



Family Partnership
Charter School

FAMILY PARTNERSHIP CHARTER SCHOOL
MID-CYCLE PROGRESS REPORT

625 South McClelland Street
Santa Maria, CA 93454

Blochman School District

March 8, 2018

Accrediting Commission for Schools
Western Association of Schools and Colleges

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Kelsey Ricks, High School

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Vision

(adopted Oct 2016)

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

Mission

(adopted Oct 2016)

Our mission is to provide a personalized and nurturing learning environment focused on inspiring lifelong learners.

FPCS Motto

Bringing the Best Together for Student Success

FPCS Expected Schoolwide Learning Results (ESLRs)

- Academic Achievers Who Demonstrate:
 - Measurable gains toward meeting or exceeding CA Common Core State Standards
 - The ability to use technology for learning
 - The ability to set and achieve short and long-term goals for college and career readiness
- Responsible Citizens Who Demonstrate:
 - Perseverance to work individually and collaboratively in solving problems/issues
 - Citizenship through the participation in civic, social, and environmental activities
- Effective Communicators Who Demonstrate:
 - The ability to exchange information and ideas correctly
 - Use appropriate media to share knowledge with a variety of audiences

I: Student/Community Profile Data

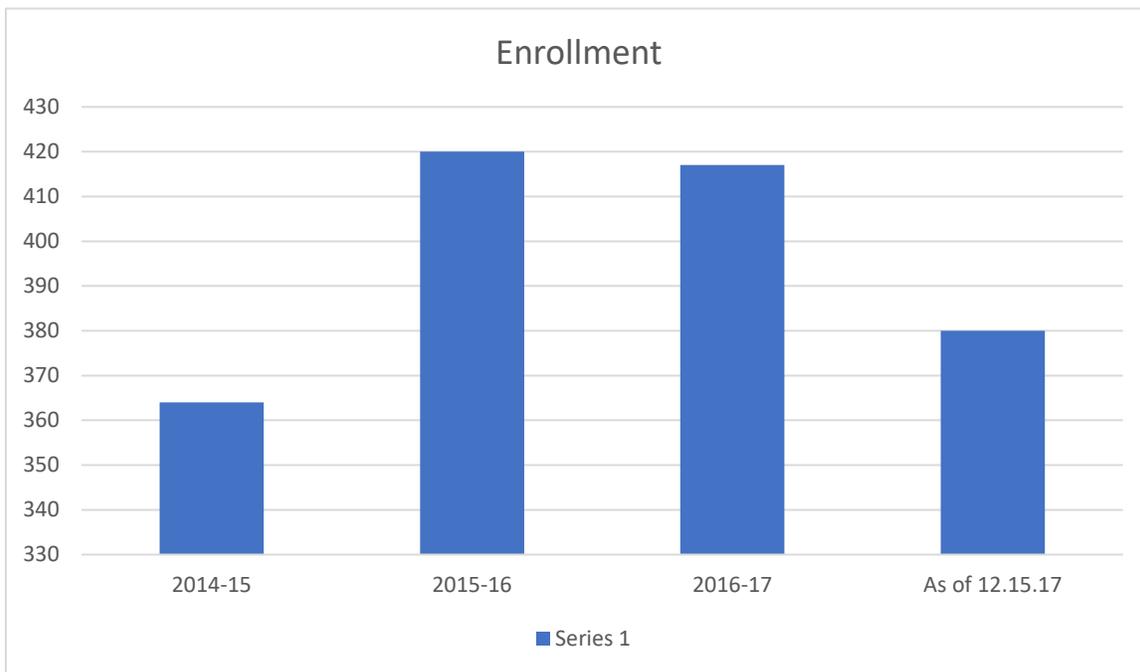
Family Partnership Charter School (FPCS) is a non-profit, K-12, Independent Study Public Charter School with administrative offices located in Santa Maria, California. The school is chartered by the Blochman Union School District, and provides services to approximately 380 students in Santa Barbara and San Luis Obispo counties. FPCS serves students and families in grades K-12 who are seeking an alternative, personalized educational program.

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

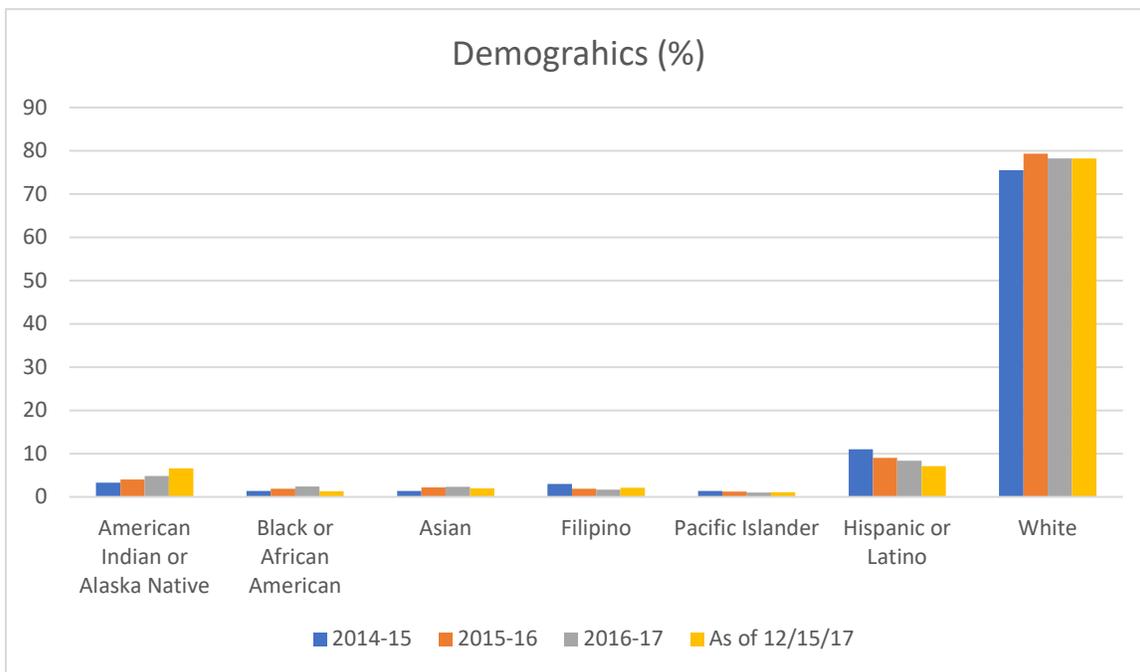
FPCS currently consists of six learning centers at the following locations: Solvang (6-12); Orcutt (9-12); Santa Maria Montessori (K-5); City Center – BUSD (6-8); San Luis Obispo (6-12); and Morro Bay Montessori (K-5). The communities served by the school are primarily residential, composed of families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

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

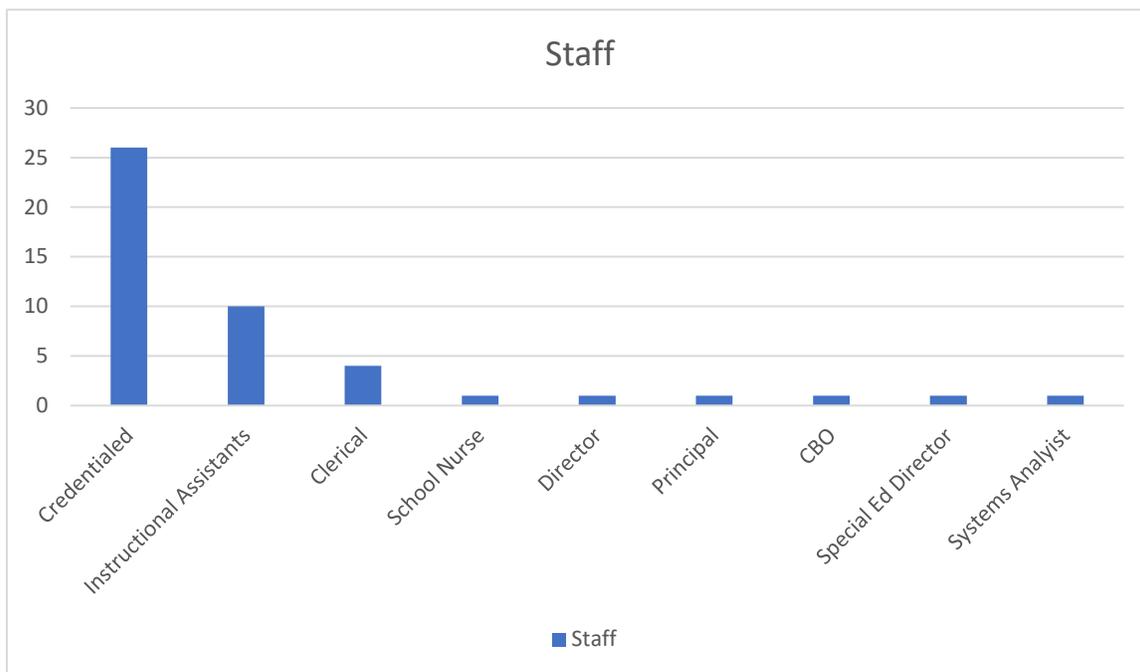
Demographic Data



FPCS has had an increase in enrollment from the end of the 2014-15 school year to the end of the 2015-16 school year. FPCS has maintained a year end enrollment of about 400 students. Enrollment as of 12/15/17 was 380 students. If past trends continue, FPCS will increase enrollment as the first semester ends for local districts and parents/students seeking an alternate educational options.



