

LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

|                        |                                       |                 |  |
|------------------------|---------------------------------------|-----------------|--|
| LEA Name               | Family Partnership Charter School     |                 |  |
| Contact Name and Title | Miguel Gonzales<br>Executive Director | Email and Phone | miguel.gonzales@fpcharter.org<br>(805) 348-3333 ext. 1 |

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

FPCS History and Background: In Solvang during the summer of 2006, all the way up to and including the 6th of September of that same year, the committee worked at fever pitch. Tom Goodman, who had retired a couple of years prior, had been persuaded to return and write a new charter petition for a new independent study charter school. Together with Tom, worked a small but capable group consisting of 4 teachers and administrative assistant, Suzanne Clark. What the team lacked in size, was more than compensated for by trust, experience and commitment to create a new learning environment in which students and their teachers could develop the kind of one on one relationships that promote deeper learning and motivated students. As word got around that a new charter petition was in the offing, a group of teachers from a school in San Luis Obispo became interested, and in fact joined the newly forming Family Partnership Charter School. The addition of this contingent of teachers enabled Family Partnership to open on September 6, 2006 with students in three learning centers: Solvang, Santa Maria and San Luis Obispo. Early on, FPCS engaged the local community in special events. After moving to Frederick's Court in Solvang, FP held an annual Christmas Pageant with music, bands, skits, and booths. The local community was drawn into the learning center and all were encouraged to participate. There was another significant event during the formative stage of FPCS. The school received a grant from the Gates Foundation to develop a Project Based Learning Program. The grant sent all staff members to Las Vegas for a week during which they received valuable training for a project based learning program. They also implemented a student information system, began to track student academic learning, and the San Luis Obispo Center began a program of online learning. However, the most significant thing that happened during that week was that the staff coalesced as a team around a common mission and vision. Family Partnership Home Study Charter School (FPCS) is a K-12 Independent/Home Study charter school with administrative offices located in Santa Maria, California. The school is chartered by the Blochman School District, and provides services in Santa Barbara and San Luis Obispo counties. FPCS serves students and families in grades K-12 who are seeking alternative, personalized educational programs. Learning Centers: Today, FPCS provides students and parents with three distinct personalized instructional programs: Independent Study, Montessori, and Blended Study (full-day instruction and independent study). In collaboration with a credentialed Advisor, parents have the opportunity to develop personalized learning plans for their child, are provided training, resources, planning tools and instructional support to assist in the education of their child. Students have access to instructional opportunities that range anywhere from a minimum of weekly meetings with advisor up to 4 days of highly supported instruction. There are two kindergarten through grade 5 learning centers. Santa Maria Montessori and Morro Bay Montessori both offer a 3.5 day per week in-school program with 1 day of independent/home study. Both schools subscribe to and employ Montessori methods and materials as well as Common Core aligned textbooks and materials. Each center has 3 classroom teachers: one for kindergarten/ first grade; another for second and third grade; and the last one for fourth and fifth grade students. Two learning centers offer a blended instruction type

program. San Luis Obispo Vicente Center, which is the largest at 135 students, offers two days per week in school direct instruction and support. High school students are on campus for instruction Tuesdays and Thursdays, while middle school students receive their group instruction on Wednesdays and Fridays. The Santa Maria/BUSD Center enrolls approximately 40 middle school students who are at the learning center 3 days per week for instruction in math, ELA, science and social studies. Both the Santa Maria and San Luis Obispo Centers also accept students for pure independent study at all grade levels: K-8 in Santa Maria; and K-12 in San Luis Obispo. The Solvang and Orcutt Learning Centers are both devoted to independent/ home study learning with Solvang taking students K-12 and Orcutt enrolling only high school students. Administrative and Management Team: FPCS employs both an Executive Director and a Principal. Also working in the administration office are: a CBO/ Human resources technician; a registrar/ administrative assistant; and a technology person. The Learning Centers each have a coordinator assigned. This group made up of the Coordinators and the Administrative Office staff constitute the designated "Leadership Team". The Leadership Team meets regularly during the school year, and is a key communication and decision making structure in the school. The Leadership Team is also involved in the annual update and revision of the LCAP. Student Demographics: Family Partnership Charter School is growing in enrollment. During the 16-17 school year enrollment had ended with 421 students. FPCS needs to expand enrollment in Santa Barbara County and make the best use of the current facilities there. According to the 15-16 SARC, the group of white students amounted to 65% of the total. The second most significant subgroup was Hispanic or Latino with 26% of the total population. The Filipino subgroup was 1.8% with other ethnicities coming in below that percentage. In spite of the significant Hispanic group, the group of English learners is too small to be of statistical significance. The two groups of greatest significance are the Socioeconomically Disadvantaged and Students with Disabilities groups. These came in at 51% and 9% respectively. Furthermore, 51% of our students qualify for free and reduced lunch. Indeed, it is these two subgroups that FPCS places the greatest emphasis. Curriculum and Instruction: During the 15-16 year and current school year, there have been significant changes with respect to curriculum and instruction. During the 14-15 school year FPCS adopted the "Edgenuity" online curriculum for middle school (6-8) and high school. This significant change resulted in: an increase in the use of technology throughout the FPCS system; implementation of a common core aligned curriculum that incorporated a-g classes for all high school students; new techniques and methods for monitoring student achievement; increased access to student progress for parents. In general, adoption of the Edgenuity Curriculum has been good for students, advisors, and parents. At the same time, FPCS staff has noted that up to 4 online classes was very difficult for the younger students in grades 6,7, and 8. These students had more difficulty managing the time and responsibilities involved in a pure online program. During the 15-16 year, the FPCS Curriculum and Instruction Committee considered both; the problems younger students encountered with Edgenuity; and the overall need for up to date and common core aligned textbooks in kindergarten through grade 5 classrooms. For this reason, the FPCS has adopted and purchased CCSS aligned new books/ materials for use during the 16-17 school year. The "Houghton Mifflin, Journeys" (2016) program for English/ language arts, and the "Houghton Mifflin, Math in Focus" (2015) programs will replace outdated materials in these core subjects. In addition, students in grades 6,7, and 8 will use these materials for their English and math classes together with the Edgenuity online program for their science and social studies. FPCS expects that the combination of book and online materials will be more appropriate for students at this age. During the 2016-2017 school year, FPCS was able to successfully complete a science and technology fair which had over 300 people from the Santa Maria Valley community.

## LCAP HIGHLIGHTS

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

- Science and technology fair at all resource centers
- Smarter Balanced Interim Assessments
- o Grades 3-5
  - Numbers and Operations in base 10
  - Language and vocabulary
- o Grades 6-8
  - Geometry
- o Grades 6-7
  - Language and vocabulary
- o Grade 8
  - ELA edit and revise

- o Grade 9-11
  - Algebra & Functions
  - Language & Vocabulary
- PLC & Committees meeting regularly
- o Science and Tech fair rubric
- o Writing assessments created (k-12)
- o RTI model created and completed
  - Tutor and academic interventions
  - Continued local benchmarks in Math and ELA in Scantron
  - New CCSS curriculum in Math and ELA were successfully implemented
  - Implementation of student, parents and staff surveys in the fall and spring semester
  - Individual Learning Plan (ILP) was successfully created and implemented
  - Successful college admissions workshop given to all high school students
  - Teachers received PD in math and ELA (CCSS)
  - All k-12 curriculum CCSS aligned
  - All students and advisors have signed all master agreements
  - Successfully implemented Parent Advisory Committee
  - Climate survey implemented fall and spring
  - Parent teacher conferences
  - New vision and mission statement
  - Implementation of bi-monthly newsletter
  - New FPCS website

## REVIEW OF PERFORMANCE

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

## GREATEST PROGRESS

In alignment with our science, career, and technology goals the creation and implementation of a district wide science fair was one of the greatest areas of progress for our district. Correlating with our new vision and mission statement, our science and technology fair has really helped our staff and administration redirect our curriculum and instructional strategies to mirror more science, technology, engineering and math. In addition, feedback from the parents, students, and staff in support of the science and technology fair was overwhelmingly positive. Continuing with this momentum, our district will continue to implement and grow our science & technology fair as we look to increase our partnerships with local colleges, businesses, community members, and the formation of the Science Fair Committee which will include a combination of staff members and parents.

For 2015-16 ELA Smarter Balanced assessment results were +5.3 points above the CA state medium. Furthermore, socio-economic disadvantaged students also improved the SBAC results and increased by +8.8 points.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **GREATEST NEEDS**

- Math SBAC
  - o Math SBAC for socioeconomic disadvantaged
  - o Math SBAC for Hispanic subgroup (grades 3-8)
  
- Science curriculum
  - o A-G Science courses
  - o Science labs
  - o NGSS Rollout
  - o Science SBAC preparation

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## PERFORMANCE GAPS

The two main performance gaps identified at the State level are:

- Math SBAC results for socioeconomic disadvantaged
- Math SBAC results for Hispanic subgroup (grades 3-8)

FPCS are taking the following steps to ameliorate the performance gaps:

- Create a robust RTI program targeting math improvement
- Adopting more accurate internal math assessments and benchmarks
- Providing teachers with instructional Math Common Core State Standards professional development.

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- Identifying student subgroups and track their progress
- RTI targeting services for low-income students, English Learners, and foster youth
- Tutorial opportunities

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

| DESCRIPTION   | AMOUNT       |
|---|--------------|
| Total General Fund Budget Expenditures for LCAP Year  | \$320,361.00 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | \$338,072.00 |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

All budgeted expenditures were spent on LCAP action items and services.

\$338,072

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Increase student mastery in Science, Math, ELA and Technology

State and/or Local Priorities Addressed by this goal:

|       |                                     |   |                                     |    |                          |   |                          |   |                          |   |                          |   |                                     |   |                          |   |
|-------|-------------------------------------|---|-------------------------------------|----|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|-------------------------------------|---|--------------------------|---|
| STATE | <input checked="" type="checkbox"/> | 1 | <input checked="" type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |
| COE   | <input type="checkbox"/>            | 9 | <input type="checkbox"/>            | 10 |                          |   |                          |   |                          |   |                          |   |                                     |   |                          |   |
| LOCAL |                                     |   |                                     |    |                          |   |                          |   |                          |   |                          |   |                                     |   |                          |   |

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1.1; 1.2: 10% of students meeting or exceeding standards will increase from fall to spring administration of the CAASPP interim assessments, school-wide and for all subgroups.

1.3: At least 95% of teachers will participate in data review meeting in early fall to discuss SBAC summative and benchmark results.

1.4: Observations/evaluations scores show teachers implementing CCSS and utilizing tools effectively.

1.5; 1.6: A baseline for the science and technology local benchmark will be created for the 2016-2017 year.

1.7: A baseline for the local writing benchmark will be created.

1.8: 50% of students are at or above local benchmark standards on local math benchmark assessments

1.9: 5% increase of low socioeconomic students at or above local benchmark in math, science, ELA and SBAC assessments.

1.10: Classroom grades for all students in Math, ELA, Science to be at or above 2.0 gpa

#### ACTUAL

1.1; 1.2: Interim assessment was only given in the Fall and was not administered in the Spring due to lack of data it produced

1.3: All teachers reviewed SBAC data in the first PLC meeting at the beginning of the school year on 9-12-16.

1.4 Through lesson plans, curriculum use and observations, teachers were able to successfully implement CCSS in their instruction.

1.5; 1.6: No baseline benchmark was created for science and technology

1.7: All students in k-5 were given a local writing benchmark.

