



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Family Partnership Charter School

CDS Code: 42 69112 0111773 0763

School Year: 2024-25

LEA contact information:

Stephanie Eggert,

Executive Director

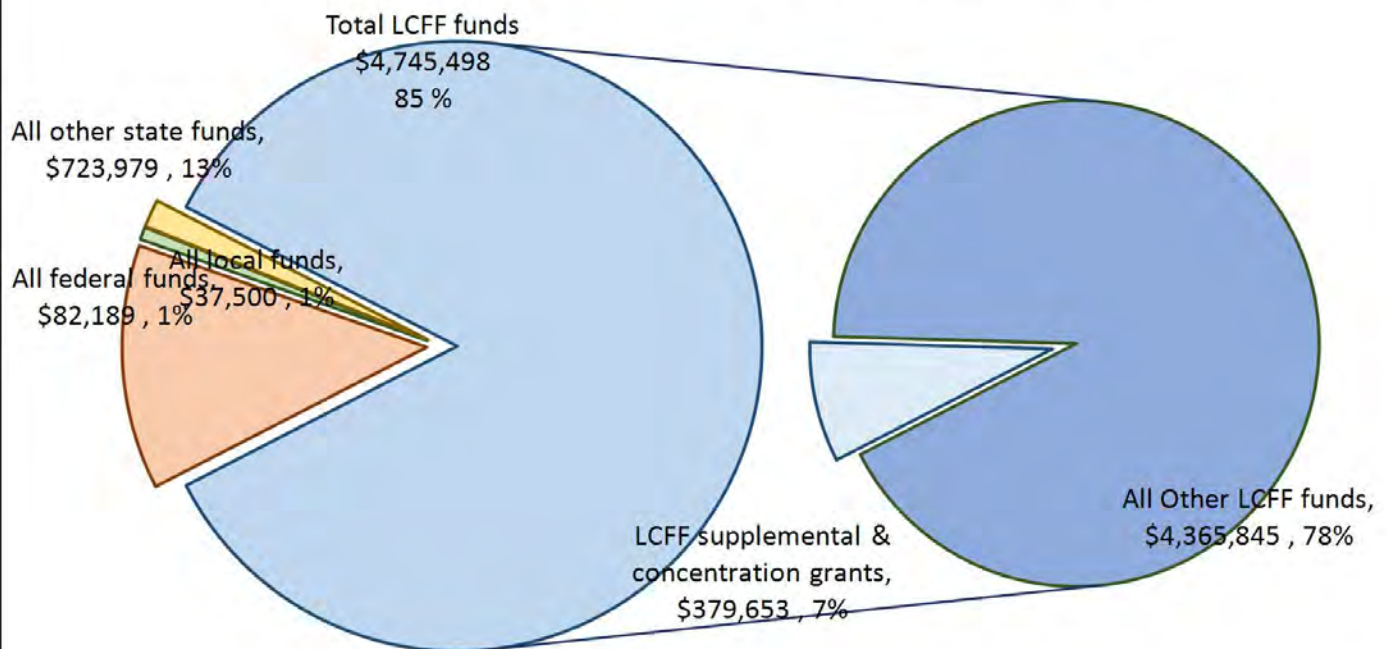
[stephanie.eggert@fpcharter.org](mailto:stephanie.eggert@fpcharter.org)

(805) 348-3333

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2024-25 School Year

#### Projected Revenue by Fund Source

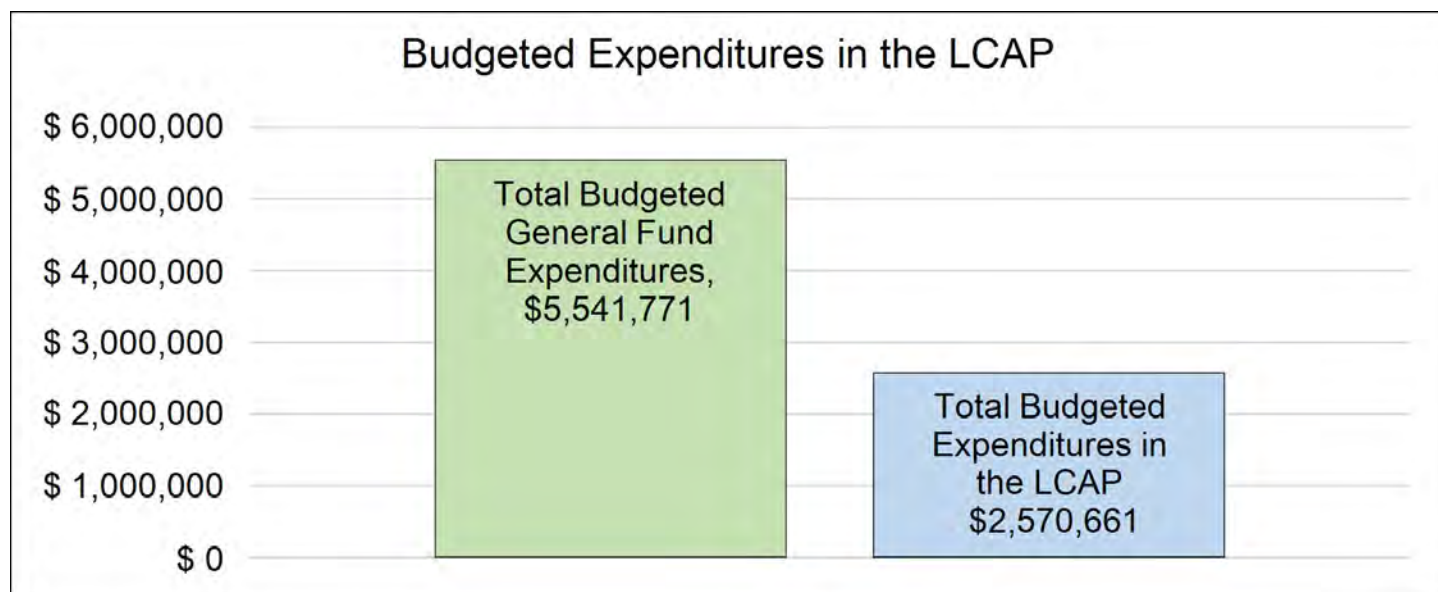


This chart shows the total general purpose revenue Family Partnership Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Family Partnership Charter School is \$5,589,166, of which \$4745498 is Local Control Funding Formula (LCFF), \$723979 is other state funds, \$37500 is local funds, and \$82189 is federal funds. Of the \$4745498 in LCFF Funds, \$379653 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Family Partnership Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Family Partnership Charter School plans to spend \$5541771 for the 2024-25 school year. Of that amount, \$2570661 is tied to actions/services in the LCAP and \$2,971,110 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Budgeted expenditures not in the LCAP include personnel expenses such as administrative and clerical staff, facilities expenses such as rent, maintenance, cleaning, and utilities, miscellaneous school supplies/materials, insurance, professional and educational consultants, and other operating services.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

