develop pathways to a Gen Ed certificate or diploma 	SY 2019-20	
A--g path	<ul style="list-style-type: none"> • Increase a--g guidance <ul style="list-style-type: none"> ○ More sessions with students ○ More counselor training ○ Additional learning opportunities 	SY 2017-18	Complete
		SY 2018-19	In Progress
		SY 2018-19	In Progress
	<ul style="list-style-type: none"> • Increase time on campus of a--g students 	SY 2018-19	In Progress
	<ul style="list-style-type: none"> • Network students to more off-site D and F options 	SY 2018-19	In Progress
Career Technical	<ul style="list-style-type: none"> • Add CTE courses via Edgenuity 	Fall 2017-18	Complete

Education (CTE)	<ul style="list-style-type: none"> ● Participate in K12 Strong Workforce Program planning workshop ● Collaborate with Hartnell and MPC ● Launch CTE Pathway #1 ● Launch CTE Pathway #2 ● Launch CTE Pathway #3 	<p>SY 2018-19</p> <p>SY 2019-20</p> <p>SY 2019-20</p> <p>SY 2020-21</p> <p>SY 2021-22</p>	In Progress
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Provide more on-site learning opportunities			
Task Area	Task	Planned Completion	Status
Collaborative reading, writing, math problem solving lessons and assessments involving Discourse & Real-World Problems	<ul style="list-style-type: none"> ● Assess Reading ● Assess Writing <ul style="list-style-type: none"> ○ Narrative ○ Expository ● Assess Math 	<p>SY 2019-20</p> <p>SY 2020-21</p> <p>S2 2021-22</p> <p>S2 2022-23</p>	
Participation in assessments	Incentivize <ul style="list-style-type: none"> ● Version 1 ● Version 2 	<p>Spring 2019</p> <p>Spring 2020</p>	
On-site classes	<ul style="list-style-type: none"> ● Schedule 1 ● Schedule 2 ● Schedule 3 	<p>SY 2017-18</p> <p>SY 2018-19</p> <p>SY 2019-20</p>	Complete
Access to tutors	<ul style="list-style-type: none"> ● 1.2 FTE ● 2.6 FTE ● TBD 	<p>SY 2017-18</p> <p>SY 2018-19</p> <p>SY 2019-20</p>	<p>Complete</p> <p>Complete</p>

Provide Differentiated Learning Opportunities			
Task Area	Task	Planned Completion	Status
Project Based Learning	<ul style="list-style-type: none"> ● Teacher training ● Learning opportunities 	<p>SY 2018-19</p> <p>SY 2019-20</p>	In Progress
Reading intervention	<ul style="list-style-type: none"> ● Fountas Pinnell reading I assessment ● My Path reading development program 	<p>Fall 18-19</p> <p>Fall 18-19</p>	<p>Complete</p> <p>Complete</p>

Math intervention	<ul style="list-style-type: none"> My Path math skills development program 	Fall 18-19	Complete
Writing intervention	TBD	Fall 19-20	

Metrics

Metric	Baseline	2017-18	2018-19	2019-20
Number of credits earned per quarter	9.9	10.4		
Percentage of students eligible for university	0%	13%		
Graduation Rate	52%	60.3%		
Dropout Rate	25%	25.4%		
Enrolled beyond 4 th yr.	23%	14.3%		
SBAC & CAST Scores (% meeting or exceeding Std)	ELA 45% Math 7%	ELA 31% Math 8%		
SBAC & CAST participation rates	ELA 61% Math 51%	ELA 68% Math 68%		
Satisfaction with Academic Programs (Measured via Annual Survey)	87% approval (15-16)			

