

2020–21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

The instructions for completing this form will begin on page 2.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Learning for Life Charter School	Kenneth Lawrence-Emanuel, Executive Director	kennethl@lflcs.org , 831-582-9820

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Learning for Life Charter School

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>LFLCS developed its CSI plan from its latest comprehensive needs assessment, our 2019 WASC Accreditation Self Study, and from subsequent amendments to this study. The 2019 Self Study was based on WASC’s 2019 Focus on Learning, an evidence-based planning and decision making process designed to foster continuous improvement. The Focus on Learning Process involves staff, students, and parents in an 18-month process of comparing the school’s outcomes, organization, curriculum, instruction, assessment and accountability, school culture and student supports to quality criteria established by WASC and the State of California, and then using the comparison to generate action plans for improving critical areas of need. LFLCS engages in this deep needs assessment process every 6 years.</p> <p>LFLCS is a small, alternative (DASS) school serving grades 7—12 via independent study. Historically, we serve few English Learners (5%), many poor students (61%), and many students with disabilities (23%) who are mostly Hispanic (50%), and White (20%). We serve more Black students (5%) than our surrounding districts. 75% or more of our students fall into one of 12 high-risk categories set by the State. We currently employ a staff of 18, and 6 members sit on our Board or Directors. These are the stakeholders we involved in our needs assessment every 6 years, in our strategic planning every three years, and in our LCAP & Budget development every year, via focus groups, surveys, interviews, and meetings.</p>

The Self Study involved the review of LFLCS's California Dashboard results on the State Indicators and large amounts of local data, both qualitative and quantitative. It resulted our 2019 WASC Action Plans which were revised to incorporate the recommendations of a Visiting Team of educators who spent three days reviewing and validating our Self-Study.

We review State and local data annually, and then update the Action Plans, as part of our Board of Director's strategic planning processes. The Board of LFLCS typically writes 3-year strategic plans to guide our continuous improvement. This year, due to extraordinary impact of the COVID-19 pandemic, the Board has elected to write a One-year Tactical Plan instead. The Board's strategic planning process includes an annual strategic planning retreat, that is attended by students, parents, the whole Board, and the entire staff. The strategic plans (and this year, the tactical plan) are organized around Work Track Plans, that concentrate effort on key initiatives. The Board hears and discusses progress reports on one or more Work Track Plans in a public forum at each of its monthly Board meetings.

[2019 WASC Self Study](#)
[2017-20 Strategic Plan](#)
[2020-21 Tactical Plan](#)

LFLCS's annual LCAP and Budget development processes also contribute to the creation of our CSI plans. The budget development process begins in January, and includes gathering data from stakeholders via interviews, meetings, and surveys. The process includes public hearings in May on the LCAP and Budget and then approval in June, at regularly schedule public meetings of the Board.

LFLCS received a CSI grant in the 2019-20 school year, and our 2019-20 LCAP incorporated our CSI Plan. Since there is no LCAP for 20-21, LFLCS has written for 20-21 an SPSA that incorporates our CSI plan. Within the LCAP and the SPSA, we focused the activities and expenditures of our CSI grants on increasing our graduation rate and the complementary measures of decreasing our drop-out rate and decreasing the rate of students enrolling for more than 1 senior year. We chose this focus because it was our graduation rate that qualified us for Comprehensive Support and Improvement.

[2020-21 SPSA](#)

The process for writing the 2020-21 SPSA included forming and training a schoolsite council composed of staff, parent and student representatives, who reviewed and approved the Plan. A public hearing was held regarding the Plan by the Board on August 27, 2020, and it was approved at a regularly scheduled meting of the Board on September 24, 2020.

Our 2019 needs assessment identified increasing our graduation rate as a critical area for follow up. The subsequent update to the needs assessment in 2020 confirmed this as a priority.

For the past 6 years, LFLCS has been re-inventing itself to become more responsive to student needs and more effective in meeting them. We have been attending conferences, webinars, trainings, workshops and other PD events to identify promising evidence-based interventions. We have been discussing these interventions as a staff, with students and families, and with the Board to select the ones we want to try. Over these 6 years, we have been implementing the best of these as our funding and level of expertise have allowed. Our CSI grants have been a tremendous windfall for us, allowing us to implement some very effective strategies sooner and to a greater extent than we had hoped. For example, we committed to a 1:1 technology environment in 2015, but could only afford to provide our students with 7-inch tablets. Our CSI grants have enabled us to upgrade the digital devices we issued to students to managed Chromebooks.

