



Learning in a Family Environment

Minnesota Charter School District #4035

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Table of Contents

Background

District Name, Number, and Address

Mission

Vision

Purpose

Program Model

School Governance Board Composition

Committees of the Board

Executive Committee, Policy Committee, Finance Committee

School Board Trainings

Board Practices, Processes

School Administration

Administrative Team

Evaluation of the Administrative Team

Food Program

Teaching Faculty & Licensed Staff

Teachers & Licensed Staff

Teacher Coaching, Supervision, and Evaluation

Instructional Support Staff

Students

Student Enrollment

Attrition Rates

Demographics

Demographics of Students at LIFE Prep

Offerings

Academic Performance

WBWF, SIP, and QComp Goal

Financials

Goals for the Upcoming Year



Learning in a Family Environment

Background

At LIFE Prep, we consider ourselves a family -- one in which ALL students are important to us. Our name says it all... LIFE Prep stands for Learning In a Family Environment.

Our core values are "LOVE, LEARN, ACHIEVE, SUCCEED." These values guide us in providing the loving and encouraging atmosphere our students need to thrive in their learning. We challenge all students to grow as learners and expect the best from them. Our goal is to prepare students for success, not just while at school, but also in their communities and in their lives and for their futures.

We believe all students can learn. Students build success through all the supports LIFE Prep offers. At the core of our academic program are Individual Learning Plans for all students. Each student learns through a plan designed to support their specific needs. Both accelerated learning and supported learning are a part of our daily academic programming. Minnesota Math and Reading Corp provide instructional support along with Title Reading services and University of Wisconsin, River Falls, Falcon Tutors, as well as University of St. Thomas (UST).

LIFE Prep's goal is to prepare each and every student to be career and college ready. Our students learn strong 21st century skills and each student is prepared to take the next steps through middle school, high school and beyond.

LIFE Prep is entering our 24th year with a strong commitment to providing a nurturing, family-like learning environment. Our core values, LOVE, LEARN, ACHIEVE,

SUCCEED are at the heart of our daily work and show the strength of our commitment to our students success.

District Name, Number, and Address

LIFE Prep, Minnesota School District #4035, is a charter school in the Payne-Phalen neighborhood of St. Paul. The school's address is 930 Geranium Ave. E., St. Paul, MN 55106.

LIFE Prep served students from Pre-K through sixth grade during the 2021-2022 school year. The school was established in 1998 and in June of 2018, completed its 21st year. Located in the complex owned by St. Casimir's Church of the St. Paul Catholic Dioceses, LIFE Prep inhabits the space formerly used by St. Casimir's School. The website for LIFE Prep is www.lifeprepschool.org.

Mission

LIFE Prep School believes all students can learn and our students are at the heart of everything we do. We are committed to strong, standards based and differentiated instruction for all students. Our commitment to closing the achievement gap comes from a dedication to academic accomplishment through the delivery of a rigorous curriculum. The inclusive multicultural community is a safe place to learn and overcome adversity. Learning In a Family Environment empowers students to own their success.

Vision

LIFE Prep ignites a desire to achieve and inspires students' hope for a bright future. Students develop self-confidence through their accomplishments and are empowered to pursue their dreams. We provide encouragement and a foundation for perseverance; preparing students to thrive as individuals on a successful life path.

Purpose

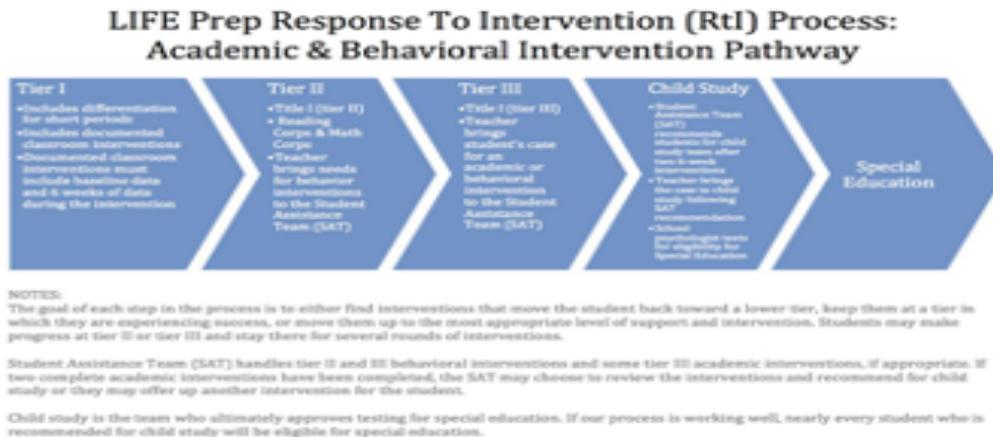
LIFE Prep is focused on improving pupil learning and student achievement in the following areas.

