



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

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

LEA Name	Contact Name and Title	Email and Phone
Family Partnership Charter School	Steve Torres Executive Director	steve.torres@fpcharter.org (805) 348-3333

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

Increase student mastery in Science, Math, ELA and Technology

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            100% of 3rd -8th and 11th grade FPCS students will participate in the SBAC interim assessments, at least once per year</p> <p><b>19-20</b>            FPCS will use the Scantron benchmark assessments instead of the SBAC interim assessments in 2019-20.</p> <p><b>Baseline</b>            FPCS was in the process of selecting an interim benchmark assessment in 2016-17 and did not administer a standard test across all grade levels.</p>	<p>In 2019-20 students in grades 2-11 completed the Scantron benchmark assessment in ELA, Reading, and Mathematics. The tests were administered in the Fall and Winter to students in-person as part of class. However, due to the pandemic and school closures the spring of 2020 the assessments were conducted remotely. Despite the change in testing environments and administration, 100% of students were tested in all three testing windows in 2019-20.</p>
<p><b>Metric/Indicator</b>            At least 95% of teachers will participate in data review meeting in early fall to discuss SBAC summative and benchmark results</p> <p><b>19-20</b>            FPCS will conduct a review of SBAC data with 100% of teachers at the start of the school year.</p>	<p>In 2019-20 teachers reviewed the SBAC summative assessment data during the first staff meeting of the school year. The data was disaggregated by grade, subgroups, and cohorts. In addition, a review of the information contained in the CAASPP Score Report was conducted. Teachers used time during the meeting to compile the individual student SBAC ELA and Math data for their classes.</p>

Expected	Actual
<p><b>Baseline</b> FPCS was in the process of identifying an assessment and data management system in 2016-17.</p> <p><b>Metric/Indicator</b> Observations/evaluations scores show teachers implementing CCSS and utilizing tools effectively.</p> <p><b>19-20</b> FPCS will have 100% of teachers participate in classroom observations.</p> <p><b>Baseline</b> FPCS administrators conducted classroom observations of 80% of the teachers in 2016-17.</p>	<p>In 2019-20 teachers participated in classroom walkthroughs and observed the implementation of UDL strategies. Teachers visited classrooms in the learning centers as well as their grade-level peers at other learning centers. They looked for the implementation of strategies and practices to increase student engagement and demonstration of understanding. Due to the pandemic and remote instruction beginning in March of 2020, several teachers were not able to complete their second round of classroom walkthroughs and data regarding the implementation of instructional strategies was not complete. Teachers also focused on specific grade-level standards and corresponding assessments in their PLC's. Teachers selected a few ELA and math standards and developed formative assessments designed to measure student understanding of those standards. The results of the assessments were used to identify effective instructional practices and monitor student progress. The development and administration of some of the assessments and the collection of corresponding data was not complete due to the pandemic and facilities closure in March of 2020.</p>
<p><b>Metric/Indicator</b> 100% of 3rd-11th grade students will be at or near proficiency in FPCS local writing benchmark assessments.</p> <p><b>19-20</b> FPCS will have 55% of students at or near proficiency.</p> <p><b>Baseline</b> FPCS did not administer a writing benchmark in 2016-17.</p>	<p>The writing benchmark was not administered in 2019-20. the writing benchmark was still in development during the school year and due to the pandemic it was not able to be completed.</p>
<p><b>Metric/Indicator</b> 50% of students are at or above benchmark standards on _____ math benchmark assessment</p> <p><b>19-20</b> 50% met or exceeded standard</p>	<p>56% of students were Average High or Above Average in Math 54% of students were Average High or Above Average in ELA</p>

Expected	Actual
<p><b>Baseline</b> 25% of students met or exceeded standard on Scantron</p>	
<p><b>Metric/Indicator</b> 2% yearly increase of low socioeconomic students at or above local benchmark in math, science, ELA and SBAC assessments</p> <p><b>19-20</b> 6% of the Economically Disadvantaged students increased in their local benchmark scores</p> <p><b>Baseline</b> 2% of the low socioeconomic student increased in their local benchmark scores yearly</p>	<p>The SBAC summative assessments for ELA and Mathematics were not administered in 2019-20.</p>
<p><b>Metric/Indicator</b> 100% of FPCS 10th grade students will take A-G Biology course</p> <p><b>19-20</b> 100% of 10th grade students will be offered A-G Biology course</p> <p><b>Baseline</b> 100% of our students received A_G Biology course</p>	<p>71.4% of 10th grade students completed an A-G lab science course.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide staff with training on the Scantron Express Tests including the test administration, reporting features, and data analysis.</p>	<p>1000-1999: Certificated Personnel Salaries General Fund 16253.88</p> <p>3000-3999: Employee Benefits General Fund 5,777.35</p> <p>2000-2999: Classified Personnel Salaries General Fund \$8422.13</p> <p>3000-3999: Employee Benefits General Fund 0</p>	<p>1000-1999: Certificated Personnel Salaries General Fund 16253.88</p> <p>3000-3999: Employee Benefits General Fund 5,777.35</p> <p>2000-2999: Classified Personnel Salaries General Fund 8422.13</p> <p>3000-3999: Employee Benefits General Fund 0</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>The Executive Director will conduct a review of the available 2020-21 SBAC summative assessment and Scantron data including gade level and subgroup performance as well as an evaluation of the score reports and the tracking of individual students score report data.</p>	<p>1000-1999: Certificated Personnel Salaries General Fund \$56,513.39</p> <p>3000-3999: Employee Benefits General Fund 5,777.35</p> <p>2000-2999: Classified Personnel Salaries General Fund \$4,816.33</p> <p>3000-3999: Employee Benefits General Fund 0</p>	<p>1000-1999: Certificated Personnel Salaries General Fund \$56,513.39</p> <p>3000-3999: Employee Benefits General Fund 5,777.35</p> <p>2000-2999: Classified Personnel Salaries General Fund \$4,816.33</p> <p>3000-3999: Employee Benefits General Fund \$0.00</p>
<p>FPCS will articulate curriculum and resources for both the home study and direct instruction components of every course and make them accessible on online class platforms such as Google Classroom and Edgenuity.</p>	<p>1000-1999: Certificated Personnel Salaries General Fund \$56,513.42</p> <p>3000-3999: Employee Benefits General Fund 5,777.35</p> <p>2000-2999: Classified Personnel Salaries General Fund</p> <p>3000-3999: Employee Benefits General Fund \$29,269.50</p>	<p>1000-1999: Certificated Personnel Salaries General Fund \$56,513.42</p> <p>3000-3999: Employee Benefits General Fund 5,777.35</p> <p>2000-2999: Classified Personnel Salaries General Fund</p> <p>3000-3999: Employee Benefits General Fund \$0.00</p>
<p>The local writing benchmark assessments for grades 3–11 will be completed and administered in 2020-2021. Benchmark data will be analyzed during grade level PLC meetings and used to inform instruction and evaluate and revise the writing benchmarks.</p>	<p>1000-1999: Certificated Personnel Salaries General Fund \$56,513.42</p> <p>3000-3999: Employee Benefits General Fund 5,777.35</p> <p>2000-2999: Classified Personnel Salaries General Fund \$7,302.12</p> <p>3000-3999: Employee Benefits General Fund 0</p>	<p>1000-1999: Certificated Personnel Salaries General Fund \$56,513.42</p> <p>3000-3999: Employee Benefits General Fund 5,777.35</p> <p>2000-2999: Classified Personnel Salaries General Fund \$7,302.12</p> <p>3000-3999: Employee Benefits General Fund \$0.00</p>
<p>FPCS will use math course and assessment data to identify math standards and practices that the students are struggling with the most. Professional learning activites aligned to these standards and practices will be designed for teachers. FPCS will continue provide math tutors</p>	<p>1000-1999: Certificated Personnel Salaries General Fund \$56,513.42</p> <p>3000-3999: Employee Benefits General Fund 5,777.35</p>	<p>1000-1999: Certificated Personnel Salaries General Fund \$0.00</p> <p>3000-3999: Employee Benefits General Fund \$0.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
for all students, particularly Economically Disadvantaged students and English language learners.	2000-2999: Classified Personnel Salaries General Fund \$8422.14 3000-3999: Employee Benefits General Fund \$0.00	2000-2999: Classified Personnel Salaries General Fund \$8,422.14 3000-3999: Employee Benefits General Fund \$0.00
FPCS will use Fall and Winter Scantron Mathematics data to screen for students in need of early intervention with a focus on Economically Disadvantaged students who demonstrate at risk scores in math and provide them with interventions and supports including tutors and supplemental resources.	1000-1999: Certificated Personnel Salaries General Fund \$28053.46 3000-3999: Employee Benefits General Fund 5,777.35 2000-2999: Classified Personnel Salaries General Fund \$8422.14 3000-3999: Employee Benefits General Fund \$0.00	1000-1999: Certificated Personnel Salaries General Fund \$32,249.54 3000-3999: Employee Benefits General Fund 5,777.35 2000-2999: Classified Personnel Salaries General Fund \$8,422.14 3000-3999: Employee Benefits General Fund \$0.00
FPCS will continue to implement a new NGSS aligned middle school curriculum and provide lab instruction for four A-G approved high school science courses.	1000-1999: Certificated Personnel Salaries General Fund \$28053.46 3000-3999: Employee Benefits General Fund \$5,777.35 2000-2999: Classified Personnel Salaries General Fund \$8422.14 3000-3999: Employee Benefits General Fund 0	1000-1999: Certificated Personnel Salaries General Fund \$0.00 3000-3999: Employee Benefits General Fund \$0.00 2000-2999: Classified Personnel Salaries General Fund \$8,422.14 3000-3999: Employee Benefits General Fund \$0.00

## Goal Analysis

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

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

FPCS staff had an increased focus on articulating CCSS, implementing UDL practices and strategies, and building common assessments in the 2019-20 school year.