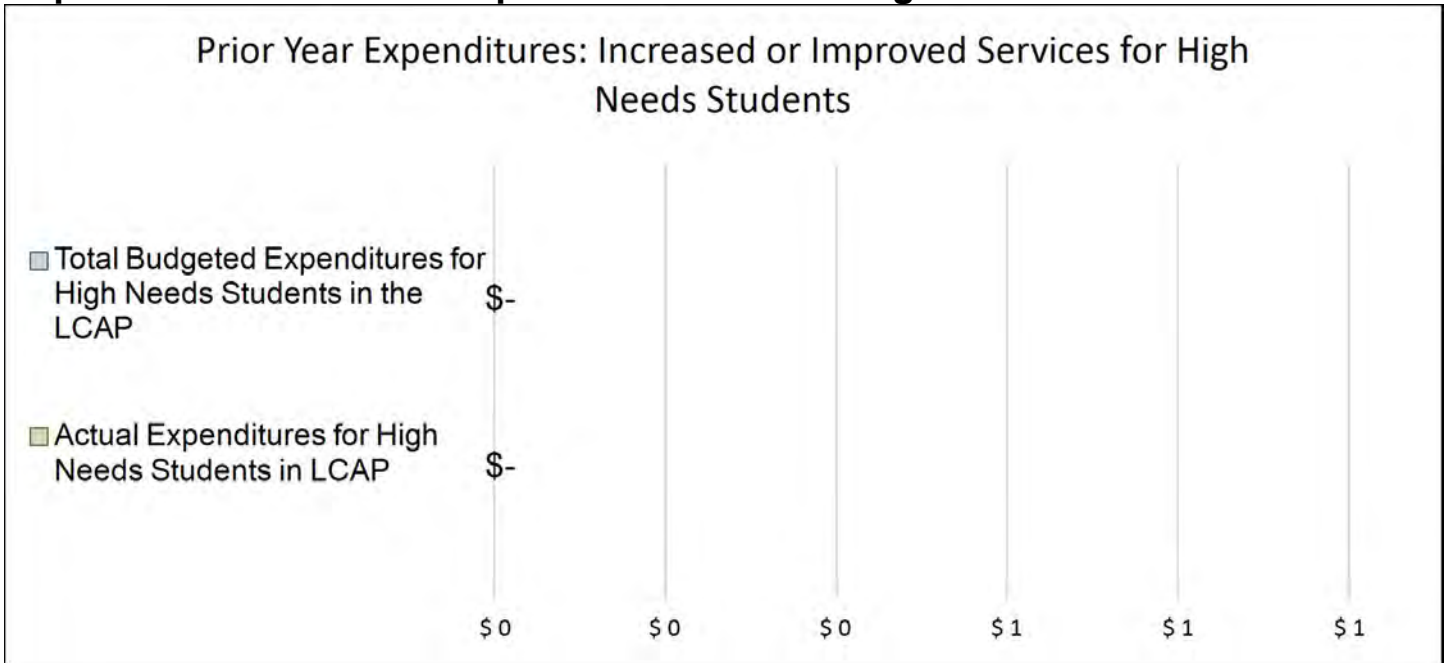
In 2024-25, Family Partnership Charter School is projecting it will receive \$379653 based on the enrollment of foster youth, English learner, and low-income students. Family Partnership Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Family Partnership Charter School plans to spend \$341890 towards meeting this requirement, as described in the LCAP.

Access to a broad course of study with targeted interventions and supports will improve outcomes of socio-economically disadvantaged (SED) students. By providing Instructional Assistants in the classroom, the adult to student ration will be lowered. The IAs will support the teacher with 1 on1 or small group instruction which will support SED students. SED students in high school are 48% of all high school students (84/175). Bus passes support students' attendance to the centers for high school support classes and Advisor input more regularly. English Learners in high school were no more than 3-4 students during the school year with

only two students taking the ELPAC by May 2024.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Family Partnership Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Family Partnership Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Family Partnership Charter School's LCAP budgeted \$0 for planned actions to increase or improve services for high needs students. Family Partnership Charter School actually spent \$0 for actions to increase or improve services for high needs students in 2023-24.



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Family Partnership Charter School	Stephanie Eggert, Executive Director	stephanie.eggert@fpcharter.org (805) 348-3333

