

**Introduction:**

**LEA:** [Family Partnership Home Study Charter School District](#) **Contact (Name, Title, Email, Phone Number):** [Miguel Gonzales, Interim Executive Director, miguel.gonzales@fpcharter.org, \(805\) 348-3333 ext. 1](#) **LCAP Year:** [2016-17](#)

## ***Local Control and Accountability Plan and Annual Update Template***

*Family Partnership Charter School  
LCAP Executive Summary  
May 1, 2016*

***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. The newly opened Carpinteria/ Santa Barbara Learning Center (opened in August of 2016) demonstrates the efforts of FPCS to grow and expand into new areas. The Carpinteria/ Santa Barbara Learning Center is looking for a new, improved and larger location within the city of Santa Barbara for the 2016-17 school year.

#### *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. Between the 14-15 school year (according to the SARC) enrollment has grown from 317 to 450 (enrollment at P2 in 2016). This amounts to 41.9% growth in enrollment over the two year period. In addition, FPCS has opened a learning center in Carpinteria to serve the Santa Barbara area. Further expansion in San Luis Obispo County learning centers is limited by slower growth in Santa Barbara. FPCS needs to expand enrollment in Santa Barbara County and make the best use of the current facilities there. According to the 14-15 SARC, the group of white students amounted to 63.4% of the total. The second most significant subgroup was hispanic or latino with 28.4% of the total population. The Black/ African-American group was 1.3% 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 59% and 11.4% respectively. Furthermore, 58% 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 14-15 and current school year, there have been significant changes with respect to curriculum and instruction. Last 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 will purchase 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.*

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>During this last semester of the 2015-2016 school year, Family Partnership Charter School made significant strides in preparing for the 2016-2017 school year LCAP services. One key factor to its preparation was the making of four key committees that met biweekly. The four committees are: Accountability and Assessment; Career Technical Education; Instruction and Curriculum; and Promotion and Advertising. All four committees had been given portions of the</p>	<p>The impact of having all of staff, stakeholders and parents involved has been tremendously productive and positive. As a result, the school is more organized and better prepared to collect and analyze LCAP data. The committees have had the biggest impact in preparing all of our advisors to be more cognizant of the services that will be provided through our LCAP. Also, there will be more of a focus on low income students for the following school year whereas before the focus was more on the general population.</p>

<p>LCAP plan that correlated with their committee's focus and purpose. As a result, each of the committees were able to assess and plan for the interventions and services that will offered to Family Partnership Charter School students.</p> <p>In addition to setting up committees that helped support and prepare for next year's LCAP progress, Family Partnership Charter School also held several meetings for our parent advisory committee. Meetings were held during both fall and spring semesters. At each of the meetings, the parents and other stakeholders were able to give their input on the progress of current LCAP goals and recommendations for the 2016-2017 school year.</p> <p>The Governing Council of Family Partnership Charter School was also involved with the process of recommending new LCAP goals for the 2016-2017 school year. Since January, the Governing Board had been informed about the LCAP progress for this and was invited to make recommendations for the LCAP goals and services for the next school year.</p> <p>During leadership meetings, all school coordinators and administrators were giving updates and opportunities to recommend any concerns or changes that were needed for both this year and for the next school year.</p>	
<p><b>Annual Update:</b></p> <p>The first parent advisory committee held during the 2015-2016 school year was on Wednesday, November 18, 2015. 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 regarding LCAP. The following were dates Family Partnership Charter School met with the Parent Advisory Committee: January 27, 2016 and April 9, 2016. On January 11th, 2016, the entire Family Partnership Charter School staff met</p>	<p><b>Annual Update:</b></p> <p>There were two major components that came from the consultation of all FPCS stakeholders. The first component was the need to revise the goals. All of the stakeholders had the same concern that the goals previously written were confusing, repetitive and hard to measure. As a result, FPCS decided to reevaluate the goals and provide a revision of the LCAP goals that gave more teacher input, aligned closely with WASC goals and was more measurable. As a result, FPCS was able to go from 8 to 4 goals. Each of the new goals target the 8 state metrics required for LCAP goals.</p> <p>The second major component was to help create a support system that would</p>

together and formed committees to oversee and monitor LCAP progress. During this meeting, each committee was assigned specific LCAP goals to review and assess. At the end of the meeting, all of the committee members gave an update on Family Partnership's LCAP progress and recommendations to meet the goals for the rest of the year. The committees were then tasked to meet twice a month for the rest of the school year to review and assess LCAP progress for our school. LCAP review and assessments were also done during leadership meetings. During leadership meetings, the interim 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: February 22, 2016; March 21, 2016; April 25, 2016; May 23, 2016 and June 6, 2016. LCAP review and assessment was also done during our monthly Governing Council meetings. During these meetings, the LCAP progress was discussed and presented to the Governing Council for their input and recommendation. The Governing Council received LCAP presentations and collaborated with the interim executive director on the following dates: February 16, 2016; March 8, 2016; April 19, 2016; May 17, 2016 and June 21, 2016. Family Partnership Charter School held a LCAP public hearing and final adoption on May 17, 2016.

better prepare students and teachers for Smarter Balance and local benchmark assessments. Creating a support system included support groups for low socioeconomic students, developing interim assessments, and providing adequate professional development.

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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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



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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

GOAL 1:	Increase student mastery in Science, Math, ELA and Technology	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :	There is a need to improve CAASSPP and local benchmark test scores and better prepare students for 21st century skills, particularly with the use of technology.	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>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.</p> <p>1.3: At least 95% of teachers will participate in data review meeting in early fall to discuss SBAC summative and benchmark results.</p> <p>1.4: Observations/evaluations scores show teachers implementing CCSS and utilizing tools effectively.</p> <p>1.5; 1.6: A baseline for the science and technology local benchmark will be created for the 2016-2017 year.</p> <p>1.7: A baseline for the local writing benchmark will be created.</p> <p>1.8: 50% of students are at or above local benchmark standards on local math benchmark assessments</p> <p>1.9: 5% increase of low socioeconomic students at or above local benchmark in math, science, ELA and SBAC assessments.</p> <p>1.10: Classroom grades for all students in Math, ELA, Science to be at or above 2.0 gpa</p> <p>1.11: Decrease the size of standard not met SBAC scores by 1% each year in ELA and Math.</p> <p>1.12: Science CST growth with 2% increase in proficiency.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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>	School wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Object 1110 Certificated Salary Education Specialist/Interventionist/ Professional Development 1000-1999: Certificated Personnel Salaries LCAP \$20,503.36</p> <p>Benefits 3000-3999: Employee Benefits LCAP 7591.93</p> <p>Instructional Assistants 2000-2999: Classified Personnel Salaries LCAP \$4600.00</p> <p>Benefits 3000-3999: Employee Benefits LCAP</p>
1.3 The Assessment and Accountability committee will collect and distribute data regarding FPCS SBAC scores	Schoolwide	<p><input type="checkbox"/> All</p> <p>OR:</p>	1000-1999: Certificated Personnel Salaries LCAP \$20,503.38

<p>as well as local benchmarks of low income students</p>		<p><input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>3000-3999: Employee Benefits LCAP 7591.93                  2000-2999: Classified Personnel Salaries LCAP \$4600.00                  3000-3999: Employee Benefits LCAP</p>
<p>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.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$20,503.38                  3000-3999: Employee Benefits LCAP 7591.93                  2000-2999: Classified Personnel Salaries LCAP \$4600.00                  3000-3999: Employee Benefits LCAP</p>
<p>1.5 Create a local benchmark for science and technology.                  1.6 Continue to implementing local benchmarks in Math and ELA</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$20,503.38                  3000-3999: Employee Benefits LCAP 7591.93                  2000-2999: Classified Personnel Salaries LCAP \$4600.00                  3000-3999: Employee Benefits LCAP</p>
<p>1.7 FPCS will create local benchmark writing assessments</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$20,503.38                  3000-3999: Employee Benefits LCAP 7591.93                  2000-2999: Classified Personnel Salaries LCAP \$4600.00                  3000-3999: Employee Benefits LCAP</p>
<p>1.8 Implement a tutorial system to help increase academic support for low income students in secondary math courses (6---12) with an emphasis on Algebra</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$20,503.38                  3000-3999: Employee Benefits LCAP 7591.93                  2000-2999: Classified Personnel Salaries LCAP \$4600.00                  3000-3999: Employee Benefits LCAP</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.9 Provide tutorial academic support for low-performing significant subgroup students (low socioeconomic).	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$20,503.38 3000-3999: Employee Benefits LCAP 7591.93 2000-2999: Classified Personnel Salaries LCAP \$4600.00 3000-3999: Employee Benefits LCAP
1.10 Provide CCSS curriculum to help support direct instruction in mathematics, science, ELA and technology	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$20,503.38 3000-3999: Employee Benefits LCAP 7591.93 2000-2999: Classified Personnel Salaries LCAP \$4600.00 3000-3999: Employee Benefits LCAP
1.11 Provide targeted academic support to students who score below proficient in SBAC/CAASPP	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$20,503.38 3000-3999: Employee Benefits LCAP 7591.93 2000-2999: Classified Personnel Salaries LCAP \$4600.00 3000-3999: Employee Benefits LCAP
1.12 Provide semester science internal benchmark exams in preparation for CST assessments	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$20,503.38 3000-3999: Employee Benefits LCAP 7591.93 2000-2999: Classified Personnel Salaries LCAP \$4600.00 3000-3999: Employee Benefits LCAP

