

Introduction:

LEA: Family Partnership Home Study Charter School District **Contact (Name, Title, Email, Phone Number):** Todd Mitchell, Superintendent / Director, todd.mitchell@fpcharter.org, (805) 348-3333 ext. 1 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies.; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>From 2015 During the 2014 - 15 school year, FPCS has held numerous meetings with stakeholder groups to inform and collaborate around implementation of the California Common Core State Standards, Local Control Accountability Plan, and Local Control Funding Formula. Furthermore, FPCS Superintendent / Executive Director and Principal have provided student achievement data, conducted parent and staff surveys and have held 1-2 parent workshops at each of the 6 resource centers to discuss the transition issues mentioned. During these meetings parents received resources and information to assist them in their understanding of the schools process towards implementation. Between September 2014 and March 2015, FPCS admin collaborated with each center to hold additional parent/student workshops to further assist parents/students in the transition process. Each center scheduled workshops focusing on CCSS, Math and ELA strategies, and Smarter Balanced Assessments. In September 2014, FPCS established the Parent Advisory</p>	<p>From 2014 and 2014 - 15 Admin collected data from key stakeholders with the purpose of identifying areas of need and to assist in the process of creating the LCAP plan.</p> <p>Implement a collaborative professional development plan for staff that includes transitioning to California State Standards and raising student achievement,</p> <p>Provide more personnel to support to targeted academic growth.</p> <p>Provide a learning environment that embraces independent study and personal needs of each student.</p> <p>Courses and facilities will be utilized to increase a-g, CTE and college readiness courses.</p>

<p>Committee (PAC) to further assist in the transition process and keep our stakeholders abreast of the changes occurring. A diverse group comprised of four parents represented the centers and met on November, February, April, and May to review and provide input to the LCAP plan. The Superintendent / Executive Director and Principal also presented to the Governing Council (GC) the timeline to achieve the completion of the LCAP plan and since August 2013, and regularly at each Regular Meeting of the Governing Council Spring 2014, and each of 9 meetings during the 2014 - 15 school year. On May 20, 2014, FPCS held a public hearing for LCAP. Final adoption for the LCAP was May 2015. FPCS Leadership Team met monthly. During these meetings FPCS shared LCFF and LCAP information with all certificated staff including FPCTA leadership. FPCS provided a draft of this template and request the input of FPCTA with the understanding that changes in funding and accountability will necessitate changes in instruction to improve student achievement. Student achievement data including state assessment data and local measurement benchmark data have been shared to the PAC, GC, and staff. The principal provided Scantron benchmark data in the areas of Reading, Math, and Language Arts.</p>	<p>Provide more technology tools to support and supplement curricular goals.</p>
<p>Annual Update:</p>	<p>Annual Update:</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<p>GOAL 1:</p>	<p>All grade levels on the average score at or above grade level in ELA and math (CAASPP including SBAC) and all English Language Learners increase proficiency (CELDT) by one level each year. Increase the number of students completing A-G courses. All students who attend FPCS and graduate will be college and career ready. All 9th – 12th grade students participate in Career Technical Education and approved A-G classes. Student enrollment in dual/concurrent enrollment or AP enrollment increases over time.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 Local : Specify</p>
<p>Identified Need :</p>	<p>Students STATE PRIORITY 4- STUDENT ACHIEVEMENT: Performance on standardized tests, score on Academic Performance Index (API), percentage of EL students that become English proficient, English learner reclassification rate. STATE PRIORITY 7-COURSE ACCESS: Pupil enrollment in a broad course of study that includes all the subject areas.</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL Applicable Pupil Subgroups:</p>	<p> ALL</p>

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>ELA - Benchmark student target gains will increase in reading and language arts. Implement testing protocol for benchmark data and for grade levels. All teachers will be credentialed and appropriately assigned* MATH - Benchmark student target gains will increase in math. Implement testing protocol for benchmark data and for grade levels. By the end of 2015-16 at least 1 advisor will be VPSS trained in mathematics *1 advisor PD towards VPSS certification in mathematics* API - All students, including all subgroups, will demonstrate progress towards the annual API Growth Target or equivalent as per requirement of the CA Department of Education. EL RECLASSIFICATION - EL students will be tracked per local assessments and individual learning plans will be developed with goals to increase proficiency and re-designation. EL ACADEMIC CONTENT - All ELL students have individual learning plans and academic progress is monitored by internal assessments. COURSE ACCESS - Increase student participation in dual/concurrent enrollment and AP. Incorporate CAHSEE prep classes for students in grades 10-12. Utilize Edgenuity curriculum including A-G courses. Increase student participation in A-G course work. Increase student enrollment in AP coursework. 9th graders enrolled in Get focused stay focused. Increase student participation in career pathways/CTE courses.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>ELA - Review benchmark and interim assessment data fall, winter, and spring. CAASPP data review in PLCs in the fall. MATH - Review benchmark and interim assessment data fall, winter, and spring. CAASPP data review in PLCs in the fall. API - Administration and PLC review of annual CAASPP reports. EL - Principal will periodically review CELDT data, benchmark assessments, and CAASPP results reviewed. EL ACADEMIC CONTENT -CELDT, benchmark assessments, and CAASPP results reviewed. COURSE ACCESS - Review junior college enrollment data, school information system reports Students have access to aligned instructional CCSS materials in math and ELA. Walk through by administration making sure learning center conditions are appropriate for student learning.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Object 1110 Certificated Salary Education Specialist/Interventionist/ Professional Development 1000-1999: Certificated Personnel Salaries LCAP 105642.42 Benefits 3000-3999: Employee Benefits LCAP 23772.28 Instructional Asst. 2000-2999: Classified Personnel Salaries LCAP \$44,843.57 Benefits 3000-3999: Employee Benefits LCAP 3,612.79</p>

	Schoolwide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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LCAP Year 2: 2016 - 2017