## Goals and Actions

### Goal

Goal #	Description
1	FPCS will increase the number of students meeting or exceeding the standards in ELA, and Mathematics. Increases will take place for All Students, Hispanic students, and Socioeconomically Disadvantaged students.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA	2018 Declined by 9.2 points 8.2 points above standard Yellow Performance Level	(2018 data) Declined by 9.2 points 8.2 points above standard Yellow Performance Level  Participation rate = 99.17% ELPAC Participation rate = 100%	2022 Increased by 5 points 22 points above standard Comparison color level not provided Rated High  Participation rate = 98.98% ELPAC Participation Rate = 90%	2023 Declined 27.1 Points YELLOW with -5.0 Distance from Standard (No Student Groups "Red")  Participation Rate: 97.01% ELPAC Participation Rate: 83.3%	Increase by 10.0 points 30.0 points above standard Green Performance Level
SBAC Mathematics	2018 Declined by 14.2 points 52.8 points below standard Orange Performance Level	(2018 data) Declined by 14.2 points 52.8 points below standard Orange Performance Level  Math Participation Rate = 99.17%	2022 Increased by 5.4 points 47 points below standard Comparison color level not provided Rated Low  Participation Rate: 98.98%	2023 Declined 13.3 Points ORANGE with -60.6 Distance from Standard (No Student Groups "Red")  Participation Rate: 97.01%	Increase by 1.0 point 10.0 points above standard Green Performance Level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady ELA/Reading	TBD in 2021-22	<p>Students who scored on grade level or above:</p> <p>51% Schoolwide</p> <p>87% Kindergarten 41% First 63% Second 45% Third 57% Fourth 58% Fifth 48% Sixth 57% Seventh 61% Eighth 31% Ninth 39% Tenth 44% Eleventh 30% Twelfth</p>	<p>Students who scored on grade level or above:</p> <p>48% Schoolwide</p> <p>74% Kindergarten 56% First 70% Second 63% Third 52% Fourth 44% Fifth 58% Sixth 44% Seventh 45% Eighth 38% Ninth 28% Tenth 25% Eleventh 33% Twelfth</p>	<p>Students who scored on grade level or above:</p> <p>34% Schoolwide</p> <p>83% Kindergarten 57% First 57% Second 52% Third 48% Fourth 36% Fifth 36% Sixth 27% Seventh 25% Eighth 15% Ninth 26% Tenth 13% Eleventh 9% Twelfth</p>	<p>Increase the percent of students schoolwide on or above grade level by 4% each year which will be 56% in 2024.</p>
iReady Math	TBD in 2021-22	<p>Students who scored on or above grade level:</p> <p>36% Schoolwide</p> <p>90% Kindergarten 48% First 48% Second 40% Third 34% Fourth 47% Fifth 35% Sixth 34% Seventh</p>	<p>Students who scored on grade level or above</p> <p>38% Schoolwide</p> <p>68% Kindergarten 56% First 48% Second 45% Third 48% Fourth 35% Fifth 26% Sixth 12% Seventh</p>	<p>Students who scored on grade level or above:</p> <p>46% Schoolwide</p> <p>87% Kindergarten 24% First 60% Second 88% Third 68% Fourth 40% Fifth 50% Sixth 55% Seventh</p>	<p>Increase the percent of students schoolwide on or above grade level by 3% each year which will be 37% in 2024.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		35% Eighth 36% Ninth 24% Tenth 13% Eleventh 15% Twelfth	17% Eighth 36% Ninth 35% Tenth 14% Eleventh 16% Twelfth	44% Eighth 15% Ninth 39% Tenth 31% Eleventh 20% Twelfth	
FPCS Writing Benchmark	TBD in 2021-22	Students who achieved a rubric score of proficient or above:  46% Schoolwide  64% Kindergarten 61% First 21% Second 34% Third 23% Fourth 33% Fifth 42% Sixth 63% Seventh 65% Eighth 29% Ninth 48% Tenth 41% Eleventh 59% Twelfth	Students who achieved a rubric score of proficient or above:  51% Schoolwide  37% Kindergarten 48% First 64% Second 55% Third 49% Fourth 64% Fifth 61% Sixth 85% Seventh 90% Eighth 33% Ninth 27% Tenth 11% Eleventh 48% Twelfth	Students who achieved a rubric score of proficient or above:  35% Schoolwide  61% Kindergarten 24% First 10% Second 35% Third 32% Fourth 50% Fifth 40% Sixth 18% Seventh 51% Eighth 37% Ninth 37% Tenth 33% Eleventh 23% Twelfth	Increase overall score schoolwide by 3% per year which will be 52% of students will score proficient in 2024.
CA Science Test	N/A	2021 CAST Participation Rate = 97.3%	2022 CAST Participation Rate = 99.2%	2023 CAST Participation Rate = 98.4%	Maintain or increase the 95% participation rate.
PFT Participation Rate	N/A	2021 PFT Participation Rate = 65%	2022 PFT Participation Rate = 93%	2023 PFT Participation Rate = 94%	Maintain or increase the 95% participation rate.

# Goal Analysis

An analysis of how this goal was carried out in the previous year.  
A description of any substantive differences in planned actions and actual implementation of these actions.

FPCS remained YELLOW on the CA Dashboard during the implementation of this LCAP but did not achieve the GREEN indicator. Students in traditionally hispanics, English Learners, and students with disabilities performed better than the school overall.  
2023 Summative ELA Declined 27.1 Points  
YELLOW -5.0 Distance from Standard (DFS)

Orange, -26.5 DFS, Socio-economically Disadvantaged  
No Color, +14.4 DFS, English Learners  
No Color, +3.7 DFS, Students with Disabilities  
Yellow, +3.7 DFS, Hispanic  
Orange, -9.5 DFS, White

For math, again remained the same Dashboard color and made a small gain with 2022 scores and declined creating a further Distance from Standards than before. All students groups, excluding white, performed lower than the overall results schoolwide.  
2023 Summative MATHEMATICS Declined 13.3 Points (DFS)  
ORANGE -60.6 Distance from Standard

Orange, -89.2 DFS, Socio-economically Disadvantaged  
No Color, -72 DFS, English Learners  
No Color, -82.7 DFS, Students with Disabilities  
Orange, -72.1 DFS, Hispanic  
Orange, -51.8 DFS, White

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

not applicable

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effective goals often break down data by subgroups to ensure targeted support and monitor progress accurately. There are also no strategies or actions outlined for how these increases will be achieved. I also noticed there is little mention of what resources (e.g., funding, teacher training, curriculum changes) will be necessary to support this goal. These are some factors that created ineffective implementation of this LCAP goal and not achieving the desired outcome.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

FPCS will effectively implement state standards through a comprehensive and diverse curriculum, ensuring that all students receive a well-rounded education aligned with educational benchmarks and California State Standards.

#### 1- CURRICULUM TEAM AND REVIEW OF CURRENT COURSE OF STUDIES

Utilize the Curriculum Team of staff inclusive of a cross-section of centers, grade levels, and departments to identify existing courses and educational programs offered to ensure the state standards are being taught and identify any gaps in instruction.