## Goal 2

Increase student achievement and prepare all students for college, career, and citizenship in the 21st Century

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            FPCS will implement academic probation procedures across all campuses.</p> <p><b>19-20</b>            100% of students off-track for successful course completion will receive academic probation.</p> <p><b>Baseline</b>            Baseline will be created during the 2017-18 school year</p>	<p>The academic probation documentation was updated and standardized across all campuses in 2019-20. Teachers evaluated individual student progress monthly during Center Meetings, identified students in need of additional support, and documented interventions using the academic probation process. The process was implemented at each campus but the level of fidelity and the timeliness of response to intervention varied. In addition, due to the pandemic students on academic probation were not monitored as closely once schools closed for in-person instruction.</p>
<p><b>Metric/Indicator</b>            FPCS will survey students and families to obtain college admittance data, establish college admissions workshops for all high school learning centers twice a year, and provide college visitations.</p> <p><b>19-20</b>            Post-Secondary data will be collected on 100% of graduates.</p> <p><b>Baseline</b>            Post-secondary data has not yet been collected.</p>	<p>At the start of 2019-20, spreadsheets containing a list of every 12th grade student were built for each learning center. The Leadership Team met throughout the fall to identify the indicators that would be included on the spreadsheet and ultimately used to track participation in college and career readiness activities and the college admissions process. In addition, post-secondary outcomes such as employment and college acceptance, enrollment, and persistence were included. Plans and resources were starting to be developed so that the information on the spreadsheets could be obtained and populated. Due to the</p>



Expected	Actual
<p><b>Metric/Indicator</b> FPCS will increase the number of students applying to and admitted to college and/or trade (technical) school, particularly low socioeconomic students by 5%</p> <p><b>19-20</b> 10% increase</p> <p><b>Baseline</b> FPCS will determine baseline with an end of the year (2016-17) survey</p>	<p>pandemic, the staff was not able to compile the data to track student participation in the college and career readiness activities and post-secondary outcomes.</p> <p>At the start of 2019-20, spreadsheets containing a list of every 12th grade student were built for each learning center. The Leadership Team met throughout the fall to identify the indicators that would be included on the spreadsheet and ultimately used to track participation in college and career readiness activities and the college admissions process. In addition, post-secondary outcomes such as employment and college acceptance, enrollment, and persistence were included. Plans and resources were starting to be developed so that the information on the spreadsheets could be obtained and populated. Due to the pandemic, the staff was not able to compile the data to track student participation in the college and career readiness activities and post-secondary outcomes.</p>
<p><b>Metric/Indicator</b> FPCS will track the number of students applying to college and increase applications by 5% each year.</p> <p><b>19-20</b> 5% increase</p> <p><b>Baseline</b> Establish baseline of number of students applying to college(s).</p>	<p>At the start of 2019-20, FPCS advisors compiled college admissions resources for juniors and seniors including application completion timelines, scholarship and financial aid information, and SAT/ACT administration and registration dates. The Leadership Team met throughout the fall to share and align practices for sharing with the information with students and providing/conducting workshops. In addition, resources available through the partnerships with Allen Hancock College and Cuesta College were identified and leveraged to provide students with counseling services including step-by-step completion of portions of the college application process and guidance on college and career planning. The FPCS advisors met with their students individually every two weeks and referenced the timelines and resources and provided any support that was needed. Due to the pandemic, the staff was not able to compile the data to track student participation in the SAT/ACT.</p>
<p><b>Metric/Indicator</b> 5% increase in the number of students participating in either ACT or SAT examinations;</p>	<p>At the start of 2019-20, FPCS advisors compiled college admissions resources for juniors and seniors including application completion timelines, scholarship and financial aid information, and SAT/ACT administration and registration dates. The</p>

Expected	Actual
<p><b>19-20</b> 15% increase</p> <p><b>Baseline</b> 15% of the 2016-17 graduating class took ACT/SAT</p>	<p>Leadership Team met throughout the fall to share and align practices for sharing with the information with students and providing/conducting workshops. In addition, resources available through the partnerships with Allen Hancock College and Cuesta College were identified and leveraged to provide students with counseling services including step-by-step completion of portions of the college application process and guidance on college and career planning. The FPCS advisors met with their students individually every two weeks and referenced the timelines and resources and provided any support that was needed. Due to the pandemic, the staff was not able to compile the data to track student participation in the SAT/ACT.</p>
<p><b>Metric/Indicator</b> FPCS will hold a science and technology fair once a year</p> <p><b>19-20</b> 100% participation</p> <p><b>Baseline</b> Every center participated in science/technology fair</p>	<p>FPCS was able to conduct its 4th Annual Science Fair in 2019-20. The event took place before the pandemic began so students from 100% of the learning centers were able to participate. The school was able to increase the number of guest presenters from the community and family members in the fields of science and engineering that were involved in the event.</p>
<p><b>Metric/Indicator</b> 100% of 9th grade students will enroll in Prod 201 (formally Success 101) dual enrollment course</p> <p><b>19-20</b> 75% participation</p> <p><b>Baseline</b> 55% enrolled in Prod 201</p>	<p>18% of 9th grade students were enrolled in the PROD 201 course in 19-20. The decline in participation was due to the course not being offered at the SLO Learning Center during that year. However the percentage of students completing the course at the Orcutt Learning Center increased. When the course is reinstated at the SLO Learning Center we anticipate the overall participation rate increasing significantly.</p>
<p><b>Metric/Indicator</b> 5% increase in students enrolled in a FPCS CTE program with community colleges and college courses (A-G required courses)</p> <p><b>19-20</b> Increase the number of FPCS CTE courses offered</p> <p><b>Baseline</b> Establish a FPCS CTE pathways</p>	<p>100% of 9th grade students took at least one a-g course 97.6% of 10th grade students took at least one a-g course 97.2% of 11th grade students took at least one a-g course 100% of 12th grade students took at least one a-g course</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
FPCS will maintain an academic/attendance probation procedure.	1000-1999: Certificated Personnel Salaries General Fund \$4,285.71 3000-3999: Employee Benefits General Fund \$1,055.01 4000-4999: Books And Supplies General Fund \$1,514.09	1000-1999: Certificated Personnel Salaries General Fund \$4,285.71 3000-3999: Employee Benefits General Fund \$1,055.01 4000-4999: Books And Supplies General Fund \$1,514.09
FPCS survey students and families to obtain college admittance data, establish college admissions workshops for all high school learning centers twice a year, and provide college visitations.	1000-1999: Certificated Personnel Salaries General Fund \$4,285.71 3000-3999: Employee Benefits General Fund \$1,055.01 4000-4999: Books And Supplies General Fund \$1,514.09	1000-1999: Certificated Personnel Salaries General Fund \$4,285.71 3000-3999: Employee Benefits General Fund \$1,055.01 4000-4999: Books And Supplies General Fund \$1,514.09
FPCS will provide students with preparatory ACT/SAT tutorials, workshops and counseling	1000-1999: Certificated Personnel Salaries General Fund \$4,285.71 3000-3999: Employee Benefits General Fund \$1,055.01 4000-4999: Books And Supplies General Fund \$1,514.09	1000-1999: Certificated Personnel Salaries General Fund \$4,285.71 3000-3999: Employee Benefits General Fund \$1,055.01 4000-4999: Books And Supplies General Fund \$1514.09
FPCS will provide facilities, curriculum, materials, and advertising for the science fair	1000-1999: Certificated Personnel Salaries General Fund \$4,285.71 3000-3999: Employee Benefits General Fund \$1,055.01 4000-4999: Books And Supplies General Fund \$1,426.92	1000-1999: Certificated Personnel Salaries General Fund \$4,285.71 3000-3999: Employee Benefits General Fund \$1,055.01 4000-4999: Books And Supplies General Fund \$1426.92
Continue implementation of the CTE pathway with the appropriate instructor	1000-1999: Certificated Personnel Salaries General Fund \$4,285.71	1000-1999: Certificated Personnel Salaries General Fund \$4,285.71

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits General Fund \$1,055.01  4000-4999: Books And Supplies General Fund \$1,514.09	3000-3999: Employee Benefits General Fund 1,055.01  4000-4999: Books And Supplies General Fund \$1,514.09

## Goal Analysis

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

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

FPCS made progress in establishing processes and procedures for identifying and targeting college and career readiness activities for students. The staff worked collaboratively to determine the data, information, and resources that were needed to help them expose their students to colleges and careers and support their students in the college admissions process. Through these activities, greater consistency was created across all learning centers and among the expectations and practices of the teacher/advisors.

The greatest challenges in implementing the actions/services to achieve the goal have been collecting the data needed to measure the effectiveness of our work. Many of the actions and services are new and, therefore, the focus has been on implementing the actions and delivering the services. However, that has led to a lack of data to frequently inform our practice and plan next steps. Data reporting and analysis systems have been identified for most actions and services and were scheduled to be implemented in 2019-20, but due to the pandemic many of the plans were delayed.

## Goal 3

All students will have access and receive core curriculum, materials, and high quality instruction

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Create a baseline of the number of students referred for level 3 of our RTI (response to intervention) program</p> <p><b>19-20</b>            100% of students not repsonding to Level 2 interventions will be referred to Level 3</p> <p><b>Baseline</b>            Baseline will be created during the 2017-18 school year</p>	<p>FPCS advisors monitored the individual progress of their students on a weekly or bi-weekly basis and assessed performance and progress in each class/course. 100% of students who were not responding to Level 2 interventions including tutoring and reteaching were referred to Level 3. The students referred were discussed by a team of teachers who reviewed their progress and determined next steps. Students placed in Level 3 received a greater frequency and intensity of Level 2 interventions along with additional services if necessary. When FPCS transitioned to 100% distance learning due to the pandemic, students continued to receive individual or small group support. However, not all of their interventions were able to be implemented because the effectiveness of them in a virtual environment was impacted.</p>
<p><b>Metric/Indicator</b>            Assessment benchmark calendar will updated on a yearly basis</p> <p><b>19-20</b>            Calendar creation will be updated and implemented during the Spring of 2020</p> <p><b>Baseline</b>            Baseline was created during the 2016-2017 school year.</p>	<p>FPCS created an assessment calendar for the 2019-20 school year and updated it in the spring for the 2020-21 school year. The calendar included the Fall, Winter, and Spring Windows for Scantron benchmark testing and CAASPP tests. Due to the pandemic, all the Spring Window Scantron assessments were administered remotely and all CAASPP summative assessments were cancelled. During the transition to remote testing for Scantron, the school decided to use the Express Test format because it would increase fidelity in administration and student engagement.</p>

Expected	Actual
<p><b>Metric/Indicator</b> FPCS will establish an A-G science lab course</p> <p><b>19-20</b> FPCS will offer two additional A-G approved lab science courses along with lab instruction.</p> <p><b>Baseline</b> Science wet labs will be purchased by the fall of 2017</p>	<p>FPCS added three additional A-G approved lab science courses to the course catalog in 2019-20. The A-G lab science courses offered to students now include Earth and Space Science, Biology, Chemistry, and Physics. In addition, a credentialed science teacher was hired to teach the science labs that accompany the online curriculum. When the school moved to distance learning due to the pandemic, the science labs were conducted virtually.</p>
<p><b>Metric/Indicator</b> FPCS will establish a science PLC/committee to identify curriculum and build science courses.</p> <p><b>19-20</b> FPCS will implement a new NGSS aligned science curriculum for grades 4-8.</p> <p><b>Baseline</b> FPCS will establish a science PLC/committee to identify curriculum and build science courses. NGSS standards will be implemented.</p>	<p>FPCS established a Grade 6-8 Science PLC in 2019-20. The PLC was designed to create dedicated time for teachers to collaborate on topics such as clarifying NGSS, creating common assessments, analyzing student work. The PLC was in the first year of the implementation of the Amplify science curriculum so the teachers also worked closely to prepare lessons and share strategies and practices.</p>
<p><b>Metric/Indicator</b> 25% of low income students will improve their academic performance as measured by local benchmark results and SBAC scores. FPCS will acquire instructional aides</p> <p><b>19-20</b> 35% of low income students will improve their academic performance as measured by local benchmark results, SBAC scores and GPA. FPCS will acquire instructional aides</p> <p><b>Baseline</b> Baseline was created during the 2016-2017 school year.</p>	<p>FPCA did not administer the SBAC summative assessments to students in 2019-20 due to the pandemic. Instructional Assistants were hired for each learning center in 2019-20 and they worked with individual and small groups of students, including low income students, to provide additional support on coursework and reteach concepts. When the school transitioned to distance learning, Instructional Assistants continued to work with students virtually.</p>
<p><b>Metric/Indicator</b> 100% of FPCS teachers receiving CCSS professional development</p> <p><b>19-20</b></p>	<p>In 2019-20, 100% of teachers participated in professional learning activities including translating CCSS into student friendly language, utilizing UDL practices and strategies to increase student engagement and expression, and analyzing student work. Workshops took place during All Staff Meetings and teachers collaborated during PLCs, Committee Meetings, and Center</p>

