

2023-24 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Family Partnership Charter School
CDS Code:	42 69112 0111773
LEA Contact Information:	Name: Stephanie Eggert, Position: Executive Director Email: stephanie.eggert@fpcharter.org Phone: (805) 348-3333
Coming School Year:	2023-24
Current School Year:	2022-23

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

Projected General Fund Revenue for the 2023-24 School Year	Amount
Total LCFF Funds	\$4463880
LCFF Supplemental & Concentration Grants	\$313,673
All Other State Funds	\$356,151
All Local Funds	\$0
All federal funds	\$84,394
Total Projected Revenue	\$4,904,425

Total Budgeted Expenditures for the 2023-24 School Year	Amount
Total Budgeted General Fund Expenditures	\$5,464,269
Total Budgeted Expenditures in the LCAP	\$1,797,594
Total Budgeted Expenditures for High Needs Students in the LCAP	\$
Expenditures not in the LCAP	\$3,666,675

Expenditures for High Needs Students in the 2022-23 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$
Actual Expenditures for High Needs Students in LCAP	\$

Funds for High Needs Students	Amount
2023-24 Difference in Projected Funds and Budgeted Expenditures	-\$313,673
2022-23 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	n/a
The amount budgeted to increase or improve services for high needs students in the 2023-24 LCAP is less than the projected revenue of LCFF	The caseload of students with high needs fluctuate each school year. Every education plan is unique to the student. Therefore, services provided to meet the plan goals are also different and are hard to predict costs. The goal to increase and improve services are to add tutors, social

supplemental and concentration grants for 2023-24. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.

groups, and academic supports, giving students with high needs priority for such services.



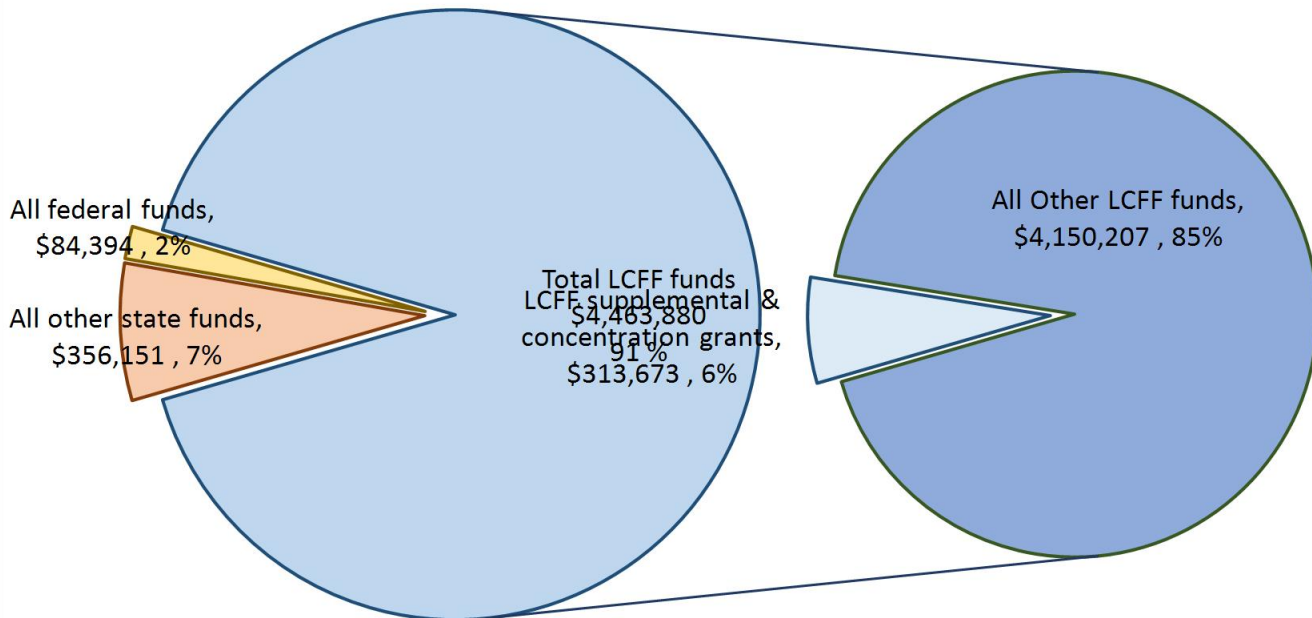
LCFF Budget Overview for Parents

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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 2023-24 School Year

