

**MID-CYCLE VISIT  
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**FAMILY PARTNERSHIP CHARTER SCHOOL**

**625 South McClelland Street  
Santa Maria, CA 93454**

**Date of Last**

**Self-Study Visit: April 2015**

**Date of Mid-cycle Visit: March 8, 2018**

**Visiting Committee Members**

Dr. Gary Davis, Chairperson  
Governing Board Member, Oxnard Union High School District, Oxnard CA  
Former Superintendent (retired), OUHSD  
Former Commissioner and Commission Chairperson  
Accrediting Commission for Schools/WASC

Mrs. Jessica Diaz, Member  
Art Teacher and Lead Teacher, Vista Real Charter High School  
Ventura, California

## I. Introduction

### Include the following:

#### A. General comments about the school, its setting, and the school's analysis of student achievement data.

Family Partnership Charter School (FPCS) is a non-profit, K-12, Independent Study Public Charter School with administrative offices located in Santa Maria, California. The school is chartered by the Blochman Union School District, and it provides services to approximately 390 students in Santa Barbara and San Luis Obispo counties. FPCS serves students and families in Grades K-12 who are seeking an alternative, personalized, educational program.

FPCS provides students and parents with three distinct personalized instructional programs: independent study, blended, and Montessori programs. In collaboration with credentialed teachers, parents have the opportunity to develop personalized learning plans for their children and are provided resources and instructional support to assist in the education of their children. Students have access to instructional opportunities that range anywhere from a minimum of weekly meetings with a teacher to up to 3.5 days of highly supported instruction.

FPCS currently consists of six learning centers at the following locations: Solvang (6-12); Orcutt (9-12); Santa Maria Montessori (K-5); City Center – BUSD (6-8); San Luis Obispo (6-12); and Morro Bay Montessori (K-5). The communities served by the school are primarily residential, composed of families from a wide cross-section of the socio-economic spectrum.

FPCS has a leadership team consisting of an Interim Executive Director, Principal, Chief Business Officer (CBO), Special Education Director, and a Systems Analyst, all who share the responsibility of operating the school, providing academic support, discipline, and facilities management. FPCS is currently staffed with 26 credentialed teachers, four of whom serve as Site Coordinators for the six different learning centers. Also included in the credentialed staff are three special education teachers. Classified staff includes four clerical staff personnel and ten Instructional Assistants. FPCS also contracts for one full-time school nurse for all six locations.

The FPCS demographics over the past three years have relatively remained the same with most of the students (78.2%) classifying themselves as White, followed by Hispanic or Latino (7.1%), American Indian or Native American (6.6%), Filipino (2.1%), Asian (2.0%), Black or African American (1.3%), and Pacific Islander (1.1%). Within this population of students, 62.4% have been identified as socio-economically disadvantaged; 9.7% are students with disabilities; and, 1.8% are English Language Learners (ELL).

FPCS currently employs 46 employees, of which 26 are credentialed teachers for a student-to-teacher ratio of 15 to 1. There are 14 classified personnel, including 10 instructional assistants and four clerical staff.

#### ***Analysis of Student Achievement Data***

In 2017, 60% of FPCS students met or exceeded the standards for ELA, with an additional 24% nearly meeting the standard, and 16% not meeting the standard – as measured on the state-administered annual Smarter Balanced Assessment. The three-year trend indicates a 10% increase in the number of students meeting or exceeding the

standard, a 4% decrease in the number of students nearly meeting, and a 5% decrease in students not meeting the standard. As a school, it is noteworthy that the students are performing at a higher rate in ELA than the California average (49%) and as compared to the local similar schools -- Trivium (58%), and Olive Grove (37%).

In 2017, 27% of FPCS students met or exceeded Common Core Standards in Math, with an additional 35% of the students nearly meeting the standard, and 37% not meeting the standard. The three-year trend indicates a 1% decrease in the number of students meeting or exceeding the standard, a 5% increase in the number of students nearly meeting, and a 5% decrease in students not meeting the standard. As a school, the students are performing at a lower rate in Mathematics than the California average (37%) and Trivium (35%), while performing at a higher rate than Olive Grove (11%), with 27% of the students meeting or exceeding the standards.