Expected	Actual
<p>100% of FPCS teachers receiving CCSS professional development</p> <p><b>Baseline</b> 100% of FPCS teachers receiving CCSS professional development</p>	<p>Meetings. In addition, teachers began conducting classroom visits to observe CCSS instruction and UDL strategies and practices. Due to the pandemic, the teachers were only able to conduct one round of classroom walkthroughs in 2019-20.</p>
<p><b>Metric/Indicator</b> All advisors will receive and use CCSS curriculum throughout the year.</p> <p><b>19-20</b> All advisors will receive and use CCSS curriculum throughout the year.</p> <p><b>Baseline</b> All advisors will receive and use CCSS curriculum throughout the year.</p>	<p>In 2019-20, all teachers used CCSS curriculum and resources for core content areas courses.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Monitor the number of students referred to SST and/or the special education program.</p>		
<p>Teachers and Coordinators will collaborate with the Executive Director to establish a timely benchmark calendar by the end of the spring semester for the following school year.</p>		
<p>Add A-G Chemistry course</p>		
<p>NGSS aligned curriculum will be implemented in grades 4-12. Ongoing professional development will be provided to teachers on the NGSS and the CAST.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
FPCS will administer the Scantron benchmark assessment three times a year. Instructional aides will provide support where and when needed		
FPCS will provide CCSS math and Universal Design Learning (UDL) professional development. Teachers will be surveyed regarding PD relevance, effectiveness and implementation.		
FPCS will purchase CCSS perishable curriculum and maintain classroom sets		

## Goal Analysis

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

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

2019-20 was the second consecutive year in which FPCS PLCs and Committees were designed with a commitment to the success of all students and their time was dedicated to collaboratively supporting students. The teachers articulated standards, designed common assessments, and began to share and analyze student work. Common meeting and data analysis protocols also began to be established. The challenge in implementing the actions and services is creating collaborative time for teachers at five separate learning centers. Since the teachers do not share the same students in most instances, it will take time to develop comprehensive practices for sharing effective instructional strategies and collaboratively scoring student work.



## Goal 4

Increase engagement and collaboration among students, parents, staff, and community members.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            FPCS will have a representative from each learning center participate in the parent advisory committee. They will also have parents representing low socioeconomic students.</p> <p><b>19-20</b>            Representatives from 4 out of the 5 resource centers will be represented.</p> <p><b>Baseline</b>            Representatives from all resource centers except for one.</p>	<p>In 2019-20, the Parent Advisory Committee (PAC) consisted of parents from 3 of the 5 learning centers. PAC meetings were conducted in two groups in order to make them accessible to more parents in both counties. Meetings were scheduled at the two learning centers without representatives and they were conducted as scheduled in the event that a parent wanted to join. Due to the pandemic, the last two PAC meetings of the school year at each learning center were conducted virtually. The virtual meeting environment was productive and engaging for the parents.</p>
<p><b>Metric/Indicator</b>            70% or above of positive feedback from parent and stakeholder surveys</p> <p><b>19-20</b>            FPCS will receive above 70% positive feedback from parent and stakeholder surveys</p> <p><b>Baseline</b></p>	<p>Due to the pandemic, stakeholder surveys were not administered in 2019-20. Several other surveys were administered in the spring of 2020 but they pertained to distance learning topics such as access to technology, effectiveness of remote learning, and selection of learning mode for the 2020-21 school year.</p>

Expected	Actual
<p>FPCS received above 70% positive feedback from parent and stakeholder surveys</p> <p><b>Metric/Indicator</b> All resource centers will have a back to school night, coffee with the principal and an open house event once a year.</p> <p><b>19-20</b> All resource centers will have a back to school night and an open house event once a year.</p> <p><b>Baseline</b> All resource centers participated in back to school and open house events.</p>	<p>In 2019-20 all learning centers conducted a Back-to-School Night in the fall and an Open House in the spring. Due to the pandemic, Open Houses were conducted virtually and attendance decreased from the prior school year. Coffee with the Principal did not take place in 2019-20 because the principal position at the school was eliminated.</p>
<p><b>Metric/Indicator</b> 85% positive feedback from parents regarding school facilities, safety and sanitation</p> <p><b>19-20</b> FPCS will receive 80% or higher positive feedback regarding facilities, safety and sanitation.</p> <p><b>Baseline</b> FPCS received approximately 80% positive feedback regarding facilities, safety and sanitation.</p>	<p>Due to the pandemic, stakeholder surveys were not administered in 2019-20. Several other surveys were administered in the spring of 2020 but they pertained to distance learning topics such as access to technology, effectiveness of remote learning, and selection of learning mode for the 2020-21 school year.</p>
<p><b>Metric/Indicator</b> FPCS will improve parent and stakeholder communication by establishing digital communication platforms, newsletters, and websites.</p> <p><b>19-20</b> Maintaining and modifying all platforms of communication to parents and stakeholders.</p> <p><b>Baseline</b> FPCS established the newsletters and new FPCS website.</p>	<p>In 2019-20, FPCS increased the use of ParentSquare as the primary means of communication by staff and stakeholders. All administration, school, learning center, and classroom communication to parents/gardians is conducted through Parentsquare. Teachers use Google Classroom and email to communicate with students regarding classwork and schedules. The FPCS website was updated in 2019-20 but is still undergoing revisions to increase the access to information and usability.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
FPCS will solicit parent involvement through email, fliers, school events and Governing Council meetings.	5000-5999: Services And Other Operating Expenditures General Fund 0 4000-4999: Books And Supplies General Fund \$1071.43	5000-5999: Services And Other Operating Expenditures General Fund 0 4000-4999: Books And Supplies General Fund \$1071.43
Open house/back to school night will be held twice a year. The executive Director will conduct at least one meeting a year for parents at each Learning Center.	5000-5999: Services And Other Operating Expenditures General Fund 0 4000-4999: Books And Supplies General Fund \$1071.43	5000-5999: Services And Other Operating Expenditures General Fund 0 4000-4999: Books And Supplies General Fund \$1,071.43
Parents will receive surveys regarding school facilities, safety and sanitation.	5000-5999: Services And Other Operating Expenditures General Fund 0 4000-4999: Books And Supplies General Fund \$1071.43	5000-5999: Services And Other Operating Expenditures General Fund 0 4000-4999: Books And Supplies General Fund \$1071.43
Maintain and improve all platforms of communication with all stakeholders	5000-5999: Services And Other Operating Expenditures General Fund 0 4000-4999: Books And Supplies General Fund \$1071.43	5000-5999: Services And Other Operating Expenditures General Fund 0 4000-4999: Books And Supplies General Fund \$1071.43

## Goal Analysis

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

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

FPCS increased communication between the learning centers and the families during the 2019-20 school year. Families were supported in setting up their ParentSquare accounts at initial meetings with the teacher and during Back-to-School Night. Parents/guardians received frequent communication from the learning center and the teachers regarding upcoming assignments, activities, and events. There is a challenge that parents/guardians have presented in managing the information from the school. A central location is needed for storing important documents that parents will need to access throughout the school year. In addition, a master calendar for the school, including all learning center events, needs to be established to assist those parents with students at multiple learning centers.

# Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

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

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

# 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

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Providing devices or connectivity for distance learning. Extending instructional minutes to increase the amount of instructional time or services based on learning needs.	6,911.12	1023	No
Providing Additional Academic instructional material and support. Providing additional academic services for pupils such as diagnostic assessments of pupil learning needs and addressing gaps in core academic skills. Addressing Learning loss to close gaps through the enhancement of learning support	646.00	10,435	No
Purchase of plexiglass panels for protecting participants in in-person services. Purchase of personal protective equipment for staff working with students. Purchase of thermometers for screening staff and students participating in in-person services	1080.00	15,537	No

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.

Due to increased relief funds FPCS was able to increase our instructional support and services to all pupils and staff and help close and learning gaps the COVID -19 distance learning. . FPCS was able to achieve adding extra safety through COVID-19 testing, personal protective equipment, supplies to help sanitize and clean our facilities.

### Analysis of In-Person Instructional Offerings

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

During the school closures in the spring of 2020, FPCS did not offer any in-person instruction or support to students. While class and large group services did not take place for the majority fo the 2020-21 school year, one-on-one instructional services were provided to

those students who required or requested it. The FPCS Staff continued to monitor students' benchmark data, class/course progress and performance, Individualized Education Plans, 504 Plans, and English Learners' needs in order to identify those students who required in-person support or services. The in-person services that students are received included tutoring, specialized academic instruction, task facilitation/assistance, and conferencing. Grade K-5 learning centers opened for hybrid instruction on March 16th and Grade 6-12 learning centers began hybrid instruction on March 26th. Participation in hybrid instruction was above 75% in grades K-5, 65% in grades 6-8, and 25% in grades 9-12. Those students choosing to remain in distance learning either accessed the classroom instruction remotely or received separate virtual instruction in the afternoon.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased additional textbooks and workbooks for students to use at home as an alternative to digital resources	4,135.81	4,135.81	No
Purchased a subscription to Zoom for virtual classroom instruction and for webinars with parents	520	520	No
Purchased additional licenses for Read Naturally to support students reading skills	690	690	No
Purchased licenses for Explore Learning to provide teachers with options for virtual science labs and mathematics manipulatives	875	875	No
Purchased of additional hot spots and service for students without internet access at home	5554.05	2743.19	No
Purchased of additional Chromebooks for students without devices at home	3485	3485	No
Hire a math tutor for middle school and high school teachers	10550	5275	No
Increase hours for an instructional assistant to provide one-on-one reading support to students	9200	1017	No

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.

The school did not receive other relief funding as expected.