Projected Revenue by Fund Source

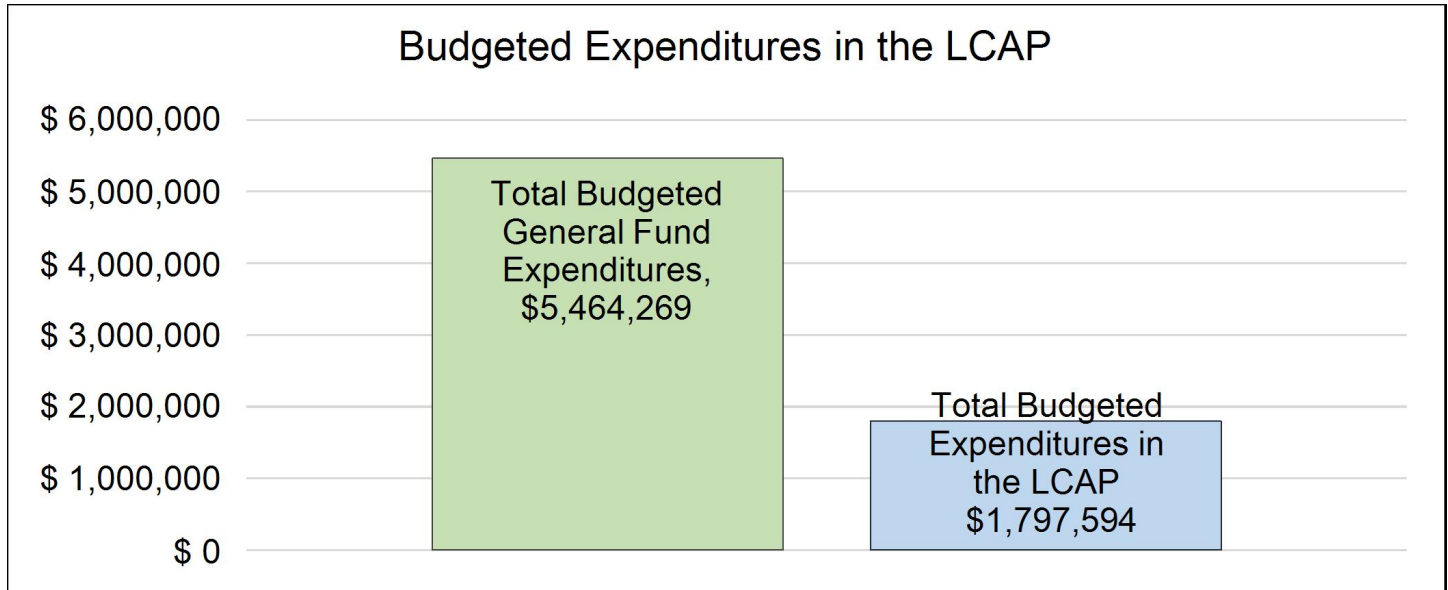


This chart shows the total general purpose revenue Family Partnership Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Family Partnership Charter School is \$4,904,425, of which \$4463880 is Local Control Funding Formula (LCFF), \$356,151 is other state funds, \$0 is local funds, and \$84,394 is federal funds. Of the \$4463880 in LCFF Funds, \$313,673 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Family Partnership Charter School plans to spend \$5,464,269 for the 2023-24 school year. Of that amount, \$1,797,594 is tied to actions/services in the LCAP and \$3,666,675 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

n/a

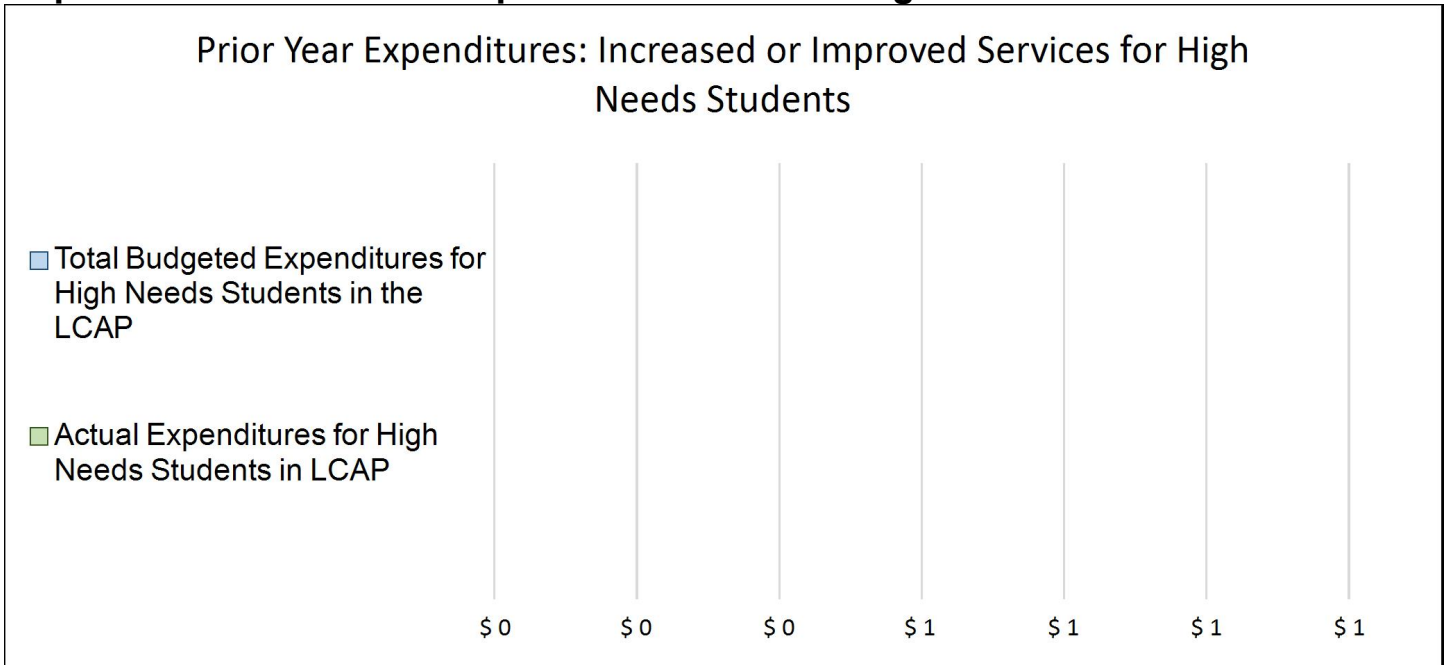
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Family Partnership Charter School is projecting it will receive \$313,673 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 \$ towards meeting this requirement, as described in the LCAP.

The caseload of students with high needs fluctuate each school year. Every education plan is unique to the student. Therefore, services provided to meet the plan goals are also different and are hard to predict costs. The goal to increase and improve services are to add tutors, social groups, and academic supports, giving students with high needs priority for such services.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Family Partnership Charter School budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2022-23, Family Partnership Charter School's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Family Partnership Charter School actually spent \$ for actions to increase or improve services for high needs students in 2022-23.



Local Control and 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	Stephanie Eggert, Executive Director	stephanie.eggert@fpcharter.org (805) 348-3333

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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.

As our program established itself as the resource for families seeking personalized learning for their students, we continued to meet our families' needs for additional options at our campuses. Before school tutoring, academic support, offered during home study days, a math interventionist, STEM club, and STEAM fair were developed to enhance our existing programs and services to meet the needs of our students. Furthermore, FPCS maintains high standards for its management and operations, ensuring responsible fiscal practices and operations that are consistent with state and federal guidelines. Evidence based instructional practices are student centered, and reflect methodology to ensure social and emotional learning as well as universal design for learning in our classrooms. Positive parent and student survey responses and student performance data reflect our excellence in all of these areas.

The FPCS education program is taught by credentialed, experienced teachers whose curriculum is aligned to the California Common Core State Standards. All FPCS teachers are fully credentialed in the appropriate areas as determined by the California Teacher Credentialing Commission. 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, Social Emotional 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 benchmark data that is generated as a result of consistent monitoring of student progress and performance.

FPCS offers elementary, middle, and high school programs that incorporate elements of teacher facilitated in person, on site instruction, home study, and independent study to provide students with a results oriented personalized educational experience. At all grade levels, students are supported by an advisor (credentialed teacher) 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 become self-directed learners. During the 22-23 school year, our staff includes two administrators, three classified management staff, two special education teachers, twenty-three full-time teachers, two credentialed part-time support teachers, four clerical staff, and seven classified aides who all work as a team to support students and meet their academic and social emotional needs.

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. As California public schools returned to in-person instruction, there was an impact of our enrollment from last year. The 2021 CBEDS report on October 6, 2021 showed FPCS enrollment at 405 and we are ending this year at approximately 435 students served which is a 21.8% increase from 2019-20 and pre-pandemic enrollment. According to CALPADS our enrollment as of 1/25/23 was at 368.

