

Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Learning for Life Charter School (LFLCS) is a nonclassroom based charter school that offers independent study to high-risk 7th—12th graders. We are an alternative school with Dashboard Alternative School Status (DASS), and so at least 70% of our students fall into one of 12 high-risk categories (credit deficient, with a high level of transiency, homeless, in the foster care system, truant, pregnant or parenting, a ward of the court, expelled, suspended more than 10 days in a school year, a recovered dropout, or with a 45-day gap in enrollment)

Since 2014, we have provided instruction via a digitally-delivered curriculum. Instruction is delivered asynchronously via Edgenuity, a web-based curriculum provider. Students can work from home, at our school site, or anywhere else they can access a WiFi signal.

Upon enrollment, all students are provided a managed Chromebook, and students who need it are provided Wi-Fi access via a hotspot. Students and families are provided access to Google communication tools, including email and text.

Teacher monitor student progress through live contacts and the monitoring of asynchronous instructional minutes. We utilize the procedures established for independent study programs to measure participation and determine the time value of pupil work. We operate a campus where students can come to get in-person support for academics, wellness, and meeting basic needs. We also provide support virtually in these areas.

LFLCS is its own LEA for the purposed of Special Education and is a member of the Sonoma County Charter SELPA. LFLCS provides a full continuum of services to students with disabilities. Most commonly, we provide Specialized Academic Instruction, individual counseling and speech and language instruction to our students. These services are provided in person or virtually as preferred by the students and their families.

LFLCS also provides supports to students in foster care and who are experiencing homelessness. These supports may include additional supplies and materials, food, as well as assistance finding housing, medical care, legal assistance, and other services.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Our 2019-20 graduation rate of 91% was our highest ever. And it was the highest graduation rate of all alternative schools in Monterey County, including (classroom-based) continuation schools, as well as the highest graduation rate of all independent study programs in Monterey County, including programs not serving high-risk youth.

The percentage of students on track to graduate in 4, 5, or 6 years remained fairly stable, which was unexpected due to the impacts of the pandemic on the student experience. It only decreased by 5%, to 65% of students, which keeps it in range of our highest year to date, 2018-19 (71%) rather than in the range of the 2014--2018 years (about 50%).

The average number of credits earned during Quarter 1—3 of this year has risen to 14.1, and all-time high. This average has been driven upward by the highest-ever number of students who have decided to accelerate their progress through high school and graduate early.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

I. Significant improvements needed,

A.) Based on **Dashboard** results. FYI, unable to report differences between groups due to low enrollment numbers and therefore data not being available.

College & Career Readiness:

2019—Red, 4.3% Prepared, 6.5% Approaching Prepared.

2020—No color, 1.4% prepared, 20.8% Approaching Prepared

These data reflect low **A—g rates** and low **CTE Pathway completion** rates.

1 Year Graduation Rate:

2019—Red, 47.8%,

2020—No color, 91.7%

Chronic Absenteeism, 7-8th:

2019--Orange, 38.7% /-14.6%

Academic Performance

ELA: 81.7 points Below Standard

Math: 181 points Below Standard

B.) Based on **Local Data**

SBAC Participation: (2019) ELA—56%, Math—51%

Parent participation options: Fewer opportunities for stakeholders to attend planning events during the pandemic (no Board Retreats, WASC groups, etc)

Local Graduation, Drop-Out, Still Enrolled rates (3 year average: 2017-18, 18-19, & 19-20): 70.0%, 16.9%, 13.4%

Average Credits Earned/Quarter: 13.2 (2019-20)

Progress to graduation in 4,5, or 6 years: 65% (2019-20)

Attendance Rate:

2019: 86%

2020-21 estimate: 80%

Steps we are planning to take to address these areas of low performance

Increase time with staff for students contributing to areas of concern

Establish a satellite campus

Equip and deploy a mobile classroom

Schedule every student to come to campus biweekly as part of a cohort and/or to participate in 1:1 appointments

Hire a “Chaser:” a school-community liaison who is tasked with supporting staff as they use the van to connect with students, and to bring students to a campus