Expected Annual Measurable Outcomes:	ELA - Benchmark student target gains will increase in reading and language arts. Implement testing protocol for benchmark data and for grade levels. All teachers will be credentialed and appropriately assigned* MATH - Benchmark student target gains will increase in math. Implement testing protocol for benchmark data and for grade levels. By the end of 2016-17 at least 1 advisor will be VPSS trained in mathematics *1 advisor PD towards VPSS certification in mathematics* API - All students, including all subgroups, will demonstrate progress towards the annual API Growth Target or equivalent as per requirement of the CA Department of Education. EL RECLASSIFICATION - EL students will be tracked per local assessments and individual learning plans will be developed with goals to increase proficiency and re-designation. EL ACADEMIC CONTENT - All ELL students have individual learning plans and academic progress is monitored by internal assessments. COURSE ACCESS - Increase student participation in dual/concurrent enrollment and AP. Incorporate CAHSEE prep classes for students in grades 10-12. Utilize Edgenuity curriculum including A-G courses. Increase student participation in A-G course work. Increase student enrollment in AP coursework. 9th graders enrolled in Get focused stay focused. Increase student participation in career pathways/CTE courses.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ELA - Review benchmark and interim assessment data fall, winter, and spring. CAASPP data review in PLCs in the fall. MATH - Review benchmark and interim assessment data fall, winter, and spring. CAASPP data review in PLCs in the fall. API - Administration and PLC review of annual CAASPP reports. EL - Principal will periodically review CELDT data, benchmark assessments, and CAASPP results reviewed. EL ACADEMIC CONTENT -CELDT, benchmark	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Object 1110 Certificated Salary Education Specialist/Interventionist/ Professional Development 1000-1999: Certificated Personnel Salaries LCAP \$142826.24 Benefits 3000-3999: Employee Benefits LCAP \$32,711.82 Instructional Assistants 2000-2999: Classified Personnel Salaries LCAP \$46,000.00 Benefits 3000-3999: Employee Benefits LCAP

<p>assessments, and CAASPP results reviewed. COURSE ACCESS - Review junior college enrollment data, school information system reports Students have access to aligned instructional CCSS materials in math and ELA. Walk through by administration making sure learning center conditions are appropriate for student learning.</p>			
	<p>Schoolwide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
	<p>Schoolwide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority/Sub priority</p> <p>4 A. The Charter School will provide students with an exceptional education. 100% of students at grade level 3-8, including all student subgroups will be administered the statewide assessment (CAASPP) in ELA and Mathematics. Benchmark student target gains will increase in reading and language arts. Implement testing protocol for benchmark data and for grade levels. Benchmark student target gains will increase in math. Implement testing protocol for benchmark data and for grade levels.</p> <p>B. All students, including all subgroups, will demonstrate progress towards the annual API Growth Target or equivalent as per requirement of the CA Department of Education.</p> <p>C. Increase student participation in a-g course work. Increase 9th grade student participation in Get Focused Stay Focused initiative-based course. Increase student participation in career pathways/CTE courses.</p> <p>D. All instructional programs adhere to best practices to ensure alignment to the CA CCSS. All English Language Learners will advance 1 level each year.</p> <p>E. EL students will be tracked per local assessments and individual learning plans will be developed with goals to increase proficiency and re-designation. All EL students will be monitored and identified if eligible for Reclassification as Fluent English Proficient in the Spring of every year.</p> <p>F. Increase student participation in dual/concurrent enrollment and AP courses and examinations.</p> <p>G. Increase student awareness of the long-term benefits of enrolling in post-secondary institutions.</p> <p>7 A. FPCS' curricula will meet and California Common Core State Standards. The curriculum adopted by FPCS for all core subjects (English, math, science and social studies) will align to the CCSS. FPCS advisors will incorporate a variety of strategies and learning methods to engage all students in learning and provide instruction towards mastery of all core subjects taught. Modified curriculum, accommodations, and differentiated instruction will be available for students with special needs.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4 A. The Charter School will track pupil achievement, as measured above, as applicable, on an annual basis. The data will be used to adapt targets and improve instruction. Testing strategies will be included in classroom instruction in preparation for CAASPP . Review benchmark and interim assessment data fall, winter, and spring. CAASPP data review in PLCs in the fall.</p>	Schoolwide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Object 1110 Certificated Salary Education Specialist/Interventionist/ Professional Development 1000-1999: Certificated Personnel Salaries LCAP 162806.07</p> <hr/> <p>Benefits 3000-3999: Employee Benefits LCAP \$35609.99</p> <hr/> <p>Instructional Assistants 2000-2999: Classified Personnel Salaries LCAP 47,000.00</p>
<p>4 B. Administration and PLC review of annual CAASPP reports.</p>	Schoolwide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

		_ Other Subgroups: (Specify)	
4. C Utilize curriculum (ie. Edgenuity, Odysseyware, ALEKS) including UC a-g courses. Increase student concurrent / dual enrollment.	Schoolwide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. D Provide ELD instruction to identified students by level at learning centers. Research best curriculum for Independent Study implementation. All students will have access to aligned instructional CCSS materials in math and ELA.	Schoolwide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. E All EL students will receive learning support from teachers and Instructional Aides in each learning center in a 1 on 1 setting or small group (ie. PLC / PD), using SDAIE and ELD instructional strategies.	Schoolwide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. F FPCS administration and staff will align resources with local post-secondary institutions to increase student enrollment in AP college coursework.	Schoolwide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>4. G Students will enroll in more UC/CSU a-g approved courses and participate in concurrent and dual enrollment opportunities.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7 A. Student achievement in developing conceptual thinking, problem-solving skills, and content mastery will be assessed using multiple measures based on an assessment program that both improves learning and provides assurances of accountability.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>All instructional programs adhere to best practices to ensure alignment to the CA CCSS. Adopt EL standards. All English Language Learners will advance 1 level each year. All English Language Learners receive appropriate ELD instruction and materials. All English Language Learners will advance 1 level each year (CELDT) All grade levels will have an average proficiency level in ELA and math All 9th – 12th grade students participate in Career Technical Education and approved A-G classes Student enrollment in dual enrollment or AP enrollment increases over time.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify</p>
<p>Identified Need :</p>	<p>*STATE PRIORITY 2 - Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners*</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL Applicable Pupil Subgroups:</p>	<p>ALL</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>Review local benchmark assessments and CELDT testing results. Annual curriculum reviews. By the end of 2014-15 all students will have access to aligned instructional CCSS materials in math and ELA all students have access to aligned instructional CCSS materials in math and ELA*</p> <p>*Identify EL instruction by level at learning centers. Research best curriculum for improved Independent Study implementation.*</p> <p>*CELDT training. ELD framework implementation. CELDT training. ELD framework implementation.</p> <p>Identify EL instruction by level at learning centers. Research best curriculum for Independent Study implementation. Identify EL instruction by level at learning centers. Research best curriculum for Independent Study implementation.</p> <p>Increase student proficiency levels in reading, language arts and math by one band.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Review local benchmark assessments and CELDT testing results. Annual curriculum reviews. Review CAASPP results. 2015 - 2016 Local benchmark assessment, Professional Learning Communities K-6, 6-8, 9-12, data analysis. CAHSEE is alternative assessment for 11th and 12th grade students.* Advisors, Instructional Aides, Professional Learning Communities, data analysis, Professional Development</p>	Schoolwide	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Object 1110 Professional Development 1000-1999: Certificated Personnel Salaries LCAP 30000 Benefits 3000-3999: Employee Benefits LCAP 7385.10</p> <hr/> <p>Object 4320 Edgenuity 4000-4999: Books And Supplies LCAP \$19,050.00</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