Student Participation Work Track

Tasks and Timelines

Increase student productivity, interaction, and collaboration			
Task Area	Task	Planned Completion	Status
1:1 devices	<ul style="list-style-type: none"> Research next generation Distribute next generation 	SY 2018-19 SY 2019-20	
Desktop devices	<ul style="list-style-type: none"> Add more Chromebooks (Cbks) Add management to Cbks Convert Dells to Cbk kiosks Acquire laptops for roving staff 	SY 2017-18 SY 2018-19 SY 2018-19 SY 2018-19	Complete Complete In Progress Complete
Digital projectors	<ul style="list-style-type: none"> Portable Interactive (Conf Rm) 2nd Interactive (Sci/Art Rm) 	SY 2017-18 SY 2018-19 SY 2020-21	Complete
Technology infrastructure	<ul style="list-style-type: none"> New firewall, Wifi routers, phone system Increase Internet speed 	SY 2017-18 SY 2017-18	Complete Complete
Students' work time	Increase use of Calendar to more deliberately schedule <ul style="list-style-type: none"> For some For all--paper For all--Google (template) For all--Google (interactive) Schedule more student time on campus <ul style="list-style-type: none"> Some SWD, a--g, ELL All SWD, a--g, ELL, Truants 	SY 2017-18 SY 2018-19 SY 2019-20 SY 2021-22 SY 2017-18 SY 2018-19	Complete Complete
Systematic responses to non-engagement	<ul style="list-style-type: none"> Develop Missed Assignments Policy (MAP) More clearly communicate attendance expectations Implement MAP 	SY 2017-18 SY 2018-19 SY 2018-19	Complete Complete Complete
Incentives for completing activities, courses	<ul style="list-style-type: none"> Set 1 (Starbucks cards, movie passes) Set 2 (Starbucks & In-N-Out cards) Set 3 	SY 2017-18 SY 2018-19 SY 2019-20	Complete In Progress
Broadcasts and interactive	<ul style="list-style-type: none"> 1 S1, 1 S2 2 S1, 2 S2 	SY 2019-20 SY 2020-21	

educational events	<ul style="list-style-type: none"> • 3 S1, 3 S2 	SY 2021-22	
Methods of communication	Expand use of text messaging <ul style="list-style-type: none"> • Some teachers • All staff 	2017-18 2018-19	Complete
Enrollment Process	Survey new students <ul style="list-style-type: none"> • Social/emotional baseline • 6-year plans 	SY 2019-20	
Student Activities	Schedule more on-and off-site team building activities Explore intra- and intermural activities	SY 2019-20 SY 2019-20	

Expand supports for students			
Task Area	Task	Planned Completion	Status
Therapeutic services	<ul style="list-style-type: none"> • 0.15 FTE Gen Ed • 0.30 FTE Gen Ed • 0.45 FTE Gen Ed 	SY 2018-19 SY 2019-20 SY 2020-21	Complete
English Language Development	<ul style="list-style-type: none"> • Provide ELD at weekly meetings • Pause progress measures • Transition to ELPAC • Conduct ELPAC Initial assessments • Conduct ELPAC Summative assessments • Provide ELD via weekly classes • Resume progress measures 	SY 2017-18 SY 2017-18 SY 2017-18 SY 2017-18 Spring 2018 SY 2018-19 SY 2018-19	Complete Complete Complete Complete Complete In Progress In Progress
Trauma Informed Care	<ul style="list-style-type: none"> • Continue to implement • Use to structure day-to-day engagement with all students • Use in response to behavioral issues • Educate families • Provide new and ongoing professional development • Find implementation partners 	2017--2020 2017--2020 2017--2020 2017--2020 2017--2020 2018-19	In Progress In Progress In Progress In Progress In Progress In Progress

Transportation	Acquire a school van	2018-19	In Progress
Meals	Provide meals to students scheduled for 2 or more hours on campus	2019-20	
Safe work spaces	Create workspaces with more tangible barriers between students	2019-20	

Metrics

Metric	Baseline	2017-18	2018-19	2019-20
Attendance rate	83%	80%		
Chronic Absenteeism	38%	54%		
Satisfaction with school climate (Measured via Annual Survey)	85.2% (15-16)			
Suspensions and Expulsions	0 & 0	0 & 0		
Progress of English Learners % at ELPAC Levels		Baseline Level 1--13% Level 2--13% Level 3--44% Level 4--31%		
Progress of English Learners % RFEPed		Baseline 63%		