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

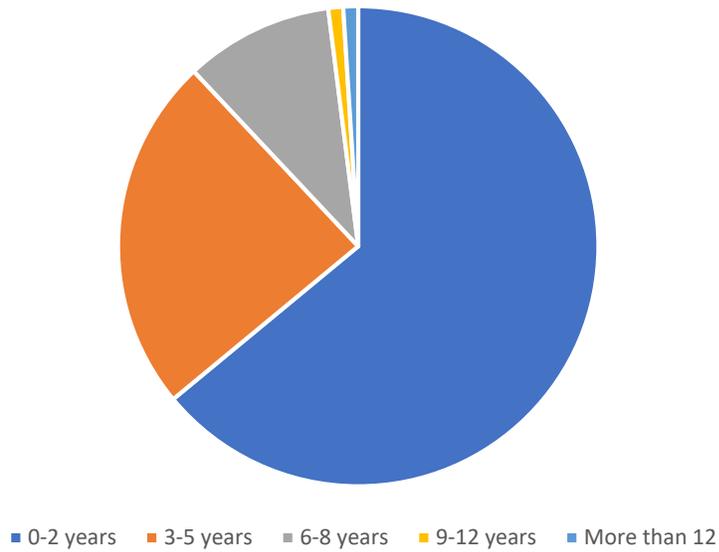


FPCS currently employs 46 employees, of which, 26 are credentialed teachers for a student to teacher ratio of 15 to 1. There are 14 classified personnel including; ten instructional assistants and four clerical staff. The leadership team of five consists of the Director, Principal, CBO, Systems Analyst and Special Education Director. FPCS also contracts a school nurse.

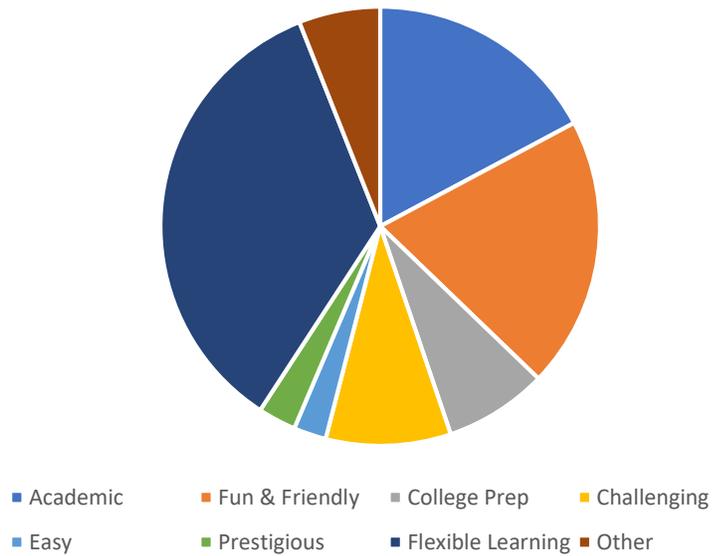
School Climate

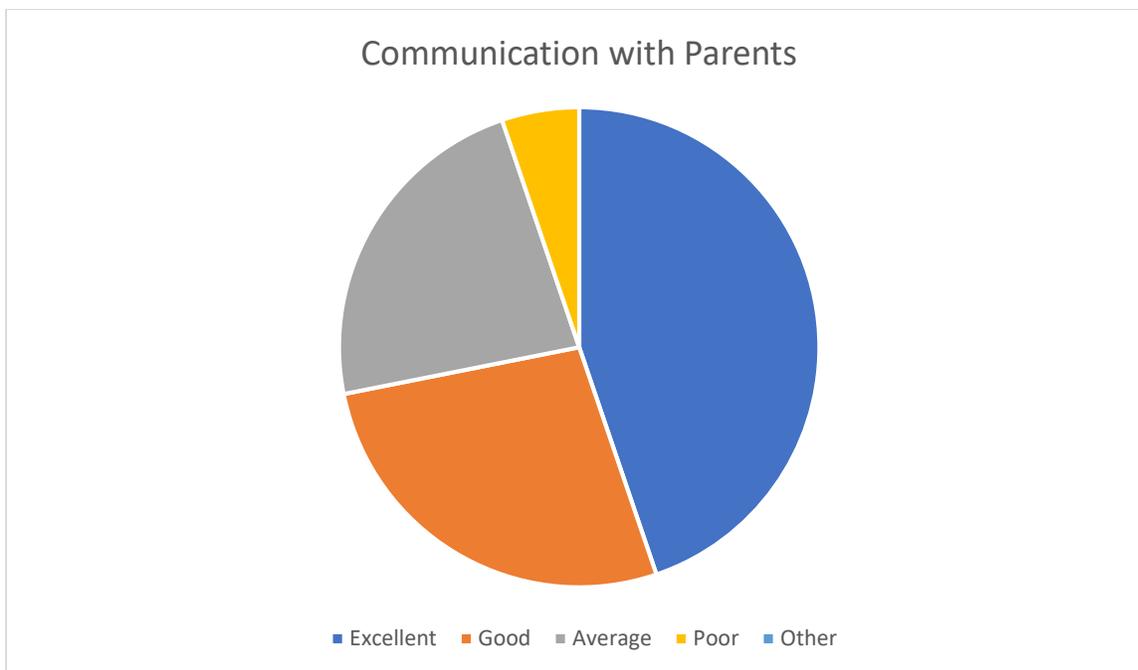
Since 2016-17 FPCS has been conducting surveys of its stakeholders (parents, students, staff) twice annually. Also, the Principal has formed a Parent Advisory Committee (PAC), meeting with parents monthly. Data results suggest that parent and student overall satisfaction with the school is mostly positive. Initially concerns with communication were identified, but this has improved since the beginning of the 2016-17 school year. Since the last survey, FPCS has purchased and implemented the Parent Square communication tool. Initial feedback during PAC meetings has been extremely positive.

Total Years Students Enrolled in FPCS



FPCS Community Image

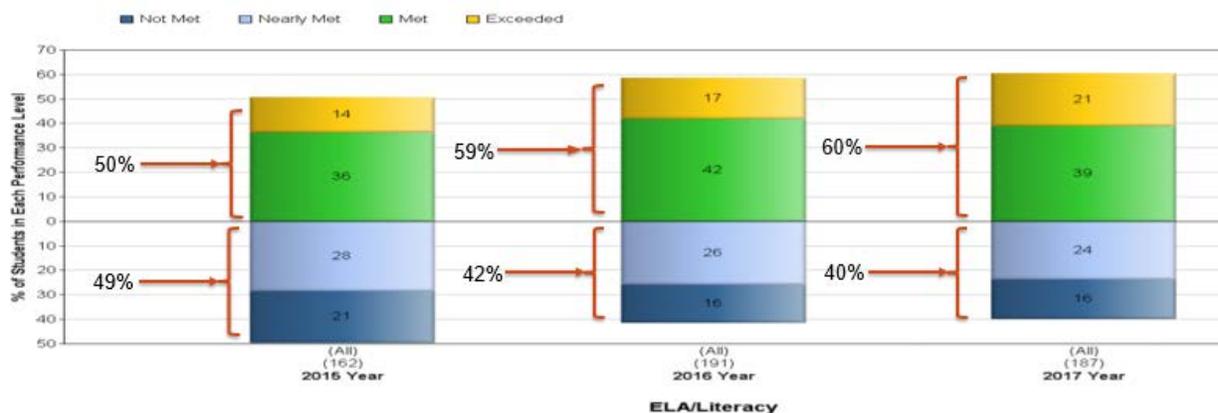




Student Achievement

English Language Arts (ELA)

Percent of Students Who Met or Exceeded ELA Standards



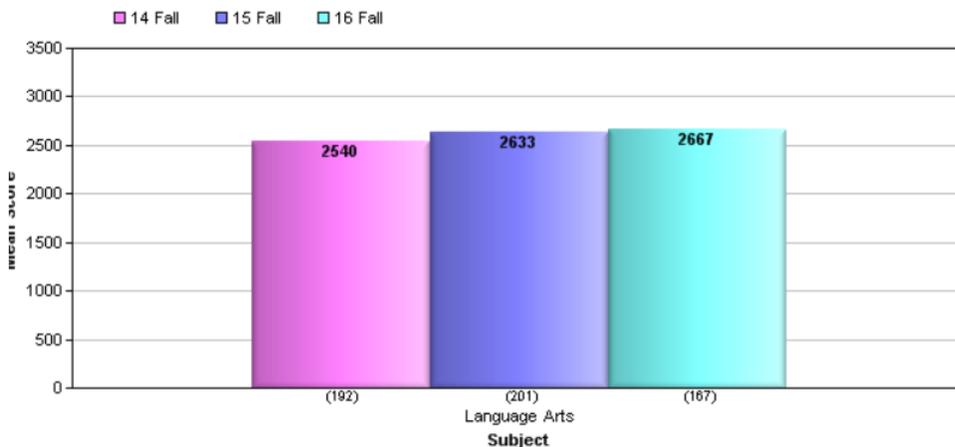
In 2017, 60% of FPCS students met or exceeded the standards for ELA, with an additional 24% of our students nearly meeting the standard, and 16% not meeting the standard. Our three-year trend indicates a 10% increase in the number of students meeting or exceeding the standard, a 4% decrease in the number of students nearly meeting, and a 5% decrease in students not meeting the standard. As a school, our students are performing at a higher rate in ELA than the California average (49%) and the following similar, local schools; Trivium (58%), and Olive Grove (37%).