In light of this data, the school has focused on improvements in curriculum, instruction and professional development with relation to mathematics. Math data has also been disaggregated and shared with the PLC groups to help identify areas of need and areas where best practices may be occurring. FPCS has purchased new math curriculum and has sent staff members to Math Facts and Facts Wise PD at the Santa Barbara County Office of Education. Importantly, disaggregated data has also revealed that the 9<sup>th</sup>-12<sup>th</sup> grade independent study students who were enrolled in a math class and who attended direct instruction support classes as well performed significantly better on the SBAC math test at the end of the year. With this data in hand and through collaborative efforts, FPCS is in the process of increasing its direct instructional support at the locations that have been traditionally independent study only.

In addition, the school currently uses multiple measures of assessment across grades and subject areas, and is currently reviewing which assessments to keep and which may not be adequately serving their needs, as well as areas in which further assessments are needed. These assessment tools currently include SBAC (Grades 3-8, 11), Grade 9 Physical Fitness, Scantron benchmark tests, department/grade level bench marks, and survey responses.

- B. Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**

#### **Administration and Support Staff**

Several changes on the administrative and support staff have occurred since the last accreditation visit during the 2014-15 school year. At beginning of the 2015-16 school year, Mr. Todd Mitchell was the Executive Director, Mr. Miguel Gonzales was hired as the new Principal, and there were two vice principals. In December 2015, Mr. Mitchell resigned, and Mr. Gonzales took over as the Interim Executive Director while still fulfilling his duties as Principal to finish out the 2015-16 school year. In 2016-17, Mr. Gonzales was hired as the full-time Executive Director, Mr. Jules Manfreda was hired as the new Principal, and the two vice principal positions were eliminated. In April 2017, Mr. Gonzales gave his resignation for the end of the school year, as he was offered a professorship at UNLV. For the 2017-18 school year, Kathy Grbac left the registrar position and was appointed Interim Executive Director, with Jules Manfreda returning as Principal. Ms. Andrea Reiswig remains as the school's CBO, a position held since 2011, while Eamon Lacy is the school's Systems Analyst. Adherence to the Mission/Vision/Goals of the school have helped smooth the transition and enabled the school to make progress and still plan strategically. During the mid-cycle visit, parent

representatives did voice their desire that the school's leadership would remain more stable for the foreseeable future.

For support staff there have also been some changes in the last several years. As previously stated, the registrar position was held by Ms. Kathy Grbac, and by the end of the school year Ms. Grbac accepted the Interim Executive Director position, leaving the registrar position open for the 2017-18 school year. This position has remained unfilled. These duties have been continued by Ms. Grbac while she also fulfills the duties as Interim Executive Director.

### **Teachers**

For the most part, the teaching staff at FPCS has remained quite stable with many teachers having worked for the school since its opening in 2006. The school has strived each year to balance hiring the appropriate number of staff as to meet, but not exceed enrollment demands. An additional science/math teacher was hired for the 2017-18 school year and provide math and science support to the Orcutt and Solvang learning centers.

In the fall of 2017, the school and its collective bargaining unit agreed to terms and working conditions for the provision of part-time teachers. This provision assists the school with balancing staff to student ratios and provides flexibility in meeting those needs, while allowing for easier growth opportunities.

### **Opening and Closing of the Carpentaria Learning Center**

At the end of the 2015-16 school year, the decision was made to close the Carpinteria resource center. Staff at that center took jobs in other localities, and the 14 students transferred to Santa Barbara area public and private schools.

### **School Nurse**

For the 2017-18, FPCS has contracted with a licensed school nurse to provide health screenings and to assist with the health needs of special education and general education students. This contractual service is expected to continue.

### **Student Enrollment (3-year period)**

The following is the CBEDS enrollment for each school year:

- 2014-15 = 317
- 2015-16 = 454
- 2016-17 = 386
- 2017-18 = 368 (currently)

Enrollment spiked in the 2015-16 school year because another charter school (Olive Grove) in the area was expected to close its doors and cease operations. Consequently, many of these students enrolled with FPCS, but left prior to the end of that academic year when it was learned their former school was not, in fact, shutting down. This was also the last year FPCS has had a resource center in Carpinteria; so, those students also left at the end of the year.