1.8: Approximately 25% of the students were at math local benchmarks. There is a discrepancy in the data from the measuring tool.

1.9: Data for the socioeconomic students was not retrievable. Due to the lack of standardized benchmarks, science was not tested.

1.10: Data was unattainable

1.11 TBD until after spring assessments are completed are results are available

1.12 N/A - Science CST was replaced with the pilot CCSS online science test for 2016-17. The pilot test will not produce data for the next two years

1.11: Decrease the size of standard not met SBAC scores by 1% each year in ELA and Math.

1.12: Science CST growth with 2% increase in proficiency.



ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                         |  |  |
|-------------------------|--|--|
| <p>Action <b>1</b></p>  |  |  |
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>                 1.1: FPCS will be trained to administer interim CAASPP assessments.</p> <p>1.2: Students will participate in interim CAASPP assessments twice a year.</p>   | <p><b>ACTUAL</b><br/>                 Staff was guided through the process of administering interim assessments during an all staff day as well as during a Monday professional on 10/10/16.</p>   |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>                 Object 1110 Certificated Salary Education Specialist/Interventionist/ Professional Development 1000-1999: Certificated Personnel Salaries General Fund \$20,503.36<br/>                 Benefits 3000-3999: Employee Benefits General Fund 7591.93<br/>                 Instructional Assistants 2000-2999: Classified Personnel Salaries General Fund \$4600.00</p> | <p><b>ESTIMATED ACTUAL</b><br/>                 Object 1110 Certificated Salary Education Specialist/Interventionist/ Professional Development 1000-1999: Certificated Personnel Salaries General Fund \$14,954.83<br/>                 Benefits 3000-3999: Employee Benefits General Fund \$4321.33<br/>                 Instructional Assistants 2000-2999: Classified Personnel Salaries General Fund \$6422.13</p> |
| <p>Action <b>2</b></p>  |  |  |
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>                 1.3 The Assessment and Accountability committee will collect and distribute data regarding FPCS SBAC scores as well as local benchmarks of low income students</p>  | <p><b>ACTUAL</b><br/>                 The staff reviewed the 2016 SBAC data in the early fall beginning on 9-12-16 during our Monday professional learning community meeting with the principal. All were provided copies of data to review prior and during the meetings.</p>   |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>                 1000-1999: Certificated Personnel Salaries General Fund \$20,503.38<br/>                 3000-3999: Employee Benefits General Fund 7591.93</p>   | <p><b>ESTIMATED ACTUAL</b><br/>                 1000-1999: Certificated Personnel Salaries General Fund \$14,954.86<br/>                 3000-3999: Employee Benefits General Fund \$4321.35</p>   |

2000-2999: Classified Personnel Salaries General Fund \$4600.00

2000-2999: Classified Personnel Salaries General Fund \$6422.14

Action **3**

Actions/Services

**PLANNED**  
 1.4 The Assessment and Accountability committee and the Instruction and Curriculum committee will give recommendations to FPCS administration regarding best practices and tools to use to best prepare students in both ELA and Math SBAC testing.

**ACTUAL**  
 The Assessment and Accountability/Instruction and Curriculum committee were able to give recommendations and attend professional development opportunities that entailed the following: SBAC interim assessments, Math in Focus instructional strategies, CCSS Math Progression Fractions PD, CCSS ELA curriculum professional development, and Universal Design Learning training.

Expenditures

**BUDGETED**  
 1000-1999: Certificated Personnel Salaries General Fund \$20,503.38  
 3000-3999: Employee Benefits General Fund 7591.93  
 2000-2999: Classified Personnel Salaries General Fund \$4600.00

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Personnel Salaries General Fund \$14,954.86  
 3000-3999: Employee Benefits General Fund \$4321.35  
 2000-2999: Classified Personnel Salaries General Fund \$6422.14

Action **4**

Actions/Services

**PLANNED**  
 Create a local benchmark for science and technology

**ACTUAL**  
 No benchmark was created this year. Waiting to attend the new NGSS standards professional development during the summer of 2017 and the NGSS rollout. Looking into Science Interim assessments on CAASPP website

Expenditures

**BUDGETED**  
 1000-1999: Certificated Personnel Salaries General Fund \$20,503.38  
 3000-3999: Employee Benefits General Fund 7591.93  
 2000-2999: Classified Personnel Salaries General Fund \$4600.00

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Personnel Salaries General Fund \$14,954.86  
 3000-3999: Employee Benefits General Fund \$4321.35  
 2000-2999: Classified Personnel Salaries General Fund \$6422.14

Action **5**

Actions/Services

**PLANNED**  
 Continue to implement local benchmarks in Math and ELA

**ACTUAL**  
 Fastbridge assessments were used for FPCS elementary students and Scantron for grades 6-11. Furthermore, FPCS used standards to assessments based on Performance Assessment from the Houghton Mifflin Journeys curriculum. FPCS realized however that the students were being over-assessed and will need to reevaluate its assessment continuum.

Expenditures

**BUDGETED**  
 1000-1999: Certificated Personnel Salaries General Fund \$20,503.38

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Personnel Salaries General Fund \$14,954.86

3000-3999: Employee Benefits General Fund 7591.93  
 2000-2999: Classified Personnel Salaries General Fund \$4600.00

3000-3999: Employee Benefits General Fund \$4321.35  
 2000-2999: Classified Personnel Salaries General Fund \$6422.14

Action **6**

Actions/Services

**PLANNED**  
 FPCS will create local benchmark writing assessments

**ACTUAL**  
 Grade span 2-5 created local benchmark writing assessments based on the Common Core State Standards and using the Houghton Mifflin curriculum. Grades 6-8 and 9-12 created local benchmark assessments to be implemented during the 2017-18 school year

Expenditures

**BUDGETED**  
 1000-1999: Certificated Personnel Salaries General Fund \$20,503.38  
 3000-3999: Employee Benefits General Fund 7591.93  
 2000-2999: Classified Personnel Salaries General Fund \$4600.00

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Personnel Salaries General Fund \$14,954.86  
 3000-3999: Employee Benefits General Fund \$4321.35  
 2000-2999: Classified Personnel Salaries General Fund \$6422.14

Action **7**

Actions/Services

**PLANNED**  
 Implement a tutorial system to help increase academic support for low income students in secondary math courses (6-12) with an emphasis on Algebra

**ACTUAL**  
 Learning centers that served students from grade spans 6-12 received math tutorial and interventional support.

Expenditures

**BUDGETED**  
 1000-1999: Certificated Personnel Salaries General Fund \$20,503.38  
 3000-3999: Employee Benefits General Fund 7591.93  
 2000-2999: Classified Personnel Salaries General Fund \$4600.00

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Personnel Salaries General Fund \$14,954.86  
 3000-3999: Employee Benefits General Fund \$4321.35  
 2000-2999: Classified Personnel Salaries General Fund \$6422.14

Action **8**

Actions/Services

**PLANNED**  
 Provide tutorial academic support for low performing significant subgroup students.

**ACTUAL**  
 The two elementary Montessori centers provided tutoring before and after school hours approximately 4 times a week. SM BUSD offered support labs weekly on Fridays. Solvang LC provides math tutor 3 days/week. Orcutt LC provides support labs throughout the week. SLO LC provides math labs throughout the week.

Expenditures

**BUDGETED**  
 1000-1999: Certificated Personnel Salaries General Fund \$20,503.38  
 3000-3999: Employee Benefits General Fund 7591.93

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Personnel Salaries General Fund \$14,954.86  
 3000-3999: Employee Benefits General Fund \$4321.35

2000-2999: Classified Personnel Salaries General Fund \$4600.00

2000-2999: Classified Personnel Salaries General Fund \$6422.14

Action **9**

Actions/Services

**PLANNED**  
Provide CCSS curriculum to help support direct instruction in mathematics, science, ELA and technology

**ACTUAL**  
CCSS curriculum was purchased for math and ELA during the summer of 2016. However, no CCSS curriculum was provided in science or technology. FPCS is looking into purchasing science wet labs for the 2017-18 school year.

Expenditures

**BUDGETED**  
1000-1999: Certificated Personnel Salaries General Fund \$20,503.38  
3000-3999: Employee Benefits General Fund 7591.93  
2000-2999: Classified Personnel Salaries General Fund \$4600.00

**ESTIMATED ACTUAL**  
1000-1999: Certificated Personnel Salaries General Fund \$14,954.86  
3000-3999: Employee Benefits General Fund \$4321.35  
2000-2999: Classified Personnel Salaries General Fund \$6422.14

Action **10**

Actions/Services

**PLANNED**  
Provide targeted academic support to students who score below proficient in SBAC/CAASPP

**ACTUAL**  
Students identified as low performing were provided appropriate interventions such as Read Naturally, Reading Mastery, Touch in Focus Re-Teach, Math in Focus, extra practice and modification

Expenditures

**BUDGETED**  
1000-1999: Certificated Personnel Salaries General Fund \$20,503.38  
3000-3999: Employee Benefits General Fund 7591.93  
2000-2999: Classified Personnel Salaries General Fund \$4600.00

**ESTIMATED ACTUAL**  
1000-1999: Certificated Personnel Salaries General Fund \$14,954.86  
3000-3999: Employee Benefits General Fund \$4321.35  
2000-2999: Classified Personnel Salaries General Fund \$6422.14

Action **11**

Actions/Services

**PLANNED**  
Provide semester science internal benchmark exams in preparation for CST assessments

**ACTUAL**  
No science internal benchmark were created or implemented. Looking into the CAASPP interim assessments being developed for science.

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall initial actions/services of LCAP goal #1 were completed at the beginning of the year. The implementation of SBAC training to teachers and interim assessments were successfully completed during the fall the semester. Benchmark assessments were implemented successfully for all grade spans. CCSS and curriculum professional development was provided throughout the year. FPCS was not able to successfully create assessments for science and technology.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

One action/services item that proved to be very effective was implementing SBAC interim assessments and internal benchmarks. The lack of data produced by the science interim assessments caused us to reevaluate our assessment tools. Internal benchmarks provided the school with useful data that helped targeted struggling students as well as provide solid interventions for our low-income populations. This particular action/service item helped FPCS realize that the school is over assessing the students. FPCS also implemented successful SBAC professional development for the new CCSS aligned curriculum in math and ELA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

With the decrease in ADA the estimated actual expenditures were approximately 19% below the budgeted expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The SBAC interim assessments given in the fall did not provide the kind of rich data that was expected, so the spring implementation was canceled due to the identification of over assessing the students. More information is being sought to see if the interim assessments will/can provide the rich data that is being sought (Action 1.2). FPCS will be researching the effectiveness of the CAASPP interim assessments for use as benchmarks, as they are refined. As the NGSS standards are rolled out FPCS will continue to consider developing benchmark assessments for science and technology (Action 1.5), and look at the Interim assessments being created by CAASPP. Due to PAC feedback, FPCS will create a science fair committee consisting of parents and staff members.

