

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide a safe, well-equipped, healthy learning environment within a supportive community.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: Increase the attendance rate. Decrease the percentage of chronic absentees. Increase survey participation. Improve the financial position of the school

Annual Measurable Outcomes

Expected	Actual
Increase attendance rate from 87.5% to 89%	85%

Expected	Actual
Lower chronic absentee rate to from 39% to 25%	44.5%
Increase satisfaction with the school's academic program and climate	No data—surveys not given
Increase survey participation	No data—surveys not given
P2 ADA = 138	139.7
End of Year Surplus = 0.91% of Revenues	2.8%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Improve school climate by training and sustaining staff in implementing Trauma Informed Care (TIC)	\$858	\$50
Provide academic, personal/social, and career counseling via a 0.8 FTE counselor	\$88,163	\$85,431
Provide assistance meeting basic needs <ul style="list-style-type: none"> a) Food b) Community Liaison (1.0 FTE) c) Transportation (bus subsidies & a van) d) College texts & fees 	\$81,942	\$62,880
Implement sound business practices <ul style="list-style-type: none"> a) Hire office staff (1.0 Office Assistant) b) Provide insurance c) Fund professional consulting & financial services d) Fund legal and audit services e) Fund banking & payroll services f) Fund communications g) Pay for District oversight h) Fund advertising & recruitment i) Pay depreciation expenses j) Pay interest expenses and fees k) Maintain reserves against economic uncertainty (0.91%) 	\$200,316	\$224,158

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During Quarters 1, 2 and 3, LFLCS implemented the above actions and services and saw an increase in the associated metrics: attendance rates rose to about 90%, absenteeism rates dropped, we increased our ADA strategically and were on track to reach 140 at P2, our reserves were estimated to be higher than budgeted, and our clients seemed to be increasingly satisfied with our programs.

The COVID-19 pandemic that consumed Quarter 4 made implementation of these Actions/Services more challenging, and some metrics decreased. Attendance rates dropped, and absenteeism increased. The date of P2 was moved up to and our ADA gain was not fully realized. Because we had to close our campus, training of staff had to shift to virtual platforms. Counseling services had to be delivered virtually, and the isolation of students resulting from the pandemic led to an increased need for these services. We increased the FTE of our counselor in response. The pandemic altered the operations of the Monterey County Food Bank—we were unable to secure regular supplies of foods to distribute to needy families, so we stockpiled what we could get and distributed it via “touchless” pick-ups. Demand for on-site meals, and transportation to campus dropped since our campus was closed. With the cancellation of the LCAP, our usual survey processes were disrupted, and we chose to survey parents specifically about the impacts of the pandemic rather than about the educational program and climate in general.

Goal 2

Optimize curriculum and instruction for independent study by at-risk youth.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,7,8

Local Priorities: Increase the overall percent of students making progress towards graduation in 4, 5, or 6 years. Improve student performance and participation on CAASPP tests. Provide more Special Education services. Increase opportunities for collaboration between students. Increase timely course completion. Increase the understanding of our vision, mission, and schoolwide learner outcomes within all stakeholder groups.

Annual Measurable Outcomes

Expected	Actual
RFEP at least 10% of ELLs each year	29%
Increase percent of students scoring At or Exceeding Standard on the ELA/Math SBAC Assessments from 47%/9% to 48%/10%	No data—testing cancelled
Increase overall participation in SBAC testing from 69% to 70%	No data—testing cancelled
Increase percent of students making satisfactory progress towards graduation (in 4, 5, or 6 years) from (41%, 16%, 15% = 72%) to (42%, 17%, 16% = 75%)	49%, 13%, 8% = 70%
Increase average number of credits earned per quarter from 13.1 to 14	13.2
Increase percent of graduates completing UC/CSU required courses from 21% to 22%	11%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Deliver curriculum digitally	\$34,500	\$34,500
Provide professional development in a) Digital curriculum b) Independent Study for at-risk youth c) Teacher induction d) UC/CSU admissions e) Student information system f) Via membership in professional organizations	\$8,242	\$10,800
Hire highly qualified instructional staff a) 5.15 FTE Teachers, 1.0 FTE Executive Director	\$630,910	\$660,483
Maintain a 1:1 (students: digital devices) learning environment a) Provide all students a personal device b) Equip the site with technology c) Maintain equipment d) IT Technician	\$32,082	\$43,782
Provide academic support via tutors (2.4 FTE)	\$103,876	\$122,605
Provide special education services	\$174,297	\$183,777
Provide ELA, Math, Science, Social Studies, and Art classes. a) Purchase classroom materials and supplies	\$941	\$0
Provide a school facility a) Space rental b) Utilities c) Operations and housekeeping d) Building maintenance e) Materials and supplies	\$200,336	\$177,741