Historically, FPCS enrollment has been relatively steady, within the range of 317 to 390 students. In 2016-17, FPCS graduated almost half the students attending the Solvang

center. Through outreach, enrollment has grown from 28 to 32 students attending in Solvang, and the overall enrollment has grown this year from 368 to 393 (as of 3/8/18).

### **New Mission & Vision**

In October 2016, the Governance Council proposed a change to the school's mission and vision statements. In collaboration with teachers, school staff, and stakeholders, the following new mission and vision statements were developed and adopted by the school:

#### **Vision**

*Creating innovators with skills to thrive in the 21st century.*

#### **Mission**

*Provide a personalized and nurturing learning environment focused on inspiring lifelong learners.*

#### **Program:**

In terms of program, the school has made the following significant changes to curriculum and instruction:

- Three high school sites (San Luis Obispo, Orcutt, and Solvang) have implemented a “blended model.”
- Staff have implemented an Individualized Learning Plan form and have begun cataloging and implementing UDL strategies to improve their RtI model.
- The school has formed PLCs and committees in which all teaching staff participate on a regular basis

#### **Stakeholder Involvement:**

ParentSquare was adopted as a schoolwide communication tool, which allows parents, teachers, and administrators to more easily and consistently communicate with each other, and feedback from stakeholders shows that it has significantly changed the school community climate.

### **C. Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

The most significant change has been the change in leadership; the current Principal worked in collaboration with the outgoing Principal to promote continuity, but it has also been an opportunity for new leadership to come in and promote necessary program growth.

Due to the extensive analysis of mathematics data, the school has prioritized improving mathematics instruction. Though there is still significant work to be done, the greatest change was made at the high school level, by switching the independent study model to a blended model, based on the demonstrated success of the one site that was already implementing a blended model. Implementation is still in progress at the other two sites, but it demonstrates a willingness to adopt proven best practices across the school. Elementary and Middle School teachers have received additional math instruction training as well, and the professional development focus has been consolidated to Universal Design for Learning training.

The updated vision and mission were verified to be evident in practice by teachers, students, and parents, and representatives of all groups expressed a hope that opportunities for students to develop 21<sup>st</sup> century skills (such as CTE) will continue to increase in the near future. A part of this alignment appears to be due to the adoption of the ParentSquare communication tool, which has changed the climate of the school and increased the "partnership" element of Family Partnership Charter School, informing parents and increasing the parent voice into the school community. The addition of the CTE committee demonstrates a priority on this element of the school vision, as well.

**D. Briefly comment on the school's follow-up process. Include a description of the committee that has been responsible for overseeing the progress of the school's action plan and the preparation for the visit.**

The former principal aligned the WASC goals within the school's LCAP goals, and progress has been monitored by the former and current principal and current executive director through the lens of the LCAP. As LCAP goals and status are shared at Parent Advisory Committee meetings, parents also are made aware of the progress and have offered input. The teacher committees, such as the Curriculum and Instruction and Assessment and Accountability committees, were and continue to be in charge of evaluating tools (curriculum, assessments), implementing them, and making recommendations.

**E. Describe the process used to prepare the progress report.**

In preparation for the mid-cycle accreditation review, the three teacher committees that had been formed as a result of the recommendations of the initial visit (Curriculum and Instruction, Accountability and Assessment, and later, CTE) were each responsible for gathering data and generating a draft of several sections. Every teaching staff member is involved on one of the committees. Committees met in person, virtually, and collaborated via Google Documents, and sections were peer-edited by another staff member. Parent voice was brought into the process via Parent Advisory Committee meetings, during which WASC items were discussed; in addition, a twice-yearly climate survey each for parents, staff, and students informs the school of stakeholder perspective. The mid-cycle report was compiled and finalized by the principal.

**II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan**

**A. Provide an analytical summary about the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section.**

The 2015 Visiting Committee report identified the critical growth needs listed below, which were to be addressed within the school's Action Plan.