## 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.

FPCS surveyed all families in the spring of 2020 and again at the start of the 2020-21 school year to assess their technology needs. Students that needed an internet connection were provided with a hotspot and those needing a device were provided with a laptop or



Chromebook. The staff continued to closely monitor the needs of their families throughout the school year and supplied and replaced technology as needed. The FPCS staff began training for virtual learning in March of 2020. The initial workshops were focused on accessing and managing the online meeting platforms, Google Meet and Zoom that were used for instruction. Our special education staff also received training on conducting virtual specialized academic instruction using the platform that Presence Learning uses to conduct other supportive students for our students with IEPs. Additional trainings were conducted for content area specific programs like Amplify (science), Explore Learning (science and math), and Lexia Core/Reading Plus (phonics and reading) that were identified to supplement the instruction and material that were previously used in the classroom. In addition, the entire staff was able to participate in a workshop on trauma-informed practices which was tailored to identifying and addressing the anxiety and stress that individuals may be experiencing as a result of the pandemic. Fortunately, FPCS was already using Google Classroom and a comprehensive online curriculum/program (Edgenuity) as part of the school's blended learning program so many teachers were able to transition to distance learning without the need for additional training.

As FPCS prepared for the start of the 2020-21 school year with virtual learning, the need for additional tools and strategies for engaging students in online instruction and providing extra support to struggling students and students with unique needs was identified. The teachers were provided with access to professional development opportunities aligned to our current teaching frameworks and practices that were offered by the Santa Barbara County Education Office, the California Department of Education, and the California Teachers Association. The workshops included implementing UDL in remote classrooms, supporting the social and emotional learning and emotional intelligence of students, strategies for supporting English Learners, and creating meaningful learning experiences in a virtual environment. Teachers also identified technology that would be needed to enhance instruction and the learning experience for all students. The training that accompanied these items was sharing images from a document camera, using a Stylus pen and sketch pad, and creating fillable Adobe PDFs. Additional trainings were conducted for creating electronic documents and obtaining electronic signatures in our student information system, Pathways, and IEP system, SIRAS.

During the 2020-21 school year, professional development opportunities continued to take place both internally and remotely based on the evaluation of the implementation of virtual learning and the areas of growth/interest identified by the staff. Teachers met regularly to reflect on their instruction and to share and model best practices. They also used the progress and performance of students and feedback from students (and parents) to identify potential strategies, resources, and tools that will improve learning.

The number of families interested in enrolling with FPCS has increased significantly since the start of the COVID-19 pandemic. In order to accommodate as many students as possible, all teachers with extra duties had those duties removed so they could take more students on their roster. In addition, two teachers who previously worked within the FPCS blended learning programs were moved to the K-5 Home Study program due to the demand for the program (the program increased from 9 students in 2019-20 to 47 students in 2020-21). The roles and responsibilities of all other teachers, instructional assistants, tutors, and special education staff have remained the same but were conducted virtually until in-person instruction resumed. Two teachers and two instructional assistants continued to work remotely when the learning centers reopened. Substitute teachers were hired for the classrooms of the two teachers who continued to teach remotely.

Special Education teachers worked closely with classroom teachers to plan and schedule accommodations and services for students with IEPs and to continually monitor their progress. The components of each teacher's virtual classroom (including online instruction, independent programs and applications, and assignments and assessments) were evaluated by the team of teachers to ensure that accommodations and services for the student are defined and implemented in all learning spaces. Non-academic service providers have always worked with FPCS students remotely so the transition of services to virtual learning was seamless. Specialized academic instruction was conducted online and teachers, instructional assistants, and tutors provide one-on-one support to students via Google Meet and Zoom. Students did have the option to receive specialized academic instruction in-person if it recommended or requested. Other instructional resources such as printed material, textbooks, and audio/visual tools continued to be options for additional support for students.

Classroom teachers provided a variety of academic support to English Learners based on their individual needs and progress and performance in the class. Students who were having difficulty accessing the class content were provided with one-on-one tutoring and support to preview and/or review class material and to practice skills and concepts. English Learners were also provided with supplemental material in their home language to support the student and family at home. Material includes translated assignments, vocabulary lists, and graphic organizers. While efforts were made to design virtual instruction and lessons that deliberately support the English language development of English Learners, additional training on the ELD standards and their implementation in virtual learning environments is needed. All ELs completed summative ELPAC testing in the spring of 2021. ELs who were achieving at levels comparable to their grade-level English-speaking peers were evaluated for reclassification during the school year.

Foster youth and students experiencing homeless were provided with the educational resources that they need including technology, instructional material and supplies, and personal care items. Teachers closely monitored individual student progress and attendance and will make supplemental material and instructional support such as tutoring available when needed. In the event that a student was truant or disengaged, staff worked with the student and parent/guardian/advocate to address the student's needs and return the student to the virtual classroom and learning activities. FPCS does need to identify more social-emotional and health and wellness resources within the community for our foster youth and students experiencing homelessness. In addition, the relationships with the contacts at those agencies needs to be cultivated to ensure that our students and families can get quick and direct access to the resources that they need.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase additional textbooks and workbooks for students to use at home as an alternative to digital resources			No
Purchase a subscription to Zoom for virtual classroom instruction and for webinars with parents			No
Purchase additional licenses for Read Naturally to support students reading skills	211	211	No
Purchase licenses for Explore Learning to provide teachers with options for virtual science labs and mathematics manipulatives			No
Purchase of additional hot spots and service for students without internet access at home			No
Purchase of additional Chromebooks for students without devices at home			No
Hire a math tutor for middle school and high school teachers	10550	5275	No
Increase hours for an instructional assistant to provide one-on-one reading support to students	9200	4600	No

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.

There were no differences between the planned actions but due to decreased funding the expenditures were decreased.

## 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.

FPCS conducted local benchmark assessments (Grades K-1) and Scantron benchmark assessments (2-12) three times during the 2020-21 for progress monitoring. The fall benchmark data was used as one data point to identify students in need of additional support

and resources to begin the school year. Students who were identified as below level in reading or math during first testing window were provided additional instruction, support, and resources to address their specific learning gaps. In addition, classroom teachers used benchmark data to plan instruction based on the current level of performance of students in their class. Instructional practices included incorporating specific problems into daily lessons to review standards and skills from the previous school year, grouping student strategically to enable them to support one another on standards and skills from the previous school year, and reteaching standards and skills from the previous school year.

FPCS' process for identifying pupil learning loss began with screening using the Scantron tests for reading and math. The assessments were conducted during the first three weeks of school and students identified as Below Level in reading or math were provided with additional support. Using the benchmark data along with the teachers' classroom observations and evaluation, students received one or more of the following interventions: one-on-one tutoring/support, skill development using asynchronous online programs (Lexia, Reading Plus, Read Naturally, Prodigy Math, Khan Academy), or supplemental material to support learning in the virtual classroom. Student progress in response to the interventions provided was monitored by staff throughout the first semester using classroom progress and performance data. Based on the effectiveness of the initial interventions, changes to the type, frequency, and intensity of interventions for students were adjusted accordingly. Students completed benchmark testing again in the winter and the students' progress was also evaluated again at that time. The identification of learning loss and the implementation of the appropriate support are consistent for all students and the FPCS staff is diligent in ensuring that no student, or subgroup of students, are excluded from the screening process or the opportunity to receive the resources available to address learning loss.

Learning loss was assessed and addressed at the classroom level, as well. Teachers conducted pre-assessments at the beginning of units and chapters in order to determine the current levels of understanding of the class and individual students. Instruction was planned to scaffold prerequisite skills into lessons and assignments and activities that address previously taught skills were part of the course/classwork. The structure and pacing of the curriculum were able to be adapted in those classes that require standards from the previous school year be covered more extensively at the start of this past school year. As the part of daily instruction, teachers grouped students strategically in order to address learning loss through collaborative activities and sharing. Students were also provided with time to work independently in the presence of the teacher so they could receive assistance as needed.

## **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.

The FPCS virtual learning model includes components that enabled staff and students to interact individually on a regular basis to discuss student progress and well-being. Teachers were also utilizing strategies to address social and emotional learning during online lessons, group activities, and individual student support sessions. In order to help prepare the staff to support their students' mental health and well-being, training was conducted in the spring of 2020 on trauma-informed practices and strategies for addressing anxiety and stress resulting from the pandemic. In addition, teachers shared classroom strategies for increasing students' emotional intelligence and identified additional resources and professional learning that will be required to implement a social-emotional curriculum.

FPCS teachers conducted virtual conferences with their students (and parents in grades K-8) every 1-2 weeks to discuss the students' academic progress and performance, as well as their general health and wellness. During these individual meetings, support and accommodations for mental health and social and emotional well-being were identified by the teacher and the parents based on the needs of the student. In addition to student and parent conferences, the weekly learning schedule for each learning center included time designated for small group and individual student instruction and support. During these sessions, staff checked-in on students' health and wellness and led discussions where students share their thoughts and feelings prior to beginning academics. Resources within the community were also shared (on the FPCS website and during meetings) with families to provide them with further assistance and information.

FPCS teachers also incorporated practices to support student mental health and social and emotional well-being into their daily instruction. A homeroom period was implemented to enable teachers to gauge students' readiness to learn at the start of each day. Students who were not in attendance or who are disengaged are contacted prior to the start of instruction or are scheduled for follow-up meetings later in the day. During the lesson, teachers used chat and polling tools to conduct quick check-ins on how students were feeling (i.e. were they feeling overwhelmed, did they need a break, etc.). In addition, learning activities were designed to facilitate student-to-student interaction and small group collaboration which resulted in increased interaction and communication among students. Other strategies for addressing students' mental health and social and emotional well-being in the virtual classroom included journal writing activities, daily reflections, and the direct teaching of self-care strategies and resiliency techniques.

## **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.

FPCS closely monitored the engagement of students by tracking attendance in virtual lessons and support opportunities, activity on asynchronous online programs and curriculum (i.e. Edgenuity), and participation in weekly student/parent conferences. Staff used email and ParentSquare to send daily reminders to students and parents of upcoming scheduled learning activities. At the start of

each of these events, students who were not present were contacted (phone call, text, email, etc.) and reminded to join as soon as possible. Those students who did not respond to the initial communication were contacted again at the end of the instructional day to schedule a conversation via email, phone, or video to discuss the cause of the absence and the expectations going forward. In the event that a student or parent were not responsive, coordinators were informed and additional efforts were made to contact the family to schedule a video conference. Home visits were conducted for those students who were not able to be contacted remotely. Throughout this entire communication process, FPCS staff solicited additional family contact information and updated the student information system accordingly.

## **Analysis of School Nutrition**

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

FPCS coordinated with local school districts and food banks in order to identify the resources for meals that were available for students and their families. The information for the communities surrounding each learning center were updated regularly and shared directly with our families.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

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

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.

# 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.

Due to the disruption in learning due to the pandemic and distance learning, many of the goals were not met or were not able to be measured. In addition, some of the actions and services were not fully implemented. Therefore, during the analysis of the 2019-20 LCAP the stakeholders agreed that three of the four goals were still applicable for the 2021 LCAP. The fourth goal was developed to address students' mental health which was an area of focus leading up to the pandemic and became increasingly more important during the pandemic.