Student Subgroups (as of 1/25/23)

24% Socio-Economic Disadvantaged
3.26% English Learners
11.6% Students with Disabilities
.2% Homeless
0% Foster Youth

In the 22-23 school year we received funds to increase the number of students who enroll and complete A-G high school courses which includes, but not limited to, priority for EL students, tutoring, as well as, community college course materials and associated campus fees. FPCS added another CTE pathway in food services, as well as live interaction electives for our high school students. Another one-time funded grant allocated was the Effective Educator Block Grant which required a plan board adopted. Through input from staff, funds were

designated for increasing credentialing/certification, EL strategies, social emotional practices, guest speakers, small group instruction, student interventions, and Universal Design Learning (UDL). The 2022-23 Professional Development Plan for staff included intensive training from Santa Barbara County Education Office consultants two(2) full days with three(3) half days in between on UDL principles. Staff from K-5 and math instructors in 6-12 were trained in UDL Math; while the 6-12 English and science teachers will train in UDL English Language Development. The intent of this UDL work is to positively ensure that teachers gear their instruction and course requirements in a way that makes learning accessible to all students. The selection of UDL as a training focus will yield positive results on our local and state benchmarks which align with our LCAP and WASC Schoolwide Action Plan goals.

Reflections: Successes

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

Source: California Dashboard Results 21-22

California Dashboard information was updated to reflect results of the 2021-2022 school year. Growth data was not released.

A significant success is noted in the ELA scores of the SBAC (Smarter Balanced Assessment Consortium) in 2021-2022. All students scored 22 points above standard, up from 17.4 points above standard in 2018. Socio economically disadvantaged students scored 10.5 points above standard, up from 1.1 points above standard in 2018. Scores in this area are considered very high.

The graduation rate for the 21-22 school year was 98.1% for all students and 100% for socioeconomically disadvantaged students, which is in the very high range. The graduation rate for Hispanic students was not provided. FPCS advisors are especially in tune with their seniors, providing them with frequent credit completion updates and pacing assistance that will enable them to complete their studies in time for graduation. A special senior information seminar was held for graduating seniors where they learned about their options for postsecondary education.

For the 21-22 school year, chronic absenteeism is at 1.8 for All Students and 3.2% for Hispanic students. This is in the very low range for the state. With the passage of AB 130/180, staff were fully trained on how to monitor student attendance, and develop Student Improvement Plans which, in collaboration with parents and students resulted in a plan for improvement in attendance.

Source: IReady Diagnostic Growth Results 22-23

During the 22-23 school year, k-12 FPCS students were provided with a fall and a spring benchmark assessment in both Reading and Math. Students were also provided with access to IReady math and reading lessons which targeted areas of deficit evidenced on the test. For math the median percent progress towards typical growth for FPCS is 93%. For reading the median percent progress for typical growth for FPCS is 85%. Typical growth is the average annual growth for a student at their grade and baseline placement level.

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.

Source: California Dashboard Results 21-22

Math results on the SBAC, although improved since 2018 continue to be a challenge. In 21-22 All students scored at 47.4 points below the standard, and socio economic disadvantaged students scored 53.9 points below standard. All Students in California scored an average of 51.7 points below the standard. In 22-23 school year interventions including access to iReady targeted remediation lessons, 1:1 tutoring with teachers, small group academic support sessions, and supplemental instruction and practice have been provided to students based on iReady and classroom data. Teachers were trained in UDL strategies, an evidence based approach to making learning accessible to all students.

Source: Writing Benchmark Results

FPCS administered a spring writing benchmark, which staff later scored and tabulated the results. Samples were scored on a 4 point rubric. Results indicated that fewer than 50% of students scored in the progressing or higher range. Following the assessment staff collaborated on their results and developed smart goals for the 23-24 school year. Using grant funds the school purchased a comprehensive writing program for the K-5 grade levels. All grade levels will meet in their PLC's in the fall to review their SMART goals and develop school wide standards for acceptable writing assignment submissions. The first writing benchmark for the 23-24 school year will be administered in October of 2023, yielding more information about student performance.

Source: Pathways Data

Additional resources need to be provided to prepare students for College and Career Readiness. Fewer than 10% of graduates were considered A-G completers, which does indicate growth from 21-22 school year which indicated zero A-G completers. Staff needs to develop an awareness of the need for students to complete A-G courses which will enable them to . 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 students to meet that criteria. State SBAC and CAST assessments were last given in 2018-2019; the following two years the pandemic affected administration, so the following Dashboard data remains unchanged.

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 socio-economically disadvantaged students,
- * Preparing students for college, career, and citizenship,
- * Improving communication and collaboration with parents/guardians, and
- * Implementing a schoolwide social-emotional 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 social-emotional learning institute
- * Social-emotional learning workshops for parents/guardians will be provided

This year, we have made significant progress on almost every goal and action listed above; including the delayed process for all-staff working together to complete the WASC Self-Study Report and visit from a committee to validate our schoolwide action plan aligned to the LCAP. WASC accreditation is important to schools, especially for grades 9-12, to validate the on-going process to monitor, collaborate, and implement research-based practices to improve student outcomes, particularly for EL students, socio-economically disadvantaged, foster or homeless youth, and students with exceptional needs. To note the areas we still need to implement is parent workshops and opportunities for students to be civic-minded. However, in 2022-23 we plan to conduct a schoolwide family and student orientation reviewing in more detail policies from the Family-Student Handbook. The following are what was improved during the 2021-22 school year:

- *Local benchmark changed to iReady from a state-approved vendor to collect baseline data
- *Hired a math tutor for high school and a virtual science lab instructor
- *Professional development on Yale University's social-emotional RULER method as trainer of trainers

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners.