Scantron Performance Series Average Scaled Score -Fall

Testing Group
Grade: All Grades

Reporting Group
District: Family Partnership Home Study Charter
School: All Schools

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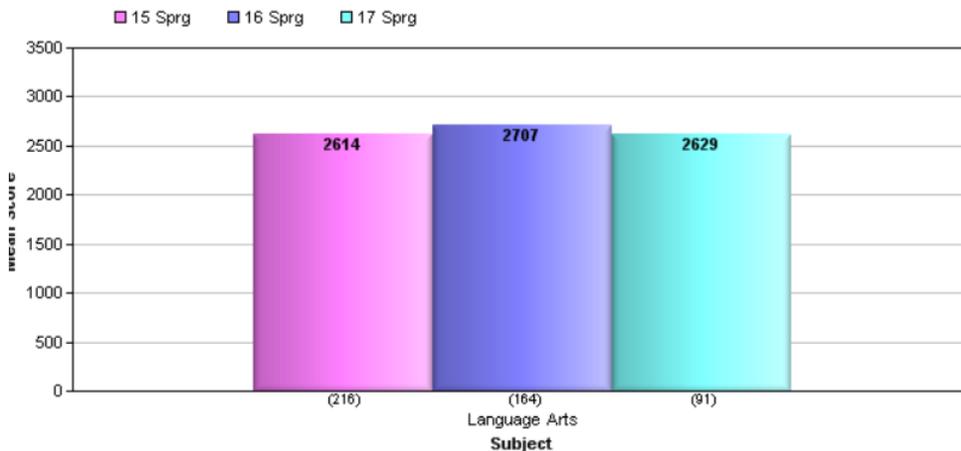


Scantron Performance Series Average Scale Score - Spring

Testing Group
Grade: All Grades

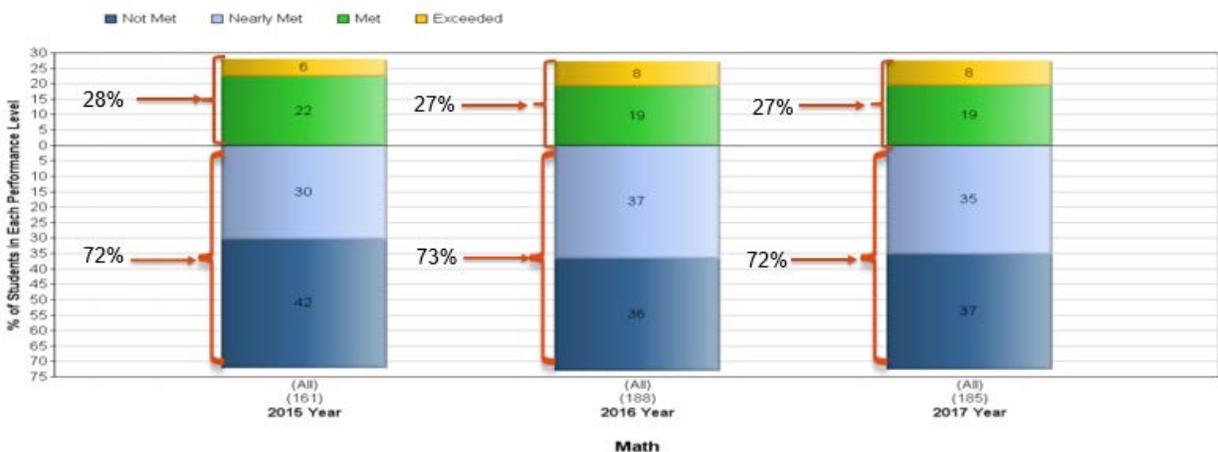
Reporting Group
District: Family Partnership Home Study Charter
School: All Schools

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Mathematics (Math)

Percent of Students Who Met or Exceeded Math Standards



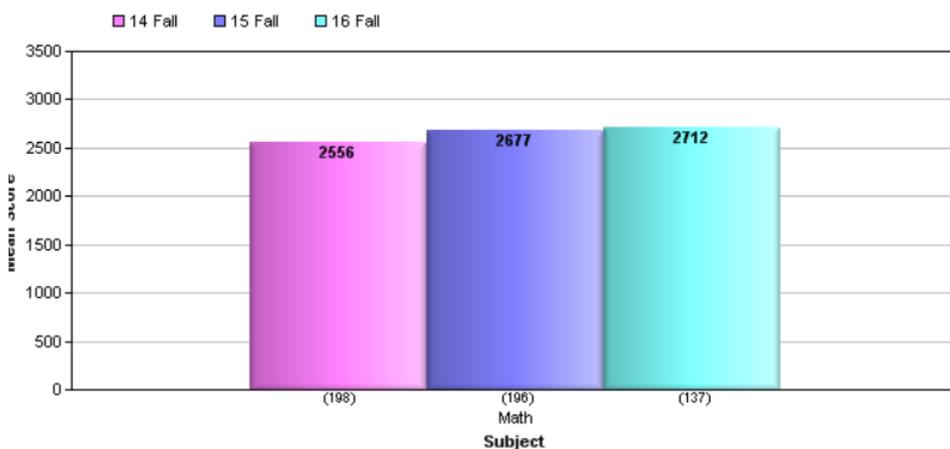
In 2017, 27% of FPCS students met or exceeded the standards in Math, with an additional 35% of our students nearly meeting the standard, and 37% not meeting the standard. Our three-year trend indicates a 1% decrease in the number of students meeting or exceeding the standard, a 5% increase in the number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

Scantron Performance Series Average Scaled Score -Fall

Testing Group
Grade: All Grades

Reporting Group
District: Family Partnership Home Study Charter
School: All Schools

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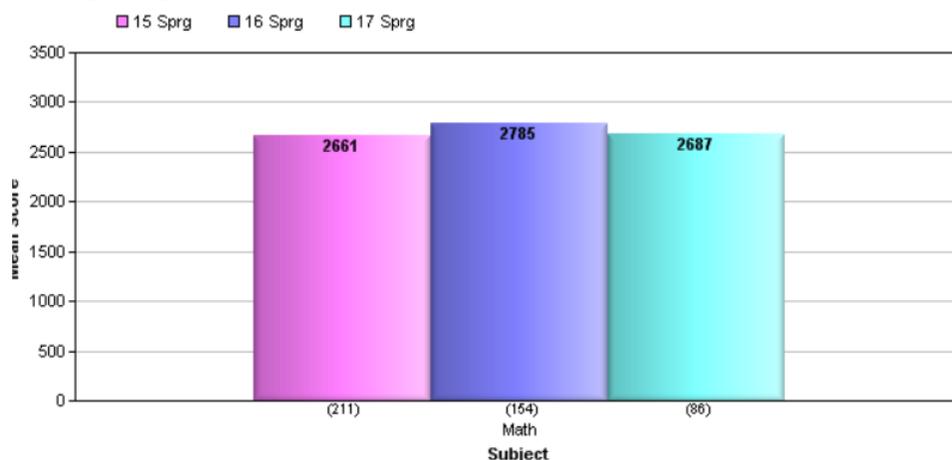


Scantron Performance Series Average Scaled Score -Spring

Testing Group
Grade: All Grades

Reporting Group
District: Family Partnership Home Study Charter
School: All Schools

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Math is an area where we are continuing to focus our curriculum, instruction, and professional development (PD) opportunities. Math data has also been disaggregated and shared with the PLC groups to help identify areas of need and areas where best practices may be occurring. FPCS has purchased new math curriculum and have sent staff members to Math Facts and Facts Wise PD at the Santa Barbara County Education Office (SBCEO). Disaggregated data has also revealed that our 9th-12th grade independent study students that where enrolled in a math class and attending direct instruction support classes, performed significantly better on the SBAC math test at the end of the year. With this data in hand and through collaborative efforts, FPCS is in the process of increasing its direct instruction support at our locations that have been traditionally independent study.

II: Significant Changes and Developments

Administration and Support Staff

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

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

Teachers

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

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

Opening and Closing of the Carpentaria Learning Center

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

School Nurse

For the 2017-18, FPCS contracted with a licensed school nurse to provide health screenings and to assist with the health needs of special education and general education students.

Student Enrollment (3-year period)

The following is the CBEDS enrollment for each school year:

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

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

Historically, FPCS enrollment has been relatively steady, within the range of 317 to 390 students. In 2016-17, we graduated almost half the students attending our Solvang center. Replacing those students has been a challenge for us in the current school year. We are actively advertising and recruiting students and enrollment has grown from 28 to 32 students attending in Solvang, and our overall enrollment has grown this year from 368 to 393 (as of 2-7-18).