In the process of reflecting on the Learning Continuity and Attendance Plan, strategies and practices utilized during distance learning were identified as effective for providing students with individualized support and instruction. FPCS is a blended learning school so technology and resources were being used for remote instruction prior to the pandemic. However, there were applications and programs that proved to be effective for interventions and asynchronous instruction and will be incorporated into the actions and services for Goal 1 of the 2021 LCAP. In addition, models for social-emotional learning used by the teachers and mental health resources made available to parents will be included in the actions and services for Goal 4.



## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

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

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe 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, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe 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, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe 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, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496*, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to 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, as applicable.



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	452,405.00	331,210.00
General Fund	452,405.00	331,210.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	452,405.00	331,210.00
1000-1999: Certificated Personnel Salaries	319,843.00	239,472.20
2000-2999: Classified Personnel Salaries	45,807.00	45,807.00
3000-3999: Employee Benefits	74,986.00	34,161.80
4000-4999: Books And Supplies	11,769.00	11,769.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00
	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	452,405.00	331,210.00
1000-1999: Certificated Personnel Salaries	General Fund	319,843.00	239,472.20
2000-2999: Classified Personnel Salaries	General Fund	45,807.00	45,807.00
3000-3999: Employee Benefits	General Fund	74,986.00	34,161.80
4000-4999: Books And Supplies	General Fund	11,769.00	11,769.00
5000-5999: Services And Other Operating Expenditures	General Fund	0.00	0.00
		0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	413,932.40	292,737.40
<b>Goal 2</b>	34,186.88	34,186.88
<b>Goal 3</b>	0.00	0.00
<b>Goal 4</b>	4,285.72	4,285.72

\* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$8,637.12	\$26,995.00
Distance Learning Program	\$35,009.86	\$18,741.00
Pupil Learning Loss	\$19,961.00	\$10,086.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$63,607.98	\$55,822.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$8,637.12	\$26,995.00
Distance Learning Program	\$35,009.86	\$18,741.00
Pupil Learning Loss	\$19,961.00	\$10,086.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$63,607.98	\$55,822.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		



## Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Family Partnership Charter School	Steve Torres Executive Director	steve.torres@fpcharter.org (805) 348-3333

## Plan Summary [2021-22]

### General Information

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

Family Partnership Charter School was established on February 14, 2006 in response to many requests from families and the community in general to serve students on the Central Coast of California, with an independent study, home study public school program. The success and positive response from the general public is reflected in the growth and accomplishments of our school. Our annual enrollment and program history reflect an increasing interest in our programs and evolution of services to meet our students' needs.

FPCS has not only responded to the initial request of our coastal community to provide an independent/home study program, but we have continually refined and enhanced our school model to meet our families' needs for more individualized learning options. In implementing our mission to provide students with a personalized and nurturing learning environment, FPCS has maintained high standards for management and operations, practice and pedagogy, and student achievement which are evidenced by fiscal and compliance reporting, research-based instructional practices, student performance data, and student and parent survey responses.

FPCS education program consists of courses and curriculum for all grades that are aligned to the California Common Core State Standards. In addition, all FPCS teachers are fully credentialed in the appropriate content areas and/or grade-levels according to the California Commission on Teacher Credentialing. In an effort to continually improve learning for all students, FPCS blended learning models have been developed through the research and implementation of effective instructional strategies and pedagogy including the Montessori

Method, Universal Design for Learning, Personalized Competency-Based Learning, and Standards-Based Instruction. The blended learning model at each program level and learning center incorporates the specific elements of evidence-based practices that best meet the needs of the students. Strategies and practices are continually modified and improved in order to address the data that is generated as a result of monitoring student progress and performance.

FPCS offers elementary, middle, and high school programs that incorporate elements of teacher facilitated instruction and remote learning to provide students with a personalized educational experience. The amount of time that students spend in each learning environment varies by program level and individual student needs. At all grade levels, students are supported by an advisor assigned to monitor their individual progress and additional instructional staff are available to provide academic interventions as needed. Through this blend of teacher guidance, student independence, and ongoing monitoring and support, FPCS students develop skills and gain experiences which empower them to embrace and direct their own learning.

Family Partnership Charter School has maintained consistent enrollment patterns in the years prior to 2020-21. The enrollment increased by over 100 students in 2020-21 to 480 students due to the demand for a reputable and experienced blended learning school. Similarly, the K-5 Home Study program grew from 8 students to 45 students FPCS during the pandemic. FPCS has expanded enrollment at the Orcutt Learning Center in the past two years due to the relocation of the middle school program to the same facility as the high school program beginning in the 2019-20 school year. The demographics in CBEDS on October 7, 2020, 72.5% of students were classified as non-hispanic and 27.5% were identified as hispanic. Represented within the Non-Hispanic category are students who identify as African American, Middle Eastern, Korean, Chinese, Native American, Vietnamese, Filipino and Asian. They comprise approximately 8 percent of the student population. In spite of the significant Hispanic group, the group of English learners is too small to be of statistical significance. The group with the greatest significance is the Socioeconomically Disadvantaged population at 32.9%. Other student group represented are students not living in a permanent housing dwelling (3.7%), English learners (3.3%), and Special Education (8.5%).

## Reflections: Successes

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

Chronic Absenteeism decreased to 0.5% for All Students and 0.0% for Hispanic students. The FPCS advisors closely monitored the students' attendance by evaluating their daily academic progress. Each week meetings were conducted with individual students and parents to provide updates on attendance and academic performance.

English Learner Progress increased to 91.7%. FPCS generated individual student data on English learners which was used by advisors to reflect on their students' progress toward proficiency. The analysis of the data enabled the advisors and students to focus on growth throughout the school year.

The Graduation Rate increased to 94.5% for All Students and Socioeconomically Disadvantaged students. FPCS advisors monitored the academic progress and performance of 12th grade students weekly and met with them to review assignments and assessments. Student schedules were also evaluated for opportunities to complete additional courses at the school or the community college.

The percentage of students prepared for College and Career increased to 32.7% for All Students and 25.7% for Socioeconomically Disadvantaged students. Multiple a-g science lab courses were added to the FPCS program of studies which contributed to the number of a-g completers. FPCS coordinators and advisors partnered with Cuesta and Hancock College representatives to facilitate the enrollment of students in college courses. FPCS advisors collaborated to develop and share college preparation material and resources for students and parents.

## Reflections: Identified Need

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

Additional resources need to be provided to prepare students for College and Career. There is currently not sufficient data maintained locally to track students' progress toward college and career readiness. In addition, training is necessary to ensure that FPCS advisors are aware of the criteria for the College and Career indicator and the options available for student to meet that criteria.

SBAC ELA was 17.4 points above standard for All Students, 7.3 points above standards for Hispanic students, and 1.1 points above standard for Socioeconomically Disadvantaged students. Interventions including tutoring and supplemental instruction and practice have been provided to students based on Scantron and classroom data. However, the MTSS model needs to be more robust and comprehensive to provide students with support at multiple levels. In addition, writing instruction needs to be deliberate, integrated in all core content areas, and assessed throughout the school year.

SBAC Mathematics was 38.6 points below standard for All Students, 59.8 below standard for Hispanic students, 65.1 points below standard for Socioeconomically Disadvantaged students. Interventions including tutoring and supplemental instruction and practice have been provided to students based on Scantron and classroom data. However, the MTSS model needs to be more robust and comprehensive to provide students with support at multiple levels. In addition, evidence based practices in mathematics will be continue to be identified, implemented, and evaluated for effectiveness.

## LCAP Highlights

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

The 2021 LCAP goals are to:

- \* Increasing the number of students meeting the standards in ELA, Math, and Science with a focus on Hispanic students and Socioeconomically Disadvantaged students,
- \* Preparing students for college, career, and citizenship,

- \* Improving communication and collaboration with parents/guardians, and
- \* Implementing a schoolwide socialemotional learning program.

The 2021 LCAP actions and services include:

- \* Local benchmark assessment data will be used to monitor student progress and provide interventions and enrichment
- \* Interventions including tutors and supplemental instruction and resources will be provided to students
- \* Post-secondary data will be collected and tracked
- \* Opportunities for students to develop civic knowledge and civic-mindedness will be identified and developed
- \* Workshops will be conducted for parents new to the school
- \* Teachers will participate in a comprehensive socialemotional learning institute
- \* Social-emotional learning workshops for parents/guardians will be provided

## Comprehensive Support and Improvement

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

### Schools Identified

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

### Support for Identified Schools

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

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

# Stakeholder Engagement

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

The Executive Director met with groups of teachers and parents throughout the school year in order to complete the LCAP annual update, analyze the most current data, and prepare the 2021 LCAP. Actions and services previously and currently being provided were evaluated to determine their effectiveness and additional actions and services for the next three years were considered. In August 2020, prior to the start of PLC and teacher Committee meetings, the Executive Director presented teachers with a summary and alignment of school goals and actions including those from the LCAP, WASC Action Plan Goals, the FPCS ESLOs, and the FPCS Mission and Vision. The teachers identified the goal(s) that would be the focus of their work for the 2020-2021 school year and planned and assessed their progress accordingly throughout the year during five PLC Meetings and five Committee Meetings. In addition, as part of the March 2021 All Staff Meeting the teachers reviewed each individual LCAP goal, action, and service to make final assessments of appropriateness, provide feedback, and final recommendations for the 2021 LCAP. The meeting also included an opportunity for the teacher to review and discuss the input and suggestions that was provided by the PAC on the LCAP.

At the start of the 2020-21 school year, the Executive Director solicited parent participation in the PAC by providing all parents with a flyer for the PAC including a description of the purpose and focus of the group and the meeting schedule for the entire school year. The Parent Advisory Committee virtually each month during the 2020-21 school year beginning in October and included parents from three of the five Learning Centers. Each PAC Meeting included an activity in which one LCAP goal and the related actions and services were evaluated and feedback was provided. The parents also had the opportunity to review the input on the LCAP from the teachers throughout the school year. The content of the final draft of the LCAP was shared with the PAC in their May 2021 meeting.

At the October 2020 Governing Board Retreat, the implementation of the 2018 LCAP was evaluated. The Governing Board members reviewed the most current data, shared their input and concerns, and identified the goals, actions, and services that they suggested for the 2021 LCAP. The Executive Director provided updates on the progress of the LCAP at monthly Governing Board Meetings and engaged the Governing Board Members in discussion at those times.

A summary of the feedback provided by specific stakeholder groups.

Feedback from stakeholders was collected in the following forms: notes from staff meetings, products and deliverables from teacher collaboration, minutes from Governing Board Meetings and Public Hearings, results from parent surveys, transcripts of parent meetings/webinars, emails and ParentSquare messages from parents.

The staff, parents, and Governing Board all agreed that three of the four goals from the 2018 LCAP were still appropriate for the 2021 LCAP. Revisions were made to the language of the three goals based on the current data and needs of the students. All stakeholders agreed that a new fourth goal needed to be added to address the mental health needs of students.