Special Education Work Track

Tasks and Timelines

Improve delivery of Special Education			
Task Area	Task	Planned Completion	Status
Service options	Charter SELPA <ul style="list-style-type: none"> • Research options • Educated Board re: becoming an LEA for SpEd • Decide • Apply • Accept membership invitation 	SY 2017-18 SY 2017-18 December 2017 January 2018 April 2018	Complete Complete Complete Complete Complete
	MPUSD <ul style="list-style-type: none"> • Draft new MOU • Share with MPUSD • Finalize 	S1 2017-18 Spring 2018 Fall 2018	Complete Complete Halted
Transition to Sonoma County Charter SELPA	<ul style="list-style-type: none"> • Secure cash flow assistance • Hire new staff <ul style="list-style-type: none"> ○ SpEd Teacher ○ Psychologist ○ Therapist • Contract for other services • Upload IEPs into SEIS • Train staff • Make administrative placements • Hold 30-day IEP meetings • Attend SCCS training 	Summer 2018 July, 2018 August 2018 August 2018 August 6--10 August 13 September 12 August 20-21	Complete Complete In Progress In Progress In Progress Complete In Progress Complete

Deliver High-Quality Special Education			
Task Area	Task	Planned Completion	Status
Governance	Participate in Sonoma County Charter SELPA events <ul style="list-style-type: none"> • Summer Institute & other PD • CEO meetings • Professional Learning Community (PLC) meetings 	SY 2018-19 SY 2019-20	In Progress
Staffing	Maintain Ed Specialists @ 28:1 Increase Therapist to full-time	SY 2018-19 SY 2019-20	In Progress

	Add Speech Language Therapist		
Professional Development	Train Special Education staff Train General Education staff	SY 2018-19 SY 2019-20	In Progress
Compliance	Deliver IEP services Conduct compliant meetings Conduct compliant assessments Maintain proper records	SY 2018-19 SY 2019-20	In Progress
Partners	Connect with SARC Connect with DOR Work with Sonoma ChSELPA Monterey cohort	SY 2018-19 SY 2019-20	In Progress
Satisfaction	Survey students and parents regarding satisfaction with SpEd services	SY 2018-19 SY 2019-20	In Progress

Metrics

Metric	Baseline--2017-18	2018-19	2019-20	
Graduation + Certificate achievement rate of Students With Disabilities (SWD)				
Drop out rate of SWD				
Rate of SWD enrolled beyond a 4th year				
Rate of non-compliant IEPs				
Satisfaction with Special Education program (measured via annual survey)				

Organizational Maturity & Management Work Track

Tasks and Timelines

Grow moderately, sustainably, intentionally			
Task Area	Task	Planned Completion	Status
Strategic planning	<ul style="list-style-type: none"> Develop Second Strategic Plan (2017-20) Launch Third Strategic Plan (2020-2023) 	2017--20 2020	In Progress
Continuous improvement	Engage in WASC self study <ul style="list-style-type: none"> Task 1: Analyze and reflect on school progress Task 2: Refine profile Task 3: Analyze school programs against WASC criteria Task 4: ID Critical Student Learning Needs Task 5: Revise action plan Finish/send report Host the visit Revise action plans based on VC's input Implement new action plans 	November 30, 2017 January 2018 Feb--May, 2018 September 2018 Oct--Dec 2018 January 2019 March 11-13, 2019 May 2019 2019--2025	Complete Complete Complete Complete Complete Complete In Progress
Dashboard Alternative Status (DASS)	<ul style="list-style-type: none"> Make first successful application Make second successful application 	November, 2018 November 2021	Complete
Optimum ADA	<ul style="list-style-type: none"> Grow as fast as possible toward 120 Reach 120 without cash flow stresses Add additional space and accompanying ADA at current site Identify ADA targets for 2020-21 and beyond 	SY 2017-18 SY 2018-19 SY 2019-20 SY 2019-20	Complete In Progress
Additional school sites	Explore options for other sites Occupy second site	SY 2019-20 SY 2020-21	

Maintain financial footing & improve cash flow position			
Task Area	Task	Planned Completion	Status
Reserves	Build reserves each year <ul style="list-style-type: none"> Increase ADA/revenue Manage expenses 	2017-18 2018-19 2019-20	Complete In Progress
Cash flow	Manage cash flow each month <ul style="list-style-type: none"> Limit spending. Rely on reserves. Seek creditor. Implement 110/130 ADA strategy to limit growth during S1 to prevent cash flow problems. Accept cash flow assistance from Sonoma County Charter SELPA. Find creditor. Continue prior and/or implement new strategies 	SY 2017-18 SY 2018-19 SY 2019-20	Complete In Progress