#### 2- ACADEMICS WITH INTEGRATED INTERVENTION AND SUPPORTS

Provide a well rounded education experiences to all students in core subjects K-12. In high school, offer a variety of career/tech courses and electives to engage student interests. English Learners will receive designated English Language Development instruction with integrated ELD whole class to enrich vocabulary and increase students' English proficiency in the four domains of Listening, Speaking, Reading, and Writing. For students struggling with on grade level standards, assign additional instructional support through small groups, online programs, tutoring, etc and monitor their progress.

##### K-5 PROGRAM:

Journeys  
Math in Focus  
Mystery Science  
Saavas MyWorld

##### MIDDLE SCHOOL:

Journeys  
Math in Focus  
Mystery Science or Amplify  
Saavas MyWorld

##### HIGH SCHOOL:

Edgenuity  
Virtual Synchronous Courses  
Community College Enrollments

## INTERVENTIONS AND SUPPORTS

Kindergarten - 8th Grade:

- iReady Reading or Math individualized lessons

High School:

- iReady Math or Reading
- Edgenuity MyPath
- Tutor on Demand
- Summer Credit Recovery

Students with Disabilities:

- Read Live per IEP
- CoWriter per IEP

English Learners:

- Grades 6-12 Read Live

Virtual Tutors:

- Contract with tutors as needed

## SOCIAL EMOTIONAL SUPPORT:

- Yale University's RULER Method
- Presence Learning Counseling (MBH)

## 3- PROFESSIONAL LEARNING COMMUNITIES FOR STAFF INPUT

Based on data and the Curriculum Team meetings, communicate to teaching staff the proficiencies and gaps in student progress to ensure that all required standards are covered across grade levels and subject areas.

## 4- INTEGRATE APPROACHES FOR EQUAL ACCESS AND DIVERSE CURRICULUM EXPERIENCES

Encourage interdisciplinary approaches within the curriculum. Identify opportunities to connect concepts across different subjects, promoting broader understanding and application of knowledge. Expand elective and enrichment programs to provide students with a broader course of study. Offer a range of options spanning arts, sciences, humanities, and vocational subjects to cater to diverse interests and learning styles.

## 5- PROFESSIONAL GROWTH AND DEVELOPMENT

Provide ongoing professional development opportunities for educators to enhance their understanding of state standards and effective teaching methodologies. Offer training sessions and workshops focused on curriculum implementation and integration to improve awareness of student comprehension and progress along academic grade level standards.

## 6- SOCIAL EMOTIONAL SUPPORT

Through the MTSS process, offer mental behavioral health (MBH) counseling to any student with a need for professional emotional support. Student with disabilities who require MBH will have the service added to their Individualized Education Plan.

## 7- EDUCATIONAL PARTNERSHIPS

Regularly seek input from staff, students, the Governing Board, and families regarding the progress students and the school is making towards the LCAP goals and metrics with the deliberate goal of transparency, inclusiveness, and improvement.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

Goal #	Description
2	FPCS will prepare all students for college, career, and citizenship in the 21st Century. The number of students completing college, career, and citizenship activities will be measured and monitored annually.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Readiness Indicator	32.7% Prepared status (2019)	30% Prepared status (2020)	not reported in 2022	30.4% Prepared (2023)	75% (Pathways CCI Report)
SAT/ACT Completion	TBD in 2021-22	1 student - SAT 4 students - PSAT (2021-22)	1 student - SAT 4 students - PSAT (2022-23)	0 students	Increase the number of students taking the SAT to 4-5 and 5-6 students for the PSAT. (College Board). 2023: Since most colleges no longer require this test for admission, it may not be necessary to rely on this data to indicate college preparedness.
College Enrollment - Fall after graduation	TBD in 2021-22	41.3% (2020)	48% (2021)	2022 COHORT: 62 Seniors 32.3% 2-year college 16.1% 4-year college  48.4% Total Graduates Enrolled in College	Increase the number of students enrolling in college the Fall after graduation by 5%. (National Student Clearinghouse)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community College Enrollments	TBD in 2021-22	38% enrolled in community college courses	44% (2022) enrolled in community college courses	51% of Juniors and Seniors (2024)	Maintain the number or increase students who are enrolled in college community courses. (Pathways)
A-G Completion Rates	22.4% of 2020 graduates	19.6% of 2021 graduates	2% of 2022 graduates	25.8% of 2023 graduates	Pathways (CCI (a-g) Report)

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In response to the drop in our graduation rate in 2023, our high school team reviewed the CA Dashboard data comprehensively. The discussions led to how to increase our school's graduation rate and the College and Career Readiness indicator (CCR). The CCR includes students enrolled in a-g courses, CTE Pathways, and community college level courses. These are areas the Advisors can directly support our students through their high school years. We are planning to provide tutoring to English Learners, low income students first and support any student enrolled at FPCS.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

not applicable

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Although not represented on the CA Dashboard, FPCS's College and Career Readiness indicator will be improved in Fall 2024. The creation of popular virtual CTE Pathways will have the first completers at the end of 2023-24 with a second pathway next spring. In addition, the number of a-g completers has recovered since the pandemic and higher than the baseline of this LCAP. Actions are beginning to show improvement through data but not yet at the state level.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Recognizing the importance of preparing students for diverse college and career opportunities, we plan to expand our current career and technology elective courses plus CTE Pathways virtually as well as through the curriculum platforms.

**PERSONALIZED LEARNING AND STUDENT CHOICE:**

Foster personalized learning approaches that cater to individual student needs and interests. Utilize online and virtual CTE options to support students towards CTE Pathway completion. Provide virtual tutoring for students at-risk focusing on student groups underserved.

**CENTER CULTURE:**

Foster a positive and inclusive learning culture that values academic achievement and personal growth. Ensure safe and supportive learning environments that promote student well-being.

**CONTINUOUS CURRICULUM REVIEW:**

Regularly evaluate programs and interventions to assess effectiveness. Use feedback mechanisms to continuously improve strategies and initiatives.