New Mission & Vision

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

Vision

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

Mission

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

Curriculum

Science Fair

For the 2016-17 school year, FPCS organized its 1st annual science fair. FPCS acquired the use of the Abel Maldonado Center in Santa Maria and conducted a day long event where the students from the Santa Maria locations came together to present their science fair projects to staff, family, friends, and members of the public. FPCS was able to connect with Allan Hancock College and their Science and Engineering club was able to set up a booth and provide science demonstrations for those attending. Lunch was provided for students and staff. The science fair included a culminating awards presentation where every student was recognized individually on stage for their participation. Awards were also given to one student from each grade level for

exceptional effort. Members of the local media were present, which provided good advertisement for FPCS.

FPCS's goal is to improve and increase the participation in our school wide science fair from year to year. The 2nd annual school wide science fair is scheduled to take place from 10:00 to 1:30 on Friday, February 9, 2018 at the Santa Maria City Abel Maldonado recreation center. This year, all learning centers are participating with students being bused in from Morro Bay and San Luis Obispo. It is expected that approximately 200 students will participate. This is a change from our first science fair where only the Santa Maria area schools participated. A goal for FPCS is to increase student exposure to Science, Technology, Engineering, Arts, and Mathematics (STEAM). The science fair is just one step that FPCS is taking to achieve this. FPCS's goal is to improve the science fair every year and will look to add additional participation from our local colleges and junior colleges.

New Textbooks

At the beginning of the 2016 school year, Family Partnership purchased the Houghton Mifflin Journeys and Collections curriculum for grades K-8. The new Journeys curriculum integrates language arts, literacy, and science and/or social studies in every lesson. Additionally, teachers assigned to the same learning center often share units or topics of study; this includes multiple grades. FPCS continuously monitors its curriculum (hard copy and online) and programs for effectiveness. Currently, our Curriculum and Instruction (C&I) committee are in the process of evaluating our online curriculum, and our Assessment & Accountability (A&A) committees are evaluating our online assessment tools.

A-G Science Wet Labs

FPCS has been making great efforts to increase the number of approved A-G courses in science. For the 2017-18 school year, FPCS was able to purchase science laboratory equipment to provide biology wet labs. This allows our high school biology class to be recognized as an A-G approved laboratory science class.

Blended Program for Orcutt & Solvang

FPCS continually strives to improve the types of programs it offers to its students. After evaluating data and performance from the various learning centers, it was discovered that the high school students attending our San Luis Obispo (SLO) center that were taking a math class and attending the support classes being offered, all scored at Met Standard or higher on the summative SBAC examination given in the spring. These students were also performing better in their coursework. With this in mind, FPCS has decided to start the implementation process of a "blended model" program for the other two high school programs, Orcutt and Solvang.

RTI Model/UDL Training/MTSS

The A&A Committee reviewed and redesigned the Individual Learning Plan (ILP) form and process. The form has been in use since the 2016-2017 school year. The ILP form is used to record all agreed upon interventions and progress within the RtI system. For the 2016-17 school

year, FPCS focused on recreating their RtI model, by evaluating all its current resources and programs. The initial focus of RtI was on Tier One instruction and supports. To support this, we have completed three half-day workshops on the Universal Design of Learning (UDL) platform and have scheduled a fourth for spring 2017, with the intent of strengthening teacher intervention strategies at the classroom level.

In 2016-17, the A&A Committee, with the input of teachers, compiled a list of curriculum, support materials and apps already in use throughout FPCS to address Tier One instruction and Tier Two intervention in reading, math, and writing. The list was shared with staff to ensure teachers and support staff had access to the resources available to address Tier One instruction and Tier Two intervention. To the existing master RtI list, links to new, best-practice apps and resources was added for consideration. After vetting each app and link, the RtI resources were added to the FPCS website teacher and staff access point beginning 2017-2018.

Over the past year, FPCS has contracted with the Santa Barbara County Office of Education to provide three full days of training on the UDL. The purpose of this training is to support all teachers to make first instruction as effective as possible. FPCS has dedicated itself to UDL as the main component of its level 1 RtI model.

During the fall of 2017, FPCS wrote and received a \$25,000 grant to participate in the California Scale Up MTSS (SUMS) Initiative. Awardees will work to develop, align, and improve academic and behavioral resources, programs, supports, and services utilizing a coherent MTSS framework that engages all systems leading to improved student outcomes. This was a big accomplishment for FPCS, as the funds and provided training will help FPCS develop and align its RtI, Behavioral, and Social Emotional programs and interventions under one umbrella. Training for the FPCS leadership team will begin on February 8th, 2017.

PLC/Committee Formation & Changes

In 2015-16, FPCS formed the following ad-hoc committees; Assessment and Accountability (A&A), Curriculum & Instruction (C&I), Career and Technical Education (CTE), and Advertising and Promotion (A&P). With a larger focus on developing CTE pathways, FPCS eliminated the A&P committee to increase the size of participants in the other committees, especially the CTE committee.

In 2015-16, Professional Learning Communities (PLCs) were formed. PLCs were regrouped in 2016-17 to allow more grade level collaboration, identification of best practices, and evaluation of benchmark and summative assessment data. A calendar of meetings was developed to create time for regular semi-monthly, grade level PLC meetings.

Governing Council

The Governing Council membership has fluctuated over the past three years. The bylaws call for at least three, but no more than five members, and FPCS has managed to meet the required minimum. The school has had three different chairmen in the past three years, and currently has only one member who has served for longer than one year. The Governing Council is currently in the process of revising its bylaws, restating the Articles of Incorporation, and adopting revised Conflict of Interest codes. These come before the Council for final approval in March of 2018.

III: Ongoing School Improvement

Stakeholder Engagement/Student Achievement

Staff

Staff review benchmark assessments during all-staff professional development days, and at grade level and subject specific professional learning communities (PLCs). The three benchmark assessments are; Developmental Assessments for FPCS (K-1), Fastbridge (Grades 2-5), and Scantron (Grades 6-11). Grade level PLCs review Smarter Balance Assessment Consortium (SBAC) data regularly. Individual teachers review SBAC and benchmark data continually to improve student outcomes and help identify best practices. In the fall of 2017, Multiple Measures Assessment Reporting System (MMARS) was obtained and utilized to disaggregate assessment data and provide staff with updates on formative and summative data to inform instruction and help identify best practices.

Parents

Parents and teachers meet on a regular basis to discuss assessment results, student progress, and student achievement. SBAC results are mailed to parents, and parents are provided opportunities to discuss results with their child's teacher. Benchmark (Developmental Assessments for K-1, Fastbridge, and Scantron) assessment results are reviewed in family meetings three times yearly. Parents of middle and high school students receive Edgenuity progress reports via email daily, weekly, or upon request. Parents of K-8 students review student progress and achievement during regularly scheduled parent/teacher conference periods. Parents of K-12 students meet regularly with teachers to discuss ongoing student progress. Parents are also invited to join the Parent Advisory Committee (PAC), which meets with the principal monthly to discuss concerns, school status, and overall student achievement. The PAC is also involved in reviewing previous LCAP goals, and are solicited for ideas modifications or changes to these goals.

Students

Students in grades 6-12 review student progress, achievement on coursework, and Edgenuity online curriculum during regularly scheduled meetings with their teacher. 6th-12th grade students review benchmark assessment results during family meetings with their parents and teacher, three times yearly. Benchmark assessment results for students in grades 2-5 are reviewed to inform students of their progress after first administration, and before and after 2nd and 3rd administration each year.

Implementation and Monitoring of School-Wide Action Plan

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

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

The LCAP was presented to the Governing Council for annual adoption on June 20, 2017. A detailed report on SMARTer Balance test results are presented to the public at a fall meeting of the Governance Council. In October of 2017, the Governance Council also received a detailed presentation on the California School Dashboard, highlighting the progress on the Local Performance Indicators for implementation of State Academic Standards.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Several changes have taken place at the state level that have affected FPCS goals and growth targets in the previous WASC action plan, including the switch from the summative California State Testing (CST) exam to the current Smarter Balanced summative exam, and the elimination for the California High School Exit Examination (CAHSEE). Consequently, FPCS has rewritten goals and growth targets within the 2016-17 LCAP.

Goal 1 - (Area of Improvement): Develop a comprehensive system with structures in place to help students achieve grade level standards K-12 in mathematics, with an emphasis on 9-12 math.

1a. Establish a curriculum committee

The Curriculum & Instruction (C&I) committee was established in Fall of 2015 and meets at least once a month in the afternoon on a Monday for 2 – 3 hours. The C&I Committee is currently working jointly with the Career and Technical Education (CTE) Committee to develop high school career CTE Pathways with effective CTE curriculum. FPCS is currently considering Edgenuity, Odysseyware or FUEL curriculum for its CTE Pathways. Edgenuity is the school's current online curriculum delivery for 6th-12th grade students, however they have a limited number of CTE Pathway courses. FPCS currently uses Odysseyware for its CTE courses, however the students find using another platform cumbersome and Odysseyware is not as engaging as Edgenuity. FUEL CTE curriculum is currently being evaluated since it's in alignment with the CA Standards and it has established CTE pathways.