Strengthen systems to ensure sustainable growth			
Task Area	Task	Planned Completion	Status
Pyramid of Behavioral Intervention	<ul style="list-style-type: none"> First draft Second draft 	August 2018 August 2019	Complete
Family Handbook	<ul style="list-style-type: none"> 1st edition 2nd edition 3rd edition 	August 2018 August 2019 August 2020	Complete
School Safety Plan	Update school safety procedures annually <ul style="list-style-type: none"> Staff ALICE training Collaborate with UC Fire Marshal Initiate drills Post procedures Train students in ALICE 	Spring 2018 October 2018 October 2018 October 2018 October 2018	Complete Complete Complete Complete Complete
Special Education manual	<ul style="list-style-type: none"> 1st edition 2nd edition 3rd edition 	August 2019 August 2020 August 2021	
Video orientation	<ul style="list-style-type: none"> Script 50% of video 100% of video 	Spring 18-19 Fall 2019-20 Spring 2019-20	

Staff PD manual	<ul style="list-style-type: none"> • 1st edition • 2nd edition • 3rd edition 	December 2019 December 2020 December 2021	
Staff Handbook	<ul style="list-style-type: none"> • From new template • Update • Update 	January 2019 January 2020 January 2021	
Staff evaluation instruments	<ul style="list-style-type: none"> • Include self-reflection for all staff and provide opportunity for input to management 	Spring 2018	Complete

Optimize current site, website and foresight			
Task Area	Task	Planned Completion	Status
Optimize current site	Explore schedule options <ul style="list-style-type: none"> • Off site meetings • Extended hours • Home visits 	SY 2019-20	In Progress
	Explore space options <ul style="list-style-type: none"> • Conference room as flex office space • Staff workstations in work areas • Common areas <ul style="list-style-type: none"> ○ Atrium ○ Conference rooms • Additional MBEST suite 	SY 2018-19	In Progress
Hire a marketing firm	<ul style="list-style-type: none"> • Contract with Zeeqk, Medium and Standard levels 	SY 2017-18	Complete
	<ul style="list-style-type: none"> • Zeeqk, Small and Basic levels 	SY 2018-19	In Progress
	<ul style="list-style-type: none"> • Zeeqk, at level to achieve optimum ADA 	SY 2019-20	
Improve the website	<ul style="list-style-type: none"> • Rebuild, as a parent recruiting tool 	SY 2017-18	Complete
	<ul style="list-style-type: none"> • Finish, edit 	SY 2018-19	In Progress
	<ul style="list-style-type: none"> • Increase use for compliant information posting 	SY 2018-19	In Progress

Use social media	<ul style="list-style-type: none"> • Medium option to attract as much ADA as possible • Facebook to attract parents • Instagram to attract students • Low option to maintain 110/130 ADA 	<p>SY 2017-18</p> <p>Fall 2017 Spring 2018</p> <p>SY 2018-19</p>	<p>Complete</p> <p>Complete Complete</p> <p>In Progress</p>
Engage in SEO	<ul style="list-style-type: none"> • Medium option to attract as much ADA as possible • Low option to maintain 110/130 ADA 	<p>SY 2017-18</p> <p>SY 2018-19</p>	<p>Complete</p> <p>In Progress</p>

Metrics

Metric	Baseline	2017-18	2018-19	2019-20
ADA	@P2: 91.4 @Pf: 93.1	@P2: 104.5 @Pf: 108.5		
Level of reserves	1 month of expenses	1 month of expenses		
Months with less than ideal cash flow	3	2		
Number of sites	1	1		
No. of essential publications updated and published annually	1: Safety Plan,			

Share Innovative Practices Work Track

Tasks and Timelines

Share Innovative Practices			
Task Area	Task	Planned Completion	Status
The LFLCS Model	Delineate and document best practices <ul style="list-style-type: none"> • Slide show • Video 	Jan 2018-19 Spring 2019	Complete In Progress
Opportunities to share	Find venues for presenting <ul style="list-style-type: none"> • Website • CCIS • Other conferences • Sonoma Charter SELPA • MCOE • Exchanges with other schools 	2018-19 Jan 2019 2019-20 2019-20 2019-20 2019-20	Complete Complete

Metrics

Metric		2017-18	2018-19	2019-20
Number of documenting publications		Baseline 0		
Number of presentations locally		Baseline 0		
Number of presentations at conferences		Baseline 0		