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All of these actions and services were implemented according to plan during Quarters 1, 2, and 3, and this actually helped us to weather the disruptions caused by the pandemic during Quarter 4. Prior to the pandemic, we had in place a digitally-delivered curriculum, a 1:1 technology environment, full staffing for special and general education, tutors to provide academic support, a facility where we could hold host learning experiences. The rates at which students were earning credits and progressing toward graduation were increasing, and ELs were progressing. Enrollment was increasing so we increased staffing.

As the pandemic set in starting during Quarter 3, student engagement dropped off and the number of credits being accrued did, too. We augmented the digital curriculum and the 1:1 technology environment to support fully distant, all offsite learning, predominantly by redirecting grant funds (See Goal 3). Our site was closed, and our on-site classes had to switch to a virtual format. This proved to be not as popular.

Goal 3

Leverage Comprehensive Support and Improvement (CSI) Grant of \$172,442 to increase the graduation rate to 67% or higher

State and/or Local Priorities addressed by this goal:

State Priorities: 5 (High School dropout and graduation rates)

Local Priorities: Increase the graduation rate, decrease the number of seniors needing to re-enroll in order to graduate, and decrease the dropout rate. Increase opportunities for student and parent involvement.

Annual Measurable Outcomes

Expected	Actual
Increase graduation rate from 55% to 67%	91%
Decrease percentage of continuing seniors from 36% to 22%	5.6%
Lower dropout rate from 9%	3.4%

Actions/Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Promote student wellness a) Provide health screenings b) Provide a yoga class	\$16,460	\$3,236
Provide athletics and activities--Materials and supplies	\$7,500	\$5,351
Augment our digitally-delivered curriculum with a) Remedial courses b) ELD c) Reading, writing, and math support d) Materials and supplies	\$16,534	\$15,305
Expand Career Technical Education to include pathways in a) Agriculture b) Information Technology c) Digital Media Fund advertising & recruitment	\$8,500	\$3,503
Improve site and 1:1 technology a) Update student devices to Chromebooks & managed WiFi hotspots b) Deploy digital projectors, whiteboards and Chromebook kiosks on site	\$95,850	\$118,047
Provide on-site professional development to staff and parents in TIC	\$9,000	\$11,250
Expand transportation options for students and parents—Transit passes	\$4,500	\$1,641
Build administrative capacity: fund administrator induction	\$7,200	\$7,200
Administer the grant: indirect costs (4%)	\$6,898	\$3,154

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

With the arrival of the CSI grant in the Spring and Summer of 2019, we were able to make some material improvements to our educational program. We were able to issue Chromebooks to students instead of 7" tablets. We were able to augment our digital curriculum with many products that provided additional supports and access to students. We started the development of CTE pathways. We started organizing student activities on campus and found an alternative school athletic league to participate in, drawing more students to campus, to many of whom we provided transit passes. We started an on-site staff development program to deepen our implementation of Trauma Informed Care and sponsored a teacher's participation in an administrative induction program. We provided health screenings to students.

The pandemic hit, and we had to halt some activities: the participation in athletics, the student activities, the on-site PD, the transportation to campus, the CTE pathway development, the health screenings. We dedicated the remaining grant funds to fully develop our capacity to deliver all instruction from a distance. We purchased the remaining laptops, Chromebooks, hotspots, headphones, networking equipment, etc. that we needed to ensure that all staff and students could interact with each other remotely.