		(Specify)	
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**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>1.1; 1.2: 15% of students meeting or exceeding standards will increase from fall to spring administration of the CAASPP interim assessments, school-wide and for all subgroups.</p> <p>1.3: At least 95% of teachers will participate in data review meeting in early fall to discuss SBAC summative and benchmark results.</p> <p>1.4: Observations/evaluations scores show teachers implementing CCSS and utilizing tools effectively.</p> <p>1.5; 1.6: 75% of students will achieve mastery/proficiency on local benchmarks in math, science, ELA and technology.</p> <p>1.7: Percentage of students meeting local benchmark writing assessments target will increase each semester or 75% of students will meet grade level target by the end of year local writing assessments.</p> <p>1.8: 60% of students are at or above local benchmark standards on local math benchmark assessments</p> <p>1.9: 10% increase of low socioeconomic students at or above local benchmark in math, science, ELA and SBAC assessments.</p> <p>1.10: Classroom grades for all students in Math, ELA, Science to be at or above 2.0 gpa</p> <p>1.11: Decrease the size of standard not met SBAC scores by 5% each year in ELA and Math.</p> <p>1.12: Science CST growth with 4% increase in proficiency.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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>	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Object 1110 Certificated Salary Education Specialist/Interventionist/ Professional Development 1000-1999: Certificated Personnel Salaries LCAP \$23969.99</p> <p>Benefits 3000-3999: Employee Benefits LCAP \$8806.35</p> <p>Instructional Assistants 2000-2999: Classified Personnel Salaries LCAP \$4700.00</p> <p>3000-3999: Employee Benefits LCAP \$544.00</p>
<p>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>	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>1000-1999: Certificated Personnel Salaries LCAP \$23969.96</p> <p>3000-3999: Employee Benefits LCAP \$8806.35</p> <p>2000-2999: Classified Personnel Salaries LCAP \$4700.00</p> <p>3000-3999: Employee Benefits LCAP \$544.00</p>

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.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$23969.96 3000-3999: Employee Benefits LCAP \$8806.35 2000-2999: Classified Personnel Salaries LCAP \$4700.00 3000-3999: Employee Benefits LCAP \$544.00
1.5 Create a local benchmark for science and technology. 1.6 Continue to implementing local benchmarks in Math and ELA	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$23969.96 3000-3999: Employee Benefits LCAP \$8806.35 2000-2999: Classified Personnel Salaries LCAP \$4700.00 3000-3999: Employee Benefits LCAP \$544.00
1.7 FPCS will create local benchmark writing assessments	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$23969.96 3000-3999: Employee Benefits LCAP \$8806.35 2000-2999: Classified Personnel Salaries LCAP \$4700.00 3000-3999: Employee Benefits LCAP \$544.00
1.8 Implement a tutorial system to help increase academic support for low income students in secondary math courses (6---12) with an emphasis on Algebra	School wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$23969.96 3000-3999: Employee Benefits LCAP \$8806.35 2000-2999: Classified Personnel Salaries LCAP \$4700.00 3000-3999: Employee Benefits LCAP \$544.00
1.9 Provide tutorial academic support for low-performing significant subgroup students (low socioeconomic).	School wide	<input type="checkbox"/> All OR:	1000-1999: Certificated Personnel Salaries LCAP \$23969.96 3000-3999: Employee Benefits LCAP \$8806.35



		<input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries LCAP \$4700.00 3000-3999: Employee Benefits LCAP \$544.00
1.10 Provide CCSS curriculum to help support direct instruction in mathematics, science, ELA and technology	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$23969.96 3000-3999: Employee Benefits LCAP \$8806.35 2000-2999: Classified Personnel Salaries LCAP \$4700.00 3000-3999: Employee Benefits LCAP \$544.00
1.11 Provide targeted academic support to students who score below proficient in SBAC/CAASPP		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$23969.96 3000-3999: Employee Benefits LCAP \$8806.35 2000-2999: Classified Personnel Salaries LCAP \$4700.00 3000-3999: Employee Benefits LCAP \$544.00
1.12 Provide semester science internal benchmark exams in preparation for CST assessments		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$23969.96 3000-3999: Employee Benefits LCAP \$8806.35 2000-2999: Classified Personnel Salaries LCAP \$4700.00 3000-3999: Employee Benefits LCAP \$544.00

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>1.1; 1.2: 20% of students meeting or exceeding standards will increase from fall to spring administration of the CAASPP interim assessments, school-wide and for all subgroups.</p> <p>1.3: At least 95% of teachers will participate in data review meeting in early fall to discuss SBAC summative and benchmark results.</p> <p>1.4: Observations/evaluations scores show teachers implementing CCSS and utilizing tools effectively.</p> <p>1.5; 1.6: 80% of students will achieve mastery/proficiency on local benchmarks in math, science, ELA and technology.</p> <p>1.7: Percentage of students meeting local benchmark writing assessments target will increase each semester or 80% of students will meet grade level target by the end of year local writing assessments.</p> <p>1.8: 70% of students are at or above local benchmark standards on local math benchmark assessments</p> <p>1.9: 10% increase of low socioeconomic students at or above local benchmark in math, science, ELA and SBAC assessments.</p> <p>1.10: Classroom grades for all students in Math, ELA, Science to be at or above 2.0 gpa</p> <p>1.11: Decrease the size of standard not met SBAC scores by 10% each year in ELA and Math.</p> <p>1.12: Science CST growth with 8% increase in proficiency.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$23969.99</p> <p>3000-3999: Employee Benefits LCAP \$9350.35</p> <p>2000-2999: Classified Personnel Salaries LCAP \$4700.00</p> <p>3000-3999: Employee Benefits LCAP \$540.00</p>
<p>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><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$23969.96</p> <p>3000-3999: Employee Benefits LCAP \$9350.35</p> <p>2000-2999: Classified Personnel Salaries LCAP \$4700.00</p> <p>3000-3999: Employee Benefits LCAP \$540.00</p>
<p>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</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$23969.96</p> <p>3000-3999: Employee Benefits LCAP \$9350.35</p> <p>2000-2999: Classified Personnel Salaries LCAP \$4700.00</p>

<p>in both ELA and Math SBAC testing.</p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>3000-3999: Employee Benefits LCAP \$540.00</p>
<p>1.5 Create a local benchmark for science and technology.                  1.6 Continue to implementing local benchmarks in Math and ELA</p>		<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$23969.96                  3000-3999: Employee Benefits LCAP \$9350.35                  2000-2999: Classified Personnel Salaries LCAP \$4700.00                  3000-3999: Employee Benefits LCAP \$540.00</p>
<p>1.7 FPCS will revise local benchmark writing assessments</p>		<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$23969.96                  3000-3999: Employee Benefits LCAP \$9350.35                  2000-2999: Classified Personnel Salaries LCAP \$4700.00                  3000-3999: Employee Benefits LCAP \$540.00</p>
<p>1.8 Implement a tutorial system to help increase academic support for low income students in secondary math courses (6---12) with an emphasis on Algebra</p>		<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$23969.96                  3000-3999: Employee Benefits LCAP \$9350.35                  2000-2999: Classified Personnel Salaries LCAP \$4700.00                  3000-3999: Employee Benefits LCAP \$540.00</p>
<p>1.9 Provide tutorial academic support for low-performing significant subgroup students (low socioeconomic).</p>		<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$23969.96                  3000-3999: Employee Benefits LCAP \$9350.35                  2000-2999: Classified Personnel Salaries LCAP \$4700.00                  3000-3999: Employee Benefits LCAP \$540.00</p>

		_ Other Subgroups: (Specify)	
1.10 Provide CCSS curriculum to help support direct instruction in mathematics, science, ELA and technology		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$23969.96 3000-3999: Employee Benefits LCAP \$9350.35 2000-2999: Classified Personnel Salaries LCAP \$4700.00 3000-3999: Employee Benefits LCAP \$540.00
1.11 Provide targeted academic support to students who score below proficient in SBAC/CAASPP		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$23969.96 3000-3999: Employee Benefits LCAP \$9350.35 2000-2999: Classified Personnel Salaries LCAP \$4700.00 3000-3999: Employee Benefits LCAP \$540.00
1.12 Provide semester science internal benchmark exams in preparation for CST assessments		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$23969.96 3000-3999: Employee Benefits LCAP \$9350.35 2000-2999: Classified Personnel Salaries LCAP \$4700.00 3000-3999: Employee Benefits LCAP \$540.00

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

GOAL 2:	Increase student achievement and prepare all students for college, career, and citizenship in the 21st Century	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need : There is a need to help students obtain career technical education, common core instruction and help with college admissions.