Schedule in-person summer sessions and intersessions

Continue supports implemented during the pandemic

Counselor @ 1.0 FTE

Psych/Therapist @ 1.0 FTE

Social Worker

Schedule more stakeholder involvement events

WASC groups

Stakeholder advisory group

II. Other Identified Needs

A.) Based on Local data

Teacher assignments—need teachers in hard-to-find areas: Math, Special Education, Career Technical Education (CTE)

Sense of School Safety & Connectedness—

Better data needed. We need data that can show growth over time at LFL

Social/Emotional Learning (SEL). racial justice learning opportunities

Steps we are planning to take to address these areas

Support staff in credential programs

Administer baseline assessments at enrollment, then annually re-assess: Hope and Attachment scales

Supplement Edgenuity with an SEL Curriculum, Anti-racist curriculum, and CTE courses

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

State LCFF Base funds: \$1,473,991

\$1,369,468 included in the LCAP as directly relevant to meeting the 8 state priorities

\$104,523 in general administrative costs are not included in the LCAP, being only indirectly related to meeting the 8 state priorities

Corporation materials & supplies

Dues and memberships

Insurance

Banking, payroll, legal, audit services

Advertising and recruitment

Authorizer oversight (1%)

Fees, depreciation

Federal and state supplemental funds: \$925,023

\$498,689 (one-time): Comprehensive Support and Improvement Grant; Extended Learning Opportunities Grant; Mandate Block Grant; Elementary and Secondary School Emergency Relief (ESSR II) Funds, ESSR III Funds

\$426,334 (ongoing): LCFF Supplemental and Concentration Grants; Federal Titles I, II, IV, & V funds; Lottery & Restricted Lottery funds, State Special Education funds, Federal Special Education funds

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Learning for Life Charter School (LFLCS is the only school within its LEA)

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

LFLCS developed a CSI plan for its school from school- and LEA-level needs assessments, planning and monitoring efforts: its Strategic Plan, its 2019 WASC Accreditation Self Study findings and the WASC Visiting Team schoolwide growth areas for continuous improvement recommendations. A CSI plan was developed for 2018-19 using this data and subsequent analysis, including the identification of evidence-based interventions and resources identified for implementation, in response to our first CSI grant. This plan was updated for 2019-20 in response to our second CSI grant, and is being updated for 2020-21 in response to our third CSI grant. Each year, LFLCS gathered local data and California Dashboard results to inform the plan.

LFLCS developed a preliminary 21-22 Plan in collaboration with administrators, teachers, and other staff. LFLCS then shared it with its community and subsequently surveyed staff, students, and parents to gather their input on our proposals. This input was reviewed and incorporated into the final Plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate 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. In addition, an annual analysis of implementation progress and impact on student learning will be prepared and presented to the Board.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Our Board of Directors engages in 3-year strategic planning cycles. The process involves gathering stakeholder (staff, students, parents, members of the community) input at monthly board meetings and in addition, prior to the Shelter in Place orders, holding annual strategic planning retreats, at which the Board, all staff, students, and parents met to review progress and make recommendations for improving the school. LFLCS used these strategic planning cycles to transform its independent study program over the past 6 years, from a textbook-based program to the digitally-based program we have now. During the pandemic we have postponed the retreats, and have worked on a one year tactical plan, rather than a 3 year strategic plan.

Teachers meet weekly with parents and students and have gathered their input regarding our programs. Teachers share this input with the administration and the rest of the staff at the weekly staff meetings and at special ad hoc meetings when these are needed.

Our counselor, psychologist, and school-community liaison also meet individually with students and parents to gather their feedback. The gathered feedback is also shared at staff meetings, as well as in special meetings with the administration.

LFLCS employs several full- and part-time tutors, who work individually with students to support their academic growth. The tutors are also tasked with gathering feedback from students regarding our programs. Our head tutor meets weekly with each tutor and gathers any feedback, which she then shares with the administration and staff in special or regular meetings.