The grant helped us first to move our educational program to a higher level and then to respond quickly and effectively to the pandemic. Consequently, our graduation, drop-out, and return rates became the best on record.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Learning for Life Charter School is a nonclassroom based charter school that offers independent study. We are not structured to offer in-person classroom-based instruction, but we do offer <u>in-person supports</u> .	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
None	\$ 0	\$ 0	N/A

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

NA

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

NA

Analysis of In-Person Support Offerings

A description of the successes and challenges in implementing in-person supports in the 2020-21 school year.

Students were brought to campus for 1:1 supports beginning in the Quarter 2. Only a limited number of staff and students felt able to come to campus. Three staff members were able to see students on campus during Quarter 2. About 6 students accepted invitations to come to campus. During Quarter 3, 2 staff members were able to see about 5 students.

Staff members were unable to risk coming to campus due to underlying health issues of their own or family members. Almost all staff were able to be vaccinated during Quarter 3. Almost all staff members (16/17) report that will be able to come to campus during Quarter 4.

Most students invited to come to campus during Quarter 2 and 3 declined, mostly because they were unable to risk exposure to COVID-19, or due to transportation issues—fewer families had vehicles, or the vehicle was unavailable to bring students to campus, and public transportation was no longer perceived as viable due to the risk of illness. To address the transportation issue, we reorganized the budget and purchased a 6 passenger van.

With more staff available, the deployment of the new school van, and the return to in-person instruction by the surrounding school districts, we expect to be able to serve many more students on campus during Quarter 4.

Distance Learning Program

Actions Related to the Distance Learning Program

Learning for Life Charter School does not offer distance learning. We are a nonclassroom based charter school that offers <u>independent study</u> .	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
None	\$ 0	\$ 0	N/A

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

N/A

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

N/A

Analysis of the Independent Study Program

A description of the successes and challenges in implementing each of the following elements of the independent study program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Since we had prior to the pandemic established a 1:1 technology program and had pivoted to a digitally-delivered curriculum, the impact of the pandemic on the continuity of instruction, access to devices and connectivity, and staff roles and responsibilities was minimal. Pupil participation and progress has declined compared to prior years, but has improved compared to Q4 of 2019-20, at the outset of the pandemic. During 2019-20, our series of on-site training in Trauma Informed practices was interrupted—the last session, scheduled for the spring, had to be postponed. We rescheduled it in the fall as 2 virtual sessions with the trainer and all staff. Support for students with unique needs, including students with disabilities and English Learners, was pushed out to these students via virtual platforms.

One big challenge has been to connect deeply with students who enrolled just prior to or during the pandemic, whom we have not had the opportunity to get to know so well, absent face-to-face meetings.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplemental instructional technology	\$65,100	\$39,458	Y
Digitally-delivered instruction	\$4,455	\$5,316	Y
In-person site prep: protective gear, sanitation supplies, sanitizable furnishings, screens and sneeze guards, video cameras	\$8,000	\$6,060	Y
Protective gear for students and staff	\$1,239	\$0	Y
Additional Administrative FTE	\$8,512	\$7,578	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Since COVID restrictions resulted in few students and staff able to come to campus, we did not need to purchase more PPE than we already had stockpiled, nor as many supplies and materials as anticipated to prepare the site for safe operation. Since our growth was capped, we did not need to acquire more supplemental IT such as Chromebooks and Wi-Fi hotspots that we had on hand. Our administrative costs were lower than anticipated. We increased spending on supplemental instructional tools, such as No Red Ink, that expanded student access to the curriculum.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We defined pupil learning loss (PLL) in terms of credits earned each quarter: PLL occurred if a student earned significantly fewer credits during pandemic quarter than prior quarters.

Our efforts to address PLL included an expanded and systematized response to insufficient engagement, but at the core of our response was maintaining or expanding our attachment to students. Challenges included connecting with students when only virtual means were available, and when the context of students' lives were becoming more complicated and fraught.

On one hand, we have seen improvement: the average number of credits earned per quarter by high school students increased by 6% during Q1 and Q2 of 20-21 compared to Q1 and Q2 of 19-20. But on another hand, we have seen a decline: the percent of students on track to graduate in 4, 5, or 6 years (by earning at least 15, or 11.5, or 10 credits per quarter) decreased by 14% over this same time frame. The likely explanation is that a few students have mightily increased their credit output and brought the overall average of credits earned per quarter. These mighty students are seniors and a historically high number of juniors who have pushed to finish high school early. But the other juniors, the sophomores and the freshmen have slowed their progress to graduation, compared to their peers in prior years.

