

ESSER III Expenditure Plan

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

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LFLCS 2021-22 LCAP	https://lflcs.org/lcap
[Insert plan name here]	[Insert description of where the plan may be accessed here]

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$205,452

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$21,391
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$170,843
Use of Any Remaining Funds	\$13,218

Total ESSER III funds included in this plan

\$205,452

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

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, which included the ESSR III funds. 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 description of how the development of the plan was influenced by community input.

Surveys of students and parents have validated several proposed actions and expenditures.

The Board's input shaped which metrics we will use and how we will track progress towards goals.

Input from staff has created the basic architecture of the plan: 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.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$21,391			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3, Action 5	Satellite and mobile campuses--equipment	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.	\$3,391
LCAP, Goal 1, Action 6	Main facility-- Enhanced housekeeping	Increase degree and frequency of cleaning and sanitation per pandemic guidelines	\$18,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$170,843			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3, Action 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	\$29,951

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		meetings with certificated staff at the main, satellite, and mobile campuses.	
LCAP, Goal 3, Action 8	Supplemental Tutors	Provide tutors during the regular school year, outside of school hours, and during summer school & intersessions	\$107,453
LCAP, Goal 2, Action 4	Enhanced communications	Provide a wide variety of communication and paperless information exchange options between home and school in response to pandemic conditions	\$33,439

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$13,218

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 12	Financial services & reporting	Fund indirect costs related to revenues (4%) to enable essential financial transactions within a transparent reporting system	\$8,218
	Financing	Fund borrowing needed due to deferrals of revenues	\$5,000

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Satellite and mobile campuses—equipment,	School Attendance rates	Weekly
Main facility--Enhanced housekeeping, Chaser,	Credits earned per quarter Progress toward graduation in 4,5,6 years	Quarterly
Supplemental Tutors, Enhanced communications, Financial services & reporting, Financing	Measured sense of safety and school connectedness Graduation, Dropout and Still enrolled rates	Annually