The Board of Directors of Learning for Life Charter School have been meeting via the Zoom meeting platform. Members of the public who wish to access Board meetings have been able to do so by using the Zoom meeting or the phone number link posted on our campus and website. Members of the public may provide input telephonically or may send in their comments in writing to an email address also posted on campus and on our website.

LFLCS distributed three surveys to parents and students this spring: the Academic Programs survey, the Climate survey, and the School Plan and Budget survey.

Input from the Board, the staff, from parents and from students has been considered by the administration throughout the Spring and used to develop the 2021-22 Budget and LCAP. Element of the LCAP have been presented to the Board and the community at the Board's January, February, March, April, May, and finally June Board meetings.

A summary of the feedback provided by specific stakeholder groups and a description of the aspects of the LCAP that were influenced by specific stakeholder input.

Surveys of students and parents have validated several proposed actions and expenditures: staffing key positions at rates higher than in surrounding schools, supporting the training of certain tutors to become teachers, providing training for staff on strategies to engage students and families in addressing students; social-emotional and academic needs, providing an anti-racist supplement to our curriculum, and providing more tutoring.

Input from the Board has shaped a new iteration of LFLCS’s LCAP. We have recast the LCAP in a new form, with 3 new goals replacing the 2 used in prior years. The Board’s input has also shaped which metrics we will use and how we will track progress towards goals.

Input from staff has created the basic architecture of the new LCAP: what we feel we need to focus upon and what our major initiatives will be. Staff input helped sharpen our focus on in-person interactions.

Goals and Actions

Goal 1

Goal #	Description
1	Maintain successes

An explanation of why the LEA has developed this goal.

LFLCS wants to maintain a high level of performance in areas where we do well: staffing, our facility, ELLs, access to materials and broad courses of study, school removals, programs for students with disabilities, performance of the non-profit corporation

Measuring and Reporting Results

Metric	Baseline 2020-21	Year 1 Outcome 2021-22	Year 2 Outcome 2022-23	Year 3 Outcome 2023-24	Desired Outcome for 2023–24
a.) EL & total teacher misassignments, vacant teacher positions	0,0 0				0,0 0

Metric	Baseline 2020-21	Year 1 Outcome 2021-22	Year 2 Outcome 2022-23	Year 3 Outcome 2023-24	Desired Outcome for 2023–24
b.) Facilities Inspection Tool Overall Rating	Exemplary				Exemplary
c.) Students w/out access to instructional materials and broad courses of study	0				0
d.) Progress in implementing State Standards	Full implementation & sustainability				Full implementation & sustainability
e.) Suspension & expulsion rates	0%, 0% Dashboard (2019): Blue				0%, 0% Dashboard: Blue
f.) English Learner progress --Making progress toward proficiency (+1 ELPAC level) --RFEP rate	--Data NA +10%				+1 ELPAC level annually +10% each year
g.) MS dropout rate	0%				0%
h.) Opportunities for parent input and participation in programs for SWDs	At least annually				At least annually
i.) EOY surplus	3.3% (average of prior 3 years)				3.3%

Actions

Action #	Title	Description	Total Funds Type of Funds	Contributing
1	Teacher assignments	Employ and assign fully credentialed teachers	\$498,086 Base	
2	High needs credentials	Support the credentialing of teachers in high need, difficult to recruit subject areas	\$26,002 Suppl: OG	
3	Assistant administrators	Stipend an ELD Coordinator, Assistant Director, and Special Education Director	\$15,000 Base Suppl: OG	Y
4	Digitally-delivered curriculum: base	Provide our core academic curriculum Edgenuity, 5 year contract, base Courseware + training	\$106,800 Base Suppl: OG	Y
5	1:1 technology environment	Maintain inventories of student and staff equipment, including computing devices and WiFi hotspots	\$79,993 Base Suppl: OG Suppl: 1X	Y
6	Main facility	Lease MBEST Suite 110 Lease, Common Areas Maintenance, utilities, repairs	\$128,669 Base	
7	Safety supplies and services	Purchase necessary site safety equipment, materials, and services, such as PPE, sanitation supplies, and COVID testing	\$7,690 Suppl: 1X	
8	IT staff and services	Provide and maintain technology infrastructure 0.67 IT Manager, IT services	\$78,637 Base	