Actions Related to Mental Health and Social and Emotional Well-Being

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased counselor, psychologist/therapist staffing	\$144,292	\$146,633	Y
Professional development: TIC during the pandemic	\$2,500	\$0	Y
New social worker position	\$71,196	\$80,900	Y
Supplies for virtual group learning experiences	\$2,500	\$500	Y
Meals and food boxes	\$3,202	\$0	Y

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Our increasing both the school counselor and psychologist to full-time has been an important success. These staff members have been busier than ever, as need social emotional needs have developed, and prior needs have deepened. Training up our school-

community liaison to become a full social worker has also been an important success, as families face new and more complex needs in their daily lives. We have been able to provide staff training in trauma informed practices without cost this year, as we extended training funded in the prior year into this one. Virtual group learning experiences have not proven as costly as anticipated. Demand for food declined to the point that we have been able to meet it with food we had stockpiled.

The biggest challenge to supporting mental health and social-emotional well-being has been the distance between us and our students. We hope that being able to meet with students face-to-face during Quarter 4 will have a positive impact on this. A challenge that we still won't be able to overcome is how to provide space for teen-agers to do what they are programmed to do: develop their social networks by interacting directly with their peers in a supportive but unstructured environment. A school setting defined by appointments, masking, and distancing is not what they want or need in this regard.

Actions Related to Pupil and Family Engagement and Outreach

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mileage for off-site meetings	\$500	\$1,500	Y
Bus passes	\$2,000	\$0	Y
Enhanced communications: increased regular mail, mass email, mass text, remote work phones, staff messaging, video conferencing, paperless enrollments and report cards	\$21,537	\$28,737	Y
Van	\$0	\$34,309	Y

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our enhanced communication systems have really helped us keep in touch with families. We have increased the use of regular mail, text, email, phone calls and of course video conferencing. We have switched to paperless report cards and enrollments to make interactions safer and quicker. Many students want to interact directly with us, but have not wanted to use public transportation to get to campus, so we have reorganized our budget to bring about the purchase of a school van that can both pull students in and push staff out to locations more easily accessed by families.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We have seen a large drop in requests for food assistance. And since students have not been coming to campus with the regularity of prior years, the demand for on-site meals has also dropped.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All	Indirect costs @ 4% of LLMF revenue	\$918	\$1,062	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between planned and implemented expenditures in this area.

Overall Analysis

An explanation of how lessons learned from implementing the independent study program with in-person supports in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Our experiences during 2020-21 suggest that:

We should expect that we will need to continue the implementation of some COVID-19 related restrictions for at least some of the school year, such as masking and distancing, to protect students who cannot be vaccinated.

The pandemic and its aftermath will continue to have a negative impact on the mental health of our students, so we should continue the increased FTE of our counselor and psychologist/therapist. We should expect a slow rather than a rapid recovery in attendance rate.

We should expect that the surrounding school districts will expand the type of programs they offer to students, to meet demand for continued learning at a distance. This will ultimately materialize as competition for our program, but it might offer a (slight) growth opportunity for the upcoming year, during their initial implementation.

We will need to help students get to campus, and we will need to push staff out to locations where students can more easily access us.

If we are limited to offering 1:1 services by appointment, or at best by request, students won't be able to rely on school to provide an interactive social experience. We should encourage them finding these experiences outside of school, perhaps via community clubs or recreational opportunities, or via work experience.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will monitor the number of credits students are completing each quarter and individualize responses based on students' particular circumstances.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between planned and implemented actions and expenditures in this area.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

We will organize the 2021-24 LCAP differently than we organized the 2017-20 LCAP. We will come up with different goals, some of which will be broad, some of which will be focused, and some of which will be maintenance. Our focus goals will include getting more students to complete CTE pathways, improving attendance and absenteeism rates, deepening student attachment, and helping students complete courses via cumulative and collaborative learning experiences.

We will explore options for deepening and extending learning made possible by new funding: ESSR II, the Extended Learning grant, Title IV. We will continue to improve our graduation and dropout rates with the support of another CSI grant.

We will grow moderately, sustainably, and intentionally.