Other Subgroups:
(Specify)

LCAP Year 2: 2016 - 2017

Expected Annual Measurable Outcomes:

Review local benchmark assessments and CELDT testing results. Annual curriculum reviews.
By the end of 2014-15 all students will have access to aligned instructional CCSS materials in math and ELA
all students have access to aligned instructional CCSS materials in math and ELA*

*Identify EL instruction by level at learning centers.
Research best curriculum for improved Independent Study implementation.*

*CELDT training.
ELD framework implementation.
CELDT training. ELD framework implementation.

Identify EL instruction by level at learning centers.
Research best curriculum for Independent Study implementation.
Identify EL instruction by level at learning centers.
Research best curriculum for Independent Study implementation.

Increase student proficiency levels in reading, language arts and math by one band.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Review local benchmark assessments and CELDT testing results. Annual curriculum reviews. Review CAASPP results. 2016- 2017 Local benchmark assessment, Professional Learning Communities K-6, 6-8, 9-12, data analysis. CAHSEE is alternative assessment for 11th and 12th grade students.* Advisors, Instructional Aides, Professional Learning Communities, data analysis, Professional Development</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Object 1110 Professional Development 1000-1999: Certificated Personnel Salaries LCAP \$30,000.00 Benefits 3000-3999: Employee Benefits LCAP \$7,385.10 Object 4320 Edgenuity 4000-4999: Books And Supplies LCAP \$19,050.00</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: 2 A. The Charter School will adopt the California Common Core State Standards and California English Language Development standards, and will include how EL students will be enabled to gain academic content knowledge and English language proficiency. All teachers will participate in professional development on the implementation of Common Core State Standards for all core subjects.
 2 B. All EL students will have 100% access to the core academic courses.
 2 C. All instructional programs adhere to best practices to ensure alignment to the CA CCSS.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2 A. Professional Development will focus on best teaching practices such as: Gradual Release of Responsibility, RTI Process (Intervention Plans) and Special Education, Functions of the Professional Learning Communities (PLC's), Learning Support/Strategies for EL students in ELA. Specialized professional development will be provided to teachers to differentiate for the needs of English Learners. The School will teach the English Language Development standards and provide support to teachers.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Object 1110 Professional Development 1000-1999: Certificated Personnel Salaries LCAP \$30,000.00 Benefits 3000-3999: Employee Benefits LCAP \$7,385.10 Object 4320 Edgenuity 4000-4999: Books And Supplies LCAP \$19,050.00
2 B. All ELL students have individual learning plans and academic progress is monitored by internal assessments. Teachers assigned to instruct English Language Learners (ELL) will participate in Professional Development on teaching and learning strategies, including CCSS ELA & ELD curriculum frameworks.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2 C. Provide ELD instruction to identified students by level at learning centers. Research best curriculum for Independent Study implementation. All students will have access to aligned instructional CCSS materials in math and ELA.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	All parents including under-represented and students of special needs are included in the decision-making process.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Identified Need :	STATE PRIORITY 3- PARENTAL INVOLVEMENT: Efforts to seek parent input for decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.		
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<p>Provide annual parent satisfaction surveys. 70% or more of survey respondents will respond positively in regards to parent involvement. Parent representation will represent the school's demographics. AdHoc parent advisory committee with minimum of 3 meeting dates per year. Minimum of 1 face-to-face meeting per learning period. The school will conduct Advisor led parent meetings at each Learning Center. Schedules and agendas will be provided to families and available on the school's website.</p> <p>* Input will be solicited and recorded; results from parent survey will also be compiled.*</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Analysis of parent survey results, calendar of parent events/meetings with sign-in sheets will be. Agendas reviewed from Parent Advisory Committee. IEP meetings and plans.</p> <p>2015 - 16 AdHoc Parent Committee meetings will be held. Advisors meet a minimum of once per learning period. Website regarding LCAP and surveys being developed.</p> <p>Parents invited and informed of meetings throughout school year, notified of parent meetings by email, mail and or phone*</p>	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	VOIP, School Pathways 5900: Communications LCAP 3,071.34

LCAP Year 2: 2016 - 2017

Expected Annual Measurable Outcomes:	<p>Provide annual parent satisfaction surveys. 70% or more of survey respondents will respond positively in regards to parent involvement. Parent representation will represent the school's demographics. AdHoc parent advisory committee with minimum of 3 meeting dates per year. Minimum of 1 face-to-face meeting per learning period. The school will conduct Advisor led parent meetings at each Learning Center. Schedules and agendas will be provided to families and available on the school's website.</p> <p>* Input will be solicited and recorded; results from parent survey will also be compiled.*</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Analysis of parent survey results, calendar of parent events/meetings with sign-in sheets will be. Agendas reviewed from Parent Advisory Committee. IEP meetings and plans.</p> <p>2016-17 AdHoc Parent Committee meetings will be held. Advisors meet a minimum of once per learning period. Website regarding LCAP and surveys being developed.</p> <p>Parents invited and informed of meetings throughout school year, notified of parent meetings by email, mail and or phone*</p>	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	VOIP, School Pathways 5000-5999: Services And Other Operating Expenditures LCAP 3,071.34

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>3 A. B. The Charter School will promote parental involvement. All parents including under-represented and students of special needs are included in the decision-making process.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3 A. B. Provide annual parent satisfaction surveys. The Charter School will provide parents with opportunities to get involved, such as student conferences, volunteer opportunities, AdHoc parent advisory committee with minimum of 3 meeting dates per year. Minimum of 1 face-to-face meeting per learning period. The school will conduct Advisor led parent meetings at each Learning Center. Schedules and agendas will be provided to families and be made available.</p>	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	VOIP, School Pathways 5000-5999: Services And Other Operating Expenditures LCAP 3,071.34