*1. Increasing learning opportunities for **all** pupils. This includes: strong advocacy for each student and small learning environments; flexible grouping based on learning needs; Response to Intervention (Rtl) for reading and math tutoring during school, and 6:00 a.m. - 7:30 am for morning care.*

LIFE Prep uses a Daily 5 model to provide all students with small group, differentiated instruction. Student learning is guided by Individual Learning Plans for each student based on their current assessments and needs. Wisconsin River Falls University Tutors also provide daily tutoring during the school day.

LIFE Prep's RTI is a 3 tiered process for both academic and behavioral components. A final

referral to the Special Education Child Study Team is completed if necessary.



The before school program is available for students beginning at 6:00am.

2. Measuring learning outcomes and creating different and innovative forms of measuring outcomes by engaging multiple measures of proficiency and growth, including, NWEA MAP testing, LLI, MCA testing, and progress monitoring during interventions.

LIFE Prep student achievement is tracked and measured in a variety of ways. Each student's learning goals are documented on their Individual Learning Plan (ILP) and progress is monitored on these goals. The ILP is a tool used by our City Connect Counselor, classroom teachers, and SAT team. Progress is monitored for both support and enrichment opportunities. Formative and summative assessments are conducted in classrooms by a student's primary teacher based on state standards. Students are assessed using standardized testing with the NWEA a minimum of 3 times a year. All students participate in the MCA or MTAS as appropriate.

3. Creating new professional opportunities for teachers, including the opportunity to be responsible for the learning program. The School operates on a shared decision-making model and distributive leadership.

LIFE Prep practices shared decision making through an Instructional Leadership Team structure.

Instructional Leadership Team

The instructional leadership team (ILT) is the overarching leadership group overseeing the Q-comp program, Reading Specialist, Title 1 Services, EL, SST. The ILT meets in collaboration with the Special Education program to improve services for students that are in Special Education. The ILT meets monthly and made important decisions about instruction, assessment, and curriculum. These decisions were informed by the work of the four leadership teams of the CImp team: Q-Comp, standards, response to intervention, and student assistance team.

Q Comp Team

In order to examine grade level data, support teacher advancement and leadership, as well as come to consensus on how to best teach the important skills and concepts of the grade level, LIFE Prep formed horizontal, or grade level, learning teams that worked from the four essential questions of a PLC as defined by Richard DuFour, et. al. in Learning By Doing (2010):

1. What is it that we want students to learn?
2. How will we know if they have learned it?
3. What will we do if they did not learn it
4. What would we do if they did learn it?

There are four components in a Q Comp system:

- Career ladder/advancement options (teacher leadership positions and responsibilities)
- Job-embedded professional development (frequently utilizing teacher leaders and professional learning community structures)
- Teacher evaluation
- Performance pay and alternative salary schedules

Teachers met weekly to discuss student work, assessments, needs of particular students, reading strategies, classroom management strategies, and new curriculum implementation.

Response to Intervention

LIFE Prep began a school-wide response to intervention (RtI) program in 2014-2015. This was spurred by the hiring of two Title I teachers, who recorded and analyzed student data and developed comprehensive strategies for students to improve in reading skills. During the school year, there were four six-week intervention cycles with students who were below grade level. The goals are to serve every child who qualifies and for students to exit the intervention being caught-up to grade level. Title I continues to be an important part of our program. This included push-in services for Kindergarten and 1st Grade due to the high volume of students within that grade level.