The committee worked to evaluate multiple K-8 curriculums and recommended the purchase of Houghton Mifflin Journeys (K-5) 2017, Houghton Mifflin Collections (6-8) 2017, and Math in Focus (K-8) 2015. Both curriculums were implemented in the Fall of 2016. FPCS middle school (6-8) adopted Math in Focus, a state approved common core curriculum in spring 2016.

Beginning with the 2017-18 school year, the high school Earth and Space Science and Biology classes are "A-G" approved. The Earth science is approved as an elective "G" area and the Biology class is approved in the "D" lab science area. FPCS is considering the NGSS aligned Amplify Science and Mystery Science programs for grades K-8th and is planning on piloting it during the 2017-18 school year.

1b. Increase academic support for students in secondary math courses (6-12) with an emphasis on Algebra and CAHSEE/1c. Provide ongoing support for direct instruction in mathematics

Family Partnership Charter School has developed a comprehensive system with structures in place to help students achieve grade level standards in K-12 mathematics, with an emphasis on grades 9-12 math. Please see below for information on how FPCS has addressed this critical area:

High School

- FPCS High school math graduation requirements have changed from requiring 20 credits of math to 30 credits beginning with the freshman class of the 2016-2017 school

year. By requiring all students to take three years of math instead of two, they will have another year to develop their mathematical skills.

- The CAHSEE is no longer in existence, and the SBAC has replaced the traditional CST tests.
- The 11th grade math SBAC data for 2015-2017 is in the table below.

FPCS High School 11th Grade Math SBAC			
Grade-Year/# of Students	% Met/ Exceeded	% Nearly Met	% Not Met
2015/39	23 %	23%	54 %
2016/52	15%	33%	52%
2017/54	15%	31%	54%

The results show a drop-in proficiency from 2015-2016, however the results remain stable from 2016 to 2017 where 15% of 11th grade students currently are meeting or exceeding the standards. For the fifty-four 11th grade students, the 2016 math SBAC results are further broken down into the categories below to determine the school’s strength/weakness areas.

SBAC Sub-Category Results			
Category	Below	Near	Above
Concepts and Procedures	31/54 = 57%	18/54 = 33%	5/54 = 9%
Problem Solving	25/54 = 46%	24/54 = 44%	5/54 = 9%
Communicating Reasoning	18/54 = 33%	31/54 = 57%	5/54 = 9%

The results indicate that the students’ lowest area is in the Concepts and Procedures category, and that the area with the most students nearing the proficiency of the standards is Communicating/Reasoning.

San Luis Obispo (SLO) Learning Center

The SLO Learning is a high school blended program where students receive face to face support instruction two days per week. The SLO center has been providing support classes for the last three years. Result data for these students was analyzed to determine the effect, if any, the support class had on our high school students. To determine the effects, the 11th grade Smarter Balanced results were further broken down. Here is the 2016 SLO Center Smarter Balanced results for thirty-four 11th grade SLO students when compared to all 11th graders:

- 2 SLO/2 students (100%) - Exceeded standards
- 6 SLO/6 students (100%) – Met standards
- 9 SLO/17 students (53%) - Nearly met standards
- 17 SLO /29 students (59%) - Didn't meet standards

Middle School

Family Partnership Charter School's comprehensive math program focuses on students achieving grade level standards K-12. FPCS's middle school math programs range from independent study with general math labs, a three day a week blended program, and a two day a week blended program. The independent study program primarily uses FPCS's common core online Edgenuity math curriculum, whereas the two-day and three-day a week programs use the common core aligned Math in Focus textbook and support material. Each middle school program utilizes single subject math credentialed teachers for their math programs. FPCS's middle school grades 6-8 have done the following to address this critical need area:

- FPCS's middle school program adopted Math in Focus, a California state adopted Common Core curriculum in 2016-2017.
- FPCS has increased direct instruction in mathematics for middle school students, anywhere from one to three hours per week.
- FPCS has set aside math tutoring to assist students with homework and math deficits. Tier two RTI students are required to attend the weekly math tutoring sessions.
- FPCS has provided several math nights for parents to give parents tools to work with their students in math.

6th Grade

The SBAC data for grade 6 cohort from 2015-2017 indicates that students that Met or Exceeded the math standards on the SBAC decreased from 37% to 33%, however this group increased from 5% to 13% for students Exceeding the standard. The percentage of the students that Nearly Met Standard decreased from 37% to 33%, and the students that did not meet standards increased from 26% to 33% from 2015 to 2017. FPCS also had a decrease in student population from 19 total students to 15 students from 2015 to 2017. Note that grade 6 is the first-year students transition from Montessori or independent study to FPCS's blended middle

school program. Some students moved to traditional middle school programs, thus making FPCS's grade 6 population somewhat transient. Also, note that of the grade 6 cohort from 2015-2017, only 7 students are students that have been at FPCS for the three consecutive years. Of these 7 students only one student categorized as Not Met all three years, two students categorized as Nearly Met all three years, one transitioned from Met to Exceeded, one Exceeded the standards all three years, and two students Met in 2015 and Nearly Met in 2017.

MATHEMATICS

Achievement Level Distribution Over Time

	4th Grade (2015)	5th Grade (2016)	6th Grade (2017)
Mean Scale Score	2464.9	2484.8	2499.1
Standard Exceeded: Level 4	5 %	23 %	13.33 %
Standard Met: Level 3	32 %	9 %	20.00 %
Standard Nearly Met: Level 2	37 %	36 %	33.33 %
Standard Not Met: Level 1	26 %	32 %	33.33 %

Note: Brackets in the original image group 'Standard Exceeded: Level 4' and 'Standard Met: Level 3' for each year, with totals of 37% (2015), 32% (2016), and 33% (2017).

7th Grade

The SBAC data for grade 7 cohort from 2015-2017 indicates that students that Met or Exceeded the math standards on the SBAC increased from 26% to 38% from. The percentage of students that nearly Met standards increased from 13% to 23%. In addition, the students that Did Not Meet the standards decreased from 60% to 38% from 2015 to 2017. FPCS also had an increase in student population from 15 total students to 26 students from 2015 to 2017. Also, note that of the grade 7 cohort from 2015-2017, only 3 students are students that have been at FPCS for the three consecutive years. Of these 3 students one student classified as not Met all three years, one Met all three years, and the last student Exceeded all three years.

MATHEMATICS

Achievement Level Distribution Over Time

	5th Grade (2015)	6th Grade (2016)	7th Grade (2017)
Mean Scale Score	2449.5	*	2517.2
Standard Exceeded: Level 4	13 %	*	11.54 %
Standard Met: Level 3	13 %	*	26.92 %
Standard Nearly Met: Level 2	13 %	*	23.08 %
Standard Not Met: Level 1	60 %	*	38.46 %

Note: Brackets in the original image group 'Standard Exceeded: Level 4' and 'Standard Met: Level 3' for each year, with totals of 26% (2015), 38% (2017). Asterisks () indicate missing data for 6th Grade.*

8th Grade

The SBAC data for grade 8 cohort from 2015-2017 indicates that students that Met or Exceeded math standards on the SBAC increased from 18% to 22%. The percentage of the students that Nearly Met standards increased from 27% to 41%. In addition, the students that Did Not Meet standards decreased from 55% to 39%. FPCS also had an increase in student population from 11 total students to 32 students from 2015 to 2017. Also, note that of the grade 8 cohort from 2015-2017, only six students are students that have been at FPCS for the three consecutive years. Of these six students two students met standards all three years, one student Nearly Met standards all three years, one student categorized as Not Met standards all three years, one student categorized as Not Met in 2015/nearly met in 2016/not met in 2017, and one student Nearly Met in 2015, Met in 2016, and Not Met in 2017.

MATHEMATICS

Achievement Level Distribution Over Time

	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
Mean Scale Score	2472.1	2543.2	2530.0
Standard Exceeded: Level 4	0 %	0 %	3.13 %
Standard Met: Level 3	18 %	43 %	18.75 %
Standard Nearly Met: Level 2	27 %	39 %	40.63 %
Standard Not Met: Level 1	55 %	17 %	37.50 %

Note: Brackets in the original image group 'Standard Exceeded' and 'Standard Met' for 6th grade (18%), 7th grade (43%), and 8th grade (22%).

Elementary

All K-5 teachers have implemented the newly purchased Math in Focus Curriculum. The curriculum was selected primarily because it addresses the needs of all learners, including options for enrichment, intervention, and re-teaching. Additionally, K-5 staff attended training in FactsWise and Number Talks. Also, via small group instruction, K-5 staff is able to immediately identify at-risk students and make adjustments to math instruction. Students are assessed in math via Fastbridge periodically. After each periodical assessment, student performance in math is assessed by the teacher, which helps inform future math instruction as delivered by the teacher, as well.

5th Grade

The SBAC data for grade 5 cohort from 2015-2017 indicates that students that Met or Exceeded math standards on the SBAC decreased from 36% to 5%. The percentage of the

students that Nearly Met standards increased from 36% to 60%. In addition, the students that Did Not Meet standards increased from 28% to 35%.