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. During the WASC process this year, we aligned our schoolwide action plan to align with the LCAP goals. This process involved staff, students, parents, and community members to give input. The critical learner goals were chosen and also duplicated LCAP goals in ELA and math.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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 Board 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 to 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, and Mathematics. 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	2018 Declined by 9.2 points 8.2 points above standard Yellow Performance Level	2022 Declined by 9.2 points 8.2 points above standard Yellow Performance Level ELA Participation rate = 99.17% ELPAC Participation rate = 100%	2023 Increased by 5 points 22 points above standard Comparison color level not provided Rated High ELA Participation rate = 98.98% ELPAC Participation Rate = 90%		Increase by 10.0 points 30.0 points above standard Green Performance Level
SBAC Mathematics	2018 Declined by 14.2 points 52.8 points below standard	2022 Declined by 14.2 points 52.8 points below standard	2023 Increased by 5.4 points 47 points below standard		Increase by 1.0 point 10.0 points above standard Green Performance Level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Orange Performance Level	Orange Performance Level Math Participation Rate = 99.17%	Comparison color level not provided Rated Low		
iReady ELA/Reading	TBD in 2021-22	Students who scored on grade level or above: 51% Schoolwide 87% Kindergarten 41% First 63% Second 45% Third 57% Fourth 58% Fifth 48% Sixth 57% Seventh 61% Eighth 31% Ninth 39% Tenth 44% Eleventh 30% Twelfth	Students who scored on grade level or above 48% Schoolwide 74% Kindergarten 56% First 70% Second 63% Third 52% Fourth 44% Fifth 58% Sixth 44% Seventh 45% Eighth 38% Ninth 28% Tenth 25% Eleventh 33% Twelfth		Increase the percent of students schoolwide on or above grade level by 4% each year which will be 56% in 2024.
iReady Math	TBD in 2021-22	Students who scored on or above grade level: 36% Schoolwide 90% Kindergarten	Students who scored on grade level or above 38% Schoolwide 68% Kindergarten		Increase the percent of students schoolwide on or above grade level by 3% each year which will be 37% in 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		48% First 48% Second 40% Third 34% Fourth 47% Fifth 35% Sixth 34% Seventh 35% Eighth 36% Ninth 24% Tenth 13% Eleventh 15% Twelfth	56% First 48% Second 45% Third 48% Fourth 35% Fifth 26% Sixth 12% Seventh 17% Eighth 36% Ninth 35% Tenth 14% Eleventh 16% Twelfth		
FPCS Writing Benchmark	TBD in 2021-22	Students who achieved a rubric score of proficient: 46% Schoolwide 64% Kindergarten 61% First 21% Second 34% Third 23% Fourth 33% Fifth 42% Sixth 63% Seventh 65% Eighth 29% Ninth 48% Tenth 41% Eleventh 59% Twelfth	Students who achieved a rubric score of proficient: 51% Schoolwide 37% Kindergarten 48% First 64% Second 55% Third 49% Fourth 64% Fifth 61% Sixth 85% Seventh 90% Eighth 33% Ninth 27% Tenth 11% Eleventh 48% Twelfth		Increase overall score schoolwide by 3% per year which will be 52% of students will score proficient in 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Science Test	N/A	2022 CAST Participation Rate = 97.3%	2023 CAST Participation Rate = 99.19%		Maintain or increase the 95% participation rate.
PFT Participation Rate	N/A	2022 PFT Participation Rate = 65%	2023 PFT Participation Rate = 93%		Maintain or increase the 95% participation rate.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Analyze iReady benchmark data 3-times/year	i-Ready benchmark data will be analyzed after each testing window to plan student interventions and enrichment and to measure student growth. Also, at the end of the year look at overall average annual growth trends for students who were enrolled all year at FPCS.	\$12,500.00	No
1.2	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.		No
1.3	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.		No
1.4	Administer a writing benchmark assessment annually	Writing benchmark assessments will be developed and administered for grades K-12 and the data will be used to support students and to plan writing instruction.		No

Action #	Title	Description	Total Funds	Contributing
1.5	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.	\$10,000.00	No
1.6	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. Phonics, decodable and leveled readers plus online library access will be provided. Additionally, an enhancement of Tutor on Demand through Edgenuity is added for 6-12 core courses.	\$42,566.00	No

Goal Analysis [2022-23]

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.

The following is an update of how actions were addressed in the 22-23 school year:

Action 1.1 - Analyze iReady benchmark data 3-times/year:

Data was analyzed at the district level and utilized to inform expenditures curricula and professional development. School staff was also aware of the scores, which were used to inform instruction and to bring students up to Student Study Team meetings to provide possible interventions.

Action 1.2 - Disaggregate CAASPP data by center and classroom:

CASSPP data from the 21-22 school year was released in fall of October 2022, and data was utilized to identify trends and the need for additional supports for students.

Action 1.3 - Implement core instructional practices aligned to UDL:

Staff underwent intensive UDL training on site and virtually throughout the 22-23 school year, UDL will continue to be a focus of Professional Learning Communities in the upcoming school year.

Action 1.4 - Administer a writing benchmark assessment annually:

Writing benchmark testing was convened for grades k-12 in the 22-23 school year. Teachers analyzed testing data and identified key instructional practices for them to implement in the classroom. PLC's will develop SMART goals for a school wide writing focus in the fall of 2023.

Action 1.5 - Implement evidence-based instructional practices in mathematics:

UDL training focused on math instruction, and provided teachers with strategies to implement evidence based practices, students also participated in iReady lessons which provided targeted remediation in areas of deficit based on iReady test scores.

Action 1.6:

Provide supplemental Math and ELA instruction and resources - A math interventionist was hired for middle school students to assist with grade level classwork, 9-12 math teachers provided 1:1 support in math during academic support period, completion of IReady lessons in both reading and math was required of students in K-5 for remediation of areas of deficits.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Action 1.1 - Analyze iReady benchmark data 3-times/year:

iReady scores decreased by 3% overall in Reading, and but increased by 2% in math

Results indicate that interventions and supports may have contributed to measureable gains in all areas except the decrease in iReady scores in ELA. That decrease was slight but still needs to be considered when moving toward future implementation.

Action 1.2 - Disaggregate CAASPP data by center and classroom:

Scores in SBAC overall increased by 5 points in ELA and 5.4 points in math

Gains in CAASPP results may be a result of developing staff awareness of the need to intensify instruction and interventions.

Action 1.3 - Implement core instructional practices aligned to UDL:

Since UDL is a relatively new concept for our school, it is difficult to attribute gains to the use of UDL strategies.

Action 1.4 - Administer a writing benchmark assessment annually:

Writing benchmark proficient levels increased by 5% from 21-22 to 22-23. The implementation of the benchmark in 21-22 provided the school with a baseline, 22-23 scores will be a focus of PLC work in the 23-24 school year, where teachers will develop a SMART goal for writing, and develop targeted instruction to address those goals. We purchased a supplemental writing program that will be fully implemented in 23-24, so that should yield additional positive results.

Action 1.5 - Implement evidence-based instructional practices in mathematics:

The implementation of UDL instruction across all grade levels may have had some impact in the results of the 22-23 IReady math scores, it is more likely that the targeted iReady lessons had a larger impact on student outcomes in this area.

Action 1.6:

Provide supplemental Math and ELA instruction and resources:

The provision of additional support in Math and ELA instruction during academic support periods may have helped with improvement in student outcomes; the provision of targeted iReady Lessons in both ELA and math may have also contributed to increases in these areas.