The FPCS staff determined that additional progress was needed on most of the actions and services for the first goal so they were updated to reflect current evidence-based practices and data sources. All stakeholders identified that more data needs to be produced and maintained to properly evaluate the effectiveness of the actions and services of the second goal. The parents expressed the need for communication from the school specifically aligned to the unique structure of the learning centers and the blended learning model. All stakeholders expressed the need for a comprehensive social-emotional learning program throughout the school and the FPCS staff determined that formal training was essential for the success of any program.

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

##### Goal 1

The FPCS staff determined that the Scantron data was being used by individual teachers and learning centers to provide interventions, but that aggregate data should also be included as a metric in the LCAP to measure student growth. Similarly, the teachers chose to include a metric on the students' writing benchmark growth plan to reflect progress on the implementation of the writing benchmark developed to monitor students' writing skills. The parents and Governing Board identified that additional instructional resources and services to support struggling students need to continue to be included as an action in the LCAP.

##### Goal 2

The parents and teachers contributed to the further development and clarification of Goal 2. They suggested the further articulation of the goal language to specifically include college, career, and citizenship outcomes. In addition, both groups agreed that metrics on College and Career Readiness and college admissions should be included to measure progress toward the goal. The teachers added a-g completion rate metrics and an action to provide students with civic engagement opportunities.

##### Goal 3

The parents and Governing both determined that a goal on improving parent communication and participation needed to be retained given the significance of the role of the parent at FPCS. The parents suggested actions for providing parents new to the school with additional support their transition and the development of parent directories to facilitate communication between families outside of school. The FPCS staff included an action to facilitate families' access community resources and services and metrics to measure student responses to the school climate and communication survey.

##### Goal 4

The FPCS staff, parents, and Governing Board all agreed that a goal specific to supporting students mental health needed to be included in the LCAP. The FPCS staff identified the training and resources they need to implement a social-emotional learning curriculum and included actions accordingly. The parents suggested an action to conduct social emotional learning workshops and secure community mental health resources for parents. All stakeholders determined that the most appropriate initial metric for this goal is to use the results from the school climate survey.



# Goals and Actions

## Goal

Goal #	Description
1	FPCS will increase the number of students meeting or exceeding the standards in ELA, Mathematics, and Science. Increases will take place for All Students, Hispanic students, and Socioeconomically Disadvantaged students.

An explanation of why the LEA has developed this goal.

In 2019, the number of students meeting the standard in ELA and Mathematics decreased from the previous school year. The decrease occurred for All Students and Hispanic and Socioeconomically Disadvantaged students. A local benchmark assessment, Scantron, is being administered three times a year but the data is not used to monitor students' progress toward proficiency. A writing benchmark assessment has been developed but has not yet been implemented.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA	Declined by 9.2 points 8.2 points above standard Yellow Performance Level				Increase by 10.0 points 30.0 points above standard Green Performance Level
SBAC Mathematics	Declined by 14.2 points 52.8 points below standard Orange Performance Level				Increase by 1.0 point 10.0 points above standard Green Performance Level
Scantron ELA	TBD in 2021-22				TBD in 2021-22
Scantron Math	TBD in 2021-22				TBD in 2021-22

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FPCS Writing Benchmark	TBD in 2021-22				TBD in 2021-22

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Analyze Scantron benchmark data 3-times/year	Scantron benchmark data will be analyzed after each testing window to plan student interventions and enrichment and to measure student growth.	\$50,669.98	No
2	Disaggregate CAASPP data by center and classroom	Disaggregated CAASPP data will be provided to the staff at the start of the school year and will be used to inform school and learning center programs and classroom curriculum and instruction. Time will be designated for teachers will review CAASPP score reports for their current students and compile classroom data.	\$44,270.41	No
3	Implement core instructional practices aligned to UDL	Core instructional practices aligned to the UDL guidelines for Engagement, Representation, and Action/Expression will be identified and implemented. Teachers will conduct classroom walkthroughs and discuss their observations and share their strategies.	\$44,270.40	No
4	Administer a writing benchmark assessment annually	Writing benchmark assessments will be developed and administered for grades 3-11 and the data will be used to support students and to plan writing instruction.	\$44,270.40	No
5	Implement evidence-based instructional practices in mathematics	Evidence-based practices will be identified and implemented to improve all students' understanding of and performance in mathematics. Professional learning opportunities including trainings and workshops will be provided to teachers and administrators as part of this action.	\$44,270.40	No

Action #	Title	Description	Total Funds	Contributing
6	Provide supplemental Math and ELA instruction and resources	Additional mathematics and ELA resources and instructional support will be provided to struggling students. Math tutors and asynchronous online programs will be used to address students individual learning needs.	\$44,270.40	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	FPCS will prepare all students for college, career, and citizenship in the 21st Century. The number of students completing college, career, and citizenship activities will be measured and monitored annually.

An explanation of why the LEA has developed this goal.

FPCS is committed to ensuring that all students are prepared for college and career when they graduate from high school. While instruction is designed to promote critical thinking and career preparation and college access activities are taking place, additional opportunities and experiences need to be provided for students. In addition, metrics and data for tracking students college and career readiness throughout high school and after college need to be established and closely monitored.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Readiness Indicator	32.7% prepared (2019)				75%
SAT/ACT Completion	TBD in 2021-22				TBD in 2021-22
College Enrollment	TBD in 2021-22				TBD in 2021-22
State Seal of Civic Engagement	TBD in 2021-22				TBD in 2021-22
A-G Completion Rates	22.4% of graduates				50%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Track post-secondary data for graduates	FPCS will track student post-secondary data using the National Student Clearinghouse and local surveys.	\$6,854.81	No

Action #	Title	Description	Total Funds	Contributing
2	Conduct college exposure and admission activities	FPCS will conduct college application and admission workshops with Cuesta and Hancock Colleges. Additional activities will include campus visits and dual/concurrent enrollment opportunities.	\$6,854.81	No
3	Secure community resources for the FPCS Annual Science Fair	FPCS will increase the participation of local organizations in its annual Science Fair. Opportunities will be created for local businesses and agencies to participate in the event and provide support and resources to students as they plan and prepare projects.	\$6,854.81	No
4	Enhance the FPCS Career and Technical Education (CTE) Pathways	FPCS will enhance the three CTE pathways available in Edgenuity by creating capstone projects and determining applicable certificates. Connections to pathways and courses at Hancock and Cuesta colleges will also be identified.	\$6,854.81	No
5	Provide PSAT, SAT, and ACT opportunities and information	FPCS will seek eligibility to administer College Board exams (PSAT). Students and parents will also be provided with SAT/ACT test information and test preparation resources.	\$6,854.81	No
6	Provide students with civic engagement opportunities	FPCS will identify and design opportunities for students to develop civic knowledge and civic-mindedness. Civic engagement studies, projects, and activities will be provided to students both in and out of school.	\$6,854.81	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	FPCS will improve communication with families and parent/guardian participation in school activities. Communication from the school, learning center, and classroom will be coordinated and consistent. Parents/guardians will have increased opportunities to participate in activities and events at the learning centers and virtually.

An explanation of why the LEA has developed this goal.

FPCS is comprised of five small blended learning centers which all have varying degrees of in-person programming. Parent/guardian feedback indicates that communication with families has increased over the past three years and that important information is being shared in a timely manner. However, the parents/guardians also identified specific instances in which communication could be clearer and more consistent. The primary areas of concern were; the coordination of calendars and communication from each learning center, the presentation of information and expectations for parents at a nonclassroom based charter school, and the accessibility of the community resources and services available to families.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey Results (FPCS communicates school policies and procedures clearly to parents.)	72.1% strongly agree				100%
School Climate Survey Results (FPCS uses ParentSquare effectively to communicate school and classroom information.)	67.5% strongly agree				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Conduct events for parents/guardians at the learning centers	FPCS will conduct in-person and virtual events for parents to become familiar with the learning centers and school structure. Activities will include Back-to-School Night, Open House, Transition Days, and quarterly learning center and school meetings.		No
2	Provide parents/guardians with a directory of learning center families	FPCS will create and distribute a parent directory for each center at the start of the 1st and 2nd semester.		No
3	Designate a primary platform for school-to-home communication	FPCS will utilize ParentSquare as the primary platform for school-to-home communication. A central location will also be created on the school website for important information including calendars, documents, and videos.		No
4	Conduct orientations for parents new to the school	FPCS will conduct workshops for new parents at the start of each semester. The information addressed will include an overview of the program including organizational charts, center schedules and calendars, coursework and class packets, and learning period expectations.		No
5	Facilitate parents/guardians access to community resources	FPCS will identify community resources and establish community partnerships to provide families with options for academic, extracurricular, social-emotional, and health support.		No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.



An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
4	FPCS will implement a school-wide social-emotional learning program. The social-emotional program will be comprehensive across grades K-12 and include school practices and policies and classroom curriculum and instruction.

An explanation of why the LEA has developed this goal.

The Parent Advisory Committee and the teachers' Social Emotional Learning Committee identified a growing need for the social-emotional support for students both in school and at home. Both committees cited the lack of consistent social-emotional learning practices at the school and the absence of a dedicated social-emotional learning curriculum. School Climate Survey data over the past year also indicated that only slightly more than half of the parents felt strongly that the staff was responding to the social-emotional needs of their children.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey Results (Staff responds to students' social and emotional needs.)	71.4% strongly agree				100%
School Climate Survey Results (FPCS provides parents with resources to support children's social and emotional needs.)	59.7% strongly agree				100%
School Climate Survey Results (Staff encourage my child to care about how others feel.)	66.9% strongly agree				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Engage staff in reading about emotional intelligence	FPCS will provide all staff with the book Permission to Feel at the start of the school year. Reading and analysis of the book will be embedded in professional development throughout the school year.	\$1,071.43	No
2	Train teachers in a systemic approach to social-emotional learning	FPCS will identify one teacher from each center to participate in the RULER Institute. The teachers selected will serve as a member of the RULER implementation team and train the rest of the staff.	\$1,071.43	No
3	Provide material to staff for social-emotional training and implementation	FPCS will purchase the RULER Implementation Support Package and Ruler subscription. These programs will provide the staff with access to courses, resources, and tools which can be used for classroom instruction and family engagement.	\$1,071.43	No
4	Conduct social-emotional learning workshops for parents/guardians	FPCS will conduct social-emotional learning workshops for parents/guardians throughout the school year. Parents will also be provided with information and strategies for supporting students at school and home.	\$1,071.43	No
5	Secure community mental health resources for families	FPCS will identify community resources available to support the mental health of families. Partnerships will be established with local agencies to meet the identified mental health needs of families.	\$1,071.43	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
100%	\$318,508.00

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

## Required Descriptions

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

The Scantron benchmark data will be used to identify skill gaps of foster youth, English learners, and low-income students. The data will help to ensure interventions are provided in a timely and appropriate manner.