MATHEMATICS

Achievement Level Distribution Over Time

	3rd Grade (2015)	4th Grade (2016)	5th Grade (2017)
Mean Scale Score	2412.0	2445.4	2460.5
Standard Exceeded: Level 4	4 %	4 %	0.00 %
Standard Met: Level 3	32 %	22 %	5.00 %
Standard Nearly Met: Level 2	36 %	41 %	60.00 %
Standard Not Met: Level 1	28 %	33 %	35.00 %

Note: Brackets in the original image group the top two rows of each column to show a total of 36% for 3rd grade, 26% for 4th grade, and 5% for 5th grade.

4th Grade

The SBAC data for grade 4 cohort from 2015-2017 indicates that students that Met or Exceeded math standards on the SBAC decreased from 17% to 11%. The percentage of the students that Nearly Met standards decreased from 33% to 28%. In addition, the students that Did Not Meet standards increased from 11% to 17%.

MATHEMATICS

Achievement Level Distribution Over Time

	3rd Grade (2016)	4th Grade (2017)
Mean Scale Score	2449.0	2480.7
Standard Exceeded: Level 4	17 %	11.11 %
Standard Met: Level 3	39 %	44.44 %
Standard Nearly Met: Level 2	33 %	27.78 %
Standard Not Met: Level 1	11 %	16.67 %

Note: Brackets in the original image group the top two rows of each column to show a total of 56% for 3rd grade and 56% for 4th grade.

1d. Increase the number of content area experts in math

Staff was encouraged to participate in the VPSS Math Certification in 2015-16 and a few non-math credential staff members were able to complete sections. The VPSS Math Certification is no longer available.

During the 2016-2017, some teachers attended a Fact Wise training with the Santa Barbara County Office of Education. Additional all k-5 teachers will attend the training during

the 2017-2018 school year. The County Office of Education also trained all staff on best practices for teaching fractions. Staff were led through the fraction progression from grades K-12.

1e. Establish a coherent and comprehensive schoolwide intervention system/ 1f. Evaluate and refine learning center intervention practices

The A&A Committee collected information across the entire school related to Response to Intervention (RtI) Tier 1 and Tier 2 materials/approaches. The information has been shared with the entire staff to help begin the process of establishing school-wide RtI model. In 2017/18 FPCS wrote a grant proposal and receive a \$25,000 grant to establish a school-wide Multiple Tier System of Support (MTSS) model. FPCS leadership team will begin MTSS training in February 2018. A school-wide intervention system is still in place, but is the process of being modified and refined under MTSS guidelines. MTSS addresses multiple levels of support for students and family and includes RTI under its umbrella.

Individualized Learning Plan forms were re-designed and re-implemented, school-wide.

1g. Provide targeted academic support for low-performing significant subgroup students

Centers established routines for targeted academic support for low-performing students, using scheduling and instructional assistants. Math tutoring is provided during school hours for sub-group and low performing high school students. Middle schools have established a day for additional (Monday or Friday homeschool day) for students receive additional support. LCAP aides/ tutors were available during the 2014-2015 school year. SLO Center obtained a grant for Reflex Math for 2015-2016 and 2016-2017 to help students learn math facts.

Results/Actions

Data indicates that 100% of the students who met or exceeded the SBAC math standards were from the SLO Center. Of the 17 SLO students that did not meet the standards, 9/17 (53%) were not enrolled in a math class, 5/17 (29%) were enrolled in a math class, but did not attend the support class, and only 3/17 (18%) had a math class, and did attend the support class. Upon further analyzation of the 11th Grade Smarter Balanced math results, it's important to note that 100% of the 2016 Proficient and Advanced students attended the SLO Center. In the 2015-16 school year, the SLO Center changed from an independent study program to a hybrid program where students attend school two days a week in grades 6-11. The test results support that the hybrid program increases students' mastery of the standards. Beginning in the 2017-18 school year, FPCS has implemented the hybrid format to the other former independent study centers (Orcutt and Solvang). By increasing students' direct instructional time by having them attend a math class for one hour twice a week, the high school students will be able to learn the math standards through both the Edgenuity teacher and direct FPCS teacher instruction. Also, FPCS has adding math tutoring opportunities for their high school centers.

FPCS uses several measures to assess student progress in reaching and achieving common core standards in mathematics. FPCS administers benchmark testing a minimum of three times per year through the district adopted Scantron program for students 6-11 and

Fastbridge for students K-5. Both benchmark assessments are CCSS aligned. In addition to benchmark assessments students are required to take the SBAC. In collecting the data, for 2017-18 school year we need to ensure we re-test all students on Scantron or FastBridge for Benchmark periods 2 and 3. This can provide us with additional, informative data to assess our math instructional programs. FPCS staff discussed issues surrounding over-assessing students--looking at the number and timing of assessments on our calendar.

Goal 2 (Area of Improvement): Develop a comprehensive system with structures in place to help students improve literacy (listening, speaking, reading, writing) across content areas.

FPCS has made great progress towards improving the critical area of improving literacy (listening, speaking, reading, writing) across content areas. With the focus on ensuring high achievement of all students, the faculty has worked to strengthen teaching methodologies and utilize curriculum resources and instructional materials.

2a. Increase the collaboration time for PLCs to vertical plan integration units

A critical area for growth that was identified was the vertical alignment of units by grade level. At the beginning of the 2016 school year, Family Partnership purchased the Houghton Mifflin Journeys and Collections curriculum for grades K-8. The new Journeys curriculum integrates language arts, literacy, and science and/or social studies in every lesson. Additionally, teachers assigned to the same learning center often share units or topics of study; this includes multiple grades. Centers have specific projects throughout the year that require students to integrate subjects. For example, students create Passion Projects, Slide Show Presentations, STEAM projects, and presentations for Biography Day. Family Partnership implemented a school wide Science Fair in 2017. Students displayed their ability to integrate presentation, speaking, and writing skills with science.

School administration has dedicated time for Professional Learning Communities to work together monthly. Due to the nature of our school geography, administration diligently worked to remove technology barriers that were making virtual communication a challenge. PLC's can communicate with each other by Skype for Business with ease.

Curriculum mapping has been initiated through use of the Houghton-Mifflin Journeys and Collections to ensure vertical alignment of the curriculum. The faculty is committed to continuing professional growth opportunities to improve the teaching/learning environment. Administration coordinated professional development for all staff with the Santa Barbara County Office of Education, topics covered were vertical alignment of fractions K-12 and Universal Design for Learning (UDL).

2c. Evaluate and refine the use of common writing assessments in PLC groups (K--5, 6-- 8, 9-- 12)

Santa Maria Montessori Learning Center (SMMLC) staff collect data about student's writing through observation and situational assessment. Student work is collected, and feedback is provided based off the ELA rubric found in the Journeys curriculum. This type of assessment occurs at least once a week. Additionally, the K-5 PLC will administer 2 formal writing

assessments during the 2017-2018 school year. With the new Journeys curriculum purchased for the 2016-17 school year, K-5 piloted the Writing Performance Assessments, numbers 1 and 2 (of 3), following an attempt in the previous year to design our own, internal common writing assessments. The overall feeling was that students did not do well on the Journeys assessments; however, there was no close evaluation of the results. In order to truly evaluate writing based on the Journeys/Collections grade level writing assessments:

- Staff need training/coaching on using the assessments tools
- In-person PLC time to share, compare, and discuss writing results, reflect on instructional practices, establish a baseline, and measure growth is essential.
- Administer 2 times per year: early and mid-year.

The K-5 PLC determined that the amount of reading required to complete the writing assessment in Journeys excluded many students from accessing the test. We felt it was imperative to find a research based alternative. Three-minute CBM writing probes will be given during the 2017-2018 school year. Multiple sources, including AIMS Web, the National Center on Student Progress Monitoring, and the National Center on Response to Intervention, cite CBM as a research based method for monitoring the writing progress in students. K-5 students will complete the first CBM writing probe during learning period 3. Subsequent writing assessments will be completed during learning periods 5 and 7. These assessments have been added to our school wide calendar and coordinators will collect assessment data from teachers.

Middle School

Family Partnership Charter School's comprehensive English Language Arts (ELA) program focuses on students achieving grade level standards grade 6-8. The program also focusses on preparing student for success in high school, whether students continue with FPCS or transition a traditional high school program. FPCS's middle school ELA programs range from independent study with general writing labs, a three day a week blended program, and a two day a week blended program. The independent study program primarily uses FPCS's common core, online, Edgenuity ELA curriculum, whereas the two days and three day a week programs uses the comprehensive common core aligned Houghton Mifflin's California Collections. Each middle school program has credentialed teachers. FPCS's middle school grades 6-8 have done the following to address this critical need area:

- In 2016-2017 FPCS's middle school program adopted Collections from Houghton Mifflin. The curriculum is state adopted and a comprehensive ELA s Common Core aligned curriculum from Houghton Mifflin.
- FPCS has increased direct instruction in English Language Arts for middle school students anywhere from one to three hours per week. The centers provide, support classes, reading fluency and comprehension labs, and language labs for students that either need additional help or that didn't meet standards.
- FPCS has set aside ELA tutoring to assist students with homework and deficits. Tier two RTI students are required to attend the weekly Read Naturally and Reading for Concepts tutoring sessions or attend the ELA labs. Both Read Naturally and Reading for Concepts are researched based programs.