By implementing these actions within a cohesive high school program, FPCS aims to significantly equip students with the skills and knowledge needed for success in higher education and the workforce.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



## Goals and Actions

### Goal

Goal #	Description
3	FPCS will improve communication with families and parent/guardian participation in school activities. Communication from the school, learning center, and classroom will be coordinated and consistent. Parents/guardians will have increased opportunities to participate in activities and events at the learning centers and virtually.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey Results (FPCS communicates school policies and procedures clearly to parents.)	72.1% strongly agree	90.9% strongly agree	94% Agree or somewhat agree	90.9% Agree	90% or higher
School Climate Survey Results (FPCS uses ParentSquare effectively to communicate school and classroom information.)	67.5% strongly agree	This question was not included in the 2021-22 Spring Parent Survey but will be added in 2023.	94% Agree or somewhat agree	89.4% Agree	90% or higher

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

FPCS successfully carried out the actions for Goal 3. ParentSquare became a primary means to communicate information to students in grades 6-12 and families. The annual surveys showed we just nearly met the desired outcome for 2023-24.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

not applicable

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the actions were effective over the LCAP cycle with only one metric falling just below 90%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The 2024-25 LCAP includes actions related to the annual school surveys. The new LCAP notes FPCS will provide parents with the opportunities to give input to topics of need or interest as it relates to their student or overall family life. Utilize staff and guest speakers to address interests by scheduling 2-4 events per school year remotely to give easy access to all families.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023





## Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Family Partnership Charter School	Stephanie Eggert, Executive Director	stephanie.eggert@fpcharter.org (805) 348-3333

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Family Partnership Charter School was established on February 14, 2006 in response to many requests from families and the community in general to serve students on the Central Coast of California. FPCS offers a blend of independent study and in-person instructional days offering alternative public school learning options. FPCS has a professional partnership with its authorizing district, Blochman Unified School District in the Santa Maria Valley, and now operate five learning centers in Santa Barbara and San Luis Obispo counties. The success and positive response from the general public is reflected in the growth and accomplishments of our school. Our annual enrollment and program history reflect an increasing interest in our programs and evolution of services for students. As our program established itself as the resource for families seeking personalized learning for their students, we continued to meet our families' needs for additional options at our centers. Furthermore, FPCS maintains high standards for its management, ensuring responsible fiscal practices and operations that are consistent with state and federal guidelines.

All FPCS teachers are fully credentialed in the appropriate areas as determined by the California Teacher Credentialing Commission. FPCS blended learning models have been developed through the research and implementation of effective instructional strategies and pedagogy including the Montessori methods of instruction, Universal Design for Learning, Personalized Competency-Based Learning, Social Emotional Learning, and Standards-Based Instruction. The blended learning model at each program level and learning center incorporates the specific elements of evidence-based practices that best meet the needs of the students. Strategies and practices are continually modified and improved in order to address the benchmark data that is generated as a result of consistent monitoring of student progress and performance.



FPCS offers elementary, middle, and high school programs that incorporate elements of teacher facilitated in person, on site instruction, home study, and independent study to provide students with a results oriented, personalized educational experience. At all grade levels, students are supported by an advisor (credentialed teacher) assigned to monitor their individual progress and additional instructional staff are available to provide academic interventions as needed. Through this blend of teacher guidance, student independence, and ongoing monitoring and support, FPCS students develop skills and gain experiences which empower them to become self-directed learners. Enrollment has historically been at 348 in 2019-20, 481 in 2020-21 (pandemic school closures), 405 in 2021-22, and 368 in 2022-23. FPCS LCFF Unduplicated Student Count was reported as 400 K-12 students in for 2023-24 through CALPADS.

#### ENROLLMENT BY GRADE: (Pathways Fall1 Report)

5.8% (23) Kindergarten  
5.5% (22) First  
7.5% (30) Second  
6.5% (26) Third  
5.8% (23) Fourth  
6/0% (24) Fifth  
4.0% (16) Sixth  
6.3% (25) Seventh  
8.8% (35) Eighth  
5.8% (23) Ninth  
10.8%(43) Tenth  
13.5%(54) Eleventh  
14.0%(56) Twelfth

#### STUDENT GROUPS per CDE: (Pathways Fall1 Report)

45.5% (182) Socio-Economic Disadvantaged  
10.8% (15) Students with Disabilities  
3.25% (13) English Learners  
<1% (1) Foster Youth  
0% Homeless

#### STUDENTS by RACE (Pathways Fall1 Report)

<1% (1-4) Chinese, Filipino, Japanese, Korean, and Other Pacific Islander  
1.50% (6) Other Asian  
2.75% (11) Black or African American  
28.5% (114) American Indian/Central and South American  
65.6% (262) White

All baseline metrics will use DataQuest 2022-23 data for state reported information and iReady for local Reading and Math data.



Through ongoing meetings with staff, the Governing Board, and FPCS's Parent Advisory Committee this LCAP was developed based on input provided as the draft was created through the school year. From those meetings and annual surveys, FPCS established three goals with metrics addressing local assessment data and the Fall 2023 California Dashboard. The goals, metrics, and action narratives within are focused on addressing the state's local priorities as well as the areas FPCS can improve overall student success. Conditions of Learning, State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and other Pupil Outcomes are all highlighted within the plan.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on results from the California School Dashboard results from 2023 and local 2023-24 data through iReady and the Spring Writing Benchmark.

### ACADEMICS ENGAGEMENT:

Blue - K-8 Chronic Absenteeism

Orange - Graduation Rate (declined 8.2 points)

Standard Met - Access to Broad Course of Study

Dashboard data released in Fall of 2023 showed FPCS declined in both ELA and Math for students meeting or exceeding standards on the states SBAC assessments for students in Grades 3-8 & 11. FPCS scored higher than the county and state averages in ELA and Science. The graduation rate at FPCS has traditionally been well above 90%. Since the shutdown the charter has seen an increase in students enrolling significantly credit deficient. The 2023 senior class had 5 students not graduate with their cohort of 62 students: three were 5th year seniors, one was a dropout, and one left FPCS at the end of the 2021-22 school year as a 11th grade but never enrolled in another California public school. In response to the need to support credit deficient high school students towards a diploma, we have put some strategies in place. Of these is we offered summer school for the first time in 2023, require students to meet more regularly with their Advisors, and the Governing Board adopted a credit deficiency program for seniors who are more than a semester behind to graduate through an alternative program. Of the 62 students that were seniors, only 15 students were enrolled at our charter all four years of highschool. This year, FPCS should show a significant improvement with the graduation and dropout rates.