Additional instructional resources and support will be provided to all students but foster youth, English learners, and low-income students will be prioritized. The frequency and intensity of interventions will be adjusted to ensure the needs of these student groups are met.

Post-secondary data will be compiled for all students including foster youth, English learners, and low-income students. The data will enable FPCS to establish student subgroup data and plan future actions and services accordingly.

FPCS will administer the PSAT to all eligible and interested students. Steps will be taken to provide the families of foster youth, English learners, and low-income students with information regarding the PSAT and its significance in the college preparation process.

Opportunities for student civic engagement activities will be provided to all students. Foster youth, English learners, and low-income students will be closely monitored for participation and additional steps will be taken and opportunities will be offered when necessary.

Events for parent involvement and materials provided for parents will be produced in Spanish to ensure that they are accessible to all families.

Workshops for parents will be conducted at various times and be recorded so they are accessible to all families.

Social-emotional learning resources and workshops for parents will be prepared and conducted in Spanish so they are accessible to all families.

Community resources will be identified for all families in all communities.

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

FPCS has increased the services available for foster youth, English Learners, and low-income students based on the individual needs of each student. Teachers also reviewed the most current local assessment and classroom data to project the support for each student group. The teachers will continue to closely monitor each student's engagement, progress, and performance and identify and provide additional resources accordingly.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$318,508.00				\$318,508.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$304,066.31	\$14,441.69

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Analyze Scantron benchmark data 3-times/year	\$50,669.98				\$50,669.98
1	2	All	Disaggregate CAASPP data by center and classroom	\$44,270.41				\$44,270.41
1	3	All	Implement core instructional practices aligned to UDL	\$44,270.40				\$44,270.40
1	4	All	Administer a writing benchmark assessment annually	\$44,270.40				\$44,270.40
1	5	All	Implement evidence-based instructional practices in mathematics	\$44,270.40				\$44,270.40
1	6	All	Provide supplemental Math and ELA instruction and resources	\$44,270.40				\$44,270.40
2	1	All	Track post-secondary data for graduates	\$6,854.81				\$6,854.81
2	2	All	Conduct college exposure and admission activities	\$6,854.81				\$6,854.81
2	3	All	Secure community resources for the FPCS Annual Science Fair	\$6,854.81				\$6,854.81
2	4	All	Enhance the FPCS Career and Technical Education (CTE) Pathways	\$6,854.81				\$6,854.81
2	5	All	Provide PSAT, SAT, and ACT opportunities and information	\$6,854.81				\$6,854.81
2	6	All	Provide students with civic engagement opportunities	\$6,854.81				\$6,854.81
3	1	All	Conduct events for parents/guardians at the learning centers					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All	Provide parents/guardians with a directory of learning center families					
3	3	All	Designate a primary platform for school-to-home communication					
3	4	All	Conduct orientations for parents new to the school					
3	5	All	Facilitate parents/guardians access to community resources					
4	1	All	Engage staff in reading about emotional intelligence	\$1,071.43				\$1,071.43
4	2	All	Train teachers in a systemic approach to social-emotional learning	\$1,071.43				\$1,071.43
4	3	All	Provide material to staff for social-emotional training and implementation	\$1,071.43				\$1,071.43
4	4	All	Conduct social-emotional learning workshops for parents/guardians	\$1,071.43				\$1,071.43
4	5	All	Secure community mental health resources for families	\$1,071.43				\$1,071.43



**Contributing Expenditures Tables**

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$0.00	\$0.00
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.



**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.



# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Family Partnership Charter School
<b>CDS Code:</b>	42 69112 0111773
<b>LEA Contact Information:</b>	Name: Steve Torres Position: Executive Director Email: steven.torres@fpcharter.org Phone: (805) 348-3333
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$3,846,673
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$318,508
<b>All Other State Funds</b>	\$336,165
<b>All Local Funds</b>	\$11,803
<b>All federal funds</b>	\$61,790
<b>Total Projected Revenue</b>	\$4,256,431

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$4,163,074
<b>Total Budgeted Expenditures in the LCAP</b>	\$318,508
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$0
<b>Expenditures not in the LCAP</b>	\$3,844,566

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$55,822
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$55,822

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	-\$318,508
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$0

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	The primary source of expenditures at Family Partnership Charter School is related to Salaries and Benefits.
<b>The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF</b>	In 2021-22, Family Partnership Charter School's LCAP budgeted \$55,822 for planned actions to increase or improve services for high needs students. Family Partnership Charter School estimates that it will actually

**supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.**

spend \$0.00 for actions to increase or improve services for high needs students in 2021-22.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Family Partnership Charter School

CDS Code: 42 69112 0111773

School Year: 2021-22

LEA contact information:

Steve Torres

Executive Director

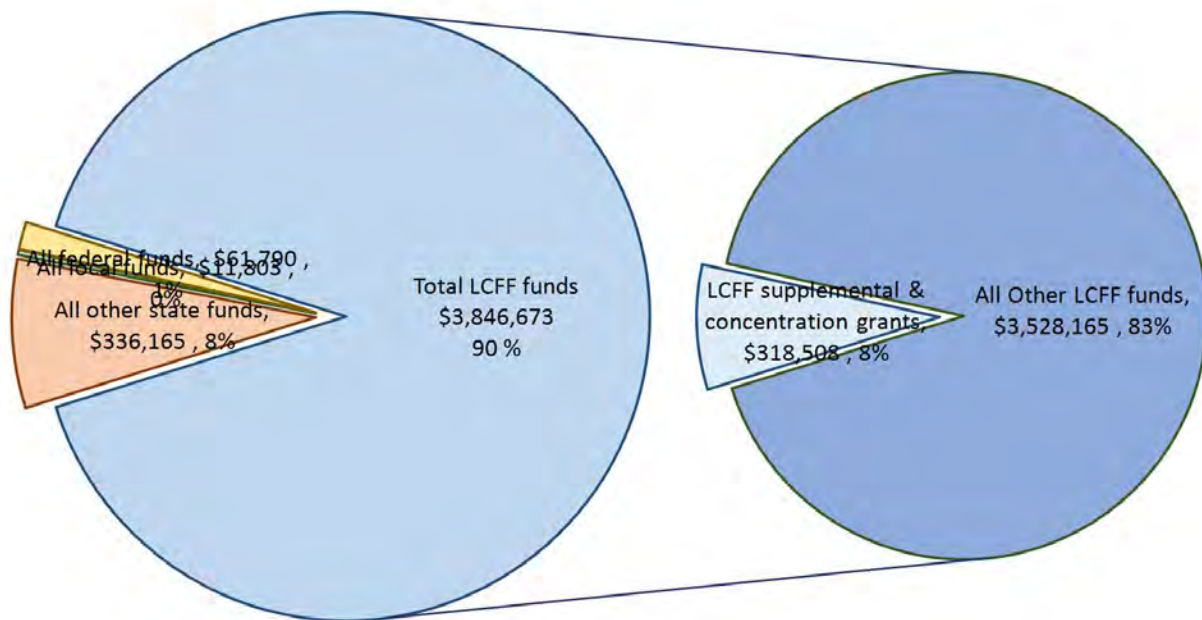
steven.torres@fpcharter.org

(805) 348-3333

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



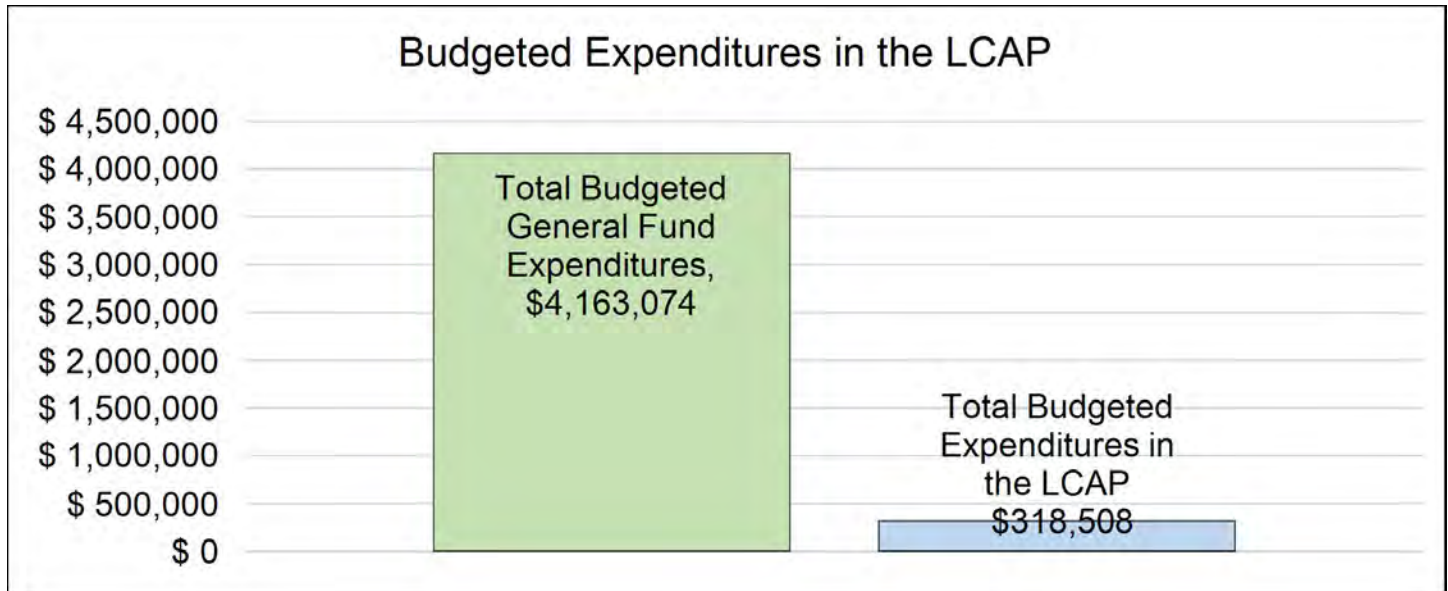
This chart shows the total general purpose revenue Family Partnership Charter School expects to receive in the coming year from all sources.

The total revenue projected for Family Partnership Charter School is \$4,256,431, of which \$3,846,673 is Local Control Funding Formula (LCFF), \$336,165 is other state funds, \$11,803 is local funds, and

\$61,790 is federal funds. Of the \$3,846,673 in LCFF Funds, \$318,508 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Family Partnership Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Family Partnership Charter School plans to spend \$4,163,074 for the 2021-22 school year. Of that amount, \$318,508 is tied to actions/services in the LCAP and \$3,844,566 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The primary source of expenditures at Family Partnership Charter School is related to Salaries and Benefits.

