

# LCAP Federal Addendum

## Learning for Life Charter (27660922730240)

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## Instructions, Strategy, and Alignment

### Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Learning for Life Charter:

LFLCS has developed a broad strategy for serving its students over the past several years: Trauma Informed Personalized Learning. The strategy to supplement and enhance local priorities with new federal funds allocated through the Consolidated Application (Title funds) is to increase the FTE of key support personnel (counselor, psychologist/therapist, administration) and to employ a certificated social worker rather than a classified school-community liaison position as part of our continuing efforts to improve Trauma Informed Personalized Learning. This will allow us to use Title I funds to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through counseling and school-based mental health programs to improve students' skills outside the academic subject areas. This will allow us to use Title II funds for developing and implementing an initiative to assist in school leader advancement and professional growth, with an emphasis on leadership opportunities, multiple career paths, and pay differentiation.

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### Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from Learning for Life Charter:

LFLCS uses its state and local funds to meet needs identified by a comprehensive needs assessment completed in 2019: our 2019 full WASC Self Study. The needs assessment has been updated via our strategic planning process, that operates on 3-year cycles, and by the yearly budget and LCAP processes. LFLCS will use federal funds to extend the activities identified in the needs assessments, the strategic plans, and LCAPs. Activities and expenditures for the federal funds covered in this Addendum have been selected that enhance the ones funded by other federal, state and local sources. These federal funds were used in coordination with each other to enable the implementation of key strategies.

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## **Title I, Part A**

### **Parent and Family Engagement**

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Learning for Life Charter:

LFLCS receives fund under Comprehensive Support and Improvement. LFLCS has written a comprehensive support and improvement plan for the school to improve student outcomes. It was developed, with intensive stakeholder involvement, subsequent to the comprehensive needs assessment we conducted via a full WASC Self Study in 2019. LFLCS engages in robust strategic planning efforts. We conduct a comprehensive needs assessment every 6 years, as part of WASC re-accreditation. We subsequently engage in 3-year strategic planning cycles to implement and track the implementation of the broader, 6-year WASC action plans. We annually update the needs assessment during the process of creating a budget and an LCAP for the upcoming year. This year, in place of the LCAP, we will use an SPSA to update the needs assessment. Stakeholders are consulted regularly throughout each school year on the goals, actions and expenditures built into the plans developed in response to the needs assessment. The Board of Directors reviews progress on its Strategic Plan at each of their monthly meetings and invites public feedback. The annual development of the budget and LCAP includes surveys of staff, parents, and students. The staff is consulted during weekly staff meetings. Parents are invited to provide input at their weekly meetings with their supervising teachers. The Board hosts an annual strategic planning retreat that involves them and the whole staff, as well as student and parent representatives. This year, since we are writing an SPSA rather than an LCAP, we have formed a Schoolsite Council comprised of staff, parent and student representatives to review, provide input, and finally approve the goals, actions and expenditures we will make this year with these state and federal funds. LFLCS has not been identified for Targeted Support and Improvement. As an LEA with only one school, LFLCS does not provide an option to transfer to another public school served by the LEA. No rights, remedies and procedures afforded to LEA employees were altered while implementing this section.

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Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Learning for Life Charter:

To conduct outreach to all parents and family members assisted under this part (by our enhanced counseling and homeless assistance programs), and to ensure the involvement of parents and family members in these enhanced programs, LFLCS uses a multi-faceted communication system that include weekly meetings with each family, the mail, and electronic communication tools. We maintain an email system, providing an email address to all students and all parents who do not have one. We also use video conferencing, text and telephonic tools. We have acquired tools that allow both person-to-person and group texts, emails, calls, and meetings. Our counselor, psychologist/therapist, and social worker use these systems to alert families to the availability of their programs each quarter. Supervising teachers refer students to these support providers based on interactions at their weekly meetings with families. We have in place a Family Engagement Policy that was developed and is implemented in accordance with the requirements of Section 1116. Funding for this part does not require reservation.

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## Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Learning for Life Charter:

In general, LFLCS's schoolwide program includes these strategies: increased counselor and psychologist/therapist staffing, and transitioning our school-community liaison to a social worker. This strategy will provide greater opportunities for all students to meet the California Standards by providing them with expanded assistance overcoming barriers to academic learning. Students will have more access to counselors who can equip them with more and better social emotional tools. And students will have access to a social worker who will provide them resources needed in their lives at a higher level of professionalism than our previous school-community liaison. This strategy will result in the strengthening of the academic program by enabling students to concentrate more on their studies, after they have been relieved of some of their other worries. Our counselor and psychologist/therapist provide school-based mental health assistance by delivering therapy at school, and in so doing support our schoolwide tiered model to prevent and address problem behavior, and improves students' skills outside the academic subject areas. Our counselor broadens access to AP courses and concurrent enrollment by assisting students who are interested in college level work while in high school, and connects students to opportunities for postsecondary education and the workforce through college and career counseling. Our social worker connects students to the workforce by coordinating work experience education, and in teaching them how to access support for

meeting their basic needs, improves the student's skills outside the academic subject areas. Our counselor, psychologist/therapist and social worker provide professional development to teachers, paraprofessionals, and other personnel in their areas of expertise by providing special seminars, making presentations at staff meetings, and distributing professional articles and other information to staff. TAS: N/A Neglected or delinquent: N/A

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Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from Learning for Life Charter:

N/A

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## Homeless Children and Youth Services

### ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Learning for Life Charter:

Homeless Education at LFLCS Original response: During 2019-20 approximately 11% of enrolled students were classified as homeless, so approximately 11% of Title I funds will be used to support the social worker position, who had the primary responsibility in the LEA to identify and serve homeless youth and their families. Services will include food aide, and assistance finding housing, medical care, transportation, and legal assistance. Clothing, school supplies and hygiene supplies are also acquired by the social worker and distributed to homeless youth. Revised Response LFLCS engages in the following in support of homeless students: • Designates an appropriate staff person as a local educational agency liaison for students in homeless situations (our school social worker); • As a DASS school, prioritizes the enrollment of homeless students, and ensures that that least 70% of enrollees are homeless or from another of the State's 12 high-risk groups, • Immediately enrolls students in homeless situations, even if they do not have required documents, such as school records, medical records, proof of residency, or other documents; • Ensures that homeless children and youth are identified; that they enroll in, and have full and equal opportunity to succeed in, the school of the LEA; and that they and their families receive educational services for which they are eligible; • Keeps homeless students in their school of origin, LFLCS, to the extent feasible; • Permits students to remain in LFLCS, their school of origin, for the duration of their homelessness, and until the end of any academic year in which they move into permanent housing; • Provides transportation to and from LFLCS, the school of origin, at the request of the parent or guardian,

or, in the case of an unaccompanied youth, at the request of LFLCS's homeless liaison; • Develops, reviews, and revises our policies to remove barriers to the enrollment and retention of children and youth in homeless situations. Title I, Part A reservation funds for Homeless Education, plus additional Title I Part A funds, are being used to partially fund our school social worker position, who acts as our homeless liaison. The social worker engages in the following in support of homeless students, among others: • Collects data on homeless children and youth; • Provides outreach services to students living in shelters, motels, and other temporary residences; • Assists in finding housing for homeless youth; • Coordinates support to homeless students from undergraduate social work interns; • Coordinates professional development related to serving homeless youth for all staff; • Assists in finding employment for interested homeless youth; • Assists administration and other staff in monitoring and implementing the supports for homeless students listed in the first section above. General, CSI, Learning Loss Mitigation, and Supplemental & Concentration funds are used to create and supplement our general education program that is specifically designed to support homeless students, and other challenged learners. These funds are used for the following, and more: • Digitally delivered curriculum • 1:1 devices • Internet access (WiFi hotspots and service plans) • Tutoring • Counseling • Psychological and therapeutic services • Trauma informed care training for staff • Assistance meeting basic needs such as nutrition, transportation, clothing, housing, medical care, and legal assistance • In-person and virtual access to staff • Increased access to administrative staff • Materials and supplies to make our facility safe for students and staff during the pandemic Additional general, and Supplemental & Concentration funds, plus CSI grant, lottery, restricted lottery, and Title V funds are also used to support homeless students. These funds are used for school-age students and their parents for the following, and more: • Items of clothing, including clothing and shoes necessary to participate in the independent study of physical education; • Caps and gowns to wear at graduation; • Student fees that are necessary to participate in the general education program, including class projects, and field trips; • Student fees and school supplies such as textbooks necessary to participate in concurrent enrollment courses at local community colleges; • Personal school supplies such as backpacks and notebooks; • Food; • Transportation to and from the school; • Medical and dental services; • Eyeglasses and hearing aids; • Extended learning time (24-7-365 access to the learning management system, year-round access to tutors & teachers) to compensate for complex living conditions; • Parent involvement activities; • Fees for testing such as AP, SAT, HiSET.