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

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

State and/or Local Priorities Addressed by this goal:

|       |                                     |   |                          |    |                          |   |                                     |   |                                     |   |                          |   |                                     |   |                                     |   |
|-------|-------------------------------------|---|--------------------------|----|--------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|
| STATE | <input checked="" type="checkbox"/> | 1 | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input checked="" type="checkbox"/> | 4 | <input checked="" type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | 7 | <input checked="" type="checkbox"/> | 8 |
| COE   | <input type="checkbox"/>            | 9 | <input type="checkbox"/> | 10 |                          |   |                                     |   |                                     |   |                          |   |                                     |   |                                     |   |
| LOCAL |                                     |   |                          |    |                          |   |                                     |   |                                     |   |                          |   |                                     |   |                                     |   |

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- 2.1: Create a baseline of the number of students referred for RTI (response to intervention). Count the number of students being referred for intervention; decrease the amount of student absenteeism by 3% each year.
- 2.2: By the first week of October, FPCS will survey the advisors to check that all students have an ILP
- 2.3: 7% increase in the number of students attending 4---year colleges, particularly with low socioeconomic students
- 2.4: 5% increase in the number of students participating in either ACT or SAT examinations;
- 2.5: Each center will hold a science and technology event at their center once a year.
- 2.6: 100% of 9th grade students will enroll and complete the Success 101 course
- 2.7-2.8: 5% increase in students enrolled in FPCS CTE and college courses (A-G required courses)
- 2.9-2.12: Increase dual enrollment each year by 1%

#### ACTUAL

- Approximately 15% of FPCS students schoolwide were referred to and given intervention services.
- During the month of October 2016, all teachers were surveyed to verify the use and practicality of the Individual Learning Plan document.
- A survey will be implemented in June 2017 by the principal inquiring about the number of students attending 4-year colleges. The survey will create a baseline for future years.
- Workshops were provided for students regarding ACT/SAT participation, college admissions and A-G courses. We were able to have 9 students participate in the ACT/SAT examinations. Since no tracking was done in past year, FPCS has a baseline of 3% for the 2016-2017 school year.
- All centers were able to hold a successful science and technology fair during the month of February.
- FPCS had approximately 51% of our 9th students enroll in Success 101 during the 2016-2017 school year. Only 80% were able to complete the course. There was no CTE program established during the 2016-2017.
- During the 2016-2017 school year, dual enrollment increased by 17%.

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |  |  |
|------------------|--|--|
| Action           | <b>1</b>   |  |
| Actions/Services | <p><b>PLANNED</b><br/>2.1 Increase school and student communication with appropriate implementation of interventions, and academic probation for work completion specifically targeting low-income students and at risk students (high absenteeism and dropout).</p>               | <p><b>ACTUAL</b><br/>Protocols were created at each center regarding absenteeism. A standard letter regarding academic probation and absenteeism was created. The letter was sent out to parents when students were at risk. Coordinators and the principal were also involved in contacting at risk families and meeting with them.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>Object 1110 Professional Development 1000-1999: Certificated Personnel Salaries General Fund \$3,750.00<br/>Benefits 3000-3999: Employee Benefits General Fund \$923.14<br/>Object 4320 Edgenuity 4000-4999: Books And Supplies General Fund \$2,381.25</p> | <p><b>ESTIMATED ACTUAL</b><br/>Object 1110 Professional Development 1000-1999: Certificated Personnel Salaries General Fund \$3,750.00<br/>3000-3999: Employee Benefits General Fund \$923.14<br/>4000-4999: Books And Supplies General Fund \$1,324.83</p>  |
| Action           | <b>2</b>   |  |
| Actions/Services | <p><b>PLANNED</b><br/>2.2 All advisors will create and implement an Individual Learning Plan (ILP) for each of their students.</p>   | <p><b>ACTUAL</b><br/>All teachers were able to create and implement Individual Learning Plans (ILP) for each of our FPCS students. The ILPs were updated throughout the school year necessary.</p>   |
| Expenditures     | <p><b>BUDGETED</b><br/>1000-1999: Certificated Personnel Salaries General Fund \$3,750.00<br/>3000-3999: Employee Benefits General Fund \$923.14<br/>4000-4999: Books And Supplies General Fund \$2,381.25</p>   | <p><b>ESTIMATED ACTUAL</b><br/>1000-1999: Certificated Personnel Salaries General Fund \$3,750.00<br/>3000-3999: Employee Benefits General Fund \$923.14<br/>4000-4999: Books And Supplies General Fund \$1,324.83</p>   |
| Action           | <b>3</b>   |  |
| Actions/Services | <p><b>PLANNED</b></p>  | <p><b>ACTUAL</b><br/>College admissions training were provided to students attending the high school centers at FPCS.</p>  |

|                     |   |   |
|---------------------|---|---|
| <p>Expenditures</p> | <p>Provide a college fair and admissions training for all students. Provide workshops for college admissions for all high school students, especially low income students</p> <p><b>BUDGETED</b><br/>                 1000-1999: Certificated Personnel Salaries General Fund \$3,750.00<br/>                 3000-3999: Employee Benefits General Fund \$923.14<br/>                 4000-4999: Books And Supplies General Fund \$2,381.25</p> | <p><b>ESTIMATED ACTUAL</b><br/>                 1000-1999: Certificated Personnel Salaries General Fund \$3,750.00<br/>                 3000-3999: Employee Benefits General Fund \$923.14<br/>                 4000-4999: Books And Supplies General Fund \$1,324.83</p> |
|---------------------|---|---|

Action **4**

|                         |   |   |
|-------------------------|---|---|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>                 Family Partnership Charter School will create and implement science and technology fairs.</p>  | <p><b>ACTUAL</b><br/>                 All FPCS centers were able to create and implement science and technology fairs during the month of February</p>  |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>                 1000-1999: Certificated Personnel Salaries General Fund \$3,750.00<br/>                 3000-3999: Employee Benefits General Fund \$923.14<br/>                 4000-4999: Books And Supplies General Fund \$2,381.25</p> | <p><b>ESTIMATED ACTUAL</b><br/>                 1000-1999: Certificated Personnel Salaries General Fund \$3,750.00<br/>                 3000-3999: Employee Benefits General Fund \$923.14<br/>                 4000-4999: Books And Supplies General Fund \$1,324.83</p> |

Action **5**

|                         |   |   |
|-------------------------|---|---|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>                 Provide all 9th grade students enrollment in Success 101 courses</p>   | <p><b>ACTUAL</b><br/>                 All 9th grade students were provided open enrollment to Success 101 courses. However, approximately 13 students were enrolled in the course.</p>  |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>                 1000-1999: Certificated Personnel Salaries General Fund \$3,750.00<br/>                 3000-3999: Employee Benefits General Fund \$923.14<br/>                 4000-4999: Books And Supplies General Fund \$2,381.25</p> | <p><b>ESTIMATED ACTUAL</b><br/>                 1000-1999: Certificated Personnel Salaries General Fund \$3,750.00<br/>                 3000-3999: Employee Benefits General Fund \$923.14<br/>                 4000-4999: Books And Supplies General Fund \$1,324.83</p> |

Action **6**

|                         |   |   |
|-------------------------|---|---|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>                 Increase low-income student participation in career pathways/CTE courses. Align CTE resources with student Individual Learning Plans and curriculum guide.</p>   | <p><b>ACTUAL</b><br/>                 No actual CTE courses were created this year. At the moment, CTE courses are pending for next year</p>  |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>                 1000-1999: Certificated Personnel Salaries General Fund \$3,750.00<br/>                 3000-3999: Employee Benefits General Fund \$923.14<br/>                 4000-4999: Books And Supplies General Fund \$2,381.25</p> | <p><b>ESTIMATED ACTUAL</b><br/>                 1000-1999: Certificated Personnel Salaries General Fund \$3,750.00<br/>                 3000-3999: Employee Benefits General Fund \$923.14<br/>                 4000-4999: Books And Supplies General Fund \$1,324.83</p> |

Action **7**

|                         |   |   |
|-------------------------|---|---|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>                 Dual enrollment promoted and offered to all high school students<br/>                 Promote and offer dual enrollment opportunities for low-income students.<br/>                 Provide college campus visits opportunity for all students</p> | <p><b>ACTUAL</b><br/>                 Dual enrollment was promoted for all high school students and community college representatives visited our high school centers to promote dual enrollment. However, FPCS did not provide any college campus visits.</p>            |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>                 1000-1999: Certificated Personnel Salaries General Fund \$3,750.00<br/>                 3000-3999: Employee Benefits General Fund \$923.14<br/>                 4000-4999: Books And Supplies General Fund \$2,381.25</p>                         | <p><b>ESTIMATED ACTUAL</b><br/>                 1000-1999: Certificated Personnel Salaries General Fund \$3,750.00<br/>                 3000-3999: Employee Benefits General Fund \$923.14<br/>                 4000-4999: Books And Supplies General Fund \$1,324.83</p> |

Action **8**

|                         |   |   |
|-------------------------|---|---|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>                 Provide all high school students A-G courses</p>   | <p><b>ACTUAL</b><br/>                 All high school students were provided A-G courses except for 9th-11th grade science. FPCS is in the process of purchasing wet labs for the 2017-18 school year.</p>  |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>                 1000-1999: Certificated Personnel Salaries General Fund \$3,750.00<br/>                 3000-3999: Employee Benefits General Fund \$923.14<br/>                 4000-4999: Books And Supplies General Fund \$2,381.25</p> | <p><b>ESTIMATED ACTUAL</b><br/>                 1000-1999: Certificated Personnel Salaries General Fund \$3,750.00<br/>                 3000-3999: Employee Benefits General Fund \$923.14<br/>                 4000-4999: Books And Supplies General Fund \$1,324.83</p> |

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions/services for LCAP # 2 indicated the need for FPCS to collaborate more closely with the local community colleges. Relationships have been built with the local community college and FPCS recognizes the need to incorporate goals that will allow the institution to work more closely with the community colleges, particularly in terms of creating and implementing CTE courses, increasing dual enrollment and offering a robust option of A-G courses. FPCS is looking forward to building relationships with Cuesta College and Santa Barbara City College. Dual enrollment increase by 17% during this 2016-2017 school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The action/services items that had the most impactful and efficacy were the implementation of the science and technology fairs and the implementation of the Individual Learning Plans (ILP) for all of our students. Some of the goals, however, could not be accomplished for the year due to timing of community college registration calendars. FPCS also is the process of having a split Success 101 course that will correspond with student location and community college.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

With the decrease in ADA the estimated actual expenditures were approximately 15% below the budgeted expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

FPCS is in the process of developing a-g science courses beginning with a-g biology/biology lab for the 2017-18 school year. FPCS is in the process of purchasing wet labs for our high school centers. FPCS will continue to increase communication with our local junior colleges in regrades to creating CTE and increasing dual enrollment opportunities for our students.