Action #	Title	Description	Total Funds Type of Funds	Contributing
9	Special Education & related services	Provide Special education and related services 1.4 Ed Specialist, 0.25 Psychologist, Speech and language services, others as needed	\$211,947 Base Suppl: OG	
10	Administration	Staff administrative roles in order to supervise staff and students, and to manage the nonprofit corporation 1.0 Administrator, 1.0 administrative assistant	\$232,376 Base	
11	Classroom materials and supplies	Purchase materials and supplies needed for virtual and in-person courses	\$5,402 Suppl: OG	Y
12	Financial services & reporting	Funding indirect costs related to revenues (4%), to enable essential financial transactions within a transparent reporting system (Charter Vision)	\$101,318 Base Suppl: 1X Suppl: OG	Y
13	EOY Surplus	Contribute to reserves by ending the year with a surplus of funds in excess of the average of 3 prior (lean) years (approximately 3.3%)	\$102,686 (4.3%) Base	

Goal 2

Goal #	Description
2	Make broad progress in beneficial areas

An explanation of why the LEA has developed this goal.

LFLCS wants to make some improvement in beneficial areas: parent participation & college readiness

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
a.) Opportunities for parent input and participation in programs for all students, ELLs, foster & homeless students	Every 3 years (WASC Parent Focus Groups)				Annually
b.) Statewide assessment outcomes	Points from Standard (2019) ELA: -81.7 (Low) Math: -181 (Low)				Points from Standard ELA: Closer to 0 (Medium) Math: Closer to -60 (Medium)
c.) College readiness --A—g rate --AP tests passed --Demonstration of college readiness via EAP	Dashboard: Red 11% 1 Unknown				Dashboard: Orange Increased More Higher

Actions

Action #	Title	Description	Total Funds Type of funds	Contributing
1	College readiness ELOs	Provide college readiness extended learning opportunities (ELOs)	\$1,887 Suppl: 1X	
2	Counselor, general	Employ a Counselor @ 0.53 FTE (300:1) to provide school counseling to all students	\$53,673 Base	
3	Stakeholder meetings	Form a school advisory council of staff, students, and parents. Host annual parent input meetings	\$1,000 Base	Y
4	Enhance communications	Provide a wide variety of communication and paperless information exchange options between home and school in response to pandemic conditions	\$33,439 Base Suppl: 1X	
5	Family ELOs	Provide training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$7,767 Suppl: 1X	
6	College texts and fees	Cover the costs of concurrent enrollment at community colleges: fees and texts	\$1,000 Suppl: 1X	

Goal 3

Goal #	Description
3	Make significant progress in critical areas

An explanation of why the LEA has developed this goal.

LFLCS wants to make significant improvement in essential areas--career preparation, attendance rates, progress towards graduation, and connectedness to school--by increasing the number of in-person interactions between staff and students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE pathway completion	6% Dashboard (2019): Red--Very Low				50% Dashboard: Orange--Low
Chronic absenteeism 7 th & 8 th	38.7% Dashboard (2019): Orange				10—20% Dashboard: Yellow
Graduation rate (3 yr av)	70.0% Dashboard (2019): Red				75% Dashboard: Yellow
Still enrolled rate (3 yr av)	16.9%				15%
Dropout rate (3 yr av)	13.4%				10%
School attendance rates	86%				90%
Measured sense of safety and school connectedness	TBD				TBD
Average credits earned per quarter	13.2				14.5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress toward grad in 4,5,6 years	In 4: 49% In 5: 13% <u>In 6: 8%</u> Total: 70%				In 4: 50% In 5: 15% <u>In 6: 10%</u> Total: 75%