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

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- 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%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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).	Schoolwide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Object 1110 Professional Development 1000-1999: Certificated Personnel Salaries LCAP \$3,750.00 Benefits 3000-3999: Employee Benefits LCAP \$923.14 Object 4320 Edgenuity 4000-4999: Books And Supplies LCAP \$2,381.25

<p>2.2 All advisors will create and implement an Individual Learning Plan (ILP) for each of their students.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$3,750.00  3000-3999: Employee Benefits LCAP \$923.14  4000-4999: Books And Supplies LCAP \$2,381.25</p>
<p>2.3 Provide a college fair and admissions training for all students.  2.4 Provide workshops for college admissions for all high school students, especially low income students</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$3,750.00  3000-3999: Employee Benefits LCAP \$923.14  4000-4999: Books And Supplies LCAP \$2,381.25</p>
<p>2.5 Family Partnership Charter School will create and implement science and technology fairs.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$3,750.00  3000-3999: Employee Benefits LCAP \$923.14  4000-4999: Books And Supplies LCAP \$2,381.25</p>
<p>2.6 Provide all 9th grade students enrollment in Success 101 courses</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$3,750.00  3000-3999: Employee Benefits LCAP \$923.14  4000-4999: Books And Supplies LCAP \$2,381.25</p>
<p>2.7 Increase low income student participation in career pathways/CTE courses  2.8 Align CTE resources with student Individual</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$3,750.00  3000-3999: Employee Benefits LCAP \$923.14</p>

Learning Plans and curriculum guide		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies LCAP \$2,381.25
2.9 Dual enrollment promoted and offered to all high school students 2.10 Promote and offer dual enrollment opportunities for low income students. 2.11 Provide college campus visits opportunity for all students	Schoolwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$3,750.00 3000-3999: Employee Benefits LCAP \$923.14 4000-4999: Books And Supplies LCAP \$2,381.25
2.12 Provide all high school students A-G courses	Schoolwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$3,750.00 3000-3999: Employee Benefits LCAP \$923.14 4000-4999: Books And Supplies LCAP \$2,381.25

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	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 4% 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: 10% increase in the number of students attending 4---year colleges, particularly with low socioeconomic students 2.4: 10% 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: 10% increase in students enrolled in FPCS CTE and college courses 2.9-2.12: Increase dual enrollment each year by 2%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Schoolwide	<input checked="" type="checkbox"/> All	Object 1110 Professional Development 1000-1999:

<p>2.1 Increase school and student communication with appropriate implementation of interventions, and academic probation for work completion specifically targeting low income students</p>	<p>e</p>	<p>OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Certificated Personnel Salaries LCAP \$4,285.71                  Benefits 3000-3999: Employee Benefits LCAP \$1,055.01                  Object 4320 Edgenuity 4000-4999: Books And Supplies LCAP \$2,721.43</p>
<p>2.2 All advisors will create and implement an Individual Learning Plan (ILP) for each of their students.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$4,285.71                  3000-3999: Employee Benefits LCAP \$1,055.01                  4000-4999: Books And Supplies LCAP \$2,721.43</p>
<p>2.3 Provide a college fair and admissions training for all students.                  2.4 Provide workshops for college admissions for all high school students, especially low income students</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$4,285.71                  3000-3999: Employee Benefits LCAP \$1,055.01                  4000-4999: Books And Supplies LCAP \$2,721.43</p>
<p>2.5 Family Partnership Charter School will create and implement science and technology fairs.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$4,285.71                  3000-3999: Employee Benefits LCAP \$1,055.01                  4000-4999: Books And Supplies LCAP \$2,721.43</p>
<p>2.6 Provide all 9th grade students enrollment in Success 101 courses</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:                  _ Low Income pupils</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$4,285.71                  3000-3999: Employee Benefits LCAP \$1,055.01                  4000-4999: Books And Supplies LCAP \$2,721.43</p>



		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.7 Increase low income student participation in career pathways/CTE courses 2.8 Align CTE resources with student Individual Learning Plans and curriculum guide	Schoolwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$4,285.71 3000-3999: Employee Benefits LCAP \$1,055.01 4000-4999: Books And Supplies LCAP \$2,721.43
2.9 Dual enrollment promoted and offered to all high school students 2.10 Promote and offer dual enrollment opportunities for low income students. 2.11 Provide college campus visits opportunity for all students 2.12 Provide all high school students A-G courses	Schoolwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$4,285.71 3000-3999: Employee Benefits LCAP \$1,055.01 4000-4999: Books And Supplies LCAP \$2,721.43

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	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 5% 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: 15% increase in the number of students attending 4---year colleges, particularly with low socioeconomic students 2.4: 15% 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: 15% increase in students enrolled in FPCS CTE and college courses 2.9-2.12: Increase dual enrollment each year by 4%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Increase school and student communication with	Schoolwide	<input checked="" type="checkbox"/> All	1000-1999: Certificated Personnel Salaries LCAP \$4,285.71

<p>appropriate implementation of interventions, and academic probation for work completion specifically targeting low income students</p>	<p>e</p>	<p>OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>3000-3999: Employee Benefits LCAP \$1,055.01                  4000-4999: Books And Supplies LCAP \$2721.43</p>
<p>2.2 All advisors will create and implement an Individual Learning Plan (ILP) for each of their students.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$4,285.71                  3000-3999: Employee Benefits LCAP \$1,055.01                  4000-4999: Books And Supplies LCAP \$2721.43</p>
<p>2.3 Provide a college fair and admissions training for all students.                  2.4 Provide workshops for college admissions for all high school students, especially low income students</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$4,285.71                  3000-3999: Employee Benefits LCAP \$1,055.01                  4000-4999: Books And Supplies LCAP \$2721.43</p>
<p>2.5 Family Partnership Charter School will create and implement science and technology fairs.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$4,285.71                  3000-3999: Employee Benefits LCAP \$1,055.01                  4000-4999: Books And Supplies LCAP \$2721.43</p>
<p>2.6 Provide all 9th grade students enrollment in Success 101 courses</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:                  _ Low Income pupils                  _ English Learners</p>	<p>1000-1999: Certificated Personnel Salaries LCAP \$4,285.71                  3000-3999: Employee Benefits LCAP \$1,055.01                  4000-4999: Books And Supplies LCAP \$2721.43</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.7 Increase low income student participation in career pathways/CTE courses 2.8 Align CTE resources with student Individual Learning Plans and curriculum guide	Schoolwide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$4,285.71 3000-3999: Employee Benefits LCAP \$1,055.01 4000-4999: Books And Supplies LCAP \$2721.43
2.9 Dual enrollment promoted and offered to all high school students 2.10 Promote and offer dual enrollment opportunities for low income students. 2.11 Provide college campus visits opportunity for all students 2.12 Provide all high school students A-G courses	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCAP \$4,285.71 3000-3999: Employee Benefits LCAP \$1,055.01 4000-4999: Books And Supplies LCAP \$2721.43

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

GOAL 3:	All students will have access and receive core curriculum, materials, and high quality instruction	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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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 of our advisors are highly qualified credentialed and appropriately placed in our centers.

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

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- 3.1: Each advisor will create 1 grade--level service learning project each semester
- 3.2;3.3:Assessment benchmark calendar will be created
- 3.4: PLC groups will meet once a month. Each PLC group will create 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
- 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%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	VOIP, School Pathways 5000-5999: Services And Other Operating Expenditures LCAP \$307.13
3.2 Assessment and Accountability committee will meet		<input type="checkbox"/> All	5000-5999: Services And Other Operating Expenditures

<p>twice a month to assess and revise local benchmark assessments.                  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>Schoolwide</p>	<p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>LCAP \$307.13</p>
<p>3.4 Increase the collaboration time for PLCs to vertical plan integration units from k-12.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures                  LCAP \$307.13</p>
<p>3.5 PLC groups (K---5, 6--- 8, 9---12) will evaluate and refine the use of local benchmark writing assessments</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures                  LCAP \$307.13</p>
<p>3.6 Low income students will receive academic support through classroom support groups, tutoring, supplemental curriculum and instruction. Instructional aides will be provided.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures                  LCAP \$307.13</p>
<p>3.7 All k-5,6-8, 9-12 curriculum will be CCSS aligned</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>5000-5999: Services And Other Operating Expenditures                  LCAP \$307.13</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3.8 Teachers will provide low income students will high quality instruction in all core subject areas	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$307.13
3.9 Teachers will receive professional growth opportunities by participating in VPSS training	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$307.13
3.10 Student Master Agreements will have signature of highly qualified teachers. Human Resource will review credentials of all advisors annually.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$307.13
3.11 FPCS will create supplemental curriculum and instruction that will help low income students obtain passing GPA.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	5000-5999: Services And Other Operating Expenditures LCAP \$307.13

		<input type="checkbox"/> Other Subgroups: (Specify)	
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**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	3.1: Each advisor will create 2 grade--level service learning project each semester 3.2;3.3: Assessment benchmark calendar will be created and include times and direction for using the data 3.4: PLC groups will meet once a month. Each PLC group will create will create a vertical integration unit curriculum in ELA and Math each semester. 3.5: All teachers will administer the local formative writing assessment for all grade levels once a semester. FPCS students will attain a 70% proficiency on the local formative benchmark assessments. 3.6:78% of low income students will improve their academic performance as measured by local benchmark results, SBAC scores and GPA. FPCS will acquire instructional aides to assist low income students. 3.7: All advisors will receive and use CCSS curriculum throughout the year, particularly in math and ELA textbooks. 3.8: 100% of FPCS teachers receiving CCSS professional development 3.9: Increase teacher participation in VPSS training and certification by 10% 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 4%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	VOIP, School Pathways 5000-5999: Services And Other Operating Expenditures LCAP \$307.13
3.2 Assessment and Accountability committee will meet twice a month to assess and revise local benchmark assessments. 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		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$307.13

<p>3.4 Increase the collaboration time for PLCs to vertically plan integration units from k-12. Each PLC group will create will create a vertical integration unit curriculum each semester.</p>		<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures  LCAP \$307.13</p>
<p>3.5 PLC groups (K---5, 6--- 8, 9---12) will evaluate and refine the use of local benchmark writing assessments. All teachers will administer the local formative writing assessment for all grade levels once a semester.</p>		<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures  LCAP \$307.13</p>
<p>3.6 Low income students will receive academic support through classroom support groups, tutoring, supplemental curriculum and instruction.</p>		<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures  LCAP \$307.13</p>
<p>3.7 All k-5,6-8, 9-12 curriculum will be CCSS aligned</p>		<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures  LCAP \$307.13</p>
<p>3.8 Teachers will provide low income students will high quality instruction in all core subject areas</p>		<p><input type="checkbox"/> All  OR:</p>	<p>5000-5999: Services And Other Operating Expenditures  LCAP \$307.13</p>