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

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

State and/or Local Priorities Addressed by this goal:

|       |                                     |   |                                     |    |                          |   |                          |   |                          |   |                          |   |                          |   |                          |   |
|-------|-------------------------------------|---|-------------------------------------|----|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| STATE | <input checked="" type="checkbox"/> | 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   | <input type="checkbox"/>            | 9 | <input type="checkbox"/>            | 10 |                          |   |                          |   |                          |   |                          |   |                          |   |                          |   |
| LOCAL |                                     |   |                                     |    |                          |   |                          |   |                          |   |                          |   |                          |   |                          |   |

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- 3.1: Each advisor will create 1 grade---level service learning project each semester
- 3.2: Assessment benchmark calendar will be created
- 3.3: PLC groups will meet once a month. Each PLC group will create a vertical integration unit curriculum each semester.
- 3.5: All teachers will administer the local formative writing assessment for all grade levels once a semester.
- 3.6: 75% of low-income students will improve their academic performance as measured by local benchmark results, SBAC scores and GPA. FPCS will acquire instructional aides.
- 3.7: All advisors will receive and use CCSS curriculum throughout the year
- 3.8: 100% of FPCS teachers receiving CCSS professional development

#### ACTUAL

- No school wide learning project was created. However, the goal for next year is to have FPCS develop a list of service learning opportunity projects for our students.
- The assessment and accountability committee created an assessment benchmark calendar. The assessment calendar was implemented during the 2016-2017 school year.
- PLC groups met up to twice a month. Discussion was initiated and curriculum was reviewed to verify any need to better align the curriculum.
- Teachers were able to provide students with formative writing assessments. However, there is an inconsistency of implementing the assessment once each semester.
- Still waiting for spring SBAC data results. And end of the year grade reports. Instructional aides were hired during the 2016-17 school year.
- All advisors received CCSS curriculum throughout the year.
- k-5 teachers received training on ELA CCSS curriculum through a webinar. Some teachers participated in Fact Wise training. 6-8 teachers received training on ELA CCSS curriculum through a webinar as well. All teachers received CCSS Math Fact Wise and math progression fraction training.
- The state of California discontinued the VPSS training and certification program.

3.9: Increase teacher participation in VPSS training and certification by 5% each year

3.10: 100% 9th-12th grade master agreements are signed by each of the students' highly qualified teachers.

3.11: Increase the number of low income students to be at or above 2.0 gpa each year by 2%

Highly qualified teachers requirements are no longer applicable. All master agreements were signed by center teachers.

Pending end of the year grades

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

|                         |   |  |
|-------------------------|---|--|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>3.1 Teachers will receive professional development that focuses on: CCSS ELA and Math instruction, learning support/strategies for low socioeconomic students, and developing conceptual thinking and problem-solving skills.</p> | <p><b>ACTUAL</b><br/>Teachers received professional development regarding CCSS, new curriculum, and supportive instructional strategies on the following dates: November 7, 2016; January 16, 2017; March 6, 2017; and April 24, 2017.</p> |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>VOIP, School Pathways 5000-5999: Services And Other Operating Expenditures General Fund \$307.13</p>   | <p><b>ESTIMATED ACTUAL</b><br/>5000-5999: Services And Other Operating Expenditures General Fund \$307.13</p>  |

Action **2**

|                         |   |  |
|-------------------------|---|--|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>3.2 Assessment and Accountability committee will meet twice a month to assess and revise local benchmark assessments.</p> | <p><b>ACTUAL</b><br/>The assessment and accountability committee met a minimum of one time per month to assess benchmark results and procedures. The committee also helped developed a list of curriculum for both regular and intervention situations. The committee also discussed bringing in PD for Universal Design for Learning for the entire staff, which will be the foundation of our newly developed RTI model.</p> |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>5000-5999: Services And Other Operating Expenditures General Fund \$307.13</p>   | <p><b>ESTIMATED ACTUAL</b><br/>5000-5999: Services And Other Operating Expenditures General Fund \$307.13</p>  |

Action **3**

|                         |   |  |
|-------------------------|---|--|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>3.3 Committees and PLC groups will analyze data from internal benchmark, classroom grades, and CAASPP testing to determine materials and instruction to meet the needs of low income students</p> | <p><b>ACTUAL</b><br/>The committees and PLC groups met via Skype every Monday. Internal benchmarks and CAASPP data from 2015-2016 was reviewed on 9-12-16 and used to inform decisions about intervention placement and instruction.</p> |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>5000-5999: Services And Other Operating Expenditures General Fund \$307.13</p>   | <p><b>ESTIMATED ACTUAL</b><br/>5000-5999: Services And Other Operating Expenditures General Fund \$307.13</p>  |

Action **4**

|                         |  |  |
|-------------------------|--|--|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>3.4 Increase the collaboration time for PLCs to vertical plan integration units from k-12.</p> | <p><b>ACTUAL</b><br/>PLC groups began the year meeting only once a month. By January 2017, PLC groups were meeting twice a month. As a result, the PLC groups were able to create a Bridge to Algebra II course in integrating concepts from pre-algebra, algebra, geometry, and algebra II.</p> |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>5000-5999: Services And Other Operating Expenditures General Fund \$307.13</p>                | <p><b>ESTIMATED ACTUAL</b><br/>5000-5999: Services And Other Operating Expenditures General Fund \$307.13</p>  |

Action **5**

|                         |  |   |
|-------------------------|--|---|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>3.5 PLC groups (K---5, 6--- 8, 9---12) will evaluate and refine the use of local benchmark writing assessments</p> | <p><b>ACTUAL</b><br/>Twice a semester PLC time was devoted to grade level and site grading of writing assessments. 3rd-5th grade PLC groups reviewed benchmark assessments for writing in the Houghton Mifflin Journeys curriculum. SBAC interim performance tasks were selected in preparation for writing state assessments.<br/>6th-8th PLC groups created writing prompts for local formative writing assessments.<br/>9th-12th PLC group created writing prompts for local formative writing assessment<br/>Teachers were also able to create writing prompts to help students prepare for the science and technology fairs.</p> |
| <p>Expenditures</p>     | <p><b>BUDGETED</b></p>   | <p><b>ESTIMATED ACTUAL</b></p>  |

5000-5999: Services And Other Operating Expenditures General Fund  
\$307.13

5000-5999: Services And Other Operating Expenditures General Fund  
\$307.13

Action **6**

Actions/Services

**PLANNED**  
3.6 Low income students will receive academic support through classroom support groups, tutoring, supplemental curriculum and instruction. Instructional aides will be provided.

**ACTUAL**  
All centers were provided with instructional aides expect for the Orcutt and Solvang Centers. Centers with the instructional aides provided small group instruction in ELA and Math daily. Interventions such as Read Naturally, Reading Mastery, Journeys, and Math in Focus were used as needed. Solvang LC provide a math tutor 3 days a week. SLO, BUSD, and Orcutt LCs provided labs and support classes.

Expenditures

**BUDGETED**  
5000-5999: Services And Other Operating Expenditures General Fund  
\$307.13

**ESTIMATED ACTUAL**  
5000-5999: Services And Other Operating Expenditures General Fund  
\$307.13

Action **7**

Actions/Services

**PLANNED**  
3.7 All k-5,6-8, 9-12 curriculum will be CCSS aligned

**ACTUAL**  
All advisors were provided with and used CCSS curriculum

Expenditures

**BUDGETED**  
5000-5999: Services And Other Operating Expenditures General Fund  
\$307.13

**ESTIMATED ACTUAL**  
5000-5999: Services And Other Operating Expenditures General Fund  
\$307.13

Action **8**

Actions/Services

**PLANNED**  
3.8 Teachers will provide low income students will high quality instruction in all core subject areas

**ACTUAL**  
All advisors provided low-income students with high quality instruction in core subject areas in Math, and ELA. FPCS initiated Universal Design for Learning (UDL) professional development for all teachers, which will be continued for the 2017-18 school year. UDL will be FPCS tier 1 RTI support.

Expenditures

**BUDGETED**  
5000-5999: Services And Other Operating Expenditures General Fund  
\$307.13

**ESTIMATED ACTUAL**  
5000-5999: Services And Other Operating Expenditures General Fund  
\$307.13

Action **9**

Actions/Services

**PLANNED**  
3.9 Teachers will receive professional growth opportunities by participating in VPSS training

**ACTUAL**  
VPSS is no longer applicable in the state of CA.

|              |  |  |
|--------------|--|--|
| Expenditures | <b>BUDGETED</b><br>5000-5999: Services And Other Operating Expenditures General Fund<br>\$307.13 | <b>ESTIMATED ACTUAL</b><br>5000-5999: Services And Other Operating Expenditures General Fund<br>\$307.13 |
|--------------|--|--|

Action **10**

|                  |   |   |
|------------------|---|---|
| Actions/Services | <b>PLANNED</b><br>3.10 Student Master Agreements will have signature of highly qualified teachers. Human Resource will review credentials of all advisors annually. | <b>ACTUAL</b><br>Highly qualified teachers requirements are no longer applicable. All master agreements have been signed by teacher/advisors. The principal identified all teachers credentials and appropriate teacher placement during the 2016-17 school year. |
|------------------|---|---|

|              |  |  |
|--------------|--|--|
| Expenditures | <b>BUDGETED</b><br>5000-5999: Services And Other Operating Expenditures General Fund<br>\$307.13 | <b>ESTIMATED ACTUAL</b><br>5000-5999: Services And Other Operating Expenditures General Fund<br>\$307.13 |
|--------------|--|--|

Action **11**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <b>PLANNED</b><br>3.11 FPCS will create supplemental curriculum and instruction that will help low income students obtain passing GPA. | <b>ACTUAL</b><br>Internal benchmark study guides and supplemental materials were provided for at-risk low-income students. In addition, math labs and tutoring were offered to help support low-income students. |
|------------------|--|--|

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The implementation and directives of the actions/services were initiated at the first day of school. Teachers were given copies of the LCAP plan with the services. They were also given time to review and analyze the progress of these action/service items throughout the scheduled Monday professional development time. Teachers received CCSS related professional development in the new CCSS curriculum to help strengthen instruction, throughout the year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services for LCAP #3 entailed for FPCS to track low socioeconomic students better while at the same time provide them with CCSS curriculum and interventions. Through the efforts of the PLCs and FPCS ad hoc committees, the Charter school was able to create a RTI (Response to Intervention) model that helped at-risk students. As a result, PLC time increased and the groups were able to create internal writing benchmarks. CCSS professional development for teachers was valuable and well received, according to teacher survey information.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

With this LCAP goal there were no material differences

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

VPSS is no longer applicable in the State of California (goal 3.9). FPCS will continue to provide valuable and cutting edge professional development opportunities for its staff members to better instructor and help support low-income students.

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 4

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

State and/or Local Priorities Addressed by this goal:

|       |                          |   |                          |    |                                     |   |                          |   |                                     |   |                          |   |                                     |   |                                     |   |
|-------|--------------------------|---|--------------------------|----|-------------------------------------|---|--------------------------|---|-------------------------------------|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|
| STATE | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2  | <input checked="" type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input checked="" type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | 7 | <input checked="" type="checkbox"/> | 8 |
| COE   | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 |                                     |   |                          |   |                                     |   |                          |   |                                     |   |                                     |   |
| LOCAL |                          |   |                          |    |                                     |   |                          |   |                                     |   |                          |   |                                     |   |                                     |   |

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

4.1; FPCS will have a representative from each learning center participate in the parent advisory committee.  
 4.2: They will also have parents representing low socioeconomic students  
 4.3: 70% or above of positive feedback from parent and stakeholder surveys  
 4.4; 4.5: All centers will have a back to school night  
 4.6: Training will be given to advisors regarding the culture of low socioeconomic students. Advisors will keep track of low socioeconomic students and families who become more engaged with school affairs.  
 4.7: Parent and stakeholder involvement will be measured by sign-in sheets.  
 4.8: Parent Advisor conferences will be measured by sign-in sheets. 75% of parents will attend parent advisor conferences.  
 4.9 85% positive feedback from parents regarding school facilities, safety and sanitation