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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	<p>FPCS will prepare students so graduates will be college and career ready. 2015 - 2016 All students who attend FPCS and graduate will be college and career ready* CDE has suspended CST data release. SBAC data to be released Oct 2015. Increase student proficiency levels in reading, language arts and math recognized through internal benchmark assessments. Utilize Edgenuity curriculum including A-G courses. Increase student participation in a-G course work by 5%. 9th graders enrolled in Get focused stay focused. * Increased student participation in concurrent and duel enrollment . Student participation 2013 -2014 tracked through "honors" courses (first time baseline)</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 Local : Specify</p>
Identified Need :	STATE PRIORITY 8- Other Pupil Outcomes.	
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

Student participation in exit survey results and ILP plans that include college and career curriculum. Increase enrollment in UC a-g and college coursework. Increase 9th grade student completion of a 5 to 10 year plan including CCR and CTE Pathways which includes a Career / Vocational interest inventory.

2015 - 16 9th – 12th grades’ curriculum choices will include UC A-G approved courses for core subjects, AP courses will be available in ELA, Math. Participation increases exceeded goal, AP exams can be completed offsite. Identify EL instruction by level at learning centers. Research best curriculum for Independent Study implementation. Increase student proficiency levels in reading, language arts and math by one band. Implement new testing protocol for benchmark data for grade levels. Increased Scranton student target gains in reading, language arts and math. Implemented new testing protocol for benchmark data for grade levels.* Increase student participation in dual enrollment and AP by 2% Incorporate CAHSEE prep classes. Utilize Edgenuity curriculum including A-G courses. Increase student participation in A-G course work by 5%. Increase student enrollment in AP coursework by 2%. 9th graders enrolled in Get focused stay focused.* Increased student participation in dual/concurrent enrollment and/or AP exceeded 2%. Incorporated CAHSEE prep classes. Utilized Edgenuity curriculum including A-G courses. Increased student participation in A-G course work.

9th – 12th grades’ curriculum choices will include UC A-G approved courses for core subjects, AP courses will be available in ELA, Math. Participation will increase by 2% per year, AP exams can be completed offsite. EAP exams are offered as part of state mandated assessments. Student results will be closely monitored and shared. Acceptance rates will be monitored through pre and post graduate surveys. Data from CDE showed that no (0) students qualified for EAP consideration. All ELL students will participate in CELDT testing. EL students will be tracked per local assessments and individual learning plans will be developed with goals to increase proficiency and re-designation CDE has suspended CST data release. SBAS data to be released Oct 2015. Increase student proficiency levels in reading, language arts and math recognized through internal benchmark assessments. Utilize Edgenuity curriculum including A-G courses. Increase student participation in a-G course work by 5%. 9th graders enrolled in Get focused stay focused. * Increased student participation in concurrent and dual enrollment, and/or AP courses . Student participation 2013 -2014 tracked through “honors” courses (first time baseline) Increase college and career ready (UC a - g) to 10% 9th - 12th grade students' course assignments and completions have exceeded UC a - g goal. CTE / CP courses offered including Odysseyware.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Advisors review ILP at semester. Administration review survey results and enrollment percentages from SIS reports that include UC a-g, dual and concurrent enrollment, and CTE courses. CTE courses to include 5 to 10 yr plan beginning with	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Professional Consulting Services - Operating Expenses 5000-5999: Services And Other Operating Expenditures LCAP 4822.50

<p>2016 9th grade students. Increase enrollment in UC a-g courses.</p> <p>Instructional Aides</p> <p>Assigned certificated staff hold appropriate certifications including CLAD or BCLAD. Framework for ELD instruction is followed. Curriculum is accessible, assigned and implemented. Instructional Aides, Professional Learning Communities, Professional Development, data analysis IA staff to work with disabilities and LCAP.</p> <p>Reclassification over 50% of identified ELL are RFEP</p> <p>Instructional Aides, Professional Learning Communities, Professional Development, data analysis, Alan Hancock grant, College and career seminars, 5-10 year plans, service learning.</p> <p>Instructional Aides, Professional Learning Communities, Professional Development, data analysis</p> <p>Instructional Aides / LCAP Tutors are hired, trained, and work with students to provide support and academic intervention, including Professional Development, data analysis</p>		<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Non-Capitalized Equipment</p> <hr/> <p>4000-4999: Books And Supplies LCAP \$0.00</p> <hr/> <p>Object 4320 Edgenuity 4000-4999: Books And Supplies LCAP 7,500.00</p>
		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 2: 2016 - 2017

Expected Annual Measurable Outcomes:

Student participation in exit survey results and ILP plans that include college and career curriculum. Increase enrollment in UC a-g and college coursework. Increase 9th grade student completion of a 5 to 10 year plan including CCR and CTE Pathways which includes a Career / Vocational interest inventory.

2016-17 9th – 12th grades’ curriculum choices will include UC A-G approved courses for core subjects, AP courses will be available in ELA, Math. Participation increases exceeded goal, AP exams can be completed offsite. Identify EL instruction by level at learning centers. Research best curriculum for Independent Study implementation.

Increase student proficiency levels in reading, language arts and math by one band. Implement new testing protocol for benchmark data for grade levels.

Increased Scranton student target gains in reading, language arts and math. Implemented new testing protocol for benchmark data for grade levels.*

Increase student participation in dual enrollment and AP by 2%

Incorporate CAHSEE prep classes. Utilize Edgenuity curriculum including A-G courses. Increase student participation in A-G course work by 5%. Increase student enrollment in AP coursework by 2%. 9th graders enrolled in Get focused stay focused.*

Increased student participation in dual/concurrent enrollment and/or AP exceeded 2%. Incorporated CAHSEE prep classes. Utilized Edgenuity curriculum including A-G courses. Increased student participation in A-G course work.

9th – 12th grades’ curriculum choices will include UC A-G approved courses for core subjects, AP courses will be available in ELA, Math. Participation will increase by 2% per year, AP exams can be completed offsite.

EAP exams are offered as part of state mandated assessments. Student results will be closely monitored and shared. Acceptance rates will be monitored through pre and post graduate surveys.