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.

Action 1.1 - Analyze iReady benchmark data 3-times/year:

iReady scores decreased by 3% overall in Reading, and but increased by 2% in math

Supplemental leveled readers were purchased for k-5 classrooms for use in small group instruction beginning in the 23-24 school year. Staff will be trained on their use in August of 2023. This should result in increased iReady scores in ELA. PLC's will take a deeper dive into the iReady Results and develop a bank of evidence based practices to target areas of deficit.

Action 1.2 - Disaggregate CAASPP data by center and classroom:

Scores in SBAC overall increased by 5 points in ELA and 5.4 points in math

PLC meeting will focus on continuing to use CAASPP as an overall barometer of growth.

Action 1.3 - Implement core instructional practices aligned to UDL:

UDL resources will continue to be provided to staff throughout the school year, and staff evaluations will focus on the use of the strategies in the classroom.

Action 1.4 - Administer a writing benchmark assessment annually:

Writing benchmark proficient levels increased by 5% from 21-22 to 22-23. In the 23-24 the writing benchmark will be implemented twice yearly so that teachers can better adjust their instruction to align with areas of deficit.

Action 1.5 - Implement evidence-based instructional practices in mathematics:

iReady lessons will continue to be required of students in grades K-5, the school will review available resources and consider the purchase of supplemental programs to further support the acquisition of math skills.

Action 1.6:

Provide supplemental Math and ELA instruction and resources:

The school will continue with the provision of additional support in Math and ELA instruction during academic support periods in addition to the provision of targeted iReady Lessons in both ELA and math.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 status (2019)	30% Prepared status (2020)	25% Prepared status (2022)		75% (Pathways CCI Report)
SAT/ACT Completion	TBD in 2021-22	1 student - SAT 4 students - PSAT (2021-22)	1 student - SAT 4 students - PSAT (2022-23)		Increase the number of students taking the SAT to 4-5 and 5-6 students for the PSAT. (College Board). 2023: Since most colleges no longer require this test for admission, it may not be necessary to rely on this data to indicate college preparedness.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College Enrollment - Fall after graduation	TBD in 2021-22	41.3% (2020)	48% (2022)		Increase the number of students enrolling in college the Fall after graduation by 5%. (National Student Clearinghouse)
College Enrollments	TBD in 2021-22	38% % enrolled in community college courses	44% (2022) enrolled in community college courses		Maintain the number or increase students who are enrolled in college community courses. (Pathways)
A-G Completion Rates	22.4% of 2020 graduates	19.6% of 2021 graduates	2% of 2022 graduates		Pathways (CCI (a-g) Report)

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Track post-secondary data for graduates	FPCS will track student post-secondary data using the National Student Clearinghouse and local surveys.	\$1,514.00	No
2.2	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.	\$6,000.00	No
2.3	Secure community resources for the FPCS Annual STEAM Expo	FPCS will increase the participation of local organizations in its annual STEAM 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.		No

Action #	Title	Description	Total Funds	Contributing
2.4	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.	\$30,882.00	No
2.5	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.		No
2.6	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.	\$100.00	No

Goal Analysis [2022-23]

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 how this goal was carried out in the 22-23 school year is below:

2.1 Track post-secondary data for graduates - Ongoing monitoring of National Clearinghouse data was used to inform our staff of post secondary data;

2.2 Conduct college exposure and admission activities - In person financial aid workshops, field trips to local colleges were conducted for twelfth graders. Eleventh graders were invited to a college planning forum so that they could be aware of beginning the process of applying to college.

2.3 Secure community resources for the FPCS Annual Science Fair - A schoolwide STEAM Fair was convened at a local community center; while the school previously convened a science fair, this year the school opted for a forum that was more inclusive and would allow students to showcase their talents in the arts as well as academics.

2.4 Enhance the FPCS Career and Technical Education (CTE) Pathways - Culinary arts hands on elective was added to the high school course selections this year, and fashion design will be added in 23-24. These are taught by a CTE credentialed teacher.

2.5 Provide PSAT, SAT, and ACT opportunities and information - Frequent reminders for these tests were given via parent square and through 1:1 advisor meetings

2.6 Provide students with civic engagement opportunities - FPCS partnered with the local chamber of commerce in their entrepreneurship program

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

2.1 Track post-secondary data for graduates - Ongoing monitoring of National Clearinghouse data was used to inform our staff of post secondary data

Utilizing this tool helped us to track our graduates, and share their postsecondary placements with current 11th and 12th graders

2.2 Conduct college exposure and admission activities - In person financial aid workshops, field trips to local colleges were conducted for twelfth graders. Eleventh graders were invited to a college planning forum so that they could be aware of beginning the process of applying to college.

Students and families responded positively to these activities, and the school will continue to hold these events

2.3 Secure community resources for the FPCS Annual Science Fair - A schoolwide STEAM Fair was convened at a local community center; While the school previously convened a science fair, this year the school opted for a forum that was more inclusive and would allow students to showcase their talents in the arts as well as academics. Survey responses were very positive following this event.

2.4 Enhance the FPCS Career and Technical Education (CTE) Pathways - Culinary arts hands on elective was added to the high school course selections this year, and fashion design will be added in 23-24. These are taught by a CTE credentialed teacher.

Students were highly engaged in this elective and demonstrated interest in future CTE courses

2.5 Provide PSAT, SAT, and ACT opportunities and information - Frequent reminders for these tests were given via parent square and through 1:1 advisor meetings

At this time no data is available as to how many of our students completed these exams

2.6 Provide students with civic engagement opportunities - FPCS partnered with the local chamber of commerce in their entrepreneurship program

We were able to have one participant in this program this year.

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.

2.1 Track post-secondary data for graduates - Ongoing monitoring of National Clearinghouse data was used to inform our staff of post secondary data

This data could be shared with families and students earlier in the year as part as a college planning seminar.

2.2 Conduct college exposure and admission activities - In person financial aid workshops, field trips to local colleges were conducted for twelfth graders. Eleventh graders were invited to a college planning forum so that they could be aware of beginning the process of applying to college.

Students and families responded positively to these activities, and the school will continue to hold these events

2.3 Secure community resources for the FPCS Annual Science Fair - A schoolwide STEAM Fair was convened at a local community center; While the school previously convened a science fair, this year the school opted for a forum that was more inclusive and would allow students to showcase their talents in the arts as well as academics. Survey responses were very positive following this event. The event will be held in the 23-24 school year, and

2.4 Enhance the FPCS Career and Technical Education (CTE) Pathways - Culinary arts hands on elective was added to the high school course selections this year, and fashion design will be added in 23-24. These are taught by a CTE credentialed teacher.