#### ACTUAL

We had representatives from all but one centers for our parent advisory committee.  
 Half of the parents on the parent advisory committee represented our low socioeconomic students.  
 FPCS had over 70% of positive feedback from parent and stakeholder surveys.  
 All centers participated in a back to school night  
 Universal Design Learning training was given to all teachers to help track and support low-income students.  
 All events had parent sign-in sheets. We had over 75% of parents attend advisor conferences  
 FPCS surveys indicate 85% positive feedback from parents regarding school facilities, safety and sanitation.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |   |   |
|------------------|---|---|
| Action           | <b>1</b>  |   |
| Actions/Services | <p><b>PLANNED</b><br/>4.1 Ad Hoc Parent Advisory Committee will be held twice a semester.</p>   | <p><b>ACTUAL</b><br/>The ad hoc Parent Advisory Committee has held more than twice a semester throughout the 2016-2017 school year.</p>   |
| Expenditures     | <p><b>BUDGETED</b><br/>Professional Consulting Services - Operating Expenses 5000-5999: Services And Other Operating Expenditures General Fund \$803.75<br/>Object 4320 Edgenuity 4000-4999: Books And Supplies General Fund \$1,250.00</p> | <p><b>ESTIMATED ACTUAL</b><br/>Professional Consulting Services - Operating Expenses 5000-5999: Services And Other Operating Expenditures General Fund \$803.75<br/>Object 4320 Edgenuity 4000-4999: Books And Supplies General Fund \$1,250.00</p> |
| Action           | <b>2</b>  |   |
| Actions/Services | <p><b>PLANNED</b><br/>4.2 Representatives from low income families will be sought out to be participate on the committee</p>  | <p><b>ACTUAL</b><br/>All representatives were sought out via email, events, marketing, and word of mouth.</p>   |
| Expenditures     | <p><b>BUDGETED</b><br/>5000-5999: Services And Other Operating Expenditures General Fund \$803.75<br/>4000-4999: Books And Supplies General Fund \$1,250.00</p>   | <p><b>ESTIMATED ACTUAL</b><br/>5000-5999: Services And Other Operating Expenditures General Fund \$803.75<br/>4000-4999: Books And Supplies General Fund \$1,250.00</p>   |
| Action           | <b>3</b>  |   |
| Actions/Services | <p><b>PLANNED</b><br/>4.3 Surveys regarding school climate and LCAP information will be sent out to parents and staff.</p>  | <p><b>ACTUAL</b><br/>Climate surveys were given both in the fall and spring semesters to students, staff and parents.</p>   |
| Expenditures     | <p><b>BUDGETED</b><br/>5000-5999: Services And Other Operating Expenditures General Fund \$803.75<br/>4000-4999: Books And Supplies General Fund \$1,250.00</p>   | <p><b>ESTIMATED ACTUAL</b><br/>5000-5999: Services And Other Operating Expenditures General Fund \$803.75<br/>4000-4999: Books And Supplies General Fund \$1,250.00</p>   |
| Action           | <b>4</b>  |   |
| Actions/Services | <p><b>PLANNED</b><br/>4.4 Open house/back to school night will be held twice a year.</p>  | <p><b>ACTUAL</b><br/>Back to school night/open house was held twice a year at all centers.</p>  |
| Expenditures     | <p><b>BUDGETED</b><br/>5000-5999: Services And Other Operating Expenditures General Fund \$803.75</p>   | <p><b>ESTIMATED ACTUAL</b><br/>5000-5999: Services And Other Operating Expenditures General Fund \$803.75</p>   |

4000-4999: Books And Supplies General Fund \$1,250.00

4000-4999: Books And Supplies General Fund \$1,250.00

Action **5**

Actions/Services

**PLANNED**  
4.5 Coffee with the principal event will be done also twice a year.

**ACTUAL**  
No coffee with the principal was established during the 2016-2017 school year. Discussions with center coordinators took place to determine the best time/day for coffee with the principal should occur during the 2017-18 school year.

Expenditures

**BUDGETED**  
5000-5999: Services And Other Operating Expenditures General Fund \$803.75  
4000-4999: Books And Supplies General Fund \$1,250.00

**ESTIMATED ACTUAL**  
5000-5999: Services And Other Operating Expenditures General Fund \$803.75  
4000-4999: Books And Supplies General Fund \$1,250.00

Action **6**

Actions/Services

**PLANNED**  
4.6 Emphasis and support will be given to low socioeconomic students and parents to be more engaged in school events, committees and academics

**ACTUAL**  
No procedure was established to help engage more low socioeconomic parents and students to participate and engage in school events. Discussions took place during leadership meetings to address this

Expenditures

**BUDGETED**  
5000-5999: Services And Other Operating Expenditures General Fund \$803.75  
4000-4999: Books And Supplies General Fund \$1,250.00

**ESTIMATED ACTUAL**  
5000-5999: Services And Other Operating Expenditures General Fund \$803.75  
4000-4999: Books And Supplies General Fund \$1,250.00

Action **7**

Actions/Services

**PLANNED**  
4.7 FPCS will provide parents with opportunities to get involved with the school through student conferences, volunteer.

**ACTUAL**  
No procedure was established to help engage more low socioeconomic parents and students to participate and engage in school events. PAC provided opportunities for parents to be involved. The formation of the Science Fair Committee will provide additional opportunity for parent involvement

Action **8**

Actions/Services

**PLANNED**  
4.8 Parent Advisor conferences will be conducted at each learning center. Schedules and agendas will be provided to families by appointment.

**ACTUAL**  
Parent conferences were held at all of the centers. Families were scheduled by appointment to attend conferences.

Action **9**

Actions/Services

**PLANNED**  
 4.9 Parents will receive surveys regarding school facilities, safety and sanitation.

**ACTUAL**  
 All parents received surveys regarding school facilities and safety both in the fall and spring semesters of the 2016-2017 school year.

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

One essential part of implementing the actions/services to achieve LCAP #4 was to schedule at the beginning of the year the dates in which FPCS were going to have school events, parent advisory committee, and meetings with the administration. Surveys were done once for each semester that helped verify progress in FPCS actions/services goals.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Establishing the dates for actions/services for the entire school year helped effectively implement the proposed actions/services. One the dates were set, it allowed FPCS to prepare for stakeholder outreach. Also, sending and receiving survey results early in the year helped FPCS make appropriate data decisions for the spring semester.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

With this LCAP goal there were no material differences

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Through discussions with our PAC, the creation of the Science Fair Committee will provide an additional opportunity for parent involvement.

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The first parent advisory committee held during the 2016-2017 school year was on Tuesday, October 25, 2016. On this date parents from all our centers were invited to the admin building to discuss and review the Local Control Accountability Plan (LCAP) results from the last school year to the most current year. We also had three more Parent Advisory Committee meetings that allowed our school to discuss and collaborate with parents and community members regarding FPCS LCAP. The following were dates Family Partnership Charter School met with the Parent Advisory Committee: January 24, 2017, February 15, 2017, and March 22, 2017. During each of the meetings, the executive director was able to teach them the function of the LCAP. For each meeting, a LCAP goal was reviewed, analyzed and then given feedback for any changes. In addition to our Parent Advisory Committees, the LCAP planning and review process took place during our leadership meetings. During leadership meetings, the executive director sought the input and recommendation of the school coordinators to help assess the progress and any changes needed of the LCAP. The following are the dates when the leadership meetings were held and LCAP was discussed: September 26, 2016; October 24, 2016; November 21, 2016; December 19, 2016; January 16, 2017; February 27, 2017; March 27, 2017; May 8, 2017.

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

One of the biggest impacts that came from the consultations was the need to have more timely communication with our parents and to have more them involved with the FPCS science and technology fairs. As a result, next year FPCS will establish a science and technology fair committee that will include parents and all other stakeholders.

FPCS will also establish more timely and efficient means of communicating with parents via social media, newsletters, cellular applications and the FPCS website.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

### Goal 1

Increase student mastery in Science, Math, ELA and Technology

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

[Identified Need](#)

There is a need to improve CAASPP and/or local benchmark test scores, to better prepare students for 21st century skills, particularly with the use of technology.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators   | Baseline                               | 2017-18                            | 2018-19                            | 2019-20                            |
|--|--|------------------------------------|------------------------------------|------------------------------------|
| 100% of 3rd -8th and 11th grade FPCS students will participate in the SBAC interim assessments, at least once per year         | New metric. No baseline data available | 100% participation                 | 100% participation                 | 100% participation                 |
| At least 95% of teachers will participate in data review meeting in early fall to discuss SBAC summative and benchmark results | 2016-17 100% participation             | 98% participation                  | 99% participation                  | 100% participation                 |
| Observations/evaluations scores show teachers implementing CCSS and utilizing tools effectively.                               | 2016-17 100% participation             | 100% participation                 | 100% participation                 | 100% participation                 |
| 100% of 3rd-11th grade students will be at or near proficiency in FPCS local writing benchmark assessments.                    | New metric. No baseline data           | 50% will be at or near proficiency | 60% will be at or near proficiency | 70% will be at or near proficiency |

|   |  |   |   |   |
|---|--|---|---|---|
| 50% of students are at or above benchmark standards on _____ math benchmark assessment                                  | 25% of students met or exceeded standard on Scantron                                 | 50% met or exceeded standard  | 50% met or exceeded standard  | 50% met or exceeded standard  |
| 2% yearly increase of low socioeconomic students at or above local benchmark in math, science, ELA and SBAC assessments | 2% of the low socioeconomic student increased in their local benchmark scores yearly | 4% of the low socioeconomic student increased in their local benchmark scores | 6% of the low socioeconomic student increased in their local benchmark scores | 8% of the low socioeconomic student increased in their local benchmark scores |
| 100% of FPCS 10th grade students will take A-G Biology course   | 100% of our students received A_G Biology course                                     | 100% of our students received A_G Biology course                              | 100% of our students received A_G Biology course                              | 100% of our students received A_G Biology course                              |

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Train all staff in SBAC Interim Implementation

Train all staff in SBAC Interim Implementation

Train all staff in SBAC Interim Implementation

**BUDGETED EXPENDITURES**

**2017-18**

|                  |  |
|------------------|--|
| Amount           | \$29,385.77  |
| Source           | General Fund   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Object 1110 Certificated Salary Education Specialist/Interventionist/ Professional Development |
| Amount           | 5,777.35   |
| Source           | General Fund   |
| Budget Reference | 3000-3999: Employee Benefits Benefits  |
| Amount           | \$8422.13  |
| Source           | General Fund   |
| Budget Reference | 2000-2999: Classified Personnel Salaries Instructional Assistants  |
| Amount           | \$744.00   |
| Source           | General Fund   |
| Budget Reference | 3000-3999: Employee Benefits   |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | \$23,925.62                                |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$8422.13                                  |
| Source           | General Fund                               |
| Budget Reference | 2000-2999: Classified Personnel Salaries   |
| Amount           | \$744.00                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | \$25360.88                                 |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$8422.13                                  |
| Source           | General Fund                               |
| Budget Reference | 2000-2999: Classified Personnel Salaries   |
| Amount           | \$744.00                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)]

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

At the first scheduled PLC Monday the principal will review the SBAC summative assessment results will all staff.

**2018-19**

New  Modified  Unchanged

At the first schedule PLC Monday the principal will review the SBAC summative assessment results will all staff.

**2019-20**

New  Modified  Unchanged

At the first schedule PLC Monday the principal will review the SBAC summative assessment results will all staff.