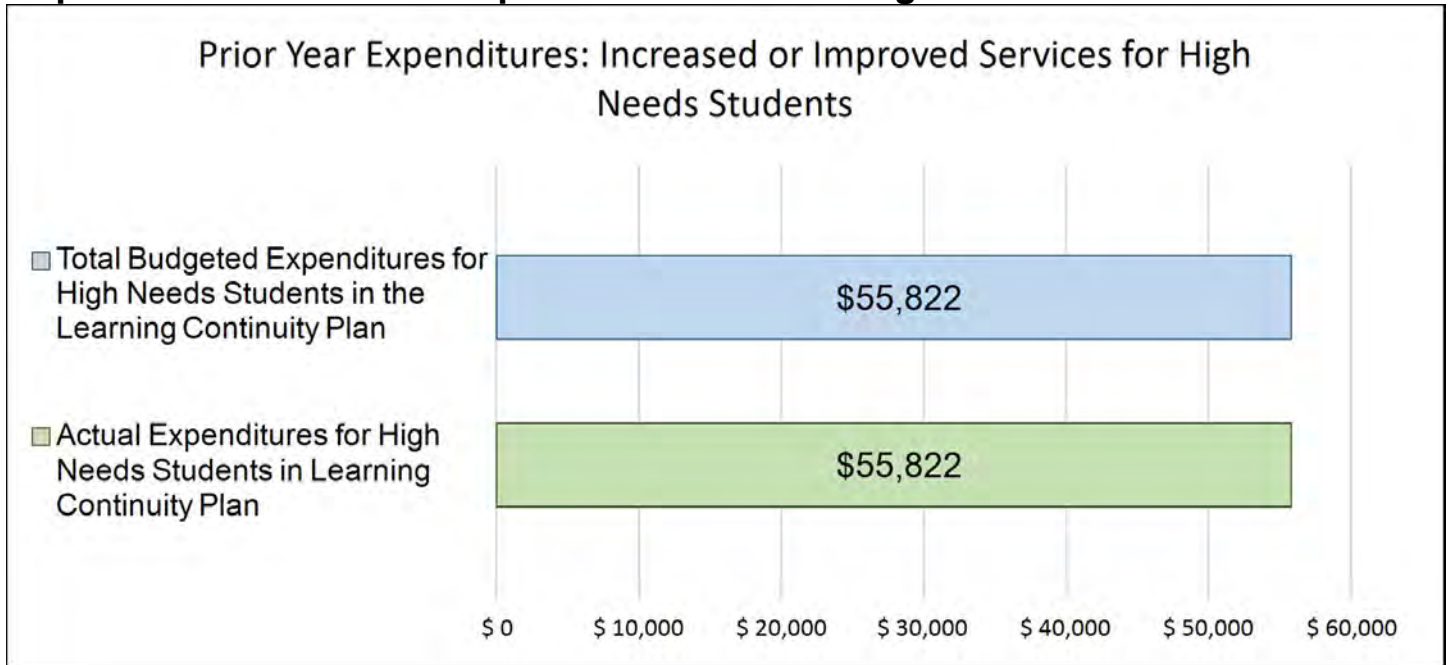
## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Family Partnership Charter School is projecting it will receive \$318,508 based on the enrollment of foster youth, English learner, and low-income students. Family Partnership Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Family Partnership Charter School plans to spend \$0 towards meeting this requirement, as described in the LCAP.

In 2021-22, Family Partnership Charter School's LCAP budgeted \$55,822 for planned actions to increase or improve services for high needs students. Family Partnership Charter School estimates that it will actually spend \$0.00 for actions to increase or improve services for high needs students in 2021-22.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Family Partnership Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Family Partnership Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Family Partnership Charter School's Learning Continuity Plan budgeted \$55,822 for planned actions to increase or improve services for high needs students. Family Partnership Charter School actually spent \$55,822 for actions to increase or improve services for high needs students in 2020-21.



## Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Family Partnership Charter School	Steve Torres Executive Director	steve.torres@fpcharter.org (805) 348-3333

### Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

### Performance Standards

The performance standards for the local performance indicators are:

#### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

#### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

#### **Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.



# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

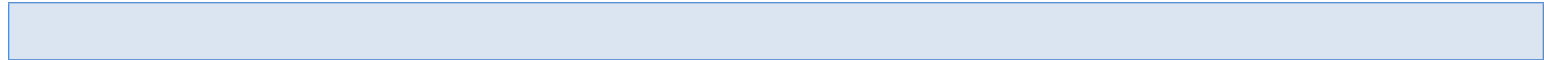
LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language



**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science			3		

**2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science			3		

**3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science			3		

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards			3		
Physical Education Model Content Standards				4	
Visual and Performing Arts			3		
World Language			3		

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered				4	

### Optional Narrative (Limited to 1,500 characters)

#### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Family Partnership Charter School (FPCS) is in the fifth year of implementation of its mathematics and ELA CCSS aligned curricula. Initial training was provided to teachers at the time of adoption and ongoing training is identified and offered annually based on the expressed and observed needs of the teachers. In addition, for the past two years teachers have been working closely in Professional Learning Communities (PLC) to clarify the standards that are being taught, define evidence of mastery of those standards, and identify additional support for students. Through this collaborative process, teachers have been/will be able to access one another's curriculum, instruction, and classrooms which will provide an additional resource to increase their own professional capacity and instructional effectiveness. The implementation of the science curriculum aligned to the NGSS is in the initial stages. FPCS uses Mystery Science for grades K-5, Amplify Science for grades 6-8, and Edgenuity online science courses for grades 9-12. Lead science instructors participated in trainings offered by the County Education Office (CEO) to support the implementation of all science curriculum. FPCS has identified and made available the online coursework for three career pathways in the Health Science/Medical Technology and Information/Communication/Technology fields. The curriculum is hosted in Edgenuity and students can take the courses in the 2-3 year programs during the school year with the goal of earning certifications in these areas by the time they graduate. Additional career pathways that would leverage the resources of local community colleges are also being explored. FPCS participated in the CEO history/social science trainings and information sessions and identified for curriculum for the upcoming school year. Next school year, the new grade 6-8 history/social science curriculum, My World, will be implemented.

## Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Participation and engagement are embedded in the philosophy and practice implemented by our school community and its importance is manifested in the school's name - Family Partnership. Parents participate actively in the education of their children serving as primary "teacher/guide" on home-study days as well as volunteering at school and attendance at special events. As the school's name implies, a "partnership" between credentialed teachers is fostered one-to-one with parents to facilitate the provision of instruction in the common-core-aligned curriculum. Meetings between parents and teachers are on-going throughout the year to support parents in understanding the curriculum. These meetings ensure the conversation on each student's success and challenges guide the individual learning plan in place for each child. For the past four years, the school fully implemented the use of ParentSquare - a communication software program that facilitates home to school communication.

**Building Partnerships for Student Outcomes**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

**Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

FPCS teachers meet with individual students and parents weekly to discuss academic progress and performance. During the meetings, additional support and intervention is identified and planned if appropriate. The improvement of the student and the effectiveness of the interventions are reviewed in ongoing weekly meetings. Teachers collaborate to share effective student advising practices and receive assistance from coordinators in the event that a student is not making adequate progress. Trauma informed and social emotional learning trainings have taken place over the past two years to assist teachers in developing the skills to support the mental health of students. The FPCS blended learning model includes a component of student instruction and practice that takes place remotely. Resources including supplemental material and recording of instruction are provided to parents so they can support their students while they are working outside of the classroom.

## Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Parents are actively engaged in school decision-making by serving on the Governance Board and several parents are employed by the school. Our Parent Advisory Committee meets multiple times throughout the year and accessibility is enhanced through the use of digital media such as Zoom. The PAC is involved in the review of the LCAP and offers input on goal-setting and decision making. Parent support is crucial to the success of our annual, school-wide Science Fair ensuring students have access to the full range of resources they need to complete and present projects in a public forum. The school has increased the retention of students between grades 5-6 and 8-9 by conducting presentations for parents and shadow days for students.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

- USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

In 2020-21 Family Partnership Charter School conducted school climate surveys to families in grades K-12. The results of the surveys will be shared with various stakeholder groups at the start of the 2021-22 school year. 154 families participated in the survey - about 45% of enrollment. Approximately 35% of survey participants were in grades 9-12, 30% in grades 6-8, and 35% in grades K-5. Results from the survey indicate that families overwhelmingly feel safe at the school and have had a positive experience with staff and students. The following are examples of families' responses to the prompts provided in the survey:

FPCS is a supportive and inviting place for my child to learn. agree/strongly agree), Hispanic Students (100% Strongly agree), Two or More Races (100% agree/strongly agree)	All Students (99.4%)
FPCS sees me as a partner in my child's education. agree/strongly agree), Hispanic Students (100% agree/strongly agree), Two or More Races (97% agree/strongly agree)	All Students (98.7%)
FPCS utilizes parent input to make important decisions. agree/strongly agree), Hispanic Students (100% agree/strongly agree), Two or More Races (100% agree/strongly agree)	All Students (96.7%)
FPCS staff are responsive to my child's social and emotional needs. agree/strongly agree), Hispanic Students (93% strongly agree), Two or More Races (97% agree/strongly agree)	All Students (93.5%)
FPCS has high expectation for all students. agree/strongly agree), Hispanic Students (100% agree/strongly agree), Two or More Races (100% agree/strongly agree)	All Students (96.7%)
FPCS communicates the importance of respecting different cultural beliefs and practices. agree/strongly agree), Hispanic Students (100% agree/strongly agree), Two or More Races (100% agree/strongly agree)	All Students (100%)

The overall survey data indicates that all families feel the school culture is positive and safe. While there was not a disparity between subgroup responses, the overall participation rates need to increase in the future. Additional efforts will be made to reach families and obtain responses.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

- Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
- Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
- Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)



4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

All students in grades K-5 have access to text-based and hands-on curriculum that are aligned to state course of study and can be accessed through Independent Study or Montessori Learning Resource Centers. All students in grades 6-8 have access to text-based and online curriculum aligned to the state approved course of study and that can be accessed through Independent Study/Blended Learning Resource Centers. Students in grades 9-12 have access to online curriculum including A-G approved courses, Honors courses, elective courses, credit recovery courses, and career pathway and dual enrollment courses. Students and families, in conjunction with their primary advisor will develop academic plans to best support mastery of California State Standards, and support of student academic and personal achievement.

The courses offered at Family Partnership Charter School are consistent at the two K-5 resource centers, at the three 6-8 resources centers, and at the three 9-12 resource centers. All students are have access to the full course of study for their program level and work closely with their advisor and parent/guardian to establish a schedule of courses that meets their needs and interests.

The expansion of the online library of course and curriculum offerings have enabled Family Partnership Charter School to provide all students, even those with special schedules and needs, access to a broad course of study. In addition, A-G lab science courses through Edgenuity were added to the program of study three years ago and are supported by teacher led virtual labs..

FPCS established Career Pathways which include 2-3 years of coursework at the high school level. In order to ensure that there are multiple entry and exit points into each pathway, considerations need to be made to accommodate students who enroll after 10th grade or leave the school prior to graduation. In addition, sample maps of a four-year high school schedule of courses needs to be developed to assist students in planning for the completion of Career Pathway.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					