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## Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Learning for Life Charter:

N/A

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Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from Learning for Life Charter:

Our strategy of increasing counselor staffing helps facilitate transitions of students from middle grades to high school and from high school to postsecondary education by providing increased access to both academic and social/emotional guidance to students making these transitions. Our counselor is provided professional development each year by the CSU and UC systems, and helps seniors apply to and be accepted by universities. The counselor also acts as our liaison with local community colleges, assisting students to concurrently enroll or matriculate to them. The counselor provides career counseling to identify student interest and skills, using inventories and other tools. Our strategy of providing a social worker helps facilitate transitions of students to the world of work by providing students assistance with resume building and other job preparations, finding employment, and job counseling. The social worker also establishes connections to employers, and employment development programs on behalf of our students.

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### Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from Learning for Life Charter:

Increasing access to our counselor, psychologist/therapist and social worker assists gifts and talented students as well as other students to overcome obstacles to high academic achievement. Our counselor helps gifted and talented students access advanced coursework within the school by connecting them with AP and other advanced course in our curriculum, as well as by connected advanced students to community college courses.

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## Title I, Part A, Educator Equity

### Educator Equity

#### ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Learning for Life Charter:

Not applicable. LEA is a charter school.

## Title II, Part A

### Professional Growth and Improvement

#### ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from Learning for Life Charter:

We schedule weekly and monthly PD for all employees. Employees are encouraged to engage in other, outside PD activities associated with their job functions as opportunities arise. Employees are provided opportunities to develop meaningful leadership our school-community liaison was hired as a tutor he completed his bachelors degree and was elevated to the school-community liaison position completed more training and now qualifies as a social worker. 1 supervising teachers complete her admini credential. She receives compensation for taking on administrative duties as an Assistant Director. 5 teacher workdays scheduled prior to the first day of school, with differentiated training in independent study procedures, digital curriculum and instruction, and/or digital communication and productivity tools. Veteran staff are offered advanced sessions while new staff are offered introductory sessions. PD on topics, such as supporting homeless youth, human trafficking, equity, college readiness, and, COVID-19 safety. PD to engage in WASC self-study and continuous improvement planning. Teachers are engaged in biweekly in PLC work, focusing on raising the graduation rate. Weekly staff meetings are held. Staff members provide professional development to teachers in new instructional and digital tools, Special Education and 504s, legislative updates, and guidance related to the pandemic. All teachers participate in the Board of Directors' annual Strategic Planning retreat, an all-day, off-site event where the Board, the entire staff, parents and students come together to make plans for the future of the school. Staff are sent to the California Consortium for Independent Study's spring conference each year. The Executive Director acts as the principal of LFLCS. The principal participates in monthly PD sessions led by our counselor, our psychologist, or by experts from outside our organization in Trauma Informed Care and other

important topics, such as supporting homeless youth, human trafficking, equity, college readiness, and, this year, COVID-19 safety. The principal participates in the Board of Directors' annual Strategic Planning retreat, conferences, trainings, and workshops. Supporting staff and students in challenging times, CCIS, Wellness together conferences, CALPADS, leadership development for charter leaders, legal issues relating to school reopening, vaccinations, deferral financing, Staff are also provided opportunities to deepen their professional expertise. This year our counselor has been supported in accessing training on A--g requirements and in Soul Collage, a clinical technique to support social/emotional growth. Special education staff including the SPED Administrator, Education Specialist, and Psychologist are provided training annually through SELPA. Training includes a summer institute of workshops on topics such as IEP writing, mental health services, and alternative dispute mediation; ad hoc training with program specialists related to our site's needs; legal updates. PD is centered on developing staff who can effectively bring about positive outcomes for our students. We hold that the high school diploma is the most significant outcome for the student. To achieve the diploma, students must attend and move through the curriculum. Staff are evaluated on how well they achieve these. Staff who do not achieve these at a high enough level are moved out. We monitor key metrics related to these outcomes, as a measure of the effectiveness of professional growth for each staff member individually ADA, credits, ontrack to graduate, ELL progress. We monitor metrics related to the professional growth system at an organizational level. The Board sees ADA as a key metric: it is the basis for funding, and speaks to the demand for our school from the surrounding community, both key aspects of operating our nonprofit corporation. The Board has prioritized growth over the past 6 years, so the staff's ability to recruit, engage and retain students is essential for our success. Board tracks our overall ADA, enrollment and attendance rate. Annually the Board tracks our graduation, dropout, and still enrolled rates, our rates of EL progress and rates of reclassification, plus the rate at which we retain staff, and the number of satisfactory evaluations. All of these inform us about how well our staff are developing as professionals who help high-risk students achieve success. The Board responds to these data with direction to the ED regarding the effectiveness of the professional growth system.

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## Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Learning for Life Charter:

Not applicable. LEA is a charter school.