Students were highly engaged in this elective and demonstrated interest in future CTE courses

2.5 Provide PSAT, SAT, and ACT opportunities and information - Frequent reminders for these tests were given via parent square and through 1:1 advisor meetings

At this time no data is available as to how many of our students completed these exams

2.6 Provide students with civic engagement opportunities - FPCS partnered with the local chamber of commerce in their entrepreneurship program

We were able to have one participant in this program this year, and hope to expand the number of participants in the 23-24 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	90.9% strongly agree	94% Agree or somewhat agree		90% or higher
School Climate Survey Results (FPCS uses ParentSquare effectively to communicate school and classroom information.)	67.5% strongly agree	This question was not included in the 2021-22 Spring Parent Survey but will be added in 2023.	94% Agree or somewhat agree		90% or higher

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	\$3,567.00	No
3.2	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
3.3	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.	\$391.00	No
3.4	Conduct orientations for parents/guardians 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
3.5	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 [2022-23]

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.

3.1 - Conduct events for parents/guardians at the learning centers

Parents participated in a wide array of events at our campuses including Jogathons, picnics, Open House, Back to School Nights, Biography Fairs, STEAM Fair, and a parent education night on the topic of vaping

3.2 - Provide parents/guardians with a directory of learning center families - Our five centers provided this resource in May of 2023 via Parent Square

3.3 - Designate a primary platform for school-to-home communication - Parent Square is fully access by staff and families at all five centers and the administration office

3.4 - Conduct orientations for parents/guardians new to the school - All families were invited to attend a schoolwide orientation in September of 2023

3.5 - Facilitate parents/guardians access to community resources - Community resources are accessible on our website for a variety of topics including mental health

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

3.1 - Conduct events for parents/guardians at the learning centers - Parent feedback from these events was positive

3.2 - Provide parents/guardians with a directory of learning center families - Directories were distributed digitally via parent square

3.3 - Designate a primary platform for school-to-home communication - Parent square data indicates that 99% of our families were contactible through this platform, and that posts were made by teachers and staff at all grade levels.

3.4 - Conduct orientations for parents/guardians new to the school - survey responses indicate that parents appreciated the school wide orientattion held in the fall of 2023.

3.5 - Facilitate parents/guardians access to community resources - We do not have data to indicate the degree to which access to community resources was utilized.

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.

3.1 - Conduct events for parents/guardians at the learning centers - We will continue to hold parent focused events on our campuses

3.2 - Provide parents/guardians with a directory of learning center families - The directories will continue to be distributed to parents and families annually

3.3 - Designate a primary platform for school-to-home communication - Parent Square will continue to be utilized

3.4 - Conduct orientations for parents/guardians new to the school - Our schoolwide orientation will be implemented annually so that all parents can be aware of our policies and procedures; when parents are undergoing an intake session, the coordinator will provide them with an overview of the schools programs, policies, and procedures.

3.5 - Facilitate parents/guardians access to community resources - Website will continue to be updated with pertinent resource for families, the website features will be reviewed at the schoolwide orientation

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	School Connectedness: 88.9% Staff 94.5% Parents/Guardians 64.3% Students	School Connectedness: 100% Parents/Guardians 91% Students		90% or higher
School Climate Survey Results (FPCS provides parents with resources to support children's social and emotional needs.)	59.7% strongly agree	Student Support/Input: 92.9% Parents/Guardians 91.9% Students	Student Support/Input 89% Parents/Guardians 97% Students		90% or higher
School Climate Survey Results (Staff encourage my child to	66.9% strongly agree	Student Wellbeing: 92.9% Students	Student Wellbeing 97% Students		90% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
care about how others feel.)					

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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.	\$0.00	No
4.2	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.	\$0.00	No
4.3	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.		No
4.4	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.		No
4.5	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.		No

Goal Analysis [2022-23]

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.

- 4.1 - Engage staff in reading about emotional intelligence - Staff returned to campus in August and discussed their reflections on the book Permission to Feel by Mark Brackett by developing small group presentations on the content.
- 4.2 - Train teachers in a systemic approach to social-emotional learning - Throughout the school year teachers completed eight modules for the RULER social emotional learning program. Modules focused on how teachers can identify and begin to self-regulate their own emotions
- 4.3 - Provide material to staff for social-emotional training and implementation - Modules were accessible through the RULER platform, and staff were provided with the mood meter poster to hang in their classrooms. Monthly updates by the ruler staff, along with a trauma informed instruction webinar provided teachers with the foundational materials need to implement SEL for their students
- 4.4 - Conduct social-emotional learning workshops for parents/guardians - Parents will be included in the RULER training in the 23-24 school year
- 4.5 - Secure community mental health resources for families - All students recommended by a teacher were provided with school based mental health support

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

- 4.1 - Engage staff in reading about emotional intelligence - Staff completed the book and many were reflective about the content.
- 4.2 - Train teachers in a systemic approach to social-emotional learning - This training is a three year commitment, and we have completed year one. In 23-24 the focus will be on incorporating SEL into regular classroom practice
- 4.3 - Provide material to staff for social-emotional training and implementation - All staff have access to the RULER website and learning modules
- 4.4 - Conduct social-emotional learning workshops for parents/guardians - Staff will collaborate and develop a parent night for spring of 2024.
- 4.5 - Secure community mental health resources for families - this was an effective tool to ensure that students receive mental health supports

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.

- 4.1 - Engage staff in reading about emotional intelligence - Training will refer to Permission to Feel, and subsequent articles will be provided to teachers and staff that address this topic
- 4.2 - Train teachers in a systemic approach to social-emotional learning - TEachers found the training to be effective, and will continue to participate in training set up for the 23-24 school year
- 4.3 - Provide material to staff for social-emotional training and implementation - Staff currently has access to the RULER website and can request any other materials they may need for implementation of RULER
- 4.4 - Conduct social-emotional learning workshops for parents/guardians - This was not scheduled for this year, as it was not meant to be part of the year one training. Parent training will be implemented in the 23-24 school year.
- 4.5 - Secure community mental health resources for families - School based mental health services will continue to be available to students