Data from CDE showed that no (0) students qualified for EAP consideration.

All ELL students will participate in CELDT testing. EL students will be tracked per local assessments and individual learning plans will be developed with goals to increase proficiency and re-designation

CDE has suspended CST data release. SBAS data to be released Oct 2015. Increase student proficiency levels in reading, language arts and math recognized through internal benchmark assessments.

Utilize Edgenuity curriculum including A-G courses. Increase student participation in a-G course work by 5%. 9th graders enrolled in Get focused stay focused. *

Increase student participation in concurrent and dual enrollment, and/or AP courses . Student participation 2013 -2014 tracked through “honors” courses (first time baseline)

Increase college and career ready (UC a - g) to 10%

9th - 12th grade students' course assignments and completions have exceeded UC a - g goal. CTE / CP courses offered including Odysseyware.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Advisors review ILP at semester. Administration review survey results and enrollment percentages from SIS reports that include UC a-g, dual and concurrent enrollment, and CTE courses. CTE courses to include 5 to 10 yr plan beginning with	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Professional Consulting Services - Operating Expenses 5000-5999: Services And Other Operating Expenditures LCAP 4822.50

<p>2016 9th grade students. Increase enrollment in UC a-g courses.</p> <p>Instructional Aides</p> <p>Assigned certificated staff hold appropriate certifications including CLAD or BCLAD. Framework for ELD instruction is followed. Curriculum is accessible, assigned and implemented. Instructional Aides, Professional Learning Communities, Professional Development, data analysis IA staff to work with disabilities and LCAP.</p> <p>Reclassification over 50% of identified ELL are RFEP</p> <p>Instructional Aides, Professional Learning Communities, Professional Development, data analysis, Alan Hancock grant, College and career seminars, 5-10 year plans, service learning.</p> <p>Instructional Aides, Professional Learning Communities, Professional Development, data analysis</p> <p>Instructional Aides / LCAP Tutors are hired, trained, and work with students to provide support and academic intervention, including Professional Development, data analysis</p>		<p>_ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Non-Capitalized Equipment 4000-4999: Books And Supplies LCAP</p> <hr/> <p>Object 4320 Edgenuity 4000-4999: Books And Supplies LCAP 7,500.00</p>
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	8. A. The Charter School will track pupil outcomes in English courses. 8 B. The Charter School will track pupil outcomes in mathematics courses. 8 C. The Charter School will track pupil outcomes in social science courses. 8 D. The Charter School will track pupil outcomes in science courses. 8 E. The charter school will continue to offer visual and performing arts courses at the high school level. 8 F. Students in applicable grades will participate in PFT (ie. grades 5, 7 and 9 will be given the FITNESSGRAM) and show progress. 8 G. FPCS independent study will implement and align with California state standards for students in grade K-6. 8 H. The charter school will continue to offer foreign language courses at the high school level. 8 I. All FPCS students will have access to CTE resources aligned with a College and Career Readiness pathway. 8 J. Student participation in exit survey results and ILP plans that include college and career curriculum. Increase enrollment in UC a-g and college coursework. Increase 9th grade student completion of a 5 to 10 year plan including CCR and CTE Pathways which includes a Career / Vocational interest inventory.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
8 A. The Charter School will track participation in school programs, in addition to FPCS course grades. That data will be used to make changes to course offerings and enrichment opportunities as necessary. Specific strategies will be used to support English Learners as they tackle the CCSS in Language Arts. The School will provide instruction in units of study to assist students in building vocabulary. Different sources on one topic help build context and accelerate vocabulary acquisition. To support writing, students will be exposed to different types of writing, assignments will be meaningful to the student and assessment will focus on content and not only mechanics. Speaking and listening for English learners will require instructional strategies. Finally, the School will leverage technology by providing differentiated on-line differentiated instruction.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Consulting Services - Operating Expenses 5000-5999: Services And Other Operating Expenditures LCAP 4822.50 Non-Capitalized Equipment 4000-4999: Books And Supplies LCAP Object 4320 Edgenuity 4000-4999: Books And Supplies LCAP 7,500.00
8 B. During mathematics instruction, the overall focus will be on the mathematical thinking and building of	Schoolwide	<input checked="" type="checkbox"/> All OR:	

<p>concepts. Mathematical vocabulary will be taught within the context and not in isolation. Finally, the software used in our blended learning program allows students to manipulate models and receive feedback in a differentiated way.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>8 C. Although the California Social Science Standards have not been changed, the School will build the competence of students in anticipation of a rigorous set of expectations aligned with the Common Core State Standards. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers.</p>	<p>Schoolwide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>8 D Science instruction will involve extensive models and diagrams. This strategy will allow learners to describe functions and relationships before acquiring the technical vocabulary. Additionally, English Learners will have extensive academic discourse to build their ability to reason orally before moving onto written. Finally, examples of journal, reports and other written assignments along with opportunities to revise language will support learners as they master the Next Generation Science Standards.</p>	<p>Schoolwide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>8 E. Advisor meetings to review graduation requirements and course offerings</p>	<p>Schoolwide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>8 F. Advisors, parents, and students will assign and monitor grade level physical activities as prescribed.</p>	<p>School wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth 	

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
8 G. Advisors, parents, and students will review, assign and monitor grade level health activities.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
8 H. Advisor meetings to review graduation requirements and course offerings.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
8 I Create and align CTE resources with student Individual Learning Plans and curriculum guide.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
8 J. Development and implementation of ILP plans, assignment of UC a-g courses, participation in GFSF initiative curriculum.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	

	(Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Increase school attendance, percentage of graduation rates consistent with an increase in student work completion. Decrease chronic absenteeism rates with Response to Intervention Rtl.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 COE only: 9 _ 10 Local : Specify
Identified Need :	STATE PRIORITY 5-PUPIL ENGAGEMENT: School attendance rates, chronic absenteeism rates, middle school dropout rates. STATE PRIORITY 6-SCHOOL CLIMATE: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.		
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<p>All students and parents are provided the opportunity to review school rules and appropriate conduct. All parents and graduating seniors afforded the opportunity to participate in annual parent and student satisfaction surveys. Revision of student handbook, policies and staff implementation.</p> <p>Maintain low percentage of suspension and expulsion rates through communication of student behavior expectations and consequences.</p> <p>2015 - 2016 Increased awareness of student expectations and daily work completion. Decreased student mobility in and out of schools. Increased communication. Increased school and student communication with appropriate implementation of Rtl, interventions, and academic probation for work completion. Increased school and student communication with appropriate assignment of courses and increase in instruction. Reviewed with Master Agreements beginning of semesters. Increase student engagement. Design and implementation of individual plan leading to high school graduation including assignment of courses and increase in instruction .</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Administration reviews and analyzes results of annual parent and student satisfaction surveys each Spring.</p> <p>Review annual suspension and expulsion data from student information system.</p> <p>2015 - 2016 Communication with appropriate</p>	Schoolwide	<p><u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	