		<input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3.9 Teachers will receive professional growth opportunities by participating in VPSS training		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$307.13
3.10 Student Master Agreements will have signature of highly qualified teachers		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$307.13
3.11 FPCS will create supplemental curriculum and instruction that will help low income students obtain passing GPA.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$307.13

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<p>3.1: Each advisor will create 3 grade--level service learning project each semester</p> <p>3.2;3.3: Assessment benchmark calendar will be created and include times and direction for using the data. The data will be used to inform instruction and future planning.</p> <p>3.4: PLC groups will meet once a month. Each PLC group will create will create a vertical integration unit curriculum in science, technology, math and ELA for each semester.</p> <p>3.5: All teachers will administer the local formative writing assessment for all grade levels once a semester. FPCS students will attain a 75% proficiency on the local formative benchmark assessments. FPCS will increase the percentage of instructional aides to help support low income students.</p> <p>3.6:78% of low income students will improve their academic performance as measured by local benchmark results, SBAC scores and GPA.</p> <p>3.7: All advisors will receive and use CCSS curriculum throughout the year, particularly in math, ELA, science and technology textbooks and/or online curriculum</p> <p>3.8: 100% of FPCS teachers receiving CCSS professional development</p> <p>3.9: Increase teacher participation in VPSS training and certification by 15% each year</p> <p>3.10:100% 9th-12th grade master agreements are signed by each of the students' highly qualified teachers.</p> <p>3.11: Increase the number of low income students to be at or above 2.0 gpa each year by 8%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$307.13
3.2 Assessment and Accountability committee will meet twice a month to assess and revise local benchmark assessments. 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		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$307.13
3.4 Increase the collaboration time for PLCs to vertical plan integration units from k-12. Each PLC group will		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/>	5000-5999: Services And Other Operating Expenditures LCAP \$307.13

<p>create will create a vertical integration unit curriculum.</p>		<p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>3.5 PLC groups (K---5, 6--- 8, 9---12) will evaluate and refine the use of local benchmark writing assessments. All teachers will administer the local formative writing assessment for all grade levels once a semester.</p>		<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures                  LCAP \$307.13</p>
<p>3.6 Low income students will receive academic support through classroom support groups, tutoring, supplemental curriculum and instruction.</p>		<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures                  LCAP \$307.13</p>
<p>3.7 All k-5,6-8, 9-12 curriculum will be CCSS aligned</p>		<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures                  LCAP \$307.13</p>
<p>3.8 Teachers will provide low income students will high quality instruction in all core subject areas</p>		<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	<p>5000-5999: Services And Other Operating Expenditures                  LCAP \$307.13</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3.9 Teachers will receive professional growth opportunities by participating in VPSS training		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$307.13
3.10 Student Master Agreements will have signature of highly qualified teachers		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$307.13
3.11 FPCS will create supplemental curriculum and instruction that will help low income students obtain passing GPA.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$307.13

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

GOAL 4:	Increase engagement and collaboration among students, parents, staff, and community members.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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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.

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

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- 4.1;4.2: FPCS will have a representative from each learning center participate in the parent advisory committee. 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 AdHoc Parent Advisory Committee will be held twice a semester. 4.2 Representatives from low income families will be sought out to be participate on the committee	Schoolwide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Consulting Services - Operating Expenses 5000-5999: Services And Other Operating Expenditures LCAP \$803.75 Non-Capitalized Equipment 4000-4999: Books And Supplies LCAP Object 4320 Edgenuity 4000-4999: Books And Supplies LCAP \$1,250.00
4.3 Surveys regarding school climate and LCAP	Schoolwide	<input checked="" type="checkbox"/> All	5000-5999: Services And Other Operating Expenditures

<p>information will be sent out to parents and staff.</p>	<p>e</p>	<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>LCAP \$803.75                  4000-4999: Books And Supplies LCAP                  4000-4999: Books And Supplies LCAP \$1,250.00</p>
<p>4.4 Open house/back to school night will be held twice a year.                  4.5 Coffee with the principal event will be done also twice a year.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures LCAP \$803.75                  4000-4999: Books And Supplies LCAP                  4000-4999: Books And Supplies LCAP \$1,250.00</p>
<p>4.6 Emphasis and support will be given to low socioeconomic students and parents to be more engaged in school events, committees and academics</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures LCAP \$803.75                  4000-4999: Books And Supplies LCAP                  4000-4999: Books And Supplies LCAP \$1,250.00</p>
<p>4.7 FPCS will provide parents with opportunities to get involved with the school through student conferences, volunteer opportunities and other school sponsored events</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures LCAP \$803.75                  4000-4999: Books And Supplies LCAP                  4000-4999: Books And Supplies LCAP \$1,250.00</p>
<p>4.8 Parent Advisor conferences will be conducted at each learning center. Schedules and agendas will be provided to families by appointment.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>5000-5999: Services And Other Operating Expenditures LCAP \$803.75                  4000-4999: Books And Supplies LCAP</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies LCAP \$1,250.00
4.9 Parents will receive surveys regarding school facilities, safety and sanitation.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	4.1;4.2: FPCS will have a representative from each learning center participate in the parent advisory committee. They will also have parents representing low socioeconomic students 4.3: 75% 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. 78% of parents will attend parent advisor conferences. 4.9 90% positive feedback from parents regarding school facilities, safety and sanitation
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 AdHoc Parent Advisory Committee will be held twice a semester. 4.2 Representatives from low income families will be sought out to be participate on the committee	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Consulting Services - Operating Expenses 5000-5999: Services And Other Operating Expenditures LCAP \$688.93 <hr/> Object 4320 Edgenuity 4000-4999: Books And Supplies LCAP \$1071.43
4.3 Surveys regarding school climate and LCAP information will be sent out to parents and staff.	Schoolwide	<input checked="" type="checkbox"/> All OR:	5000-5999: Services And Other Operating Expenditures LCAP \$688.93

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies LCAP \$1071.43
4.4 Open house/back to school night will be held twice a year. 4.5 Coffee with the principal event will be done also twice a year.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$688.93 <hr/> 4000-4999: Books And Supplies LCAP \$1071.43
4.6 Emphasis and support will be given to low socioeconomic students and parents to be more engaged in school events, committees and academics	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$688.93 <hr/> 4000-4999: Books And Supplies LCAP \$1071.43
4.7 FPCS will provide parents with opportunities to get involved with the school through student conferences, volunteer opportunities and other school sponsored events	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$688.93 <hr/> 4000-4999: Books And Supplies LCAP \$1071.43
4.8 Parent Advisor conferences will be conducted at each learning center. Schedules and agendas will be provided to families by appointment.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	5000-5999: Services And Other Operating Expenditures LCAP \$688.93 <hr/> 4000-4999: Books And Supplies LCAP \$1071.43



		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.9 Parents will receive surveys regarding school facilities, safety and sanitation.	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$688.93 4000-4999: Books And Supplies LCAP \$1071.43
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	0000: Unrestricted
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes: 4.1;4.2: FPCS will have a representative from each learning center participate in the parent advisory committee. They will also have parents representing low socioeconomic students  
 4.3: 78% 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. 80% of parents will attend parent advisor conferences.  
 4.9: 95% positive feedback from parents regarding school facilities, safety and sanitation

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 AdHoc Parent Advisory Committee will be held twice a semester. 4.2 Representatives from low income families will be sought out to be participate on the committee	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$688.93 4000-4999: Books And Supplies LCAP \$1071.43
4.3 Surveys regarding school climate and LCAP information will be sent out to parents and staff.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$688.93 4000-4999: Books And Supplies LCAP \$1071.43
4.4 Open house/back to school night will be held twice a year. 4.5 Coffee with the principal event will be done also twice a year.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$688.93 4000-4999: Books And Supplies LCAP \$1071.43

		(Specify)	
4.6 Emphasis and support will be given to low socioeconomic students and parents to be more engaged in school events, committees and academics	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$688.93 4000-4999: Books And Supplies LCAP \$1071.43
4.7 FPCS will provide parents with opportunities to get involved with the school through student conferences, volunteer opportunities and other school sponsored events	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$688.93 4000-4999: Books And Supplies LCAP \$1071.43
4.8 Parent Advisor conferences will be conducted at each learning center. Schedules and agendas will be provided to families by appointment.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$688.93 4000-4999: Books And Supplies LCAP \$1071.43
4.9 Parents will receive surveys regarding school facilities, safety and sanitation.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCAP \$688.93 4000-4999: Books And Supplies LCAP \$1071.43

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

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 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 schoolsites 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?