Program Model

During the 2021-2022 school year, 81.3% of our students were eligible for free or reduced price school meals. We serve many students from families with limited resources to support learning in the home. LIFE Prep welcomes all students regardless of background and seeks to provide a learning environment that meets the child where they currently are to help them progress and succeed throughout their tenure at LIFE Prep and beyond. Some of the school's important features are:

- High academic standards
- Data driven decision-making policies
- Academic achievement supported by assessments
- School-wide Response to Intervention (Rtl) services
- Standards-based instruction
- Low student to staff ratio
- Free breakfast and lunch
- Building is open from 6:00 A.M through 3:00 P.M
- Family and community involvement
- Diverse student population
- Music, art and physical education each day
- Q-Comp teacher growth program
- Student teachers from University of Wisconsin River Falls & University of St. Thomas (UST)
- Weekly college tutoring from the University of Wisconsin River Falls & UST

In the 2021-2022 school year, LIFE Prep was open from September 7th, 2021 -June 3rd, 2022. The school offered an extended learning year Distance Learning (ESY) program during July 11th through August 4th 2021.

LIFE PREP continues to welcome and celebrate diversity with a wonderfully diverse population. This diversity allows for the understanding, honoring, and learning of cultures through direct interaction and learning together.

School Governance

An organizational chart showing the governance and management responsibilities of individuals and groups of LIFE Prep can be found in Appendix A of this document.

Board Composition

2021-2022 School-Year Charter Public School Board

2021-2022 Annual Board Meeting Date: May 16th, 2022

Name	Title	Membership Type
Leah Jones	Executive Director	Ex Officio
Nou Yang	Board Chair	Parent
Christine Obermueller	Secretary	Teacher
Katie Schlosser	Treasurer	Teacher
Pang Vang	Member	Community Member
Laura Mueller	Member	Teacher
Gillian Swaby	Member	Community Member
Mike Day	Member	Community Member

Committees of the Board

Executive Committee

The members of the executive committee were Leah Jones, Christine Obermueller and Nou Yang

Policy Committee

The members of the policy committee were Christine Obermueller, Leah Jones, Kelsey Nelson, Christyna Sherrod, Nou Yang and Beau Junker.

Finance Committee

The members of the finance committee were Leah Jones, Katie Schlosser, and Nou Yang.

School Board Trainings

During the 2021-2022 school year, the following members received board training:

Member	Date
Nou Yang	3/10/21
Christine Obermueller	11/22/21
Katie Schlosser	11/22/21
Mike Day	11/22/21
Gillian Swaby	11/22/21
Pang Vang	11/22/21

Board Practices, Processes, and Performance

The board reviewed the bylaws at its annual meeting of the membership in May 2022.

Open meetings laws are followed by posting meeting times on the school website and on the exterior door of the school. Minutes of past meetings are posted on the website.

Prior to each board meeting, agenda items are collected by the vice chair and organized by the chair. During the meetings, parliamentary procedure is followed with motions, discussion, and voting. The secretary records votes in the minutes.

The board has three active committees in perpetuity: executive, finance, and policy. Key decisions are made by the board in committee or in general or special sessions. Each committee delivers a report at the general meetings of the board. The board is briefed on the monthly financial report by Dawn Jenkins of the Anton Group.

A written executive director's report is delivered during each meeting. Topics included are the following

1. Enrollment
2. Attendance
3. Finances

4. Instruction & Culture
5. Student Behavior
6. New Considerations

The board approves an annual budget and revises it as necessary.

Administrative Team

Name	MDE File Folder #	Assignment	Years Employed at LIFE Prep
Leah Jones	430650	Executive Director & Principal	17
Christyna Sherrod	476774	Assistant Director	10
Beau Junker	492766	Administrative Coordinator	6
Lori Steider	x	Admin. Asst.	13
Kelsey Nelson	x	Chief Operating Officer	7
Lucas Balfant	x	Facilities Manager	2

Evaluation of the Administrative Team

The executive team of the board of directors supervises the executive director. At the end of the school year, the board reviews the goals and the progress made toward the goals. Based on the performance of the executive director, the board may decide to renew the contract of the executive director or decline renewal of the contract for the following school year.

All other members of the administrative team are periodically coached and evaluated by the executive director.

Food Program

The food service program was coordinated by Thang Nyugyn. He organized the menus, the sales of meals, and the school staff. He teamed with the staff hired by our caterer, Caravan Kids

Catering (CKC). During a typical school year, CKC staff prepares and distributes the food and cleans trays and kitchen surfaces.