<p>implementation of Rtl and academic probation for work completion</p> <p>Increased communication with Edgenuity and VOIP. Master agreements reviewed. Surveys for LCAP and graduate will be provided Spring 2016.</p> <p>Student survey sent by advisors to students in grades 10 - 12 Fall 2015. Graduate survey to be provided Spring 2016.</p>		<p>_ Other Subgroups: (Specify)</p>	
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LCAP Year 2: 2016 - 2017

<p>Expected Annual Measurable Outcomes:</p>	<p>All students and parents are provided the opportunity to review school rules and appropriate conduct. All parents and graduating seniors afforded the opportunity to participate in annual parent and student satisfaction surveys. Revision of student handbook, policies and staff implementation.</p> <p>Maintain low percentage of suspension and expulsion rates through communication of student behavior expectations and consequences.</p> <p>2016 - 2017</p> <p>Increased awareness of student expectations and daily work completion. Decreased student mobility in and out of schools. Increased communication.</p> <p>Increased school and student communication with appropriate implementation of Rtl, interventions, and academic probation for work completion.</p> <p>Increased school and student communication with appropriate assignment of courses and increase in instruction. Reviewed with Master Agreements beginning of semesters.</p> <p>Increase student engagement. Design and implementation of individual plan leading to high school graduation including assignment of courses and increase in instruction .</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Administration reviews and analyzes results of annual parent and student satisfaction surveys each Spring.</p> <p>Review annual suspension and expulsion data from student information system.</p> <p>2016-17 Communication with appropriate implementation of Rtl and academic probation for work completion</p> <p>2016-17</p> <p>Increase communication with Edgenuity and VOIP.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

<p>Master agreements reviewed. Surveys for LCAP and graduate will be provided Spring 2017.</p>			
<p>Student survey sent by advisors to students in grades 10 - 12 Fall 2016. Graduate survey to be provided Spring 2017.</p>			

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority / Sub priority 5A. All students will be aware of expectations and daily work completion. Decreased student mobility in and out of schools. Increased communication. 5B Increase school and student communication with appropriate implementation of Rtl, interventions, and academic probation for work completion. 5 CD All students in grade 9-12 will have an individual learning plan leading to high school graduation including assignment of courses and increased in instruction. 5E. All students in grade 9-12 will have an individual learning plan leading to high school graduation including assignment of courses and increased in instruction. FPCS will increase graduation rates. 6A. The Charter School will provide a positive school climate. Maintain low percentage of suspension and expulsion rates through communication of student behavior expectations and consequences. 6B. Maintain low percentage of suspension and expulsion rates through communication of student behavior expectations and consequences. 6C. All students and parents are provided the opportunity to review school rules and appropriate conduct. All parents and graduating seniors afforded the opportunity to participate in annual parent and student satisfaction surveys. Revision of student handbook, policies and staff implementation.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5 A. Advisor review of progress reports and student work logs. Annual review of P2 attendance reports.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5 B. Increase school and student communication with appropriate implementation of Rtl, interventions, and academic probation for work completion.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5CD. Advisors and students meet to update the ILP and student 10-year plans. Students participate in satisfaction and post-graduation surveys.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5 E. Advisors and students meet to update the ILP and student 10-year plans. Students participate in satisfaction and post-graduation surveys.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6 A. The Charter School will provide a positive school climate. Maintain low percentage of suspension and expulsion rates through communication of student behavior expectations and consequences.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6B. Annual review of student handbook. Advisors meetings to clarify student behavior expectations.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	

		(Specify)	
<p>6C. Provide and review student / parent handbook(s). Review, revise and conduct surveys with stakeholder groups. New students enrolled in the Orientation course.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	Improve degree of parent and student perceptions of school safety and connectedness.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 COE only: 9 _ 10 Local : Specify
Identified Need :	STATE PRIORITY 5-PUPIL ENGAGEMENT: School attendance rates, chronic absenteeism rates, middle school dropout rates. STATE PRIORITY 6-SCHOOL CLIMATE: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.		
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	All students and parents are provided the opportunity to review school rules and appropriate conduct. All parents and graduating seniors afforded the opportunity to participate in annual parent and student satisfaction surveys. Revision of student handbook, policies and staff implementation. Maintain low percentage of suspension and expulsion rates through communication of student behavior expectations and consequences. Maintain or increase high school graduation rates. 2015 - 2016 9th – 12th grades’ curriculum choices will include UC A-G approved courses for core subjects, AP courses will be available in ELA, Math. Participation will increase by 2% per year, AP exams can be completed offsite. Increased student participation in dual/concurrent enrollment and/or AP exceeded 2%. Incorporated CAHSEE prep classes. Utilized Edgenuity curriculum including A-G courses. Increased student participation in A-G course work Provided and reviewed student expectations including appropriate school behavior. Student handbook updated. Learning Center assemblies to review student expectations for behavior. Review and revise student handbook to include necessary and appropriate student expectations. Insuring all students and parents are provided opportunity to review school rules and appropriate conduct. Promotion of outstanding citizenship. Revised student handbook, policies and staff implementation. Plan to conduct, review and compile results of annual parent and student satisfaction surveys Spring 2016 Reviewing and updating handbook policies and procedures increasing online or in person presentation and trainings including: safety, human resources, reporting, documentation, best practices and State/federal requirements.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administration reviews and analyzes results of annual parent and student satisfaction surveys each Spring.	Schoolwide	<u>X</u> All OR: _____	

<p>2015 - 2016 -Review annual suspension and expulsion data from student information system.</p> <p>Survey to be provided Spring 2015.</p>	<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
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LCAP Year 2: 2016 - 2017