### CONDITIONS & CLIMATE:

Blue - K-12 Suspension Rate

Standard Met - Basics of Teachers, Instructional Materials, Facilities

Standard Met - Local Climate Survey

Standard Met - Parent and Family Engagement

### ACADEMIC PERFORMANCE:

Standard Met - Implementation of Academic Standards

Low - College/Career Readiness (30.4% Prepared)



N/A - English Learner Progress (unreportable student group)

FPCS has made improvements to monitor high school students to meet the state paths to College and Career Readiness (CCR). It has fully implemented a new virtual CTE pathway where we will show completers when the charter has reported none for many years through the online pathways through Edgenuity. A second virtual pathway will be fully implemented in 2024-25 to also increase students achieving CCR. Advisors continue to support students with completing their education as an a-g completer and encourage dual/concurrent enrollment at local community colleges. These strategies will increase the CA Dashboard indicator showing FPCS prepares students for college and career development after high school.

English Language Arts

Yellow - declined 27.1 points and 5 points below standard

(Student Groups: Orange - Socioeconomically White Yellow - Hispanic)

Mathematics

Orange - declined 13.3 points and 60.6 points below standard

(Student Groups: Orange - Hispanic Socioeconomically Disadvantaged White)

Discussions with staff this year after reviewing the CA Dashboard, state assessment, and local benchmark results helped determine areas of needed improvement. This helped shape actions we are preparing for the 2024-25 school year and beyond. The use of one-time grant funds will focus on targeted, quality professional development for teachers and instructional assistants. For ELA, the trainings will focus on the science of reading in K-5 and academic vocabulary instruction through accurate usage in student writing K-12. Math instruction will also be an area where ongoing professional development will be provided to K-5 teachers and the 6-12 math teachers as well. Each Three times a month staff meet for three hours in Professional Learning Communities. The admin will structure their time to review data, implement MTSS initiatives, and collaborate on instructional strategies from professional development experiences. Through consistent training and staff collaboration in these academic areas, FPCS aims to increase student scores and improve the performance indicators on the Dashboard.

Below is an overall academic performance on the SBAC as comparable to Santa Barbara County and the state's percent of students meeting or exceeding standards. FPCS students scored higher in ELA and on the science test.

ELA	State 47%	County 39%	FPCS 49%
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MATH	State 35%	County 28%	FPCS 22%
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SCIENCE	State 30%	County 25%	FPCS 33%
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All 2023-24 local benchmark data is part of Goal 2 as the baseline for the 2024 LCAP.

FPCS recognizes the importance to improve data results local and state assessments. Administrators will be very strategic of its use of one-time grant funds for educator effectiveness, student interventions to address learning loss, and student services for underserved populations receiving priority of resources and participation. Staff were given input into the goals and actions in the LCAP to drive decisions to improve student outcomes. FPCS will continue to review and act upon its use of its funds for professional development, supports and interventions, increased services to address students' academic and/or emotional needs.



## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NOT APPLICABLE

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NOT APPLICABLE

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NOT APPLICABLE

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NOT APPLICABLE



# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
LCAP Committee & Staff	<p>An LCAP Committee was created in Fall 2023 which included the Executive Director, Principal, two Center Coordinators (K-5 &amp; 6-12), plus a high school English teacher.</p> <p>The committee met four times to gather input and create the draft of the plan's Goals and Metrics. Each scheduled full staff development day and designated Monday meetings, the Admin shares data on student performance to guide discussions to determine professional development needs for continued growth and implementation of research based instructional practices, as well as curriculum effectiveness for improved student outcomes. Staff are surveyed for PD suggestions to assess individual, grade level, or grade span needs. In 2024 a Curriculum Team was established with 10 members to continue work to present to staff as new adoptions are on the horizon in math and ELA. (input for this LCAP was provided 3/18 and 4/22 with a final draft shared on 5/15)</p>
FPCS Advisory Committee	<p>There are four scheduled advisory meetings each school year. Parents/Family and staff participation is sought through school wide communications. In 2024, the meetings were December 14th, January 18th, March 14th, and May 15th. Each meeting events, expenditures, data, and other school related topics are discussed. Input is given and shared with the Executive Director and staff to make final decisions. (input for this LCAP was provided 1/18 and 3/14 with a final draft shared on 5/15)</p>



Educational Partner(s)	Process for Engagement
Governing Board	At regularly scheduled Governing Board meetings data is shared on legislative updates, student performance, expenditures, and professional development initiatives in response. With a final presentation of the 2024 LCAP draft on April 23, 2024 for discussion and input of Goals and Actions for the June 2024 plan adoption.
Annual School Family Survey	Every spring parents/guardians/caregivers are surveyed on the sense school safety, connectedness, and the ability to give input into their students' educational decisions. In 2024, a question was added about family education nights on a number of student related topics. (spring 2024 survey included in the LCAP)
Annual School Student Survey	Every spring students in second to twelfth grades are surveyed on school safety, connectedness, and the ability to give input into individual educational decisions. Also surveyed are ideas for clubs or high school courses. (spring 2024 survey included in the LCAP)
Consultation with Special Education Specialist	Consultation with SpEd staff as the LCAP Goals and Actions relates to students with disabilities through review of current programs and suggestions for additional supports. FPCS plans to provide virtual tutoring and student with exceptional needs will be a priority of this option. (meeting was held on 5/3)

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Administration met with groups of teachers and parents throughout the school year to complete the 2024 Local Control Accountability Plan ("LCAP"). Through analysis of the most current data, CA Dashboard results of Fall 2023, and survey input supported the engagement of stakeholders through the development process. A LCAP Committee consisting of the ED, Principal, K-5 Center Coordinator, G6-12 Center Coordinator, and high school teacher helped draft the Goals and Actions that were presented to the groups of educational partners. Throughout each school year, data is shared with educational partners of local and state assessment results including CA Dashboard performance results. The WASC 2022 accreditation process led to the development of two Learner Needs: Learner Need 1: Increase student math outcomes measured by local and state assessments through focused professional staff development. And Learner Need 2: The development of common formative writing prompts with rubrics for biannual benchmarks assessments created at PLC's. It was important to consider WASC Learner Needs while developing the LCAP's goals for common student outcomes. The Governing Board received updates on the development of the LCAP throughout the year.