Teaching Faculty & Licensed Staff

Teachers & Licensed Staff

	Name	Assignment	File Folder #
1	Katie Bowman	Pre-Kindergarten	
3	Beth Larson	Title 1	371109
4	Katurah (Kate) Roth	Kindergarten	402221
5	Maggie McInerney	1	509283
6	Christine Obermueller	1	474811
7	Cassandra Sprandel	2	493806
8	Brittany Hughes	2	480937
9	Colleen Diaz	3	508960
10	Katie Schlosser	6	470935
11	Madison Wiederhoeft	4	499233
12	Brittany Pierce	4	470821
13	Jeanna Manning	3	496304
14	Ryan Busse	PE	1003925
15	Autumn White	Art	1005563

16	Lindsey Rogers	3	1005057
17	Simin Schmaucher	Music	488076

18	Alaina Larson	5	1008969
19	Christine Brinkman	ELL	444374
20	Renee Hendrickson	Special Education	503572
21	Elisabeth Riley	Reading Specialist	479783
22	Heidi Wilson	Special Education	385693
23	Anne Mee	School Counselor	503369
24	Natalee Tangen	Social Worker	1005568
25	Carole Dunn	In-House Substitute	180309
26	Brie Brisbois	5	1013924
27	Linda Olson	In-House Substitute	413138

Teacher Coaching, Supervision, and Evaluation

At LIFE Prep, teachers are observed at least three times per school year. One formal observation is conducted by the principal and two are conducted by teacher leaders on the Q-Comp team. Feedback and scores are reported to the principal and a professional development plan is made for each teacher with advisement by the Q-Comp coaches and the principal.

Instructional Support Staff

Last Name	First Name	Assignment
Ashbach	Leslie	Kindergarten SpEd Para
Hoskins	Chris	PE SpEd Para
Bennett	Kayla	2nd Grade SpEd Program Paraprofessional
Ochoki	Cassie	3rd Grade SpEd Program Paraprofessional

Faust	Amy	6th Grade SpEd Program Paraprofessional
Fulford	Jevone	Pre-K//2nd Grade SpEd Program Paraprofessional
Xiong	Cee	1st Grade SpEd Program Paraprofessional
Knapp	Kari	4th grade SpEd Program Paraprofessional
Daily	Chelsie	2nd SpEd Program Paraprofessional

Musse	Jannah	Pre-K/2nd SpEd Program Paraprofessional
Omar	Hanaa	Pre-k Paraprofessional
Campbell	Mark	5th Grade Paraprofessional
Berkely	Diamond	Kindergarten Paraprofessional

Student Enrollment and Demographic Data

	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Total Enrollment as of October 1st	400	417	323	306	300	317	312	266	233	187
Black	40%	42.9%	42.1%	44.6%	40.6%	44%	47.8	52.6 %	54.4 %	57.2 %
White	23%	21.1%	16.4%	11.5%	6.3%	5%	5.1	4.9%	4.7%	4.8%
Latino	10%	6.5%	9.3%	10.3%	8.8%	8.5%	8.7	9%	9.0%	5.9%
Asian	26%	27.8%	30.7%	32.4%	37.6%	40%	36.	31.2 %	28.8 %	30.5 %
Native American	1%	1.7%	1.5%	1.3%	.1%	.1%	1.3	1.5%	1.7%	1.1%
Eligible for Free/Reduced	76%	71.5%	76.8%	72.46%	81.7%	88.2 %	81.1	77.8%	71.7%	81.3%

English Learner	6%	4.8%	5.6%	20.8%	5.6%	10%	11.2	13.5%	11.2%	15.5%
Receive Special Education Services	11.5%	11.0%	9.0%	6.4%	10.3%	8%	10.9	11.7%	12.9%	12.3%

Attrition Rates

LIFE Prep began the 2021-2022 school year with 185 students (as of September, 2021). At the end of the school year, the enrollment was 188 students (as of June, 2022). This is a gain of 3 students which is a 1.01% increase.

Offerings

Students from grades kindergarten to sixth grade study English language arts, mathematics, and social studies in the classroom. Physical education classes occur each day for all students; while art, and music classes are on an AB schedule for all students.

Academic Performance

This section includes LIFE Prep’s authorizer contract academic goal performance results, World’s Best Workforce (WBWF) goals and the school’s progress. These goals were created by multiple stakeholders including QComp leaders, teachers, administration, school board members and with our Authorizer.