<p>Expected Annual Measurable Outcomes:</p>	<p>All students and parents are provided the opportunity to review school rules and appropriate conduct. All parents and graduating seniors afforded the opportunity to participate in annual parent and student satisfaction surveys. Revision of student handbook, policies and staff implementation.</p> <p>Maintain low percentage of suspension and expulsion rates through communication of student behavior expectations and consequences.</p> <p>Maintain or increase high school graduation rates.</p> <p>2016 - 2017</p> <p>9th – 12th grades’ curriculum choices will include UC A-G approved courses for core subjects, AP courses will be available in ELA, Math. Participation will increase by 2% per year, AP exams can be completed offsite. Increased student participation in dual/concurrent enrollment and/or AP exceeded 2%. Incorporated CAHSEE prep classes. Utilized Edgenuity curriculum including A-G courses. Increased student participation in A-G course work</p> <p>Provided and reviewed student expectations including appropriate school behavior. Student handbook updated.</p> <p>Learning Center assemblies to review student expectations for behavior. Review and revise student handbook to include necessary and appropriate student expectations.</p> <p>Insuring all students and parents are provided opportunity to review school rules and appropriate conduct. Promotion of outstanding citizenship. Revised student handbook, policies and staff implementation. Plan to conduct, review and compile results of annual parent and student satisfaction surveys Spring 2017</p> <p>Reviewing and updating handbook policies and procedures increasing online or in person presentation and trainings including: safety, human resources, reporting, documentation, best practices and State/federal requirements.</p>
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<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>
<p>Administration reviews and analyzes results of annual parent and student satisfaction surveys each Spring.</p> <p>2016 - 2017 -Review annual suspension and expulsion data from student information system.</p> <p>Survey to be provided Spring 2016.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: Priority / Sub priority

5 A. All students will be aware of expectations and daily work completion. Decreased student mobility in and out of schools. Increased communication.

5 B Increase school and student communication with appropriate implementation of Rtl, interventions, and academic probation for work completion.

5 C & D All students in grade 9-12 will have an individual learning plan leading to high school graduation including assignment of courses and increased in instruction.

5 E. All students in grade 9-12 will have an individual learning plan leading to high school graduation including assignment of courses and increased in instruction. FPCS will increase graduation rates.

6 A. The Charter School will provide a positive school climate. Maintain low percentage of suspension and expulsion rates through communication of student behavior expectations and consequences.

6 B. Maintain low percentage of suspension and expulsion rates through communication of student behavior expectations and consequences.

6 C. All students and parents are provided the opportunity to review school rules and appropriate conduct. All parents and graduating seniors afforded the opportunity to participate in annual parent and student satisfaction surveys. Revision of student handbook, policies and staff implementation.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5 A. Advisor review of progress reports and student work logs. Annual review of P2 attendance reports.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5 B. Increase school and student communication with appropriate implementation of Rtl, interventions, and academic probation for work completion.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5 C & D Advisors and students meet to update the ILP and student 10-year plans. Students participate in satisfaction and post-graduation surveys.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/>	

		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
5 E. Advisors and students meet to update the ILP and student 10-year plans. Students participate in satisfaction and post-graduation surveys.	School wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
6 A. The Charter School will track the progress of school climate, as measured above. The data and information gathered from our annual student survey will also inform school leaders. Review annual suspension and expulsion data from student information system.	School wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
6 B. Annual review of student handbook. Advisors meetings to clarify student behavior expectations.	School wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
6C. Provide and review student / parent handbook(s). Review, revise and conduct surveys with stakeholder groups. New students enrolled in the Orientation course.	School wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth 	

	_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:	FPCS administration will conduct annual reviews to determine the extent leased learning center conditions are appropriate for student learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 Local : Specify
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Identified Need : STATE PRIORITY 1- BASIC SERVICES (SCHOOL FACILITIES) The degree to which teachers are appropriated assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair.

Goal Applies to: Schools: ALL
 Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: All facilities will have appropriate lease agreements and maintained by staff to ensure safe conditions.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All facilities will have appropriate lease agreements and maintained by staff to ensure safe conditions. Administration conducts periodic and annual reviews of facilities and lease agreements to determine the extent leased learning center conditions are appropriate for student learning. Advisors, Instructional Aides, Professional Learning Communities, data analysis, Professional Development	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2016 - 2017

Expected Annual Measurable Outcomes: All facilities will have appropriate lease agreements and maintained by staff to ensure safe conditions.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All facilities will have appropriate lease agreements and maintained by staff to ensure safe conditions.	Schoolwide	<input checked="" type="checkbox"/> All OR:	

<p>Administration conducts periodic and annual reviews of facilities and lease agreements to determine the extent leased learning center conditions are appropriate for student learning.</p> <p>Advisors, Instructional Aides, Professional Learning Communities, data analysis, Professional Development</p>	<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>1 A. The Charter School's teachers will be appropriately assigned and fully credentialed and all students have California Common Core State Standards aligned materials.</p> <p>1 B. Every pupil will have sufficient access to California Common Core State Standards aligned instructional materials.</p> <p>1 C. FPCS administration will conduct annual reviews to determine the extent leased learning center conditions are appropriate for student learning. School facilities will be maintained in good repair</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1 A. Business / Human Resources staff will review credentials annually, 100% of core teachers will be appropriated assigned according to their valid CA Teaching Credential Commission on Teaching Credentialing or appropriate actions will be taken.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1 B. Principal and Advisors review, report on whether every pupil will have sufficient access to standards-aligned instructional materials and purchase and implement all instructional materials in accordance to state law.</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1 C. On an ongoing basis, facility maintenance needs will be assessed and resolved. Administration conducts periodic and annual reviews of facilities and lease agreements to determine the extent leased learning</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