**1. *Under the guidance and direction of the school's leadership team, the staff needs to review and implement an emergency preparedness plan for each Learning Center and the central school office, which will include expectations for practice drills and procedures for lockdown, earthquake, and other emergencies.***

The school reported that, before the 2016-17 school year began, the FPCS staff and administration reviewed the Emergency Binders at each school site. All binders were updated with current information on staff and procedures for earthquake, fire, and

lockdown situations. Emergency practice dates were established within the testing calendar, and each drill is now performed once or twice during each calendar year. Also, the school has contracted for a full-time nurse to serve all school sites and help oversee emergency preparedness plans, medical protocols, and the implementation of policies related to health. Allergy action plans have also been implemented. The school’s leadership also meets regularly with local law enforcement to focus on emergency, safety, and security needs peculiar to each learning center.

**2. The school’s staff needs to implement procedures and interventions which will demonstrate that students are improving their mathematics skills.**

Despite the school’s continued focus on curriculum refinement, improvements in instruction, and professional development related to mathematics, improving students skill levels in this subject area remain a critical need for the school. As measured on the spring 2017 Smarter Balanced Assessments, only 27% of FPCS students met or exceeded Common Core standards in math.

Math data has been disaggregated and shared with the PLC groups to help identify areas of need and areas where best practices may be occurring. FPCS has purchased new math curriculum and has sent staff members to Math Facts and Facts Wise professional development at the Santa Barbara County Office of Education. Disaggregated data has also revealed that 9<sup>th</sup>-12<sup>th</sup> grade independent study students who enrolled in a math class and attended direct instruction support classes as well, performed significantly better on the SBAC math test at the end of the year. With this finding and through collaborative efforts, FPCS intends to increase its direct instruction support at learning centers that have traditionally been independent study only.

**3. With appropriate staff involvement and within Strategic Planning, the leadership team needs to address the following areas that will serve to drive the school forward:**

**a. Sustainment or increase of student enrollments**

The school’s CBEDS enrollments for the past three years are shown in the table below:

2014-15	2015-16	2016-17	2017-18	3-8-2018
317	454	386	368	393

FPCS has experienced a fluctuation in enrollments during the past four school years, with an overall increase of 18% noted from 2014-15 to the current school year. The large increase from 2013-14 to 2014-15 somewhat resulted from an improvement in student tracking and having students coded correctly in CALPADS. Enrollments spiked in the 2015-16 school year because another charter school (Olive Grove) in the locality was expected to close its doors and cease operations. Consequently, many of those students enrolled with FPCS, but left prior to the end of that academic year when it was learned that their former school was not shutting down.

Historically, FPCS enrollment has been relatively steady, within the range of 317 to 390 students. In 2016-17, the school graduated almost half the students attending the Solvang center. Replacing those students has been a challenge during the

current school year. The leadership staff is actively advertising and recruiting students, and enrollment has grown from 28 to 32 students attending in Solvang.

The staff's practice of regularly meeting one-on-one with high school students enables teachers to foresee potential drop-out scenarios and counsel individually with students and parents for their graduation success. The school's A&A committee and the administrative team have addressed issues related to graduation rates and decreasing dropout and mobility rates.

Improved orientations to FPCS: Currently, there is no one single student orientation course for FPCS. With six locations spread out 80 miles from north to south, each center has its own specific grade span and program. Every student that enters FPCS, whether at the beginning or middle of the year, goes through the same orientation process which includes the following steps: 1) Filling out the student interest form online. This helps match the student to the correct learning center. 2) An inquiry call from the learning center coordinator. This allows the coordinator to explain the uniqueness and personalization of the school's program at the specific learning center. 3) A face to-face-meeting with the coordinator, which allows the coordinator time to review any pertinent documentation, explain student and parent responsibilities, go over the learning center schedule, and have parents/students fill out and sign FPCS registration paperwork. 5) A face-to-face meeting with the learning center teacher to which the student was assigned.