Goal 1	MCA Academic Achievement-Proficiency, Mathematics: All students in grades three through six will increase their overall math proficiency (meeting or exceeding) from the <u>baseline of 34.6%</u> to 46.09% in FY23. This equates to a 10% annual increase.					
Contract Year	FY2019 [baseline]	FY2021	FY2022	FY2023	FY2024	FY2025
Goal Percentage	34.6	38.1%	41.9%%	46.09%	50.7%	55.8%
Annual % (Increase/decrease)		N/A-COVID	14%			
Goal (Met/Met)						
School Comment	We had a large number of families opt out of testing due to COVID. We are currently working with RCE to help us find ways to increase proficiency in mathematics.					
Guild Comment	October 2022: Per the MDE Report Card for FY22 the math achievement was 14%. When the MN Guild met with the school in October we discussed interventions and the importance of the proficiency rates having a positive trajectory for the next two years (since MCA data will not be available for FY2025). See the Performance Improvement Plan (PIP) for additional detail.					

Goal 2	MCA Academic Achievement-Proficiency, Reading: All students in grades three through six will increase their overall reading proficiency (meeting or exceeding) from the <u>baseline of 27.6%</u> to 39% in FY23. This equates to a 10% annual increase.					
Contract Year	FY2019 [baseline]	FY2021	FY2022	FY2023	FY2024	FY2025
Goal Percentage	27.6%	30.3%	34%	39%	43%	47.3%
Annual % (Increase/decrease)		N/A COVID	18.3%			
Goal (Met/Met)						
School Comment	We had a large number of families opt out of testing due to COVID. Additional support has been put in place to help students and staff. We have hired a part time literacy coach who meets with teachers and visits classrooms weekly. Her focus is to build knowledge of best practice among staff, help teachers analyze and understand data and make changes to address the needs of our students. We are also working with RCE.					
Guild Comment	October 2022: Per the MDE Report Card the reading achievement was 18.3%.					

Goal 3	All Students in Third Grade Achieving Grade-Level Literacy: By FY 2023, 60% of third graders who have been continuously enrolled since October 1st will read at grade level as measured by the year end NWEA. NWEA will be administered in fall, winter and spring. Reading proficiency will increase, as noted below, as measured by NWEA year-end scores.					
Contract Year	FY2019 [baseline]	FY2021	FY2022	FY2023	FY2024	FY2025
Goal Percentage	46%	50%	55%	60%/45%	65%/50%	70%/55%
Annual % (Increase/decrease)		N/A COVID	14% (3/21 3rd graders)			
Goal (Met/Met)			NOT MET			
School Comment	<p>New Goal Using FAST: The percentage of all students enrolled from October 1st, 2022 in 3rd Grade at LIFE PrepSchool who are in the “low risk” and “above average” categories on the FAST aReading and earlyReading standardized assessment will increase from 14% in Fall 2022 to 45% in Spring 2023.</p> <p>LP has changed from using NWEA MAP testing to FAST Bridge. The reason for this change is FAST provides more information, provides detailed interventions for each student, does better progress monitoring, and we feel it gives a much more accurate picture of our students and their needs. Before using FAST, teachers were administering additional assessments and it was taking away from learning time. Now, the assessments that teachers were giving to students in addition to the NWEA test, are already included in the FAST test. This goal is also aligned with our QComp goal.</p>					
Guild Comment	October 2022: Aligning with the Q Comp goal is very important; particularly since it was reported by the school that the teachers' individual goals are also aligned to this contract goal. The performance numbers were adjusted for FY2023 through FY2025. The trajectory is the same, but the performance goal was decreased to better align with the FY2022, 14%.					

Goal 4	<p>Satisfaction Survey: LIFE Prep School will administer a satisfaction survey, annually, to parents, students and staff and maintain an 80% approval rating or better on both surveys.</p> <p>The survey will show:</p> <ul style="list-style-type: none"> • 80% of parents will agree or strongly agree that they are satisfied with the academic progress and programming for their student. • 80% of students in grades 4-6 will agree or strongly agree they are learning, feel safe at school and believe they are valued at LIFE Prep School. • 80% of staff will agree or strongly agree LIFE Prep School is meeting academic expectations, values all staff, and feels safe at school. 				
Contract Year	FY2021	FY2022	FY2023	FY2024	FY2025
Goal Percentage	80%	80%	80%	80%	80%
Annual % (Increase/decrease)		0%			
Goal (Met/Met)		NOT MET			
School Comment	No survey was given in FY2022. The board has created a calendar with multiple due dates for things so that in the future these requirements are met. I have created a calendar for myself as well.				
Guild Comment	October 2022: For future years the MN Guild will need a copy of the survey--with the results compiled.				