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
313673	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.56%	7.26%	\$285,885.00	14.81%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 iReady 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. In 2022-23 iReady intervention licenses will be purchased giving underserved student groups first priority to access. 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$64,454.00	\$43,066.00			\$107,520.00	\$30,382.00	\$77,138.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Analyze iReady benchmark data 3-times/year	All	\$12,500.00				\$12,500.00
1	1.2	Disaggregate CAASPP data by center and classroom	All					
1	1.3	Implement core instructional practices aligned to UDL	All					
1	1.4	Administer a writing benchmark assessment annually	All					
1	1.5	Implement evidence-based instructional practices in mathematics	All	\$10,000.00				\$10,000.00
1	1.6	Provide supplemental Math and ELA instruction and resources	All		\$42,566.00			\$42,566.00
2	2.1	Track post-secondary data for graduates	All	\$1,514.00				\$1,514.00
2	2.2	Conduct college exposure and admission activities	All	\$6,000.00				\$6,000.00
2	2.3	Secure community resources for the FPCS Annual STEAM Expo	All					
2	2.4	Enhance the FPCS Career and Technical Education (CTE) Pathways	All	\$30,382.00	\$500.00			\$30,882.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Provide PSAT, SAT, and ACT opportunities and information	All					
2	2.6	Provide students with civic engagement opportunities	All	\$100.00				\$100.00
3	3.1	Conduct events for parents/guardians at the learning centers	All	\$3,567.00				\$3,567.00
3	3.2	Provide parents/guardians with a directory of learning center families	All					
3	3.3	Designate a primary platform for school-to-home communication	All	\$391.00				\$391.00
3	3.4	Conduct orientations for parents/guardians new to the school	All					
3	3.5	Facilitate parents/guardians access to community resources	All					
4	4.1	Engage staff in reading about emotional intelligence	All	\$0.00				\$0.00
4	4.2	Train teachers in a systemic approach to social-emotional learning	All	\$0.00				\$0.00
4	4.3	Provide material to staff for social-emotional training and implementation	All					
4	4.4	Conduct social-emotional learning workshops for parents/guardians	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.5	Secure community mental health resources for families	All					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4150207	313673	7.56%	7.26%	14.81%	\$0.00	0.00%		Total:	\$0.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
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This table is automatically generated and calculated from the Goal section(s) of the 2023 LCAP.

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$278,210.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Analyze iReady benchmark data 3-times/year	No	\$45,869.00	
1	1.2	Disaggregate CAASPP data by center and classroom	No	\$37,169.39	
1	1.3	Implement core instructional practices aligned to UDL	No	\$37,171.40	
1	1.4	Administer a writing benchmark assessment annually	No	\$37,171.40	
1	1.5	Implement evidence-based instructional practices in mathematics	No	\$37,171.40	
1	1.6	Provide supplemental Math and ELA instruction and resources	No	\$37,171.40	
2	2.1	Track post-secondary data for graduates	No	\$6,854.81	
2	2.2	Conduct college exposure and admission activities	No	\$6,854.81	
2	2.3	Secure community resources for the FPCS Annual Science Fair	No	\$6,854.81	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Enhance the FPCS Career and Technical Education (CTE) Pathways	No	\$6,854.81	
2	2.5	Provide PSAT, SAT, and ACT opportunities and information	No	\$6,854.81	
2	2.6	Provide students with civic engagement opportunities	No	\$6,854.81	
3	3.1	Conduct events for parents/guardians at the learning centers	No		
3	3.2	Provide parents/guardians with a directory of learning center families	No		
3	3.3	Designate a primary platform for school-to-home communication	No		
3	3.4	Conduct orientations for parents/guardians new to the school	No		
3	3.5	Facilitate parents/guardians access to community resources	No		
4	4.1	Engage staff in reading about emotional intelligence	No	\$1,071.43	
4	4.2	Train teachers in a systemic approach to social-emotional learning	No	\$1,071.43	
4	4.3	Provide material to staff for social-emotional training and implementation	No	\$1,071.43	
4	4.4	Conduct social-emotional learning workshops for parents/guardians	No	\$1,071.43	
4	4.5	Secure community mental health resources for families	No	\$1,071.43	

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
285885	\$0.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3939981	285885	0.00%	7.26%	\$0.00	0.00%	0.00%	\$285,885.00	7.26%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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FAMILY PARTNERSHIP
CHARTER SCHOOL

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Family Partnership Charter School	Stephanie Eggert, Executive Director	stephanie.eggert@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 an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (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 Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies 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 educational partners 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 educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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				4	

Other Adopted Academic Standards

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				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language				4	

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				4	
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) continues to implement 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. During the 2020-21 school 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 accessed one another's curriculum, instruction, and classrooms which will provide an additional resource to increase their own professional capacity and instructional effectiveness. In the 22-23 school year, due to evidence of learning loss resulting from the pandemic, the staff identified the need to be given additional training in diversifying their pedagogy to reach more learners. During the 22-23 school year, the k-12 staff was provided Universal Design for Learning (UDL) training which provided them with strategies to increase student engagement across all subject areas, with a special focus on mathematics. During the 20-21 school year,

FPCS participated in the CEO history/social science trainings and information sessions and identified for curriculum for the upcoming school year. The new grade 6-8 history/social science curriculum, My World, began implementation during the 22-23 school year. The implementation of the science curriculum aligned to the NGSS has progressed to full implementation. 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. The culinary arts pathway was introduced in the 22-23 school year, and a Fashion Career pathway will be introduced during the 23-24 school year. Additional career pathways that would leverage the resources of local community colleges are also being explored.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 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	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Staff builds close connection with students and families throughout their time at FPCS. Teachers in grades 6-12 often serve students for the entirety of their middle school/high school years. In all grades parents are invited to participate in weekly synchronous advisory meetings with students and parents. At the elementary level, parent conferences are held twice yearly in person, to review student progress. Parents actively participate in chaperoning field trips, volunteering in class, and attending school events such as the All School Orientation, STEAM Fair, jogathons, school picnics, and promotion/graduation ceremonies.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

A fall 2021 survey indicated that an average of 98% of FPCS parents feel and staff feel safe at school and 98% of FPCS parents indicated that they are satisfied with the level of connectedness they feel with the school staff. A 2023 survey also indicated FPCS will continue to focus on providing strategies for parents to work with their students at home via 1:1 conversations. Parent education will continue to be provided on topics such as teen health, social/emotional health along with college readiness strategies.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Over one third of our school families identify as Hispanic. Results of 2021-22 surveys indicate that Hispanic families share the same feelings of connectedness and safety as white families.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 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
5. 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		
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.					5
7. 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
8. 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	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