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## Data and Ongoing Consultation to Support Continuous Improvement

### ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from Learning for Life Charter:

Data and Ongoing Consultation Due to impending changes to the laws governing charter renewal, we engaged in a successful re-chartering effort during the fall of 2019. The process of renewal engaged the Board, parents, staff, and students, the Board and administration of our authorizer, MPUSD, in creating the new charter for the school. The process for developing an LCAP for 20-21 was cancelled, but a budget was developed for 20-21 with stakeholder engagement and was accompanied by a written report on the impact of COVID-19 on the school community. LFLCS coordinates its Title II activities with other related strategies, programs, and activities by -Using high level needs assessments to determine priorities and areas of focus -Usually, our WASC 2019 Self Study, and its annual updates, that are captured by our strategic plans During the pandemic, also considering the orders and guidance from the governor's office, the CDC, and the CDPH Planning the Title II activities during the overall LCAP/LCP planning conducted by the Administration & the Board with proper ongoing consultation. Balancing Title II actions and expenditures with actions and expenditures enabled by all other federal, state, and local revenues Title II will be used to provide PD and stipends to staff who take on added responsibilities. As part of our normal cycles of continuous improvement, Needs assessments are conducted Every 6 years--WASC full self study Every 3 years--Strategic plan, LCAP Every year--LCAP updates and annual budget 20-21: LCP and Tactical Plan instead of LCAP and Strategic Plan Important metrics are built into action plans generated by the Needs Assessment. Related data is gathered and reported to the Board each month Data is also shared with staff at weekly staff meetings, monthly PD for review and response. Staff are provided with tools and trainings to improve the data. Within these normal data cycles, data related to activities Title II will be specifically gathered and used to determine the effectiveness of Title II activities. LFLCS currently consists of 17 employees and 6 Board members, and serves 170 students and their families. Consultation with school personnel, parents and students is therefore not nearly as complex as it is in a typical school district. To continually update and improve activities supported under Title II, Part A, the school administrator presents information to and gathers the input of the school staff at weekly staff meetings, at the annual Board strategic planning retreat, at special meetings (i.e. focus group meetings that are part of the WASC process), at small group meetings (i.e. with the Special Education team, or with the schoolsite council), at individual meetings, and/or at the monthly public meetings of the Board. This is done during the annual LCAP/budget development cycle that runs from January through June of each year. To gather input from parents and students, the administrator publishes a newsletter annually in the spring for parents and students that summarizes the LCAP process, activities, and expenditures in the current year. The newsletter contains an embedded survey allowing parents and students to advise the school on how best to improve the activities to meet the goals of all the component programs, including Title II. Parents and students are also given the opportunity to provide advice on these topics at their weekly meetings with the supervising teacher, at special meetings (parent meetings that are

part of the WASC process), via their representatives on the schoolsite council, at individual meetings with school staff, and/or at the monthly public meetings of the Board. LFLCS systems of professional growth and development include training in mandated policies and procedures, independent study procedures, Trauma Informed Care, digital curriculum and instruction, digital communication and productivity tools, and educating special populations, such as students with disabilities, EL, and homeless youth. Venues for PD include on-site training by staff, on-site training by outside experts, as well as off-site & virtual conferences, seminars, and workshops. Employees, depending on the stage of their careers, also engage in teacher and administrative induction programs, WASC training and visiting committee work, and on-site leadership opportunities. Annual PD priorities are identified through the needs assessment process built into our accreditation and strategic planning cycles.

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## **Title IV, Part A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

Response from Learning for Life Charter:

LFLCS will engage in partnerships with the 2 local community colleges to provide CTE completer courses to LFLCS students. LFLCS will develop MOUs that describe which courses LFLCS students will be eligible to take, and the steps students will need to take to be prepared to take the courses.

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- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

Response from Learning for Life Charter:

Funds will be used to pay for the fees and books required of LFLCS students who take a course at local community colleges, in the areas of foreign language, career technical education, visual and performing arts, STEM, or other courses that contribute to a well-rounded education.

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- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

Response from Learning for Life Charter:

Funds will be used to increase the FTE of our school counselor and/or school psychologist to increase student access to school-based mental health services.

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- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

Response from Learning for Life Charter:

Funds will be used to purchase devices, equipment, and/or software that will improve the academic achievement, academic growth, and digital literacy of students.

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- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Learning for Life Charter:

The program objectives will be to: Increase our average daily attendance, Increase the attendance rate Increase the number of credits students earn So that we Increase the graduation rate, and Decrease the dropout rate We will evaluate the activities carried out by analyzing the above metrics on a monthly (ADA, attendance rate), quarterly (credits earned), or annual (graduation & dropout rates) basis, as part of our annual LCAP/budget update process, as part of our 3-year strategic planning and LCAP development processes, and as part of our 6-year WASC cycles of self-study.

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