Goal 5	Attendance: LIFE Prep School will maintain a measurable goal of 85% average daily attendance, annually, as measured by year end MARSS data.					
Contract Year	FY2019 [baseline]	FY2021	FY2022	FY2023	FY2024	FY2025
Goal Percentage	85%	85%	85%	85%	85%	85%
Annual % (Increase/ decrease)		COVID	.05% increase 85.5% attendance			
Goal (Met/Met)			MET			
School Comment						
Guild Comment	October 2022: The MN Guild will need the end of year MARSS files confirming the attendance.					

Goal 6	Achievement Gap: For students in grades 3-6 who have been continuously enrolled for one year, the reading gap of 3.5% (between the "All" and "Black" student population) will be reduced .5% annually, from the original baseline. This goal is aligned with WBWF goal, "all racial and economic achievement gaps are closed."					
Contract Year	FY2019 [baseline]	FY2021	FY2022	FY2023	FY2024	FY2025
Goal Percentage	3.5%	3%	2.5%	2%	1.5%	1%
Annual % (Increase/ decrease)			All: 18.3% Black: 16.7% Difference: 1.6%			
Goal (Met/Met)			MET			
School Comment						
Guild Comment	October 2022: In contrast to the Life Prep gap, the statewide gap in reading between the 'All' and 'Black' population is 20.4%. The FY2024 and FY2025 goals were brought forward using the same percentages.					

Goal 7	Career Readiness: At LIFE Prep, we define “career readiness” as the preparedness of a student to explore and be aware of different career options, with a career direction that is professionally and financially promising. Career readiness is important for all students. Students in 6th grade, in preparation for career readiness, will be able to identify 3 different careers, with a project focus on 1 career through a 12-week course, led by the school counselor. Through this 12-week course students will be able to plan out their future by participating in the CareerOneStop's interest assessment, CareerOneStop's skills assessment, and the Minnesota Reality Checklist. 100% of 6 th grade students, by the end of the 12-week course, will be able identify and explain their career awareness through a career presentation. This goal is aligned with WBWF goal, “all students are ready for career and college.”				
Contract Year	2021	FY2022	FY2023	FY2024	FY2025
Goal Percentage	COVID	100%	100%	100%	100%
Annual % (Increase/decrease)		100%			
Goal (Met/Met)		MET			
School Comment	This year LP will host a parent night in December in order to help parents prepare for enrolling their child in a middle school that best meets their needs rather than a school that is “just within their district”. We found that parents are waiting until late August to register their child. In order to help parents be more aware of their options, this event will explore schools with different focuses and missions. Resources will be shared with parents and LP will continue to help parents register their child if needed.				
Guild Comment	October 2022: Ultimately samples of students' plans and/or records on how the 100% was determined should be forwarded to the MN Guild to verify the 100%.				

Goal 8	Ready for School: 80% of students enrolled in Pre-K at LIFE Prep will be proficient on the Kindergarten level reading assessment in the spring preceding their Kindergarten year. This goal is aligned with WBWF goal, “all children are ready for school.”				
Contract Year	FY2021	FY2022	FY2023	FY2024	FY2025
Goal Percentage	COVID	80%	80%	80%	80%
Annual % (Increase/decrease)		95%			
Goal (Met/Met)		MET			
Annual % (Increase/decrease)					
Goal (Met/Met)					
School Comment					
Guild Comment	October 2022: Forward information as to how the 95% was arrived at.				
Additional Goal	Schoolwide QComp goal; this goal changes yearly based on data from the previous year. The percentage of all students enrolled from October 1st, 2022 in grades K-6th at LIFE PrepSchool who are in the “low risk” and “above average” categories on the FAST aReading and earlyReading standardized assessment will increase from 27% in Fall 2022 to 43% in Spring 2023.				