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>All grade levels on the average score at or above grade level in ELA and math (CAASPP including SBAC) and all English Language Learners increase proficiency (CELDT) by one level each year. Increase the number of students completing A-G courses. All students who attend FPCS and graduate will be college and career ready. All 9th – 12th grade students participate in Career Technical Education and approved A-G classes. Student enrollment in dual/concurrent enrollment or AP enrollment increases over time.</p>	<p>Related State and/or Local Priorities:                  1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _                  COE only: 9 _ 10 _                  Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL                  Applicable Pupil Subgroups:</p>	<p>ALL</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>ELA - Benchmark student target gains will increase in reading and language arts. Implement testing protocol for benchmark data and for grade levels.                  All teachers will be credentialed and appropriately assigned*                  MATH - Benchmark student target gains will increase in math. Implement testing protocol for benchmark data and for grade levels.                  By the end of 2015-16 at least 1 advisor will be VPSS trained in mathematics                  *1 advisor PD towards VPSS certification in mathematics*                  API - All students, including all subgroups, will demonstrate progress towards the annual API Growth Target or equivalent as per requirement of the CA Department of Education.                  EL RECLASSIFICATION - EL students will be tracked per local assessments and individual learning plans will be developed with goals to increase proficiency and re-designation.                  EL ACADEMIC CONTENT - All ELL students have individual learning plans and academic progress is monitored by internal assessments.                  COURSE ACCESS - Increase student participation in dual/concurrent enrollment and AP.                  Incorporate CAHSEE prep classes for students in grades 10-12.                  Utilize Edgenuity curriculum including A-G courses. Increase student participation in A-G course work. Increase student enrollment in AP coursework. 9th graders enrolled in Get focused stay focused. Increase student participation in career</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Beginning with the 2015-16 school year, FPCS has increased the number of completing “a-g” courses by eliminating the general ed. track and mandating that all students take “a-g” unless the students have special needs or are credit recovery. Since the CAHSEE was suspended, we stopped using CAHSEE prep classes for our 9th-12th grade students. In order to help support the effort to increase ELA and Math benchmark scores, FPCS implemented Fastbridge, Orton Gillingham, Brigance Comprehensive Inventory of Basic Skills, Morrison-McCall Spelling Scale into our assessment practices. To help support teachers in instructing in A-G courses, the VPSS training in Math was offered. Several teachers are participating in our VPSS math program and one is already certified. We had 1 teachers get VPSS math certification and 5 others begin the training. FPCS also hired instructional aides to give instructional support, focusing primarily on reading and math. FPCS is also using Odysseyware to help facilitate our Career Technical Education initiative. Beginning with the 2015-16 school year, FPCS offered over 60 career and technical education classes to students by adding Odysseyware CTE courses for 9-12 grades. Furthermore, all 9th grade students this school year enrolled in our Success 101 (Get Focused, Stay Focused) course and earning both high school and community college credit (Allan Hancock and Cuesta Community College).</p>

pathways/CTE courses.	
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>ELA - Review benchmark and interim assessment data fall, winter, and spring. CAASPP data review in PLCs in the fall.</p> <p>MATH - Review benchmark and interim assessment data fall, winter, and spring. CAASPP data review in PLCs in the fall.</p> <p>API - Administration and PLC review of annual CAASPP reports.</p> <p>EL - Principal will periodically review CELDT data, benchmark assessments, and CAASPP results reviewed.</p> <p>EL ACADEMIC CONTENT -CELDT, benchmark assessments, and CAASPP results reviewed.</p> <p>COURSE ACCESS - Review junior college enrollment data, school information system reports</p> <p>Students have access to aligned instructional CCSS materials in math and ELA.</p> <p>Walk through by administration making sure learning center conditions are appropriate for student learning.</p>	<p>Object 1110 Certificated Salary Education Specialist/Interventionist/ Professional Development 1000-1999: Certificated Personnel Salaries LCAP 105,642.42</p> <p>Benefits 3000-3999: Employee Benefits LCAP 23772.28</p> <p>Instructional Asst. 2000-2999: Classified Personnel Salaries LCAP 44843.57</p> <p>Benefits 3000-3999: Employee Benefits LCAP 3612.79</p>	<p>PLCs reviewed benchmark data in the fall and winter. K-5 PLCs used FastBridge and other local informal assessments. Grades 6-8 and 9-12 used Scantron benchmark data. All learning centers reviewed CAASPP when it became available. The Assessment and Accountability Committee also used CAASPP data. Only the SBAC practice tests were administered. The Interim SBAC Assessments were not given. Since all benchmark assessments include a math component, both ELA and math were used by PLCs</p> <p>API calculations are not yet available and were not used.</p> <p>The principal reviewed and distributed CELDT results and EL academic content as was appropriate</p> <p>Junior College enrollment data was not collected.</p> <p>All students had access to CCSS aligned curriculum and instruction both online and in classroom instruction.</p> <p>The administrative team made regular visits to all learning centers to ensure appropriate conditions for all students.</p>	<p>1000-1999: Certificated Personnel Salaries LCAP 100,000.00</p> <p>3000-3999: Employee Benefits LCAP 32,766.79</p> <p>2000-2999: Classified Personnel Salaries LCAP 40,000.00</p> <p>3000-3999: Employee Benefits LCAP 3080.00</p>
<p>Scope of Service</p> <p>Schoolwide</p>		<p>Scope of Service</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>		<p><input type="checkbox"/> All</p> <p>OR:</p>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Schoolwide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li><input type="checkbox"/> All</li> </ul> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Schoolwide		<ul style="list-style-type: none"> <li><input type="checkbox"/> All</li> </ul> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
Scope of Service	Schoolwide				
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>FastBridge was implemented K-5 with mixed results during 15-16. The Assessment and Accountability Committee, after input from staff, decided to design a more student friendly assessment system for K-1 students. The Committee designed a suite of assessments that track student progress as well as to inform classroom instruction. They developed and designed a binder with protocols for each of the assessments and will train all K-1 staff for the coming year. It was decided to continue with FastBridge in the 16-17 year. It was also decided that the SBAC Interim Assessments will be used twice during the 16-17 year. An assessment calendar showing all assessments and all testing windows for the entire school will also be ready by the beginning of the 16-17 year.</p> <p>During the 15-16 year the Curriculum and Instruction Committee met and, with input from grade level PLCs, made the following changes: 1) New math curriculum (CCSS aligned books) will be purchased for all students in grades K-8; New ELA curriculum (CCSS aligned books) will be purchased for all students in grades K-8; Edgenuity will remain in use for grades 6,7,8 for the subjects of science and social studies; Edgenuity will continue to be the curriculum for all core subjects for high school.</p>				

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.



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

<p>Original GOAL 2 from prior year LCAP:</p>	<p>All instructional programs adhere to best practices to ensure alignment to the CA CCSS.                  Adopt EL standards.                  All English Language Learners will advance 1 level each year.                  All English Language Learners receive appropriate ELD instruction and materials.                  All English Language Learners will advance 1 level each year (CELDT)                  All grade levels will have an average proficiency level in ELA and math                  All 9th – 12th grade students participate in Career Technical Education and approved A-G classes                  Student enrollment in dual enrollment or AP enrollment increases over time.</p>	<p>Related State and/or Local Priorities:                  1 _ 2 <u>X</u> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _                  COE only: 9 _ 10 _                  Local : Specify</p>	
<p>Goal Applies to: Schools: ALL                  Applicable Pupil Subgroups: ALL</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Review local benchmark assessments and CELDT testing results.                  Annual curriculum reviews.                  By the end of 2014-15 all students will have access to aligned instructional CCSS materials in math and ELA                  all students have access to aligned instructional CCSS materials in math and ELA*                  *Identify EL instruction by level at learning centers.                  Research best curriculum for improved Independent Study implementation.*                  *CELDT training.                  ELD framework implementation.                  CELDT training. ELD framework implementation.                  Identify EL instruction by level at learning centers.                  Research best curriculum for Independent Study implementation.                  Identify EL instruction by level at learning centers.                  Research best curriculum for Independent Study implementation.                  Increase student proficiency levels in reading, language arts and math by one band.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>All Edgenuity and Odysseyware courses are CCSS aligned.                  In order to help prepare assessing and instructing ELL students, four (4) staff members attended a CELDT assessment training.                  We were also able to identify and support instruction for ELL students from our Read Naturally program. Supplemental materials were also for parents at home.                  NEED more accurate EL information</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Review local benchmark assessments and CELDT testing results. Annual curriculum reviews. Review CAASPP results. 2015 - 2016 Local benchmark assessment, Professional Learning Communities K-6, 6-8, 9-12, data analysis. CAHSEE is alternative assessment for 11th and 12th grade students.* Advisors, Instructional Aides, Professional Learning Communities, data analysis, Professional Development</p>	<p>Object 1110 Professional Development 1000-1999: Certificated Personnel Salaries LCAP 30000 Benefits 3000-3999: Employee Benefits LCAP 7385.10 Object 4320 Edgenuity 4000-4999: Books And Supplies LCAP \$19,050.00</p>	<p>It was determined that the number of English learning students is a very small and does not constitute a significant subgroup for FPCS. Benchmark assessments and CAASPP results were reviewed and used by PLCs and planning committees (such as the Curriculum and Instruction Committee and the Assessment and Accountability Committee) at regular intervals during the year. Student results were used to inform instruction and to make curriculum decision for the coming (16-17) year. The principal provided CELDT and EL data to the teachers of these students.</p>	<p>1000-1999: Certificated Personnel Salaries LCAP 30,000.00 3000-3999: Employee Benefits LCAP 7,385.10 4000-4999: Books And Supplies LCAP 3,000.00</p>
<p>Scope of Service   Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service  </p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service  </p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service  </p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	It was determined that the group of English learners is so small as to not be a significant subgroup. Instead it was decided to focus on the significant subgroup at FPCS of socioeconomically disadvantaged students. The percent of low SES students is 66.8% of the total.		