The need for a more comprehensive group of staff was evident for comprehensive data analysis, curriculum effectiveness, and to gather staff input became apparent. It was decided to assemble a Curriculum Team. March 2024 the Curriculum Team met and started with reviewing the Governing Board adopted Mission, Vision, and Motto to establish purpose and goals. The objective was to govern the process. for future evaluation of practices, curriculum, and gathering staff input for the team to make decisions with the administration to improve student



outcomes for continuous improvement. This group will be an integral part of the ongoing LCAP three year process. The participants agreed to a two-year commitment representing a balanced cross-section of grades, departments, and centers.

Additional influences to the development of Actions for the LCAP Goals from educational partners included:

**ANNUAL FAMILY SCHOOL SURVEY:**

Baseline data for Goal 1 and input for topics of Family Education topics and school climate.

**ANNUAL STUDENT SCHOOL SURVEY:**

Baseline data for Goal 1 and input for additional clubs, programs, and school climate.

**FPCS ADVISORY COMMITTEE:**

The Principal met with the committee in December, January and March of the 2023-24 school year to share the draft of the plan's Goals and Actions to give the opportunity for input beyond the Annual Family Survey.

**CONSULTATION WITH SPECIAL EDUCATION PROGRAM SPECIALIST:**

Input for Goal 1,2, and 3 related to students with disabilities through review of current programs and suggestions for additional supports (i.e. virtual tutoring).

The final LCAP draft was presented to educational partners over the course of the spring semester. The credentialed staff reviewed the draft on April 18, 2024, the Governing Board on April 23, 2024, and the FPCS Advisory Committee was presented the draft on May 16, 2024. The 2024 LCAP process concludes with a Public Hearing and then followed by adoption a Regular Governing Board Meeting on Tuesday, June 18, 2024.



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	<b>ENHANCE PARTNER ENGAGEMENT TO BUILD SCHOOL CONNECTIONS</b> FPCS aims to create a school culture of inclusivity and connectedness through staff development and family engagement to create a supportive, collaborative learning environment that fosters student success and well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The foundation of our charter is a partnership between staff and students for student success. The decision to develop the goal of enhancing partner engagement for student progress and outcomes reflects a commitment to leveraging external partnerships and resources to enhance the overall educational experience and educational experience for students. This goal highlights the importance of collaboration, reflection, and community involvement in driving student achievement and school improvement efforts.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<b>FULLY CREDENTIALLED TEACHERS &amp; APPROPRIATELY ASSIGNED (Priority 1)</b>	2023-24 26 Credentialed Teachers/Advisors 100% appropriately credentialed and assigned  Source: Pathways SIS			Maintain 100% appropriately credentialed and assigned teaching staff.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	FAMILY EDUCATION OPPORTUNITIES (Priority 3)	TRAINING AND WORKSHOPS  2023-24 Baseline: 0 events  Source: Local Planning			Provide 2-4 family education events each school year.	
1.3	SCHOOL CLIMATE SURVEYS (Priority 6)	SCHOOL CLIMATE RESULTS:  COMMUNICATION AND INPUT = 86.0% 89% Students K-5 78% Students 6-12 91% Family  SCHOOL CONNECTEDNESS = 88.6% 91% Students K-5 78% Students 6-12 97% Family  SENSE OF SAFETY = 85.7% 94% Students K-5 75% Students 6-12 88% Family  Source: Annual School Surveys, Spring 2024			Achieve and maintain annual Staff, Family, and Student Survey results of 90% or higher for providing input and decision making, school connectedness, and a sense of safety at the centers.	
1.4	SCHOOL ATTENDANCE RATE (Priority 5)	2022-23 K-12 Attendance: 98%  Source: Pathways SIS			Maintain 95% or higher attendance rate.	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	CHRONIC ABSENTEEISM, K-8 (Priority 5)	2022-23 Chronic Absenteeism Rating: Blue, 1.3% ALL Blue 2.3% Socio-economically Disadvantaged No Color 0% Students with Disabilities Blue 0% Hispanic Green 2.3% White  Source: 2023 CA Dashboard			Maintain a Blue chronic absenteeism rating.	
1.6	DROPOUT RATES (Priority 5)	2022-23 Middle School: 0% High School: 11%  Source: Pathways SIS			Maintain 0% middle school dropout rate.	
1.7	SUSPENSION INDICATOR & EXPULSIONS (Priority 6)	2022-23 Suspension Indicator: Blue, 0% ALL Blue 0% Socio-economically Disadvantaged Blue 0% Students with Disabilities Blue 0% Hispanic Blue 0% White  Expulsion Rate: 0%  Source: 2023 CA Dashboard, DataQuest			Maintain a Blue suspension rating with no expulsions.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	WILLIAMS/VALENZUELA COMPLIANCE (Priority 1)	2023-24 Number of complaints for qualified staffing, sufficient instructional materials, and adequate facilities:  Assigned Teachers: 0.  Insufficiency of Materials: 0  Facilities: 0  Source: 2023-24 Williams/Valenzuela Reports, Annual Charter Authorizer Visit			Maintain 0 complaints for assigned teaching staff, sufficiency of materials, and adequate facilities.	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.