Financials

LIFE Prep
Balance Sheet
For the Period Ending June 30, 2022

	General Education	Food Service	Community Ed	Total All Funds
Assets				
Current Assets				
Western Bank - Checking	781,253	16,263	-	797,516
Misc. Receivable	18,983	-	-	18,983
State Receivable	-	71	-	71
Federal Receivable	586,615	19,390	-	606,005
Prepaid Expenses	4,144	-	-	4,144
Total Current Assets	1,390,995	35,725	-	1,426,720
TOTAL ASSETS	1,390,995	35,725	-	1,426,720
Liabilities and Fund Balance				
Current Liabilities				
Accounts Payable	28,210	6,052	-	34,262
Payroll Liabilities	246,097	-	-	246,097
Deferred Revenue	-	3,500	-	3,500
Due to Other Governmental Units	409,222	-	-	409,222
Total Current Liabilities	683,529	9,552	-	693,081
Equity & Fund Balance				
Fund Balance - 6/30/22	707,466	26,173	-	733,638
Total Equity & Fund Balance	707,466	26,173	-	733,638
Total Liabilities, Equity & Fund Balance	1,390,995	35,725	-	1,426,720

Goals for the Upcoming Year

Decreasing Enrollment

LIFE Prep faces the same challenges as most charter schools in St. Paul. As the choice options grow in the city, the student population is more widely dispersed. Attracting and keeping students becomes a major focus for our school for the next year and for years to come. Post pandemic, we still expect that enrollment will be a struggle since many families are considering private education, online learning options, and homeschooling for their child/ren.

Student Achievement

Student achievement on standardized tests often drive decisions as to where to place students. In the past we have relied heavily on scores from MCAs and MAP testing. It will take several years to get an accurate data analysis of our students' progress and needs due to low attendance and the effects of the pandemic. New goals were set using FAST Bridge instead of MAP testing. After much consideration, we decided that this measurement tool gives a much more comprehensive picture of our student's needs. Using FAST reduces time spent on testing, reduces stress and anxiety associated with testing, and provides immediate usable interventions.

21st Century Education

Core competencies such as collaboration, digital literacy, critical thinking, and problem-solving are at the heart of educational needs for the future success of all our students. LIFE Prep will need to be able to keep pace with the expectations and to be able to provide opportunities for students to gain these skills. In order to meet these needs, LIFE Prep will be introducing our Learning Lab program which will provide additional support after school. This program provides additional learning opportunities in all areas of learning.

Fundraising

During COVID, LIFE Prep moved into distance learning during the 2020 school year. During that time our playground was not maintained. When we returned to in-person learning, the playground was deemed unsafe and needed to be completely removed from the property because of liability. We are currently without any equipment for our students to use. Our goal for the 2022/2023 school year is to raise funds for a new playground before the start of the school year.

2021/2022 Goal Results

Professional Development For All Staff

Equity/Diversity Training- Our staff will be focused on working towards providing racial/equity/and culturally competent learning for all staff at LIFE Prep through Perry Wilkinson from Regional Centers of Excellence. Through this training teachers will gain experience in racial self-awareness/bias, facilitating conversations about race in the classroom, and incorporating equitable content/classroom management strategies in the classroom.

Results- Due to COVID restrictions our plans with RCE were not able to be carried out. LIFE Prep was unable to allow for visitors and because of a huge increase in illnesses and inability to find coverage for scheduled meetings, we decided to focus on the mental health of our staff and students through support by our school counselors and social worker. We established a fresh relationship with RCE and will continue to work with them much more closely in the upcoming year.

Technology

Providing technology to ALL students. Each student in grades Pre-K through 6th will have a device for the 2021-2022 school year. As well as continue with providing online resources such as IXL, Seesaw, and Epic.

Results- All students were provided with one-to-one technology. LIFE Prep was able to provide all students with resources for the 2021-2022 school year that included IXL, Seesaw, Wonders Online, and Epic.

Addressing Learning Loss

It's expected there to be significant learning loss across grade levels and all subjects with literacy being hit the hardest. In order to address this, LIFE Prep will be hiring a Literacy Specialist and replace our outdated literacy curriculum. The Literacy Specialist will focus on serving our students with the highest needs and coaching staff on effective strategies to address reading loss. This will be a full time position.

Results- Fall of 2021, 98 students qualified for Title I services. By the end of the school year (2022), 35% of those students exited Title I services.