**BUDGETED EXPENDITURES**

**2017-18**

|                  |  |
|------------------|--|
| Amount           | \$27,182.07                                |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$8422.14                                  |
| Source           | General Fund                               |
| Budget Reference | 2000-2999: Classified Personnel Salaries   |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | \$27,290.17                                |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$8422.14                                  |
| Source           | General Fund                               |
| Budget Reference | 2000-2999: Classified Personnel Salaries   |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | \$28,053.46                                |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$8422.14                                  |
| Source           | General Fund                               |
| Budget Reference | 2000-2999: Classified Personnel Salaries   |

|                  |                              |                  |                              |                  |                              |
|------------------|------------------------------|------------------|------------------------------|------------------|------------------------------|
| Amount           | \$744.00                     | Amount           | \$744.00                     | Amount           | \$744.00                     |
| Source           | General Fund                 | Source           | General Fund                 | Source           | General Fund                 |
| Budget Reference | 3000-3999: Employee Benefits | Budget Reference | 3000-3999: Employee Benefits | Budget Reference | 3000-3999: Employee Benefits |

**Action 3**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

FPCS will establish expected instruction protocols which will include use CCSS strategies/curriculum when applicable.

**2018-19**

New  Modified  Unchanged

FPCS will establish expected instruction protocols which will include use CCSS strategies/curriculum when applicable.

**2019-20**

New  Modified  Unchanged

FPCS will establish expected instruction protocols which will include use CCSS strategies/curriculum when applicable.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$26,725.96

**2018-19**

Amount \$27,290.17

**2019-20**

Amount \$28053.46

|                  |  |                  |  |                  |  |
|------------------|--|------------------|--|------------------|--|
| Source           | General Fund                               | Source           | General Fund                               | Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | Budget Reference | 1000-1999: Certificated Personnel Salaries | Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   | Amount           | 5,777.35                                   | Amount           | 5,777.35                                   |
| Source           | General Fund                               | Source           | General Fund                               | Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               | Budget Reference | 3000-3999: Employee Benefits               | Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$8422.14                                  | Amount           | \$8422.14                                  | Amount           | \$8422.14                                  |
| Source           | General Fund                               | Source           | General Fund                               | Source           | General Fund                               |
| Budget Reference | 2000-2999: Classified Personnel Salaries   | Budget Reference | 2000-2999: Classified Personnel Salaries   | Budget Reference | 2000-2999: Classified Personnel Salaries   |
| Amount           | \$744.00                                   | Amount           | \$744.00                                   | Amount           | \$744.00                                   |
| Source           | General Fund                               | Source           | General Fund                               | Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               | Budget Reference | 3000-3999: Employee Benefits               | Budget Reference | 3000-3999: Employee Benefits               |

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Newly created local writing benchmark assessments will be implemented 3rd – 11th grade. Student results will be used during PLC time to analyze and suggest instructional support strategies to help improve test results.

**2018-19**

New  Modified  Unchanged

Modified local writing benchmark assessments will be implemented 3rd – 11th grade. Student results will be used during PLC time to analyze and suggest instructional support strategies to help improve test results

**2019-20**

New  Modified  Unchanged

Modified local writing benchmark assessments will be implemented 3rd – 11th grade. Student results will be used during PLC time to analyze and suggest instructional support strategies to help improve test results

**BUDGETED EXPENDITURES**

**2017-18**

|                  |  |
|------------------|--|
| Amount           | \$26,725.96                                |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$8422.14                                  |
| Source           | General Fund                               |
| Budget Reference | 2000-2999: Classified Personnel Salaries   |
| Amount           | \$744.00                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | \$27,290.17                                |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$8422.14                                  |
| Source           | General Fund                               |
| Budget Reference | 2000-2999: Classified Personnel Salaries   |
| Amount           | \$744.00                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | \$28053.46                                 |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$8422.14                                  |
| Source           | General Fund                               |
| Budget Reference | 2000-2999: Classified Personnel Salaries   |
| Amount           | \$744.00                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

|                                       |   |   |   |
|---------------------------------------|---|---|---|
| <a href="#">Students to be Served</a> | <input checked="" type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |
| <a href="#">Location(s)</a>           | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools:          | <input type="checkbox"/> Specific Grade spans:              |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

|                                       |   |  |  |
|---------------------------------------|---|--|--|
| <a href="#">Students to be Served</a> | <input type="checkbox"/> English Learners       | <input type="checkbox"/> Foster Youth          | <input checked="" type="checkbox"/> Low Income                       |
| <a href="#">Scope of Services</a>     | <input type="checkbox"/> LEA-wide               | <input checked="" type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <a href="#">Location(s)</a>           | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools:     | <input type="checkbox"/> Specific Grade spans:                       |

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

FPCS will provide math professional development to all staff. FPCS will continue provide math tutorial support for all students, particularly low income and English language learners.

**2018-19**

New  Modified  Unchanged

FPCS will provide math professional development to all staff. FPCS will continue provide math tutorial support for all students, particularly low income and English language learners.

**2019-20**

New  Modified  Unchanged

FPCS will provide math professional development to all staff. FPCS will continue provide math tutorial support for all students, particularly low income and English language learners.

BUDGETED EXPENDITURES

**2017-18**

|                  |  |
|------------------|--|
| Amount           | \$26,725.96                                |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | \$27,290.17                                |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | \$28053.46                                 |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   |

|                  |  |                  |  |                  |  |
|------------------|--|------------------|--|------------------|--|
| Source           | General Fund                             | Source           | General Fund                             | Source           | General Fund                             |
| Budget Reference | 3000-3999: Employee Benefits             | Budget Reference | 3000-3999: Employee Benefits             | Budget Reference | 3000-3999: Employee Benefits             |
| Amount           | \$8422.14                                | Amount           | \$8422.14                                | Amount           | \$8422.14                                |
| Source           | General Fund                             | Source           | General Fund                             | Source           | General Fund                             |
| Budget Reference | 2000-2999: Classified Personnel Salaries | Budget Reference | 2000-2999: Classified Personnel Salaries | Budget Reference | 2000-2999: Classified Personnel Salaries |
| Amount           | \$744.00                                 | Amount           | \$744.00                                 | Amount           | \$744.00                                 |
| Source           | General Fund                             | Source           | General Fund                             | Source           | General Fund                             |
| Budget Reference | 3000-3999: Employee Benefits             | Budget Reference | 3000-3999: Employee Benefits             | Budget Reference | 3000-3999: Employee Benefits             |

**Action 6**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New
  Modified
  Unchanged

FPCS will identify low socioeconomic students who demonstrate at risk scores in math. Low socioeconomic students will receive tutorial and intervention math support.

New
  Modified
  Unchanged

FPCS will identify low socioeconomic students who demonstrate at risk scores in math. Low socioeconomic students will receive tutorial and intervention math support.

New
  Modified
  Unchanged

FPCS will identify low socioeconomic students who demonstrate at risk scores in math. Low socioeconomic students will receive tutorial and intervention math support.

**BUDGETED EXPENDITURES**

**2017-18**

|                  |  |
|------------------|--|
| Amount           | \$26,725.96                                |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$8422.14                                  |
| Source           | General Fund                               |
| Budget Reference | 2000-2999: Classified Personnel Salaries   |
| Amount           | \$744.00                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | \$27,290.17                                |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$8422.14                                  |
| Source           | General Fund                               |
| Budget Reference | 2000-2999: Classified Personnel Salaries   |
| Amount           | \$744.00                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | \$28053.46                                 |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$8422.14                                  |
| Source           | General Fund                               |
| Budget Reference | 2000-2999: Classified Personnel Salaries   |
| Amount           | \$744.00                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)
 All
  Students with Disabilities
  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

FPCS will create an A-G Biology course with the appropriate credentialed teacher, and purchase the appropriate A-G materials to support the course.

**2018-19**

New  Modified  Unchanged

Purchase additional NGSS A-G curriculum materials.

**2019-20**

New  Modified  Unchanged

Purchase additional NGSS A-G curriculum materials.

**BUDGETED EXPENDITURES**

**2017-18**

|                  |  |
|------------------|--|
| Amount           | \$26,725.96                                |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$8422.14                                  |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | \$27,290.17                                |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$8422.14                                  |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | \$28053.46                                 |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | 5,777.35                                   |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$8422.14                                  |

|                  |  |
|------------------|--|
| Source           | General Fund                             |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Amount           | \$744.00                                 |
| Source           | General Fund                             |
| Budget Reference | 3000-3999: Employee Benefits             |

|                  |  |
|------------------|--|
| Source           | General Fund                             |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Amount           | \$744.00                                 |
| Source           | General Fund                             |
| Budget Reference | 3000-3999: Employee Benefits             |

|                  |  |
|------------------|--|
| Source           | General Fund                             |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Amount           | \$744.00                                 |
| Source           | General Fund                             |
| Budget Reference | 3000-3999: Employee Benefits             |

Action **8**

OR

ACTIONS/SERVICES

BUDGETED EXPENDITURES

|        |  |
|--------|--|
| Amount |  |
|--------|--|

|        |  |
|--------|--|
| Amount |  |
|--------|--|

|        |  |
|--------|--|
| Amount |  |
|--------|--|

Action **9**

OR

ACTIONS/SERVICES

BUDGETED EXPENDITURES

|        |  |
|--------|--|
| Amount |  |
|--------|--|

|        |  |
|--------|--|
| Amount |  |
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| Amount |  |
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| Amount |  |
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| Amount |  |
|--------|--|

|        |  |
|--------|--|
| Amount |  |
|--------|--|

Action **10**

OR

ACTIONS/SERVICES

BUDGETED EXPENDITURES

|        |  |
|--------|--|
| Amount |  |
|--------|--|

|        |  |
|--------|--|
| Amount |  |
|--------|--|

|        |  |
|--------|--|
| Amount |  |
|--------|--|

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

### Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

There is a need to help students obtain career technical education, common core instruction and help with college admissions

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators   | Baseline  | 2017-18                      | 2018-19                      | 2019-20                      |
|--|---|------------------------------|------------------------------|------------------------------|
|  | Baseline will be created during the 2017-18 school year               | Track the number of students | Track the number of students | Track the number of students |
| FPCS will monitor student absenteeism  | Decrease the amount of student absenteeism by 3% each year.           | 3% decrease                  | 6% decrease                  | 9% decrease                  |
| FPCS will increase the number of students applying to and admitted to college and/or trade (technical) school, particularly low socioeconomic students by 5% | FPCS will determine baseline with an end of the year (2016-17) survey | 5% increase                  | 10% increase                 | 10% increase                 |
| FPCS will track the number of students applying to college and increase applications by 5% each year.  | Establish baseline of number of students applying to college(s).      | 5% increase                  | 5% increase                  | 5% increase                  |
| 5% increase in the number of students participating in either ACT or SAT examinations;   | 15% of the 2016-17 graduating class took ACT/SAT                      | 5% increase                  | 10% increase                 | 15% increase                 |

|  |  |                               |   |   |
|--|--|-------------------------------|---|---|
| FPCS will hold a science and technology fair once a year   | Every center participated in science/technology fair | 100% participation            | 100% participation                              | 100% participation                              |
| 100% of 9th grade students will enroll in Success 101 dual enrollment course   | 55% enrolled in Success 101                          | 65% participation             | 75% participation                               | 85% participation                               |
| 5% increase in students enrolled in Establish a FPCS CTE program with community colleges. and college courses (A-G required courses) | Establish a FPCS CTE pathways                        | Establish a FPCS CTE pathways | Increase the number of FPCS CTE courses offered | Increase the number of FPCS CTE courses offered |

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

FPCS will establish an academic/attendance probation procedure.

FPCS will maintain an academic/attendance probation procedure.