Transition days: Transition days have been implemented for 5th grade students in Morro Bay and the Santa Maria Montessori. SMM 5th grade students participate in a full-day transition day event held at the Santa Maria/BUSD middle school. This event is held annually in late spring. Morro Bay 5<sup>th</sup> grade students have an informational day at their own campus, during which representatives from the San Luis Obispo middle school program provide information to MB 5<sup>th</sup> grade students.

As the staff plans for the future of FPCS, there is a desire to increase enrollments, including a target of approximately 500 students for the Santa Maria service area.

***b. Determination of future facility needs***

FPCS has been actively evaluating current and future facility needs. At the beginning of the 2016-17 school year, the administration discussed the idea of consolidating the three Santa Maria learning centers into one facility. This discussion was predicated on the idea that consolidating the facilities would be good for marketing, allow for the Santa Maria learning centers to be seen more easily as one school, and allow for increased enrollments in Santa Barbara County, which would allow for increased enrollment in San Luis Obispo County. With the Anderson v. Shasta court decision during the 2016-17 school year, FPCS has created a transition plan to present to the State of California. Within the transition plan, details describe the FPCS options related to consolidating the Santa Maria learning centers.

There is a strong focus on consolidation of the three Santa Maria learning centers into one center, and the leadership staff is searching for appropriate properties to meet this need.

**c. LCAP plan**

As a single school Local Educational Agency (LEA), FPCS does not have a separate action plan. Rather, the LCAP serves as the school's action plan. The implementation and monitoring of the LCAP underwent a major rewrite during the 2016-17 school year. Critical growth needs were considered as LCAP goals and were aligned with and incorporated into the eight California state priorities.

All key stakeholders (community, parents, staff, and students) were included in the process, as well as the Governing Council, who approved the LCAP in June 2017. The implementation of the LCAP includes schoolwide professional development on best practices in teaching Common Core State Standards, and teachers attending professional development in evidence-based teaching and learning models. Monitoring the LCAP includes ongoing review of data from statewide and local assessments, sharing of data with stakeholders, PLC meetings addressing progress, and goal-setting based on evidence from data disaggregation.

The LCAP was presented to the Governing Council for adoption June 20, 2017. A detailed report on the Smarter Balance test results were presented to the public at a fall meeting of the Governance Council. In October of 2017, the Governance Council also received a detailed presentation on the California School Dashboard, highlighting the progress on the Local Performance Indicators for implementation of state academic standards.

**d. Educational Technology Plan**

Under the direction of the leadership team, an Educational Technology Plan has been developed and is being implemented. Because of the nature of the school's curriculum delivery, appropriate and functional online usage is a must. Although there is not yet a 1:1 student computer usage, many new Chromebooks have been purchased and are being used at the learning centers. Also, a new full-time Systems Analyst is now a part of the staff. For communications among staff at learning centers and for PD for the staff, Skype for Business is often used. A positive new operational feature is the use of ParentSquare, an online system providing improved communications between teachers and parents.

**e. Refining the school's assessment model, including an evaluation of the effectiveness of Edgenuity, a final determination on the use of Odysseyware, and procedures to measure and report to key stakeholders student outcomes on all Expected Schoolwide Learning Results.**

*The ILP Form:*

Prior to the beginning of the 2016-17 school year, the A&A committee reviewed and expanded the ILP form and process, with the intention and goal of providing teachers a centralized area for data relevant to planning for student growth. The committee shared the ILP form and process with the staff. A review training of the sub-parts was given to all teachers. The form was used throughout the 2016-17 school year and continues to be in use. The school's staff realizes that the process will require ongoing refinement due to changes in standardized assessments and schoolwide initiatives.

*Assessment and Accountability Committee:*

For the 2017-18 school year, FPCS has activated the following committees -- Assessment and Accountability (A&A), Curriculum and Instruction (C&I), and Career and Technical Education (CTE). The A&A committee has completed the following:

1. Benchmarks for all grade levels (K-1, 2-5, 6-12) have been identified and implemented;
2. A common writing assessment was piloted during the 2016-17 school year. During the 2017-18 school year, K-5 teachers are piloting a curriculum-based writing assessment that appears to provide useful data and is more user-friendly for staff and students;
3. The Assessment Calendar is published every year;
4. An evaluation of all Tier I programs was completed during the 2016-17 year;
5. The updated ILP form/process is currently under review while being actively used;
6. All certificated staff and some classified have already received three days of UDL training.
7. The A&A Committee continues to consider additional Tier II approaches and resources.