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. Centers actively engage with the student study team process where parents are invited to a multi-disciplinary team meeting to identify areas of support and or intervention for struggling students. The meeting reconvenes after the implementation of the interventions to gauge their effectiveness. Students who are experiencing difficulty with consistent attendance and/or academic performance are provided with a Student Improvement Plan which is developed with parent input. The plan outlines specific requirements necessary for the student to demonstrate adequate engagement. The plan also includes a follow up date, which the parent also is required to attend. Elementary teachers hold parent conferences twice yearly to update parents on overall academic progress. K-12 teachers, coordinators, and administrators regularly send information to parents via Parent Square. Through the PS platform, parents are provided with real time reminders of upcoming events, a need for parent support, and ways to help support their students in our independent study model. Parents are consistently provided with a document outlining their parent rights at the start of the 504 and IEP process. Parent participation is welcomed and encouraged at all SST, SIP, 504, and IEP meetings where parents are present. 25 parents attended a parent education session on vaping this year at our middle school and provided positive feedback to the facilitators.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The 22-23 school year was the first year that teachers were required to complete Student Improvement Plans for struggling students. FPCS will continue to develop this process and expand the number of students who are supported by these plans.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The promotion of parent participation opportunities will be developed in both English and Spanish to encourage more participation from underrepresented families.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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
9. 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
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	

Seeking Input	1	2	3	4	5
11. 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		
12. 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	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The Executive Director holds quarterly Community Advisory Committees comprised of parents and staff to gather feedback and provide updates on school performance, policy and procedures. Parents also have the opportunity to attend monthly board meetings to voice their opinions on varied issues of concern.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

A 2023 survey indicated that 89% of families agree that they are involved in making decisions for the school. Parents are actively engaged in school decision-making by serving on the Governance Board and several parents are employed by the school. Our Community Advisory Committee meets multiple times throughout the year and accessibility is enhanced through the use of digital media such as Zoom. Over 90 k-12 families attended our annual, school-wide STEM Fair which highlighted the the strong family/staff partnership in our school community. On an individual level, upon enrollment parents and teachers discuss students' roadmap to graduation, and information is gathered from the parents on the student's post-secondary plans. Coursework is then adjusted to ensure that students will be able to pursue their post-secondary goals. Ongoing parent conferences at the k-8 level regularly keep parents updated on academic progress and social/emotional development.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The engagement of underrepresented families can be improved by offering family engagement activities at a time that is convenient for working parents, and providing translation services during those events and documents utilized in the events. Also all surveys need to consistently include a question about the ethnicity of the respondents.

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

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.

In 2022-2023 an additional survey was provided to families. Results of the survey will be shared with stakeholder groups at the start of the 2-23-24 school year. Of the eighteen respondents, 45% were in grades k-5, and 55% were in grades 6-12. Results again indicated that families feel safe and connected to the school.

I feel I am given the opportunity to give input regarding my child's progress and education at FPCS 89%
 My child(ren) feel safe while at their learning center 100%
 Even though FPCS is an independent study charter school, my child(ren) feel connected to their learning center because they have adults they can go to for help or support 100%

When developing a survey for the 23-24 school year additional respondents will be included, and the data will be aggregated for ethnicity.

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)

FPCS utilizes internal measures to track student enrollment in a broad course of study. In grades K-6, classrooms and campuses are monitored regularly by the coordinator and the principal to ensure that students are receiving a broad course of study. In grades 6-12, Coordinators and Administration can generate reports on the Pathways Student Information System to determine the number of students enrolled in A-G courses across its three 9-12 campuses. Reports can be aggregated to identify ethnicity, and unduplicated pupil status.

- 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)

All students in grades K-5 are enrolled in a broad course of study that includes English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. Both our homestudy and hybrid programs utilize the Journeys program for reading instruction, Go Math for Math instruction, My World for Social Science instruction, and Mystery Science for science instruction. Activities in Visual and Performing Arts, health, physical education are also provided for implementation both at home and at the school site. Universal Design For Learning strategies and procedures are embedded in each discipline to provide equitable access to all students, including unduplicated student groups and individuals with exceptional needs. Each k-5 classroom taught by a credentialed teacher with targeted support provided by an instructional assistant. Teachers are aware of students EL status and provide unique supports as needed for EL students, depending on their individual needs. All staff in classrooms are aware of students with 504 plans or IEP's and consistently implement required accommodations and modifications as needed. Students who are not meeting standards are discussed at student success team meetings where a multi-disciplinary team of teachers, a program coordinator, and parents collaborate developing targeted interventions geared toward increasing student outcomes. All students in grades 6-12 are enrolled in a broad course of study that includes English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education. All students receive instruction, aligned to California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements. Access to core academic content and courses that lead to graduation and success is provided to all students regardless of income, race, primary language, disability, and/or family situation. English Learners have access to both designated ELD instruction along with integrated ELD instruction. Students who are struggling to meet standards are provided with supports that include 1:1 instructional time with their advisor, or an intervention specialist. All students, regardless of their ethnicity, background, or disability status are encouraged to complete A-G requirements and are also encouraged to take local community college classes.

- 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)

Results of CASPP testing from the 21-22 school year indicates that in math all students are performing at 47 points below the standard with Hispanic students scoring 59.3 points below the standard. Disadvantaged white students scored 54 points below standards. Local IReady Benchmarks from the 22-23 school year indicate that less than 50% of students were able to demonstrate typical annual growth in the area of math. Students scoring in these ranges may not have the necessary pre-requisites to benefit from A-G coursework in this curricular area, which is a significant barrier for these students. Results of the CASPP from the 21-22 school year indicates that all students, including Hispanic students scored from 9-22 points above the standard in ELA testing. A local Writing Assessment benchmarks implemented during the 22-23 school year indicate that student are able to demonstrate satisfactory levels of writing. Results from local IReady Benchmarks from the 22-23 school year, however indicate that only 45-70% of students demonstrated typical annual growth in this area. The discrepancy between the CASPP, Writing Assessment, and iReady results could indicate that students may also be missing the skills necessary to succeed in A-G courses.

- 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)

Given the concerns about ongoing learning losses resulting from the Pandemic, FPCS has implemented a comprehensive approach to ensuring equitable access to learning at high levels. During the 22-23 school year, k-12 staff was provided with comprehensive training and coaching in Universal Design for Learning across all curricular areas. By becoming proficient at UDL, all students will have access to a broad course of study that is presented in ways that are engaging to a variety of learners. Additionally, students were provided with assistance and support from intervention staff who worked 1:1 with students on their area of deficit. All K-12 students were required to complete online iReady math and ELA lessons that were in alignment with their individual test results. During the 23-24 school year staff will again engage in Professional Learning Communities where they can develop targeted plans to address areas of deficits. Regular engagement with student data and ongoing collaboration on improving instructional practices will result in improved student outcomes. Additionally, students in grades 9-12 will have access to an online tutor for assistance with math or language arts work.

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.					
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					

Coordinating Instruction	1	2	3	4	5
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.					

Coordinating Services	1	2	3	4	5
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.					
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.					