FPCS will maintain an academic/attendance probation procedure.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$4,285.71

Source General Fund

Budget Reference 1000-1999: Certificated Personnel Salaries  
Object 1110 Professional Development

Amount \$1,055.01

Source General Fund

Budget Reference 3000-3999: Employee Benefits Benefits

Amount \$1,514.09

Source General Fund

Budget Reference 4000-4999: Books And Supplies  
Object 4320 Edgenuity

**2018-19**

Amount \$4,285.71

Source General Fund

Budget Reference 1000-1999: Certificated Personnel Salaries

Amount \$1,055.01

Source General Fund

Budget Reference 3000-3999: Employee Benefits

Amount \$1,514.09

Source General Fund

Budget Reference 4000-4999: Books And Supplies

**2019-20**

Amount \$4,285.71

Source General Fund

Budget Reference 1000-1999: Certificated Personnel Salaries

Amount \$1,055.01

Source General Fund

Budget Reference 3000-3999: Employee Benefits

Amount \$1,514.09

Source General Fund

Budget Reference 4000-4999: Books And Supplies

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

FPCS survey students and families to obtain college admittance data, establish college admissions workshops for all high school learning centers twice a year, and provide college visitations.

**2018-19**

New  Modified  Unchanged

FPCS survey students and families to obtain college admittance data, establish college admissions workshops for all high school learning centers twice a year, and provide college visitations.

**2019-20**

New  Modified  Unchanged

FPCS survey students and families to obtain college admittance data, establish college admissions workshops for all high school learning centers twice a year, and provide college visitations.

**BUDGETED EXPENDITURES**

**2017-18**

|                  |  |
|------------------|--|
| Amount           | \$4,285.71                                 |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | \$1,055.01                                 |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$1,514.09                                 |
| Source           | General Fund                               |
| Budget Reference | 4000-4999: Books And Supplies              |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | \$4,285.71                                 |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | \$1,055.01                                 |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$1,514.09                                 |
| Source           | General Fund                               |
| Budget Reference | 4000-4999: Books And Supplies              |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | \$4,285.71                                 |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | \$1,055.01                                 |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$1,514.09                                 |
| Source           | General Fund                               |
| Budget Reference | 4000-4999: Books And Supplies              |

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

FPCS will provide students with preparatory ACT/SAT tutorials, workshops and counseling

**2018-19**

New  Modified  Unchanged

FPCS will provide students with preparatory ACT/SAT tutorials, workshops and counseling

**2019-20**

New  Modified  Unchanged

FPCS will provide students with preparatory ACT/SAT tutorials, workshops and counseling

**BUDGETED EXPENDITURES**

**2017-18**

|                  |  |
|------------------|--|
| Amount           | \$4,285.71                                 |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | \$1,055.01                                 |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | \$4,285.71                                 |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | \$1,055.01                                 |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | \$4,285.71                                 |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | \$1,055.01                                 |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |

|                  |                               |                  |                               |                  |                               |
|------------------|-------------------------------|------------------|-------------------------------|------------------|-------------------------------|
| Amount           | \$1,514.09                    | Amount           | \$1,514.09                    | Amount           | \$1,514.09                    |
| Source           | General Fund                  | Source           | General Fund                  | Source           | General Fund                  |
| Budget Reference | 4000-4999: Books And Supplies | Budget Reference | 4000-4999: Books And Supplies | Budget Reference | 4000-4999: Books And Supplies |

**Action 4**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

FPCS will provide facilities, curriculum, materials, and advertising for the science fair  
 FPCS will continue the science/technology subcommittee and form a parent science fair committee to help implement and improve the science fair.

**2018-19**

New  Modified  Unchanged

FPCS will provide facilities, curriculum, materials, and advertising for the science fair

**2019-20**

New  Modified  Unchanged

FPCS will provide facilities, curriculum, materials, and advertising for the science fair

BUDGETED EXPENDITURES

| 2017-18          |  | 2018-19          |  | 2019-20          |  |
|------------------|--|------------------|--|------------------|--|
| Amount           | \$4,285.71                                 | Amount           | \$4,285.71                                 | Amount           | \$4,285.71                                 |
| Source           | General Fund                               | Source           | General Fund                               | Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | Budget Reference | 1000-1999: Certificated Personnel Salaries | Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | \$1,055.01                                 | Amount           | \$1,055.01                                 | Amount           | \$1,055.01                                 |
| Source           | General Fund                               | Source           | General Fund                               | Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               | Budget Reference | 3000-3999: Employee Benefits               | Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$1,514.09                                 | Amount           | \$1,514.09                                 | Amount           | \$1,514.09                                 |
| Source           | General Fund                               | Source           | General Fund                               | Source           | General Fund                               |
| Budget Reference | 4000-4999: Books And Supplies              | Budget Reference | 4000-4999: Books And Supplies              | Budget Reference | 4000-4999: Books And Supplies              |

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Identify 1 or 2 CTE pathways by December 2017, and identify curriculum by spring 2018

**2018-19**

New  Modified  Unchanged

Implement the CTE pathway program with the appropriate instructor

**2019-20**

New  Modified  Unchanged

Continue implementation of the CTE pathway with the appropriate instructor

BUDGETED EXPENDITURES

**2017-18**

|                  |  |
|------------------|--|
| Amount           | \$4,285.71                                 |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | \$1,055.01                                 |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$1,514.09                                 |
| Source           | General Fund                               |
| Budget Reference | 4000-4999: Books And Supplies              |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | \$4,285.71                                 |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | \$1,055.01                                 |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$1,514.09                                 |
| Source           | General Fund                               |
| Budget Reference | 4000-4999: Books And Supplies              |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | \$4,285.71                                 |
| Source           | General Fund                               |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount           | \$1,055.01                                 |
| Source           | General Fund                               |
| Budget Reference | 3000-3999: Employee Benefits               |
| Amount           | \$1,514.09                                 |
| Source           | General Fund                               |
| Budget Reference | 4000-4999: Books And Supplies              |

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

### Goal 3

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

[Identified Need](#)

There is a need to ensure that all students are receiving CCSS curriculum, instruction and materials. There is also a need to ensure that all teachers are highly qualified credentialed and appropriately placed in our centers.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators   | Baseline  | 2017-18   | 2018-19   | 2019-20   |
|--|---|---|---|---|
| Create a baseline of the number of students referred for level 3 of our RTI (response to intervention) program | Baseline will be created during the 2017-18 school year   | Track the number of students  | Track the number of students  | Track the number of students  |
| Assessment benchmark calendar will updated on a yearly basis   | Baseline was created during the 2016-2017 school year.  | Calendar creation will be updated and implemented during the Spring of 2018                                     | Calendar creation will be updated and implemented during the Spring of 2019                                     | Calendar creation will be updated and implemented during the Spring of 2020                                     |
| FPCS will establish an A-G science lab course  | Science wet labs will be purchased by the fall of 2017  | Purchased science wet lab with science course implemented.  | Maintenance of science wet lab  | Maintenance of science wet lab  |
| FPCS will establish a science PLC/committee to identify curriculum and build science courses.                  | FPCS will establish a science PLC/committee to identify curriculum and build science courses. NGSS standards will be implemented. | Materials purchased and implemented   | Materials purchased and implemented   | Materials purchased and implemented   |
| 25% of low income students will improve their academic performance as measured by local benchmark results and  | Baseline was created during the 2016-2017 school year.  | 30% of low income students will improve their academic performance as measured by local benchmark results, SBAC | 35% of low income students will improve their academic performance as measured by local benchmark results, SBAC | 40% of low income students will improve their academic performance as measured by local benchmark results, SBAC |

|  |  |  |  |  |
|--|--|--|--|--|
| SBAC scores. FPCS will acquire instructional aides                     |  | scores and GPA. FPCS will acquire instructional aides                  | scores and GPA. FPCS will acquire instructional aides                  | scores and GPA. FPCS will acquire instructional aides                  |
| 100% of FPCS teachers receiving CCSS professional development          | 100% of FPCS teachers receiving CCSS professional development          | 100% of FPCS teachers receiving CCSS professional development          | 100% of FPCS teachers receiving CCSS professional development          | 100% of FPCS teachers receiving CCSS professional development          |
| All advisors will receive and use CCSS curriculum throughout the year. | All advisors will receive and use CCSS curriculum throughout the year. | All advisors will receive and use CCSS curriculum throughout the year. | All advisors will receive and use CCSS curriculum throughout the year. | All advisors will receive and use CCSS curriculum throughout the year. |

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Implement the RTI model and monitor the number of students referred to SST and/or the special education program.

Monitor the number of students referred to SST and/or the special education program.

Monitor the number of students referred to SST and/or the special education program.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$276.43

Source General Fund

Budget Reference 5000-5999: Services And Other Operating Expenditures  
VOIP, School Pathways

**2018-19**

Amount \$276.43

Source General Fund

Budget Reference 5000-5999: Services And Other Operating Expenditures

**2019-20**

Amount \$276.43

Source General Fund

Budget Reference 5000-5999: Services And Other Operating Expenditures

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Assessment and Accountability committee will collaborate with the principal to establish a timely benchmark calendar by the end of the spring semester for the following school year.

Assessment and Accountability committee will collaborate with the principal to establish a timely benchmark calendar by the end of the spring semester for the following school year.

Assessment and Accountability committee will collaborate with the principal to establish a timely benchmark calendar by the end of the spring semester for the following school year.

**BUDGETED EXPENDITURES**

**2017-18**

Amount

Source

Budget Reference

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Science wet labs will be purchased by the fall of 2017 and establish an introductory course (Biology).

Add A-G Chemistry course

Add A-G Chemistry course

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$280.13  
 Source General Fund  
 Budget Reference 5000-5999: Services And Other Operating Expenditures

**2018-19**

Amount \$280.13  
 Source General Fund  
 Budget Reference 5000-5999: Services And Other Operating Expenditures

**2019-20**

Amount \$280.13  
 Source General Fund  
 Budget Reference 5000-5999: Services And Other Operating Expenditures

**Action 4**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

FPCS will be provided NGSS professional development and rollout standards to staff.

PLC/Committees will create NGSS curriculum. NGSS curriculum purchased and implement NGSS strategies.

NGSS curriculum purchased and implemented

**BUDGETED EXPENDITURES**

**2017-18**

|                  |  |
|------------------|--|
| Amount           | \$280.13   |
| Source           | General Fund   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | \$280.13   |
| Source           | General Fund   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | \$280.13   |
| Source           | General Fund   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

|                              |   |   |  |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools:          | <input type="checkbox"/> Specific Grade spans:       |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

|                              |   |  |  |
|------------------------------|---|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners       | <input type="checkbox"/> Foster Youth          | <input checked="" type="checkbox"/> Low Income                       |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide               | <input checked="" type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools:     | <input type="checkbox"/> Specific Grade spans:                       |

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

FPCS will administer local benchmark and/or SBAC interim assessments at least twice a year. Instructional aides will provide support where and when needed.

**2018-19**

New  Modified  Unchanged

FPCS will administer local benchmark and/or SBAC interim assessments at least twice a year. Instructional aides will provide support where and when needed.

**2019-20**

New  Modified  Unchanged

FPCS will administer local benchmark and/or SBAC interim assessments at least twice a year. Instructional aides will provide support where and when needed.