2b. Increase the integration of assignments and projects/2d. Provide academic support for low--performing significant subgroup students

FPCS staff have prioritized the need to provide academic support for low- performing significant subgroup students. As a school, we recognize the importance of helping these students improve their academic achievement. School administration have dedicated hours for instructional aides at all learning centers. Instructional aides are utilized to make small group instruction possible during class time. Instructional aides assist independently working students while credentialed teachers re-teach and provide other academic support. Music, technology, manipulatives, Touch Math, Reading Mastery, Zoophonics, and Read Naturally are examples of academic supports provided for students. The SLO Center identified 6-8 low performing students through initial benchmark testing and provided them with support through one-one tutoring during advisor meetings. Reading support classes were offered for those students on Wednesday and Friday mornings. The Morro Bay Center offers small group reading support before center instruction time Tues-Fri.

The Family Partnership English/Language Arts program has been making great strides. We now have support classes at all sites. Each site is supporting students in writing, reading, speaking, and listening skills. Some sites have been teaching genre novels that enable co teaching of history. Additionally, the English teachers have been able to work with the Science Project to enhance student's writing. We have a Writing Assessment goal that will be put in place in the spring 2018.

2e. Evaluate and refine the use of reading intervention programs in K--3

Three staff members attended a Reading Intervention training (June 2016-August 17). Training was provided on screening tools, descriptions, and definitions of reading disorders, and on several research-based reading programs to use as interventions. 2016-17 one staff member received coaching from a County-assigned reading intervention specialist, which improved the staff member's intervention practice and student outcomes.

2f. Evaluate and refine IEW and Step up to Writing program

One staff member was able to participate in a Step Up to Writing training (Summer 2016) as a guest of the Blochman School District. The staff member recommended that training be provided for all credentialed teachers.

Staff Development

Starting during the 2016-17 school year, and continuing during the 2017-2018 school year, FPCS's certificated staff has participated in several professional developments with techniques in Universal Design based off UDL Now by Katie Novak. The staff development has focused on UDL's frameworks and principles and best practices. While this report documents what we have done in the past, it also includes commentary on current reflection and plans for continued improvement.

Goal 3 (Area of Improvement): Develop a comprehensive plan to prepare our students for post-secondary opportunities through academic, co-curricular, career exploration, and enrichment opportunities

3a. Develop career technical education program and career based opportunities

We want to continue to grow both CTE and college prep classes and students best serving our community and students. CTE Pathways and the interface with the state's new multiple measures of accountability which includes College and Career Readiness Indicators adds a new dimension and challenges to the evolving California CTE platform. In the fall of 2017, FPCS teachers and administration participated in training offered by the California Department of Education about Career Technical Education Pathways, the instructor credentialing requirements, and the state's College and Career Readiness Indicators. The schools CTE committee is discussing the implementation of career "pathways", determining which pathways would be relevant to students and responsive to community needs as well as aligning our CTE Pathways to facilitate a student's CTE completion should they transfer to (or from) FPCS from a school where they had been pursuing a CTE Pathway. Since the choice and establishment of a CTE Pathway is a local decision made within each high school and the program is new to California, there will be a period where modifications and adaptations will be made by the state to the CTE program requirements, compliance, standards, etc. Therefore, it is prudent for FPCS to research and glean best practice from other schools and districts as we all adapt to the interface between CTE Pathways, College and Career Readiness, and the state's new accountability system of multiple measures. FPCS is actively pursuing the latest information to develop a comprehensive understanding of all that is required to establish a high quality CTE program that incorporates attainable goals and results in positive outcomes (completion) for our high school students.

Currently, FPCS is in talks with Allan Hancock College to develop a strong partnership in developing both initial CTE pathways, and increasing dual enrollment opportunities for our high school students.

3b. Increase the number of students enrolled in A-G courses and completion of A-G graduation requirements

All students at FPCS, whether independent study or attended support classes in our blended program, begin their high school career with a-g coursework, and given the additional support and interventions when needed. FPCS has been making great efforts to increase the number of approved a-g course in science. For the 2017-18 school year FPCS was able to purchase science laboratory equipment to provide biology wet labs. This allows our high school biology class to be recognized as an a-g approved laboratory science class.

3c. Increase student awareness and importance of participating in ACT/SAT exams

High School learning centers coordinate with counselors from local junior colleges, Cuesta and Allan Hancock, to provide high school students with informational seminars on ACT/SAT exam importance and preparation. Staff has suggested that the A&A committee create an advisor packet for all high school coordinators with all relevant dates, locations, and costs to help inform the students.

3d. Implement Individual Learning Plans (ILPs) and 5/10 plan for all students

ILPs have been initiated and refined. As of 2016-17 all students have ILPs in place. 5/10-year plan is addressed by our Success 101 and equivalent HS classes. ILP's are being implemented for all students schoolwide and with a greater emphasis on educational and career goals and the pathways required to achieve them.

3e. Increase support for students to achieve post-secondary goals

Now included on ILP's. Teachers are gaining more pathways to recommend to students as CTE program grows. Success 101, PROD301 class, PEDS 110, assigned a community college liaison at our center, Career Exploration & Transfer Day Event at local community colleges, etc.

3f. Increase student participation in service learning and community service

FPCS C&I committee is discussing the possibility of linking high school senior projects to a community service. C&I committee are considering adding community service as high school graduation requirement. Individual learning centers currently are involved in their own local community service projects including; Thanksgiving food drive, Valentines for special needs students, etc.

3g. Increase number of students enrolled in concurrent and dual enrollment

Students completed steps for enrollment at their high school center with college counselor/teacher. Local junior college liaison is available to student sat Back to School and Open House events. FPCS administration is in the process of building relationships with the local junior colleges to increase the opportunities for students seeking dual enrollment. Current opportunities include; Success 101, PROD301, PEDS 110 classes.

3h. Evaluate and refine system to collect and analyze student graduation data

The goal at FPCS is to make data-driven decisions regarding college and career readiness. FPCS is implementing new data collection methods, such as post-graduate surveys, to track student post-graduation progress. It is being determined whether this is better accomplished through communicating with the educational institutions, or student and family directly. FPCS uses Pathways school management system, which supplies the school with graduation data.

Goal 4 (Area of improvement): Develop a comprehensive system to focus collaboration among the staff on data designed to increase student achievement

4a. Provide support and on-going training to staff on the use of student achievement data to identify and respond to at-risk students

Prior to the beginning of 2016-17, the A&A committee reviewed and expanded the ILP form and process. The intention and goal was to provide teachers a centralized area for data relevant to planning for student growth. The committee shared the ILP form and process with the

staff. A review training of the sub-parts was given to all teachers. The form was used throughout the 2016-17 school year and is currently in use for the 2017-18 year. We learned from the experience that the process will require ongoing refinement due to changes in standardized assessments and school-wide initiatives.

4b. Establish an Assessment and Data Committee

For the 2017-18 school year FPCS has the following committees; Assessment and Accountability (A&A), Curriculum & Instruction (C&I), and Career and Technical Education (CTE). List below are tasks that the A&A have completed:

1. Benchmarks for all grade levels have been identified (K-1, 2-5, 6-12) and implemented
2. Common Writing assessment: A writing assessment was piloted during the 16-17 school year. During the 17-18 school year the K-5 teachers are piloting a Curriculum Based Writing Assessment that appears to provide useful data and is more user friendly to staff and students.
3. The Assessment Calendar is published every year.
4. An evaluation of all Tier I programs was completed during the 16-17 year.
5. The updated ILP form/process is currently under review while being used actively.
6. All certificated staff and some classified have already received three days of UDL training.
7. The A&A continues to consider additional Tier II approaches and resources.

4c. Evaluate and refine PLC groups so that groups are aligned to district goals and support student achievement

The 2016-17 school year FPCS had the following ad-hoc committees; Assessment and Accountability (A&A), Curriculum & Instruction (C&I), Career and Technical Education (CTE), and Advertising and Promotion (A&P). With a larger focus on developing CTE pathways, FPCS eliminated the A&P committee to increase the size of participants in the other committees, especially the CTE committee. PLCs were regrouped in 2016-17 to allow more grade level collaboration, identification of best practices, and evaluation of benchmark and summative assessment data. A calendar of meetings was developed to create time for regular semi-monthly grade level PLC meetings. During 2015-2016, evidence-based CA Common Core K-8 Math and ELA curriculum was adopted. Based on data results, in 2016-2017 curriculum was distributed to appropriate learning centers and the following PD was/will be provided:

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

- A third day of UDL Training took place in November of 2017. A fourth day is planned for spring 2018.

4d. Evaluate and refine **RtI** system

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

In 2015-2016, the A&A Committee, with the input of teachers, compiled a list of curricula, support materials and apps already in use throughout FPCS to address Tier One instruction and Tier Two intervention in reading, math, and writing. The list was shared with staff to ensure teachers and support staff had access to the resources available to address Tier One instruction and Tier Two intervention. To the existing master RtI list, links to new, best-practice apps and resources was added for consideration. After vetting each app and link, the RtI resources were added to the FPCS website teacher and staff access point beginning 2017-2018.