Actions

Action #	Title	Description	Total Funds Type of Funds	Contributing
1	Counselor, supplemental	Increase the position to 1.0 FTE to create more access to services for unduplicated pupils and in response to the pandemic	\$47,597 Suppl: 1X Suppl: OG	Y
2	Psychologist/therapist supplemental	Increase to the position to 1.0 FTE to create more access to services for unduplicated pupils and in response to the pandemic	\$80,507 Suppl: 1X Suppl: OG	Y
3	Social worker	Employ a social worker to coordinate services to students needing assistance meeting basic needs, and to act as our homeless student liaison.	\$79,183 Suppl: 1X Suppl: OG	Y
4	Chaser	Employ a “chaser” (aka a school-community liaison) to take an active role in seeking out students to provide assistance meeting basic needs, and to facilitate meetings with certificated staff at the main, satellite, and mobile campuses.	\$37,468 Base	
5	Satellite and mobile campuses	Locate and equip community learning hubs--that provide students with access to technology, high-speed internet, and other academic supports--closer to distant student population centers to facilitate more frequent in-person interactions with staff.	\$50,154 Suppl: 1X Suppl: OG	Y

Action #	Title	Description	Total Funds Type of Funds	Contributing
6	Transportation	Provide a variety of ways to get to school Van mileage & maintenance, transit passes	\$6,000 Suppl: 1X	
7	Summer ELOs with integrated supports	Provide extended learning opportunities during the summer, intersessions, and after school hours	\$13,470 Suppl: 1X	
8	Tutors	Provide tutors during the regular school year, outside of school hours, and during summer school & intersessions; 1.4 FTE Base 0.5 Additional Edgenuity Concept Coaches (5 years)	\$212,110 Base Suppl: 1X Suppl: OG	
9	Incentives	Provide students incentives for engagement	\$2,000 Suppl: 1X	
10	Meals	Provide compliant meals as well as snacks	\$5,000 Suppl: OG	Y
11	Digitally delivered curriculum: enhancements	Supplement our digitally-delivered curriculum Edgenuity CTE Courseware, My Path remediation, SEL courses, anti-racist curriculum (5 years)	\$69,560 Suppl: 1X Suppl: OG	Y
12	Health screenings	Provide on campus vision and hearing screenings	\$1,000 Suppl: OG	Y
13	Graduation Ceremony	Provide graduates with a graduation ceremony	\$6,000 Suppl: 1X	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13%	\$206,397

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

LFLCS is an alternative school, so it serves students who have challenges to learning. Being low-income, homeless, in the foster care system and/or an English learner can exacerbate learning challenges. LFLCS designs all its programs with challenged learners in mind, and so considers their needs first.

We have found that the needs of challenged learners are most effectively met by providing accessible and relevant courses, providing individualized academic assistance, implementing Trauma Informed Care, and by digitally delivering curriculum that is based on spoken word rather than text, via 1:1 devices that provide adaptive technologies. Low-income, homeless, and foster children may need more assistance meeting basic needs, and more intensive counseling interactions than regular students, so we provide meals, a school social worker, a counselor, and a psychologist/therapist at higher ratios than at the local comprehensive schools in order to provide a higher concentration of service. We provide services to English learners as well as health screenings to students using these funds. We will also use these funds to support community learning hubs that can be located closer to student population centers to help defray transportation costs that burden low income families. Implementing these actions has led to increasing enrollment and graduation rates over the past 6 years.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

At regular high schools, the courses, climate, curriculum and staffing are designed for the general student population. In surrounding districts, community liaisons are provided, not school social workers. Counselors are funded at a student to staff ratio of 1:300. Psychologists and therapists are provided only within the Special Education program.

At LFLCS, our programs are designed for high-risk populations, and they receive a quantitatively improved experience. They will have 50% more access to a Psychologist/Therapist position than at neighboring schools since we will fund a 0.50 FTE psychologist/therapist with these funds, so these services are available within our general education program. They will have 62% more access to a social worker than at neighboring schools since we will fund a 0.62 social worker with these funds. We will also be staffing our counselor position at a ratio almost

2 times higher than a typical high school (1:160 rather than 1:300). If we staffed at the same ratio as a typical high school, we would only have a 0.53 FTE counselor. Since we increase the FTE of our counselor to 0.8 FTE using Supplemental and Concentration funds, 27% of our counselor is above and beyond services provided to students at neighboring schools.