*PLC Groups:*

PLCs were regrouped in 2016-17 to allow for more grade level collaboration, identification of best practices, and evaluation of benchmark and summative assessment data. A calendar of meetings was developed to create time for regular semi-monthly, grade-level, PLC meetings. During 2015-16, the California Common Core K-8 Math and ELA curriculum was adopted. Based on data results, in 2016-17 curriculum was distributed to appropriate learning centers and the following professional development was/will be provided:

- Grade-specific training for Elementary and Middle School teachers on the CCSS adopted ELA program -- Houghton Mifflin Harcourt Journeys and Collections.
- Training for the CCSS adopted math curriculum -- Marshall Cavendish Math in Focus -- was planned for the 2017-18 school year.
- During October and November 2017, six K-5 teachers attended the Fact Wise math training, an evidence-based math program to support the CCSS core materials.
- During 2016-17, FPCS held a half-day workshop on Universal Design for Learning (UDL).
- As a priority goal, FPCS held a second UDL workshop on the first PD day of 2017-18.
- A third day of UDL Training took place in November of 2017. A fourth day is planned for spring 2018.

*Evaluate and Refine the Rtl System:*

The A&A Committee reviewed and redesigned the Individual Learning Plan (ILP) form and process. The form has been in use since the 2016-17 school year. The ILP form is used to record all agreed-upon interventions and progress within the Rtl system. The initial focus of Rtl was on Tier One instruction and supports. The staff has completed three half-day workshops on the UDL platform and a fourth for spring 2017, with the intent of strengthening teacher intervention strategies at the classroom level.

In 2015-16, the A&A Committee, with the input of teachers, compiled a list of curricula, support materials, and apps already in use throughout FPCS to address Tier One instruction and Tier Two intervention in reading, math, and writing. The list was shared with staff to ensure that teachers and support staff had access to the resources available to address Tier One instruction and Tier Two intervention. To the existing master Rtl list, links to new best-practice apps and resources were added for consideration. After vetting each app and link, the Rtl resources were added to the FPCS website teacher and staff access point beginning 2017-18.

*K-1 Benchmark Assessment Tool:*

The K-5 PLC worked together to select appropriate assessments for FPCS kindergarten and first grade students. The staff believed that the FPCS current online assessments were not appropriate for younger students and did not provide teachers with relevant data. The assessments that were selected provide actionable data to inform instruction. Staff created a binder called "FPCS Developmental Assessments for K and 1st grade students." Included in the binder are the following assessments:

- Orton-Gillingham Phonics Assessment and Letter Formation
- Morrison Spelling Scale
- Reading Fluency
- Numeracy
- Brigance Math

*Increase the Use of Common and Formative Assessments:*

The leadership staff has developed an annual assessment calendar, which communicates to the entire school (teachers, administrators, coordinators, and Governing Council members) which assessments are given and at what times the assessments are given. In addition to the previously mentioned K-1 assessments, FPCS uses the online assessments Fastbridge (K-5), and Scantron (6-8) as benchmark assessments three times per year. FPCS uses the data from these to help inform decisions on future programs, curriculum, and professional development.

**B. Note the evidence supporting the progress made and the impact made on student achievement.**

Evidence supporting the progress made in addressing the critical growth needs identified in 2015 included the following:

- Data in the school's 2018 Mid-cycle report
- The mid-cycle Visiting Committee review of the 2015 Visiting Committee report

- Meeting with the school's Leadership Team
- Discussions with representative students, parents, and teachers

The impact on student achievement was probably the greatest in relation to the refinement of the school's assessment model. Although increased attention is still needed in this area, the staff is understanding better the academic profile of the school and more effectively using the student outcomes from the multiple measures used to assess student achievement.

**C. If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address these issue(s) and include supporting evidence.**

The mid-cycle Visiting Committee validated that all critical areas for follow-up identified in 2015 have been addressed within the school's LCAP.