4e. Research and implement K--1 benchmark assessment tool

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

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

4f. Increase the use of common and formative assessments

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

Goal 5 (Area of improvement): Develop a comprehensive system to increase graduation rates and decrease dropout rates

FPCS has experienced an increase in our graduation rates for the 2014-15, 2015-16, and 2016-17 school years, with an overall increase of 18%. There was a large increase from 2013-14 and 2014-15 which shows an improvement in stunt tracking, which includes having students coded correctly in CALPADS. We should keep an eye on improvement, but keep diminishing returns in mind for setting goals. Over a greater period of time we see improvement, but individual years contain fluctuations. Our practice of regularly meeting one-on-one with high school students enables teachers to foresee potential drop-out scenarios and counsel individually with students and parents for their graduation success.

5a. Create a school committee to research and implement a plan to improve graduation rates, and decrease dropout and mobility rates

FPCS has formed the CTE committee; A&A committee, and the C&I committees. The A&A committee and the administrative team have addressed issues related to graduation rates, and decreasing dropout and mobility rates.

5b. Evaluate and revise new student Orientation course

Currently there is no one single student orientation “course” for FPCS. With 6 locations spread out between 80 miles from North to South, each center has its own specific grade span and program (2- K-5th, 1 – 6th -8th, 2 – 6th-12th, and 1- 9th-12th). Every student that enters FPCS, whether at the beginning of the year or middle of the year, goes through the same orientation process which included the following steps: 1) Filling out the student interest form online. This helps match the student to the correct learning center (LC). 2) An inquiry call from the LC coordinator. This allows the coordinator to explain the uniqueness and personalization of our program at the specific LC. 3) A face to face meeting with the coordinator. This allows the coordinator time to review any pertinent documentation, explain student and parent responsibilities, go over the LC schedule, and have parents/students fill out and sign FPCS registration paperwork. 5) A face to face meeting with the LC teacher to which the student was assigned.

5c. Establish transition days for 5th grade students in Morro Bay (MB) and Santa Maria Montessori (SMM)

SMM 5th grade students participate in a full day Transition Day event held at the Santa Maria/BUSD (SMBUSD) middle school. This day is held in late Spring yearly. MB 5th grade students have an informational day at their own campus where representatives from the San Luis Obispo (SLO) middle school program provide information to MB 5th grade students.

Additional Critical Areas for Follow Up

Implement an emergency preparedness plan for each Learning Center and the central school office, which will include expectations for practice drills and procedures for lockdown, earthquake, and other emergencies

Before the 2016-17 school year began FPCS staff and administration reviewed the current Emergency Binders at each LC. All binders were updated with current information on staff and procedures for Earthquake, Fire, and Lockdown situations. Emergency practice dates were established within our testing calendar and each drill is performed once to twice during each calendar year.

With appropriate staff involvement and within Strategic Planning, the leadership team needs to address the following areas that will serve to drive the school forward: Determine Future Facilities Needs

FPCS has been actively evaluating current facilities and future facility needs. At the beginning of the 2016-17 school FPCS administration was discussing the idea of consolidating the three Santa Maria (SM) learning centers (LC) into one facility. This discussion was predicated on the idea that consolidating the facilities will be great for marketing, allow for the SM LCs to be seen more easily as one school, and allow for increased enrollment in Santa Barbara County, which would allow increased enrollment in San Luis Obispo County. With the Anderson vs Shasta court decision during the 2016-17 school year, FPCS has fast forward it's plans and created a transition plan to provide to the State of California. With in the transition plans are details describing FPCS options to consolidating the SM learning centers.

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

Several years ago, FPCS converted the San Luis Obispo Learning Center program to a “blended learning” center. After two years, students enrolled in the blended program started showing academic gains over and above students not participating in blended learning program. This resulted in FP rewriting the mission and vision of the school to focus more on personalized learning in an environment where independent work as well as a variety of instructional strategies are available to students, parents, and teachers. With the mission and vision in place, FP has set about implementing a blended program at all learning centers/ and for all middle and high school students. FP Personalized, Blended Learning includes:

- A combination of online learning, textbooks, projects, and career and technical education; a combination of independent study with teacher directed first instruction as well as extra support/ intervention when needed; access to career and technical education together with concurrent enrollment in college classes and a track that meets all A-G requirements for students attending a 4 year college; and the flexibility of each learning center and each teacher to adjust these elements to provide the optimum program for each and every student.
- At Family Partnership Charter School, we take our mission and vision seriously. We have the flexibility to do what is best for our students at each locality, however, we work together under the banner of our consistent blended learning philosophy. We are proud of our accomplishments over the last 3 years, and are aware of the challenges (and tasks) that lie ahead and making plans to assist in achieving our vision.

State Board of Education Waiver in response to appellate ruling in the case of Anderson USD vs. Shasta Home-Study Charter School

FPCS Governing Council and Administration have established a ‘Transition Plan’ to allow for the consolidation of the 3 Santa Maria learning centers into one Education Center that will accommodate FPCS students from kindergarten through 12th grade at one location. Part of this plan includes petitioning for an additional charter to encompass the new location. The Solvang Resource Center could continue under the existing charter. At this time FP is engaged in a conversation regarding acquisition and development of a property which could become the new Education Center.

On February 1, 2018, Assembly Member Kiley introduced AB2011, a bill to amend the Ed Code as it pertains to charter school facility geographic restrictions.

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2011

This bill will likely be scheduled for its first hearing in early April. We will keep stakeholders updated on its progress. We are hoping to join with a strong coalition to build

support for this measure recognizing the bill's purpose is to benefit more than 100,000 California independent study students and correct inherent inequalities and discrepancies in state policy that inhibit these students from accessing vital state required services that may only be offered in resource center facilities.

Science - Wet labs (A-G) & Science Fair

During the summer of 2017 science materials were purchased so that all high school learning centers would have the necessary materials to conduct science wet labs to fulfill A-G college requirements. A science teacher was hired and given a schedule to serve both the Orcutt and Solvang Learning Centers. During the 17-18 school year, science lab instruction had begun at both learning centers for students enrolled in grades 9 and 10. The San Luis Obispo learning center continues to provide science lab instruction on a regular basis, and also initiated A-G wet labs for the 2017-18 school year. The goal continues to be improvement of science instruction provided by credentialed teachers at all learning centers.

The 2nd annual school wide Science Fair is scheduled to take place from 10:00 to 1:30 on Friday, February 9, 2018 at the Abel Maldonado Santa Maria City recreation center. This year all learning centers are participating with students being bused in from Morro Bay and San Luis Obispo. It is anticipated that it is expected that approximately 200 students will participate. This is a change from our first science fair where only the Santa Maria area schools participated. A goal for FPCS is to increase student exposure to Science, Technology, Engineering, Arts, and Mathematics (STEAM). The science fair is just one step that FPCS is achieving this. FPCS goal is to improve the science every year and will look to add additional participation from our local colleges and junior colleges.

RtI Model/UDL training/ILP

Over the past year FP has contracted with the Santa Barbara County Office of Education to provide 3 full days of training on the Universal Design of Learning (UDL). The purpose of this training is to support all teachers to make first instruction as efficacious as possible. FPCS has dedicated itself to UDL as the main component of its level 1 RtI model.

The Individual Learning Plan (ILP) was modified and implemented. This is a place and a system to keep track of first instruction as well as interventions or parents contacts etc. The form and the system are still largely based on a paper form and thus is more cumbersome than an electronic form. More refinement is needed in this area.

No CST Sciences/SMARTER balanced (NGSS) pilot/SBAC Testing

In the spring of 2017 all (required) students were tested on the pilot SBAC science test. As previously mentioned, FPCS has made efforts to increase its science instruction with the implementation of A-G biology wet labs for high school students. FPCS administration and the C&I committee are currently researching current science curriculum and additional science support for grades K-8th to keep pace with the new NGSS science standards. The SBAC science test will be fully functional for the spring assessment in 2018.

A small group of parents (some with students in special education) opted their students out of the test. In part, due to the small overall numbers, this resulted in FP not meeting the minimum % of students testing in the special education subgroup. FP administration has formed

a Performance Indicator Review (PIR) committee with monthly meetings with the goal to develop and implement a plan to increase and ensure we meet the state's testing participation targets.

SBAC results were sent to parents yearly and provided to teachers who use the results during collaboration meetings. FPCS is currently looking at the SBAC Digital Library as a resource to enable teachers to better teach and prepare students. We are also considering using the SBAC Interim Assessment Blocks (IABs) or the Interim Comprehensive Assessments (ICAs) as future benchmarks to help target our instruction and better prepare our students.

Math -Increased instruction/Increased Math Labs

A review of FPCS student math scores indicates that math is still a priority area. To meet the need, a math teacher has been hired to serve both the Orcutt and Solvang Learning Centers. The goal has been to implement regular 2 day per week math lessons for high school students enrolled in algebra or geometry at these locations. Improved instruction in algebra and geometry will continue to be an area in which we focus for the near future. Math instruction at the San Luis Obispo learning center has been in place and continues to benefit students enrolled there. The BUSD (junior high school) program has created a program based on both the online Edgenuity curriculum as well as our common core, adopted math textbooks with 3 days per week of regular, in-class lessons and 2 days of independent study.

Our K-5 Montessori Learning Centers have all had the "Fact Wise" training and are currently in stages of implementing the program. K-5 has also received support with the strategy of "Math Talks" which they are also working to integrate into the program. Both Fact Wise and Math Talks provide many common core strategies for teachers to help students think about math differently.