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

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

Original GOAL 3 from prior year LCAP:	All parents including under-represented and students of special needs are included in the decision-making process.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Provide annual parent satisfaction surveys. 70% or more of survey respondents will respond positively in regards to parent involvement. Parent representation will represent the school's demographics. AdHoc parent advisory committee with minimum of 3 meeting dates per year. Minimum of 1 face-to-face meeting per learning period. The school will conduct Advisor led parent meetings at each Learning Center. Schedules and agendas will be provided to families and available on the school's website.  * Input will be solicited and recorded; results from parent survey will also be compiled.*	Actual Annual Measurable Outcomes: FPCS has formed a PAC (Parents Advisory Committee), which is a public forum for parents and all stakeholders in the community. The PAC met 4 times this year. PAC agendas and minutes are posted on our website. The PAC has also represented all of the FPCS centers. A parent survey was also sent out this year regarding FPCS school climate and culture (ask andrea for results). Parents, advisors and students have a minimum of one face-to-face meeting each month and are encouraged to attend all meetings. Master Agreement signed with all parties. There are several advisor-led meetings throughout the year at the different sites for information, planning and decision-making (Orientation, informational, fundraising, promotion activities).	
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
Analysis of parent survey results, calendar of parent events/meetings with sign-in sheets will be. Agendas reviewed from Parent Advisory Committee. IEP meetings and plans.  2015 - 16 AdHoc Parent Committee meetings will be held. Advisors meet a minimum of once per learning period. Website regarding LCAP and surveys being	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
	VOIP, School Pathways 5900: Communications LCAP 3,071.34	The results of parent survey were used only by the administrative team. Parents on a large scale had several opportunities to be involved this year. Each learning center scheduled a local meeting for parents and center staff to discuss LCAP goals and directions for next year. All learning centers gave input into the process. These meetings were attended by Governing Council members and administrative staff or	5900: Communications LCAP 4,194.34

<p>developed.</p> <p>Parents invited and informed of meetings throughout school year, notified of parent meetings by email, mail and or phone*</p>		<p>coordinators, who collected the input. Parents and local staff also had the opportunity to give input into the selection process for the hiring of an Executive Director.</p> <p>All learning centers regularly post G.C. agendas and agendas of other appropriate meetings in a public place. All learning centers send home monthly calendars, email messages, or newsletters to notify parents of important events or meetings.</p>	
<p>Scope of Service   Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service  </p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>It was decided to survey parents more than 1 time during the year. The administrative team will develop a system to analyze the results and to distribute the results for use by PLCs at the learning centers. Center staff needs to see the results and incorporate them into local planning.</p>		

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

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<p>Original GOAL 4 from prior year LCAP:</p>	<p>FPCS will prepare students so graduates will be college and career ready.                  2015 - 2016 All students who attend FPCS and graduate will be college and career ready*                  CDE has suspended CST data release. SBAC data to be released Oct 2015. Increase student proficiency levels in reading, language arts and math recognized through internal benchmark assessments.                  Utilize Edgenuity curriculum including A-G courses. Increase student participation in a-G course work by 5%. 9th graders enrolled in Get focused stay focused. *                  Increased student participation in concurrent and duel enrollment . Student participation 2013 -2014 tracked through "honors" courses (first time baseline)</p>	<p>Related State and/or Local Priorities:                  1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u>                  COE only: 9 _ 10 _                  Local : Specify</p>	
<p>Goal Applies to: Schools: <u>ALL</u>                  Applicable Pupil Subgroups: <u>ALL</u></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Student participation in exit survey results and ILP plans that include college and career curriculum. Increase enrollment in UC a-g and college coursework. Increase 9th grade student completion of a 5 to 10 year plan including CCR and CTE Pathways which includes a Career / Vocational interest inventory.                  2015 - 16 9th – 12th grades' curriculum choices will include UC A-G approved courses for core subjects, AP courses will be available in ELA, Math. Participation increases exceeded goal, AP exams can be completed offsite. Identify EL instruction by level at learning centers.                  Research best curriculum for Independent Study implementation. Increase student proficiency levels in reading, language arts and math by one band. Implement new testing protocol for benchmark data for grade levels.                  Increased Scranton student target gains in reading, language arts and math. Implemented new testing protocol for benchmark data for grade levels.*                  Increase student participation in dual enrollment and AP by 2% Incorporate CAHSEE prep classes. Utilize Edgenuity curriculum including A-G courses. Increase student participation in A-G course work by 5%. Increase student enrollment in AP coursework by 2%. 9th graders enrolled in Get focused stay focused.*                  Increased student participation in dual/concurrent enrollment and/or AP exceeded 2%. Incorporated CAHSEE prep classes.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Beginning with the 2015-16 school year FPCS has done the following:                  1. Increased the number of completing "a-g" courses by eliminating the general ed. track and mandating that all students take "a-g" unless the students have special needs or are credit recovery.                  2. 9th grade students are taking Success 101 to focus on a 10-year career/life plan.                  3. FPCS offers over 60 career and technical education classes to students by adding Odysseyware CTE courses for 9-12 grades.                  4. 9th grade students are taking Success 101 (Get Focused, Stay Focused) and earning both high school and community college credit (Cuesta and Hancock).                  Also, Foundational skills start in Kindergarten to support students as they progress. Hands-on and "live" lessons occur throughout the year along with lessons supported through technology. (Learn by Doing Lab, field trips)</p>

<p>Utilized Edgenuity curriculum including A-G courses. Increased student participation in A-G course work.</p> <p>9th – 12th grades’ curriculum choices will include UC A-G approved courses for core subjects, AP courses will be available in ELA, Math. Participation will increase by 2% per year, AP exams can be completed offsite.</p> <p>EAP exams are offered as part of state mandated assessments. Student results will be closely monitored and shared. Acceptance rates will be monitored through pre and post graduate surveys. Data from CDE showed that no (0) students qualified for EAP consideration.</p> <p>All ELL students will participate in CELDT testing. EL students will be tracked per local assessments and individual learning plans will be developed with goals to increase proficiency and re-designation</p> <p>CDE has suspended CST data release. SBAS data to be released Oct 2015. Increase student proficiency levels in reading, language arts and math recognized through internal benchmark assessments.</p> <p>Utilize Edgenuity curriculum including A-G courses. Increase student participation in a-G course work by 5%. 9th graders enrolled in Get focused stay focused. *</p> <p>Increased student participation in concurrent and dual enrollment, and/or AP courses . Student participation 2013 -2014 tracked through “honors” courses (first time baseline)</p> <p>Increase college and career ready (UC a - g) to 10%</p> <p>9th - 12th grade students' course assignments and completions have exceeded UC a - g goal. CTE / CP courses offered including Odysseyware.</p>	
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Advisors review ILP at semester. Administration review survey results and enrollment percentages from SIS reports that include UC a-g, dual and concurrent enrollment, and CTE courses. CTE courses to include 5 to 10 yr plan beginning with 2016 9th grade students.	Professional Consulting Services - Operating Expenses	Individual Learning Plans (ILPs) for all students have not yet been implemented. During the year the administrative team and the Curriculum and Instruction Committee took the following actions: 1) Worked with Edgenuity (6-12 online curriculum) to update the course selection to all a-g approved courses;	5000-5999: Services And Other Operating Expenditures LCAP 9,062.04
	5000-5999: Services And Other Operating Expenditures LCAP 4822.50		4000-4999: Books And Supplies 2000,00
	Non-Capitalized Equipment		

<p>Increase enrollment in UC a-g courses.</p> <p>Instructional Aides</p> <p>Assigned certificated staff hold appropriate certifications including CLAD or BCLAD. Framework for ELD instruction is followed. Curriculum is accessible, assigned and implemented.</p> <p>Instructional Aides, Professional Learning Communities, Professional Development, data analysis IA staff to work with disabilities and LCAP.</p> <p>Reclassification over 50% of identified ELL are RFEP</p> <p>Instructional Aides, Professional Learning Communities, Professional Development, data analysis, Alan Hancock grant, College and career seminars, 5-10 year plans, service learning.</p> <p>Instructional Aides, Professional Learning Communities, Professional Development, data analysis</p> <p>Instructional Aides / LCAP Tutors are hired, trained, and work with students to provide support and academic intervention, including Professional Development, data analysis</p>	<p>4000-4999: Books And Supplies LCAP \$0.00</p> <hr/> <p>Object 4320 Edgenuity 4000-4999: Books And Supplies LCAP 7,500.00</p>	<p>2) Reviewed the Odysseyware courses to select appropriate CTE classes; 3) reviewed the number and location of high school students enrolled concurrently in community college classes.</p> <p>All students enrolled in grades K, 1, 2, 3, 4, 5 had the support of an instructional assistant in their classrooms. Instructional assistants enabled classroom advisors to group students according to grade level or instructional need. IAs provided classroom advisors flexibility to provide intervention groups when needed by students. Both the San Luis Obispo and Solvang Learning Centers employed IAs who worked with students in blended or independent/ home study programs.</p> <p>All advisors/ teachers have the credential appropriate for their classroom assignments. Some teachers need to complete their CLAD certification.</p> <p>All 9th grade students were invited and nearly all participated in the "Get Focused Stay Focused" program and developed the beginning of a 10 year plan. Arrangements are being made to support these students in the future as well as to bring in a new group of 9th graders in 16-17.</p>	
<p>Scope of Service   Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _____</p>		<p>Scope of Service  </p> <hr/> <p><input type="checkbox"/> All OR: _____</p>	



<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Scope of Service</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li><input type="checkbox"/> All</li> </ul> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li><input type="checkbox"/> All</li> </ul> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Arrangements are being made to have a small team of advisors do the actual work of final modification of Edgenuity classes for 16-17. The goal is to ensure that advisors all have access to the same classes and curriculum (all are a-g approved classes) at all of the learning centers. The Assessment and Accountability committee and Principal have discussed implementing Individual Learning Plans (ILPs) for all students at the beginning of 16-17. Students who are not meeting their ILP goals may be referred for consideration through response to intervention procedure currently being updated. Both the Assessment and Accountability Committee and updated LCAP Plans will improve and simplify data collection for use in the 16-17 school year.</p>		