**BUDGETED EXPENDITURES**

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| Amount: \$279.21   | Amount: \$279.21   | Amount: \$279.21   |
| Source: General Fund   | Source: General Fund   | Source: General Fund   |
| Budget Reference: 5000-5999: Services And Other Operating Expenditures | Budget Reference: 5000-5999: Services And Other Operating Expenditures | Budget Reference: 5000-5999: Services And Other Operating Expenditures |

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  |
| FPCS will provide CCSS math and Universal Design Learning (UDL) professional development. Teachers will be surveyed regarding PD relevance, effectiveness and implementation. | FPCS will provide CCSS math and Universal Design Learning (UDL) professional development. Teachers will be surveyed regarding PD relevance, effectiveness and implementation. | FPCS will provide CCSS math and Universal Design Learning (UDL) professional development. Teachers will be surveyed regarding PD relevance, effectiveness and implementation. |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|
|---------|---------|---------|

|                  |  |                  |  |                  |  |
|------------------|--|------------------|--|------------------|--|
| Amount           | \$279.21   | Amount           | \$279.21   | Amount           | \$279.21   |
| Source           | General Fund   | Source           | General Fund   | Source           | General Fund   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | Budget Reference | 5000-5999: Services And Other Operating Expenditures | Budget Reference | 5000-5999: Services And Other Operating Expenditures |

**Action 7**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

FPCS will purchase CCSS perishable curriculum and maintain classroom sets

**2018-19**

New  Modified  Unchanged

FPCS will purchase CCSS perishable curriculum and maintain classroom sets

**2019-20**

New  Modified  Unchanged

FPCS will purchase CCSS perishable curriculum and maintain classroom sets

BUDGETED EXPENDITURES

**2017-18**

Amount \$279.21

**2018-19**

Amount \$279.21

**2019-20**

Amount \$279.21

|                  |  |
|------------------|--|
| Source           | General Fund   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |

|                  |  |
|------------------|--|
| Source           | General Fund   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |

|                  |  |
|------------------|--|
| Source           | General Fund   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

### Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

There is a need to increase parent and community engagement with Family Partnership Charter School. There is also a need to create more extra-curricular events for our students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators   | Baseline   | 2017-18  | 2018-19  | 2019-20  |
|--|--|--|--|--|
| FPCS will have a representative from each learning center participate in the parent advisory committee. They will also have parents representing low socioeconomic students. | Representatives from all resource centers except for one.                                      | Representatives from all resource centers will be represented.                                 | Representatives from all resource centers will be represented.                                 | Representatives from all resource centers will be represented.                                 |
| 70% or above of positive feedback from parent and stakeholder surveys  | FPCS received above 70% positive feedback from parent and stakeholder surveys                  | FPCS will receive above 70% positive feedback from parent and stakeholder surveys              | FPCS will receive above 70% positive feedback from parent and stakeholder surveys              | FPCS will receive above 70% positive feedback from parent and stakeholder surveys              |
| All resource centers will have a back to school night, coffee with the principal and an open house event once a year.  | All resource centers participated in back to school and open house events.                     | All resource centers will have a back to school night and an open house event once a year.     | All resource centers will have a back to school night and an open house event once a year.     | All resource centers will have a back to school night and an open house event once a year.     |
| 85% positive feedback from parents regarding school facilities, safety and sanitation  | FPCS received approximately 80% positive feedback regarding facilities, safety and sanitation. | FPCS will receive 80% or higher positive feedback regarding facilities, safety and sanitation. | FPCS will receive 80% or higher positive feedback regarding facilities, safety and sanitation. | FPCS will receive 80% or higher positive feedback regarding facilities, safety and sanitation. |

|  |  |   |   |   |
|--|--|---|---|---|
|  |  |   |   |   |
| FPCS will improve parent and stakeholder communication by establishing digital communication platforms, newsletters, and websites. | FPCS established the newsletters and new FPCS website. | Maintaining newsletter, website, while piloting a new communication platform (i.e. parent square) | Maintaining and modifying all platforms of communication to parents and stakeholders. | Maintaining and modifying all platforms of communication to parents and stakeholders. |

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

|                              |   |   |  |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools:          | <input type="checkbox"/> Specific Grade spans:       |

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

|                              |   |  |  |
|------------------------------|---|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners       | <input type="checkbox"/> Foster Youth          | <input checked="" type="checkbox"/> Low Income                       |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide               | <input checked="" type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools:     | <input type="checkbox"/> Specific Grade spans:                       |

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

FPCS will solicit parent involvement through email, fliers, school events and Governing Council meetings.

**2018-19**

New  Modified  Unchanged

FPCS will solicit parent involvement through email, fliers, school events and Governing Council meetings.

**2019-20**

New  Modified  Unchanged

FPCS will solicit parent involvement through email, fliers, school events and Governing Council meetings.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

|                  |  |                  |  |                  |  |
|------------------|--|------------------|--|------------------|--|
| Amount           | \$688.93   | Amount           | \$688.93   | Amount           | \$688.93   |
| Source           | General Fund   | Source           | General Fund   | Source           | General Fund   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Professional Consulting Services - Operating Expenses | Budget Reference | 5000-5999: Services And Other Operating Expenditures | Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Amount           | \$1071.43  | Amount           | \$1071.43  | Amount           | \$1071.43  |
| Source           | General Fund   | Source           | General Fund   | Source           | General Fund   |
| Budget Reference | 4000-4999: Books And Supplies Object 4320 Edgenuity  | Budget Reference | 4000-4999: Books And Supplies                        | Budget Reference | 4000-4999: Books And Supplies                        |
| Amount           |  | Amount           |  | Amount           |  |

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

2017-18

New  Modified  Unchanged

2018-19

New  Modified  Unchanged

2019-20

New  Modified  Unchanged

Open house/back to school night will be held twice a year. Coffee with the principal event will be done also twice a year.

Open house/back to school night will be held twice a year. Coffee with the principal event will be done also twice a year.

Open house/back to school night will be held twice a year. Coffee with the principal event will be done also twice a year.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$688.93

Source General Fund

Budget Reference 5000-5999: Services And Other Operating Expenditures

Amount \$1071.43

Source General Fund

Budget Reference 4000-4999: Books And Supplies

**2018-19**

Amount \$688.93

Source General Fund

Budget Reference 5000-5999: Services And Other Operating Expenditures

Amount \$1071.43

Source General Fund

Budget Reference 4000-4999: Books And Supplies

**2019-20**

Amount \$688.93

Source General Fund

Budget Reference 5000-5999: Services And Other Operating Expenditures

Amount \$1071.43

Source General Fund

Budget Reference 4000-4999: Books And Supplies

**Action 3**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Parents will receive surveys regarding school facilities, safety and sanitation.

**2018-19**

New  Modified  Unchanged

Parents will receive surveys regarding school facilities, safety and sanitation.

**2019-20**

New  Modified  Unchanged

Parents will receive surveys regarding school facilities, safety and sanitation.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$688.93

Source General Fund

Budget Reference 5000-5999: Services And Other Operating Expenditures

Amount \$1071.43

Source General Fund

Budget Reference 4000-4999: Books And Supplies

**2018-19**

Amount \$688.93

Source General Fund

Budget Reference 5000-5999: Services And Other Operating Expenditures

Amount \$1071.43

Source General Fund

Budget Reference 4000-4999: Books And Supplies

**2019-20**

Amount \$688.93

Source General Fund

Budget Reference 5000-5999: Services And Other Operating Expenditures

Amount \$1071.43

Source General Fund

Budget Reference 4000-4999: Books And Supplies

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)]

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools   
  Specific Schools: \_\_\_\_\_   
  Specific Grade spans: \_\_\_\_\_

**[ACTIONS/SERVICES](#)**

**2017-18**

New   
  Modified   
  Unchanged

Purchasing and piloting new communication platforms while maintaining and improving newsletters and websites.

**2018-19**

New   
  Modified   
  Unchanged

Maintain and improve all platforms of communication with all stakeholders

**2019-20**

New   
  Modified   
  Unchanged

Maintain and improve all platforms of communication with all stakeholders

**[BUDGETED EXPENDITURES](#)**

**2017-18**

|                  |  |
|------------------|--|
| Amount           | \$688.93   |
| Source           | General Fund   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Amount           | \$1071.43  |
| Source           | General Fund   |
| Budget Reference | 4000-4999: Books And Supplies                        |

**2018-19**

|                  |  |
|------------------|--|
| Amount           | \$688.93   |
| Source           | General Fund   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Amount           | \$1071.43  |
| Source           | General Fund   |
| Budget Reference | 4000-4999: Books And Supplies                        |

**2019-20**

|                  |  |
|------------------|--|
| Amount           | \$688.93   |
| Source           | General Fund   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Amount           | \$1071.43  |
| Source           | General Fund   |
| Budget Reference | 4000-4999: Books And Supplies                        |

Action **5**

[Students to be Served](#)

All   
  Students with Disabilities   
  [\[Specific Student Group\(s\)\]](#)

OR

**[ACTIONS/SERVICES](#)**

**[BUDGETED EXPENDITURES](#)**

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017-18  2018-19  2019-20

Estimated Supplemental and Concentration Grant Funds: \$360,640.00

Percentage to Increase or Improve Services: 100%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

### Supplemental and Concentration grant funds

| As of CBEDS Charter School: | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|-----------------------------|---------|---------|---------|---------|
| Enrollment                  |         | 386     | 386     | 386     |
| Unduplicated Pupil Count    |         | 199     | 199     | 199     |

|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|---------|
| Straight Unduplicated Pupil Percentage |         |         | N/A     | N/A     |
| Unduplicated Pupil Percentage (%)      | 56.70%  | 54.89%  | 54.89%  | 54.89%  |

|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|---------|
| Unduplicated Pupil Percentage: Supplemental Grant  |         | 56.70%  | 54.89%  | 51.55%  |
| Unduplicated Pupil Percentage: Concentration Grant |         | 51.55%  | 51.55%  | 51.55%  |

| Funding Totals      | 2016-17 | 2017-18   | 2018-19   | 2019-20   |
|---------------------|---------|-----------|-----------|-----------|
| Supplemental Grant  |         | \$362,067 | \$360,640 | \$345,959 |
| Concentration Grant | \$0     | \$0       | \$0       | \$0       |

2017/18 Sub Groups percentages will be updated with CBEDS

|                                   |          |        |
|-----------------------------------|----------|--------|
| Socio- economically Disadvantaged | students | 56.70% |
| Hispanic                          | students | 26%    |
| White                             | students | 74%    |

The following services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas: 1. Additional site-based supplemental instruction, and 2. The flexibility to provide additional tutoring in areas of greatest need. \*3. Professional development for certificated staff, 4. Instructional intervention % of Education Specialist as appropriately credentialed, 5. Stipend for EL / CELDT, 6. Edgenuity curriculum (a-g & college prep), 7. Odysseyware curriculum (CTE /electives, and college prep), 8. Reading Mastery (elementary), 9, Beyond the Page, 10. Increased technology – chromebooks, 11. Communication VOIP and SIS ( portal), . The school-wide increase of supplemental classes in English and math, as well as an increase of available tutoring funds for all students, is anticipated to increase proficiencies in all subgroups and school-wide, as measured by the local assessment data, until such a time as state-wide data is available. For unduplicated students, additional funds will be made available for one-on-one tutoring as identified by benchmark assessments.

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

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

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### 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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

#### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

##### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

##### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

#### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

##### **Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

##### **Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

#### **New/Modified/Unchanged:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### 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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

### Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

#### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

#### Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 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, or 47606.5, as applicable, 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?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 bgroups 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 school sites?
- 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 school sites, 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?