Resource Inequities

Our needs assessment revealed resource inequities between the equipment, programs and services that LFLCS was providing and the equipment, programs and services that other local districts were providing. Inequities were found in the areas of 1:1 & site technology, and career-technical education. The SPSA describes how CSI funds will be used to purchase technology similar to that in adjoining districts, and how the funds will be used to develop a CTE program.

Our needs assessment revealed resource inequities between students making satisfactory progress towards graduation and students not making satisfactory progress towards graduation. The SPSA describes how CSI funds will be used to supplement our base curriculum with additional components that provide remedial support.

Our needs assessment revealed resource inequities between families using traditional communication methods with the school (phone, email, mailings) and families not using these methods. The SPSA describes how CSI funds will be used to augment our communications with families by including text messaging, video conferencing, and access to school documents via the Internet.

Our needs assessment revealed resource inequities between students experiencing developmental traumatic stress and students not experiencing this. The SPSA describes how CSI funds will be used to provide professional development to staff in this area, and to develop attachment, self-regulation and competency in students.

Our needs assessment revealed resource inequities between students needing help meeting basic needs and students not needing help with this. The SPSA describes how CSI funds will be used to provide health screenings, transportation, and nutrition to these students.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

LFLCS will monitor the implementation and effectiveness of the CSI plan through quarterly monitoring cycles.

Monthly reports will be made to LFLCS's Board of Directors on elements of the Plan. The team involved in preparing the reports will be composed of the school administrators, teachers, the counselor, the social worker, the head tutor, and the IT technician. Related metrics that will be reported to the Board include the following:

- Estimated graduation, drop-out and 12th grade re-enrollment rates

- Expenditures

- Number of students accessing transportation, wellness supports

- Number of students safely utilizing our facility

- Number of students experiencing and recovering from learning loss

- Progress of staff in becoming certified to teach CTE

- Number of students interested in enrolling in a classroom-based program

- PD events and participants

- Satisfaction of students and parents with academic programs and interventions

In addition, an end-of-year analysis of implementation progress and impact on student learning will be prepared by the same team and presented to the Board.

The quarterly and annual reports will also be shared with the staff and families via our website, newsletters, and other communications. Input from these stakeholders regarding these reports will be solicited.

These reports and the input we receive regarding them will be folded into our scheduled LCAP(or SPSA) & budget development each year, strategic planning every 3 years, and self study every 6 years, as described in more detail in Prompt 2.

Instructions

The Every Student Succeeds Act (ESSA) requires the local educational agency (LEA), in partnership with stakeholders, to develop and implement a plan to improve student outcomes in each school identified for Comprehensive Support and Improvement (CSI). The CSI plan must be approved by the school, LEA, and its state educational agency (SEA). For purposes of the ESSA, the State Board of Education (SBE) serves as California's SEA.

At its January 2019 meeting, the SBE took action to approve three CSI Prompts to be included in the Plan Summary of the Local Control and Accountability Plan (LCAP). The LEA would use the CSI Prompts to report how it was developing its CSI plans and monitoring improvement progress. The County Office of Education (COE) would then approve the CSI Prompts and submit a list of the LEAs with approved prompts to the SBE for final approval.

In response to the effects of COVID-19 on California's education system, Senate Bill 98 waives the requirement of the LCAP for the 2020–21 school year (SY). The attached form replaces, for the 2020–21 SY only, the CSI Prompts requirement in the Plan Summary of the LCAP.

Each LEA with schools identified on the 2019 California School Dashboard (Dashboard) for CSI, shall complete this form and submit to its COE for approval no later than **October 31, 2020**. The COE shall determine the method of submission that best meets its local context.

A COE that serves as an LEA with schools identified for CSI on the 2019 Dashboard and that generally submits an LCAP to the CDE, shall complete and submit the 2020–21 CSI Prompts form to the CDE at LCAPreview@cde.ca.gov no later than **October 31, 2020**.

The required details and prompts are as follows:

Provide the LEA's contact information in the space provided in the form:

- **Name of the LEA**
- **Contact Name and Title**
- **Contact email address and phone number**

Complete each prompt in the space provided.

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

LEAs: Complete and return this form to your COE no later than **October 31, 2020**.

COEs that serve as an LEA with schools identified for CSI and that would normally submit an LCAP to the CDE: Complete and return this form to the CDE at LCAPreview@cde.ca.gov no later than **October 31, 2020**.

For questions, please contact the School Improvement and Support Office (SISO) at 916-319-0833.