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

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Original GOAL 5 from prior year LCAP:	Increase school attendance, percentage of graduation rates consistent with an increase in student work completion. Decrease chronic absenteeism rates with Response to Intervention Rtl.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	<p>All students and parents are provided the opportunity to review school rules and appropriate conduct. All parents and graduating seniors afforded the opportunity to participate in annual parent and student satisfaction surveys. Revision of student handbook, policies and staff implementation.</p> <p>Maintain low percentage of suspension and expulsion rates through communication of student behavior expectations and consequences.</p> <p>2015 - 2016 Increased awareness of student expectations and daily work completion. Decreased student mobility in and out of schools. Increased communication. Increased school and student communication with appropriate implementation of Rtl, interventions, and academic probation for work completion. Increased school and student communication with appropriate assignment of courses and increase in instruction. Reviewed with Master Agreements beginning of semesters. Increase student engagement. Design and implementation of individual plan leading to high school graduation including assignment of courses and increase in instruction .</p>	Actual Annual Measurable Outcomes:	Daily work completion on Edgenuity are clear and rigorous which has affected student sampling and attendance. Through Edgenuity, there has been an increase awareness of student expectations and daily work completion. Academic probation is being utilized more consistently schoolwide. In addition, Individual Learning Plans are in our School Pathways system. Although our ILPs are in School Pathways they are not always used. The year-long master-agreements is a step towards an ILP in that it outlines the courses the student is enrolled in for an entire year.Despite the minimal use of ILPs, there were no suspensions nor expulsions throughout the school year.
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Administration reviews and analyzes		The administrative team has analyzed	

<p>results of annual parent and student satisfaction surveys each Spring.</p> <p>Review annual suspension and expulsion data from student information system.</p> <p>2015 - 2016 Communication with appropriate implementation of Rtl and academic probation for work completion</p> <p>Increased communication with Edgenuity and VOIP. Master agreements reviewed. Surveys for LCAP and graduates will be provided Spring 2016.</p> <p>Student survey sent by advisors to students in grades 10 - 12 Fall 2015. Graduate survey to be provided Spring 2016.</p>		<p>the results of the annual parent surveys.</p> <p>No students have been suspended or expelled during the 15-16 school year. The Assessment and Accountability Committee together with Special Education personnel have started work to develop a clear process of response to intervention.</p> <p>Advisors and coordinators have developed and are sharing procedures and practices for helping students stay on target including: ILPs; goal setting; Success 101; requiring parents to attend regular meetings; consistent use of academic probation. Graduating seniors were not surveyed.</p>	
<p>Scope of Service   Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The "Actual Actions" that were begun this year are important and will be continued into the next year: making better use of parent survey data; developing an improved system of data collection to support instruction and future LCAP updates; developing and implementing a clear, system wide plan for response to intervention; consistent use of practices for supporting students to manage their time and responsibilities for keeping up with goals and classwork.</p>		

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<p>Original GOAL 6 from prior year LCAP:</p>	<p>Improve degree of parent and student perceptions of school safety and connectedness.</p>		<p>Related State and/or Local Priorities:                  1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _                  COE only: 9 _ 10 _                  Local : Specify</p>
<p>Goal Applies to: Schools: ALL                  Applicable Pupil Subgroups: ALL</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>All students and parents are provided the opportunity to review school rules and appropriate conduct. All parents and graduating seniors afforded the opportunity to participate in annual parent and student satisfaction surveys. Revision of student handbook, policies and staff implementation.</p> <p>Maintain low percentage of suspension and expulsion rates through communication of student behavior expectations and consequences.                  Maintain or increase high school graduation rates.</p> <p>2015 - 2016                  9th – 12th grades' curriculum choices will include UC A-G approved courses for core subjects, AP courses will be available in ELA, Math. Participation will increase by 2% per year, AP exams can be completed offsite. Increased student participation in dual/concurrent enrollment and/or AP exceeded 2%.                  Incorporated CAHSEE prep classes. Utilized Edgenuity curriculum including A-G courses. Increased student participation in A-G course work                  Provided and reviewed student expectations including appropriate school behavior. Student handbook updated.                  Learning Center assemblies to review student expectations for behavior. Review and revise student handbook to include necessary and appropriate student expectations.                  Insuring all students and parents are provided opportunity to review school rules and appropriate conduct. Promotion of outstanding citizenship. Revised student handbook, policies and staff implementation. Plan to conduct, review and compile results of annual parent and student satisfaction surveys Spring 2016</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>During the 2015-2016 school year, FPCS had no suspensions or expulsions. No AP courses were developed throughout this year. However, honor courses were approved for next year, which is a good segway to obtaining AP courses. In terms of safety, all of our centers participated in the Great CA Shake Out Drill. All of centers received updated emergency preparedness binders and materials. Policies for both staff and students were also updated this year.</p>

<p>Reviewing and updating handbook policies and procedures increasing online or in person presentation and trainings including: safety, human resources, reporting, documentation, best practices and State/federal requirements.</p>	
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
<p>Administration reviews and analyzes results of annual parent and student satisfaction surveys each Spring.</p> <p>2015 - 2016 -Review annual suspension and expulsion data from student information system.</p> <p>Survey to be provided Spring 2015.</p>		<p>The results of the annual parent survey were reviewed by the administrative team.</p> <p>Developing the School Safety Plan was completed this year. All learning centers were provided a template which included all system wide requirements for the safety plan. Centers were allowed time and freedom to customize the safety plans to local sites and conditions. Once the plans were developed, all learning centers practiced the Great CA Shakeout in October 2015 as well 2 more drills during the year.</p> <p>No students were suspended or expelled. On occasion when minor discipline problems occurred, either center staff, coordinators or the principal were called in to support.</p>					
<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;"><b>Scope of Service</b></td> <td>Schoolwide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<b>Scope of Service</b>	Schoolwide		<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;"><b>Scope of Service</b></td> <td></td> </tr> </table> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<b>Scope of Service</b>		
<b>Scope of Service</b>	Schoolwide						
<b>Scope of Service</b>							

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue the Parent Advisory Committee. Survey parents, students, and staff. Create a system for collecting and distributing survey and safety data. Continue consistent application of School Safety Plans with better communication to parents regarding safety policies and procedures.
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Original GOAL 7 from prior year LCAP:	FPCS administration will conduct annual reviews to determine the extent leased learning center conditions are appropriate for student learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	All facilities will have appropriate lease agreements and maintained by staff to ensure safe conditions.	Actual Annual Measurable Outcomes: During the 2015-2016 school year, the Morro Bay center was added two additional classrooms. The additional classroom given to Morro Bay was done to give more space and room for the teachers and students. Space was limited with the increase amount of students attending, so by adding additional rooms, we were able to create a conducive environment for learning for our staff and students.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All facilities will have appropriate lease agreements and maintained by staff to ensure safe conditions. Administration conducts periodic and annual reviews of facilities and lease agreements to determine the extent leased learning center conditions are appropriate for student learning.  Advisors, Instructional Aides, Professional Learning Communities, data analysis, Professional Development		All learning centers have appropriate lease agreements. All have been inspected by the administrative team to ensure continued safe conditions. Four additional, part time staff have been hired to make sure that all learning centers are maintained in safe and clean conditions for student.	2000-2999: Classified Personnel Salaries LCAP 40,000.00 3000-3999: Employee Benefits LCAP 3080.00
Scope of Service	Schoolwide	Scope of Service	



<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The administrative team intends to conduct a parent survey specifically focused on facilities. The results of this may be used to identify the most important facility issues in the future.		

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<p>Original GOAL 8 from prior year LCAP:</p>	<p>California Common Core State Standards aligned materials. 2015 - 2016 All graduates will be college and career ready.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify</p>
<p>Goal Applies to: Schools: ALL Applicable Pupil Subgroups: ALL</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>TEACHERS - 100% of core teachers will be appropriated assigned according to their valid CA Teaching Credential Commission on Teaching Credentialing. INSTRUCTIONAL MATERIALS - All students will have access to aligned instructional CCSS materials in math and ELA. COURSE ACCESS - Utilize Edgenuity curriculum including A-G courses. Increase student participation in a-g course work. Increase 9th grade student participation in Get Focused Stay Focused initiative-based course. Incorporate a variety of instructional strategies to engage and support all students. Modified and differentiated instruction will be provided for students with special needs. STUDENT SUPPORT / INSTRUCTION / INTERVENTIONS - Increase student proficiency through skills, grade level academic support provided by credentialed teachers, tutors, and instructional assistants. Provide professional development in instruction and data analysis.  2015 - 2016 *Annual exit survey, review results. Students will complete a rigorous, standards aligned course of study. 9th grade will complete 5 to 10 year plan including CCR and CTE Pathways. Career / Vocational interest Inventory. Annual exit survey to be provided Spring/Summer 2015. Students are completing CCSS aligned courses a majority of core courses are UC a-g. Increase college and career ready (UC a - g) to 10% 9th - 12th grade students' course assignments and completions have exceeded UC a - g goal. CTE / CP courses were piloted through Odysseyware. Hancock College grant not received.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>All core teachers were appropriately credentialed. It was determined this year that each of the highly qualified teachers for each student must also sign the Master Agreement. All students in 6-12 had access to the CCSS aligned online curriculum. Students in K-5 in some cases had access to older textbooks that had not been CCSS aligned. All 9th grade students had access to and most completed the "Get Focused, Stay Focused" program. Students with special needs, a 504 plan, or an IEP were provided with appropriate interventions or accommodations. There was no Annual Exit Survey and none is planned for spring 2016. A baseline will be created for measuring the percent enrolled in a-g classes and the number enrolled in CTE classes.</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures		
<p>TEACHERS - The Business /HR Manager will conduct initial and annual verification of core teachers credentials as reported by the CA Commission on Teacher Credentialing; NCLB, HQT, VPSS, HOUSSE, and UC a-g, School Accountability Report Card (SARC).                      INSTRUCTIONAL MATERIALS - Principal and Advisors review and purchase and implement all instructional materials in accordance to state law.                      COURSE ACCESS - Classified coordinator review student coursework and analyze reports from the student information system.                      STUDENT SUPPORT / INSTRUCTION / INTERVENTIONS - Review periodic benchmark and interim assessment data. Professional development agendas include training for all advisors and instructional support staff.</p>	<p>Workbooks and Other Reference Materials</p>	<p>The credential audit was completed by the Business/ HR manager.                      The review of instructional materials by administrative team, PLCs and the Curriculum and Instruction Committee took place.                      Student benchmark and summative test results were reviewed and used to inform instruction and for future planning.</p>	<p>Workbooks and Other Reference Materials 4000-4999: Books And Supplies LCAP 5,000.00</p>	
	<p>4000-4999: Books And Supplies LCAP 8,000.00</p>		<p>Instructional Curriculum Supplies (Center Budgets)</p>	<p>Instructional Curriculum Supplies (Center Budgets) 4000-4999: Books And Supplies LCAP 3278.89</p>
	<p>4000-4999: Books And Supplies LCAP \$1,000.00</p>		<p>Professional Development</p>	<p>Non Capitalized Equipment 4000-4999: Books And Supplies LCAP 26,441.24</p>
	<p>4000-4999: Books And Supplies LCAP 10,000.00</p>			<p>Enrichment Supplies 4000-4999: Books And Supplies LCAP 2,250.60</p>
<p>Scope of Service</p>	<p>School-wide</p>	<p>Scope of Service</p>		
<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