### **III. Commendations and Recommendations**

**Commendations: Comment on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan.**

#### **Best Practice: Switching to a Model that Works**

Several years ago, FPCS converted the San Luis Obispo Learning Center program to a "blended learning" center. After two years, students enrolled in the blended program started showing academic gains over and above students not participating in blended learning program. Recognizing this success, the school has begun to implement the blended learning model at the other two high school sites. In the blended learning model, students receive instruction both via online curriculum and face-to-face teacher-directed instruction; the blended model has been phased in with new students to allow older students to continue what they were familiar with, while starting 9<sup>th</sup> and 10<sup>th</sup> graders in the new model. The school still maintains the option on a case-by-case basis for students to receive more or less face-to-face support and physical textbooks in order both to promote best practices and to support personalized learning needs.

#### **Listening to Stakeholders**

Last year, parents expressed frustration with the lack of clear communication channels with the school; each teacher had their own method for contacting parents, and communication was deemed insufficient schoolwide. The administration heard this request, investigated, and adopted a communication platform called ParentSquare. All new families are trained and encouraged to sign up, and most of the current families have signed up as well. Once an account is created, parents are able to receive communication via their preferred mode, and parents and teachers report a streamlined method for consistent, frequent, two-way communication. As a result, parents report feeling much more informed, that their voice is heard, and that teachers can send digital curriculum and supports to parents as needed.

#### **A. Recommendations:**

- **Comment on any critical areas for follow-up/action plan sections that have not yet been completely addressed, if applicable.**

Frist, the mid-cycle Visiting Committee agrees that the critical growth needs for Family Partnership Charter School, as identified in 2015, should continue to be addressed as

then stated. It is noteworthy that the school's staff is adequately addressing the following areas of need: (1) emergency preparedness plans, (2) student enrollments, (3) future facility needs, (4) infusing the school's Action Plan within the Local Control Accountability Plan, (5) and educational technology. The mid-cycle Visiting Committee agrees with the school's leadership team that these needs should continue to be addressed.

It was also noted that the school's plans to continue addressing the critical growth needs will be done within an all-school committee structure, under the guidance and leadership of the Director and Principal, with regular follow-up reports provided to key stakeholders over the next two years. These needs will also will be addressed within the school's updated and revised Local Control Accountability Plan (LCAP) for 2018-19 and within the eight state priorities, rather than having a separate WASC Action Plan.

The greatest need for the school is for the improvement of students' math knowledge and skills. Under the leadership and direction of the school's leadership team, the certificated staff at all learning centers need to implement procedures to improve students' math knowledge and skills. At the present, only 27% of FPCS students meet or exceed Common Core math standards.

Also, as the staff continues to refine and implement the school's assessment model, they need to implement procedures to measure student outcomes on the adopted Expected Schoolwide Learning Results. In addition, the leadership team, with appropriate certificated involvement, needs to continue refining the school's assessment model, defining the multiple measures used to assess student achievement, disaggregating achievement results according to the school's special populations of students, identifying progress or needs over time, and reporting results regularly to the school's key stakeholders. At the present time, it appears that the school's special populations or subpopulations would include at least the following: (1) grade level groupings; (2) six learning centers (3) student progress by gender; (4) economically disadvantaged students (currently 62%); (5) Special Education students (currently 9,7%); and, (6) English language learners (currently ~2%).

Information provided in the school's mid-cycle report identified the following assessment as currently being used to measure students' academic achievement over time:

- Grade 1-8 and Grade 11 results on the spring SBAC assessments;
- Grade 9 Physical Fitness Tests
- Student outcomes on the adopted Expected Schoolwide Learning Results
- Input received on the school satisfaction surveys administered to students, their parents, and to the faculty
- Students' progress as measured by varieties of in-class formative assessments
- The Annual student dropout report
- Graduation rates
- Other indicators of student progress reported on the new Dashboard.

**Identify any new areas of concerns, if applicable.**

Under the leadership and direction of the school's leadership team, the certificated staff at all learning centers needs to implement procedures to improve student's English/language arts skills. At the present, only 60% of FPCS student meet or exceed Common Core ELA standards.