center conditions are appropriate for student learning.	<ul style="list-style-type: none">_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:	California Common Core State Standards aligned materials. 2015 - 2016 All graduates will be college and career ready.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 Local : Specify
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Identified Need :	STATE PRIORITY 1- BASIC SERVICES (TEACHERS & INSTRUCTIONAL MATERIALS) The degree to which teachers are appropriated assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. STATE PRIORITY 7-COURSE ACCESS: Pupil enrollment in a broad course of study that includes all the subject areas.
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Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	TEACHERS - 100% of core teachers will be appropriated assigned according to their valid CA Teaching Credential Commission on Teaching Credentialing. INSTRUCTIONAL MATERIALS - All students will have access to aligned instructional CCSS materials in math and ELA. COURSE ACCESS - Utilize Edgenuity curriculum including A-G courses. Increase student participation in a-g course work. Increase 9th grade student participation in Get Focused Stay Focused initiative-based course. Incorporate a variety of instructional strategies to engage and support all students. Modified and differentiated instruction will be provided for students with special needs. STUDENT SUPPORT / INSTRUCTION / INTERVENTIONS - Increase student proficiency through skills, grade level academic support provided by credentialed teachers, tutors, and instructional assistants. Provide professional development in instruction and data analysis. 2015 - 2016 *Annual exit survey, review results. Students will complete a rigorous, standards aligned course of study. 9th grade will complete 5 to 10 year plan including CCR and CTE Pathways. Career / Vocational interest Inventory. Annual exit survey to be provided Spring/Summer 2015. Students are completing CCSS aligned courses a majority of core courses are UC a-g. Increase college and career ready (UC a - g) to 10% 9th - 12th grade students' course assignments and completions have exceeded UC a - g goal. CTE / CP courses were piloted through Odysseyware. Hancock College grant not received.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
TEACHERS - The Business /HR Manager will conduct initial and annual verification of core teachers credentials as reported by the CA Commission on Teacher Credentialing; NCLB, HQT, VPSS, HOUSSE, and UC a-g, School Accountability Report Card (SARC). INSTRUCTIONAL MATERIALS - Principal and Advisors	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Workbooks and Other Reference Materials 4000-4999: Books And Supplies LCAP 8,000.00 Instructional Curriculum Supplies (Center Budgets) 4000-4999: Books And Supplies LCAP \$1,000.00

<p>review and purchase and implement all instructional materials in accordance to state law. COURSE ACCESS - Classified coordinator review student coursework and analyze reports from the student information system. STUDENT SUPPORT / INSTRUCTION / INTERVENTIONS - Review periodic benchmark and interim assessment data. Professional development agendas include training for all advisors and instructional support staff.</p>		<p>English proficient _ Other Subgroups: (Specify)</p>	<p>Professional Development 4000-4999: Books And Supplies LCAP 10,000.00</p>
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LCAP Year 2: 2016 - 2017

<p>Expected Annual Measurable Outcomes:</p>	<p>TEACHERS - 100% of core teachers will be appropriated assigned according to their valid CA Teaching Credential Commission on Teaching Credentialing. INSTRUCTIONAL MATERIALS - All students will have access to aligned instructional CCSS materials in math and ELA. COURSE ACCESS - Utilize Edgenuity curriculum including A-G courses. Increase student participation in a-g course work. Increase 9th grade student participation in Get Focused Stay Focused initiative-based course. Incorporate a variety of instructional strategies to engage and support all students. Modified and differentiated instruction will be provided for students with special needs. STUDENT SUPPORT / INSTRUCTION / INTERVENTIONS - Increase student proficiency through skills, grade level academic support provided by credentialed teachers, tutors, and instructional assistants. Provide professional development in instruction and data analysis.</p> <p>2016 - 2017 *Annual exit survey, review results. Students will complete a rigorous, standards aligned course of study. 9th grade will complete 5 to 10 year plan including CCR and CTE Pathways. Career / Vocational interest Inventory. Annual exit survey to be provided Spring/Summer 2016. Students are completing CCSS aligned courses a majority of core courses are UC a-g. Increase college and career ready (UC a - g) to 10% 9th - 12th grade students' course assignments and completions have exceeded UC a - g goal. CTE / CP courses were piloted through Odysseyware. Hancock College grant not received.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>TEACHERS - The Business /HR Manager will conduct initial and annual verification of core teachers credentials as reported by the CA Commission on Teacher Credentialing; NCLB, HQT, VPSS, HOUSSE, and UC a-g, School Accountability Report Card (SARC). INSTRUCTIONAL MATERIALS - Principal and Advisors review and purchase and implement all instructional materials in accordance to state law. COURSE ACCESS - Classified coordinator review student coursework and analyze reports from the student</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Workbooks and Other Reference Materials 4000-4999: Books And Supplies LCAP 8,000.00 Instructional Curriculum Supplies (Center Budgets) 4000-4999: Books And Supplies LCAP 1,000.00 Professional Development 4000-4999: Books And Supplies LCAP 10,000.00</p>

<p>information system. STUDENT SUPPORT / INSTRUCTION / INTERVENTIONS - Review periodic benchmark and interim assessment data. Professional development agendas include training for all advisors and instructional support staff.</p>			
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>1 A. The Charter School's teachers will be appropriately assigned and fully credentialed and all students have California Common Core State Standards aligned materials. 1 B. Every pupil will have sufficient access to California Common Core State Standards aligned instructional materials. 1 C. FPCS administration will conduct annual reviews to determine the extent leased learning center conditions are appropriate for student learning. School facilities will be maintained in good repair 7 A. FPCS' curricula will meet and California Common Core State Standards. The curriculum adopted by FPCS for all core subjects (English, math, science and social studies) will align to the CCSS. FPCS advisors will incorporate a variety of strategies and learning methods to engage all students in learning and provide instruction towards mastery of all core subjects taught. Modified curriculum, accommodations, and differentiated instruction will be available for students with special needs.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1 A. Business / Human Resources staff will review credentials annually, 100% of core teachers will be appropriated assigned according to their valid CA Teaching Credential Commission on Teaching Credentialing or appropriate actions will be taken. 7 A. Student achievement in developing conceptual thinking, problem-solving skills, and content mastery will be assessed using multiple measures based on an assessment program that both improves learning and provides assurances of accountability.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Workbooks and Other Reference Materials 4000-4999: Books And Supplies LCAP 8,000.00 Instructional Curriculum Supplies (Center Budgets) 4000-4999: Books And Supplies LCAP 1,000.00 Professional Development 4000-4999: Books And Supplies LCAP 10,000.00</p>
<p>1 B. Principal and Advisors review, report on whether every pupil will have sufficient access to standards-aligned instructional materials and purchase and implement all instructional materials in accordance to state law.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>1 C. On an ongoing basis, facility maintenance needs will be assessed and resolved. Administration conducts periodic and annual reviews of facilities and lease agreements to determine the extent leased learning center conditions are appropriate for student learning.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

8-22-14 [California Department of Education]