New instructional/ curriculum books and materials are being purchased. There are some modifications to the assessments system (K-1 assessments, FastBridge, SBAC Interim Assessments). It will be important to plan and implement training for both continuing staff as well as more intensive and comprehensive training for new staff for the 16-17 school year.

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

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:		<u>\$492,438.00</u>				
Supplemental and Concentration grant funds						
As of CBEDS Charter School:	2015-16	2016-17	2017-18	2018-19		
Enrollment	454	463	472	482		
Unduplicated Pupil Count	265	237	276	281		
2015-16	2016-17	2017-18	2018-19			
Straight Unduplicated Pupil Percentage	N/A	N/A	N/A	N/A		
Unduplicated Pupil Percentage (%)	58.71%	58.21%	58.37%	58.37%		
2015-16	2016-17	2017-18	2018-19			
Unduplicated Pupil Percentage: Supplemental Grant	58.71%	58.21%	58.37%	58.37%		
Unduplicated Pupil Percentage: Concentration Grant	58.71%	58.21%	58.37%	58.37%		
Funding Totals	2015-16	2016-17	2017-18	2018-19		
Supplemental Grant		\$425,023	\$431,837	\$451,115	\$472,321	
Concentration Grant	\$67,415	\$59,534	\$65,113	\$68,174		
2015-2016 Sub Groups percentages will be updated with CBEDS						
Socio- economically Disadvantaged	students	58.71%				
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.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

100	%
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The 2015-2016 LCAP plan had 8 goals. None of the services for the 2015-2016 LCAP goals were specifically designated to low income students, but rather given a general designation to all of Family Partnership Charter School students. Despite the lack of specificity of designation, the goals and services pertaining to them affected the 62% (percent) of low income students at our school. The following is a narrative which encapsulates how the LCAP services provided an increase or improved services for the unduplicated pupils at Family Partnership Charter School.

During the 2015-2016 school year, some of the LCAP funding provided instructional assistants at various learning centers at our school. The instructional assistants were tasked to work specifically with students who were at-risk of failing an assignment, grade or who were not academically proficient within their grade level. Generally, these at risk students were identified by both teacher recommendation and local benchmark results from Scantron and Fastbridge. These local benchmark assessments were given to students on a quarterly basis. As teachers identified weaknesses of their students from their assessment results, they would assign instructional assistants to give the students

additional academic support. Instructional assistants would keep track of the students' progress and report it to the teachers.

Fastbridge data results are significantly different from last year and some what skewed. During fall mid-semester, Family Partnership Charter School began to use Fastbridge for grades 2-5 and stopped using Scantron. Results from Scantron benchmarks show a (give an adjective to describe progress) for both Math and ELA. The following are the Scantron results:

Annual Target Gains in Math (2015-2016)- 35% of FPCS students met the annual gain; 23% Far Below; 49% Below; 31% Above; 8% Far Above

Annual Target Gains in ELA (2015-2016)- 38% of FPCS students met the annual gain; 14% Far Below; 29% Below; 19% Above; 7% Far Above

Annual Target Gains in Reading (2015-2016)- 44% of FPCS students met the annual gain; 29% Far Below; 56%; 48% Above; 19% Far Above

Fastbridge-

Annual Computer Adaptive Math Report: Fall 2015-Low 62%; 21% Some; High 17%; Winter/Spring 2016- 52% Low; 23% Some; 25% High

Annual Computer Adaptive Reading Report: Fall 2015-Low 59%; 25% Some; High 16%; Winter/Spring 2016- 58% Low; 23% Some; 25% High

During the 2014-15 school year, Instructional Assistants (IAs) were utilized at each learning center to provide additional support to academically at-risk students. These students were identified using local benchmarks (Scantron) scores and analyzing results in the subject areas of math, reading, and language arts. Students were also identified using our Student Information System by significant subgroup status (ie Latino, SED, etc) to determine priority interventions using the IAs. Significant subgroup students who scored at the FBB and BB proficiency levels were given priority status. Student rosters with benchmark scores and proficiency levels were recorded on center rosters and distributed to each center. Each Instructional Assistant and teacher were then provided PD and on-site training with the intervention and core curriculum to support at-risk students. IAs were directed to maintain accurate attendance records for those students who had received services. FPCS conducted a mid-term and a final benchmark assessment for all students and at-risk students to determine progress. Results from the benchmark showed satisfactory progress overall for each subject area. Both annual gains and proficiency levels data demonstrate improvements in both annual gains and proficiency levels. From 2013-14 through 2014-15, students in below proficiency categories decreased in each subject area and students in th at or above proficiency categories increased in each subject area.

\*Annual Target Gains for Math, Language Arts, and Reading 2014-15 vs. 2013-14\*

In 2014-15 - 60% of all students met the Annual Target Gain in mathematics vs. 2013-14 where 50% met Annual Gain (+10%).

In 2014-15 - 63% of all students met the Annual Target Gain in language arts vs. 2013-14 where 54% met Annual Gain (+9%).

In 2014-15 - 61% of all students met the Annual Target Gain in reading vs. 2013-14 where 54% met Annual Gain (+7%).

\*Proficiency Levels for Math, Language Arts, and Reading 2014-15 vs. 2013-14\*

In 2014-15, End of Year Proficiency levels showed 40% students below proficiency and 60% students above proficiency in mathematics. In 2013-14 End of Year Proficiency levels showed 50% students below proficiency and 50% students above proficiency. Changes "below proficiency" (+10% less from 2013-14 to 2014-15) and "at or above" proficiency (+10% more from 2013-14 to 2014-15).

In 2014-15, End of Year Proficiency levels showed 36%students below proficiency and 64% students above proficiency in language arts. In 2013-14 End of Year Proficiency levels showed 46% students below proficiency and 54% students above proficiency. Changes "below proficiency" (+10%less from 2013-14 to 2014-15) and "at or above" (+10% more from 2013-14 to 2014-15).

In 2014-15, End of Year Proficiency levels showed 39% students below proficiency and 61% students above proficiency in reading. In 2013-14 End of Year Proficiency levels showed 46% students below proficiency and 54% students above proficiency. Changes "below proficiency" (7% less from 2013-14 to 2014-15) and "at or above" (+7% more from 2013-14 to 2014-15).



## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	268,700.00	309,539.00	398,782.00	452,032.00	457,432.00	1,308,246.00
General Fund	0.00	0.00	0.00	0.00	0.00	0.00
LCAP	268,700.00	309,539.00	398,782.00	452,032.00	457,432.00	1,308,246.00
						1,308,245.97

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	268,700.00	309,539.00	398,782.00	452,032.00	457,432.00	1,308,246.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	135,642.42	130,000.00	235,033.78	269,699.60	269,699.60	774,432.98
2000-2999: Classified Personnel Salaries	44,843.57	80,000.00	46,000.00	47,000.00	47,000.00	140,000.00
3000-3999: Employee Benefits	34,770.17	46,311.89	83,304.42	100,888.57	106,288.57	290,481.56
4000-4999: Books And Supplies	45,550.00	39,970.73	26,550.00	26,550.02	26,550.02	79,650.04
5000-5999: Services And Other Operating Expenditures	4,822.50	9,062.04	7,893.80	7,893.81	7,893.81	23,681.42
5900: Communications	3,071.34	4,194.34	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	268,700.00	309,539.00	398,782.00	452,032.00	457,432.00	1,308,246.00
	General Fund	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCAP	135,642.42	130,000.00	235,033.78	269,699.60	269,699.60	774,432.98
2000-2999: Classified Personnel Salaries	LCAP	44,843.57	80,000.00	46,000.00	47,000.00	47,000.00	140,000.00
3000-3999: Employee Benefits	LCAP	34,770.17	46,311.89	83,304.42	100,888.57	106,288.57	290,481.56
4000-4999: Books And Supplies	LCAP	45,550.00	39,970.73	26,550.00	26,550.02	26,550.02	79,650.04
5000-5999: Services And Other Operating Expenditures	LCAP	4,822.50	9,062.04	7,893.80	7,893.81	7,893.81	23,681.42
5900: Communications	LCAP	3,071.34	4,194.34	0.00	0.00	0.00	0.00

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

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

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

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

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

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

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