A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	FULLY CREDENTIALLED TEACHERS & APPROPRIATELY ASSIGNED (Priority 1)	<p><b>QUALIFIED TEACHING STAFF</b>  FPCS will continue to employ credentialed and appropriately assigned teaching staff. As new staff are hired, qualified teachers with strong subject knowledge and a passion for education will be the priority through the hiring process. Providing the necessary support to grow as an educator through county induction programs, mentoring partnerships with seasoned staff, and training or workshops will be offered for new teachers to enhance their instructional skills. For all qualified current staff professional training will be provided that are effective, research-based practices. Acknowledgement of teaching development support and resources to excel in their roles will be a focus each year with staff input for training goals.</p> <p>***This Action also impacts and addresses metrics 1.4, 1.5, 1.6, 1.7, and 1.8***</p>	\$2,041,154.00	No
1.2	FAMILY EDUCATION OPPORTUNITIES (Priority 3)	<p>FPCS will provide educational events and resources on topics related to child development, social emotional issues, student health/safety, as well as academics to address overall student well-being and success.</p> <p><b>1- ANNUAL SURVEY</b>  Provide parents with the opportunities to give input to topics of need or interest as it relates to their student or overall family life. Utilize staff and guest speakers to address interests by scheduling 2-4 events per school year remotely to give easy access to all families.</p> <p><b>2- HOME TO SCHOOL CONNECTION</b>  Promote strong relationships between staff and families to support all students in their individual growth. Seek ways to promote student progress and learning. Regular communication will be handled through emails,</p>	\$29,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>phone calls, meetings, digital platforms, etcetera to keep families informed and involved. (ParentSquare, GoToConnect, Edlio)</p> <p><b>3- FAMILY RESOURCES</b>  Provide families with resources, tips, and guidance to support learning at home, including recommended books, activities, and online tools. In addition, make available community and out-of-school agency contacts or resources as needed based on individual needs. (ParentSquare and school website)</p> <p>***This Action also addresses metric 1.3***</p>		



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	IMPROVE STUDENT ACADEMIC OUTCOMES: FPCS aims to enhance student performance, close achievement gaps, and promote a well-rounded education that aligns with both local and state priorities.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

By setting explicit goals related to academic outcomes, FPCS can measure progress over time and continually refine strategies to better support student learning and success. the development of an LCAP goal focused on improving student academic outcomes reflects our our commitment to state policy, focusing on community needs, promoting equity and access, while ensuring accountability to provide a high-quality education to all students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)	ACCESS 100% All students have access to a broad course of study defined in the charter petition.  Source: 2023-24 Local Indicators, Pathways SIS			Maintain 100% of students with access to a broad course of study defined in the charter petition.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	TARGETED STAFFING	<p>INSTRUCTIONAL ASSISTANTS</p> <p>K-5 Classrooms: 6 IA's</p> <p>Source: Pathways SIS</p>			Hire an instructional assistant for each K-5 blended independent study classroom to support the students who struggle with standards.	
2.3	LOCAL READING BENCHMARK (Priority 8)	<p>PERCENT WITHIN A YEAR OR MORE OF GRADE LEVEL STANDARD</p> <p>87% Kindergarten 24% First 60% Second 88% Third 68% Fourth 40% Fifth 50% Sixth 55% Seventh 44% Eighth 15% Ninth 39% Tenth 31% Eleventh 20% Twelfth</p> <p>46% ALL STUDENTS</p> <p>Participation Rate: 98.6%</p> <p>Source: Spring 2024 iReady Scores</p>			Maintain 95% participation rate and increase the number of students within one year or more of reading grade level standards.	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	LOCAL MATH BENCHMARK (Priority 8)	<p>PERCENT WITHIN A YEAR OR MORE OF GRADE LEVEL STANDARD</p> <p>83% Kindergarten 57% First 57% Second 52% Third 48% Fourth 36% Fifth 36% Sixth 27% Seventh 25% Eighth 15% Ninth 26% Tenth 13% Eleventh 9% Twelfth</p> <p>34% ALL STUDENTS</p> <p>Participation Rate: 100%</p> <p>Source: Spring 2024 iReady Scores</p>			Maintain 95% participation rate and increase the number of students within one year or more of math grade level standards.	
2.5	LOCAL WRITING BENCHMARK (Priority 8)	<p>PERCENT WHO MEET HAVE A 3 OR 4 RUBRIC SCORE</p> <p>61% Kindergarten 24% First 10% Second 35% Third 32% Fourth 50% Fifth</p>			Maintain 95% participation rate and increase the the number of students scoring a 3 or 4 rubric score on the writing benchmark.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		40% Sixth 18% Seventh 51% Eighth 37% Ninth 37% Tenth 33% Eleventh 23% Twelfth  35% ALL STUDENTS  Participation Rate: 98.3%  Source: Spring 2024 Local Benchmark Scores				
2.6	CAASPP ENGLISH LANGUAGE ARTS INDICATOR (Priority 4)	PARTICIPATION RATE: 97% ALL STUDENTS Declined 27.1 Points YELLOW with -5.0 Distance from Standard (DFS)  Orange, -26.5 DFS, Socio-economically Disadvantaged No Color, +14.4 DFS, English Learners No Color, +3.7 DFS, Students with Disabilities Yellow, +3.7 DFS, Hispanic Orange, -9.5 DFS, White			Maintain 95% participation rate and increase the Distance from Standard to achieve GREEN and maintain the performance level on the California Dashboard.	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Spring 2023 SBAC Scores				
2.7	CAASPP MATHEMATICS INDICATOR (Priority 4)	<p>PARTICIPATION RATE: 97% ALL STUDENTS Declined 13.3 Points (DFS) ORANGE with -60.6 Distance from Standard</p> <p>Orange, -89.2 DFS, Socio-economically Disadvantaged No Color, -72 DFS, English Learners No Color, -82.7 DFS, Students with Disabilities Orange, -72.1 DFS, Hispanic Orange, -51.8 DFS, White</p> <p>Source: Spring 2023 SBAC Scores</p>			Maintain 95% participation rate and increase the Distance from Standard to achieve YELLOW and maintain the performance level on the California Dashboard.	
2.8	CAASPP CALIFORNIA SCIENCE TEST (Priority 4)	<p>CALIFORNIA SCIENCE TEST: 98.4% (Grades 5, 8, High School)</p> <p>Source: Spring 2023 CAST Scores</p>			Maintain 95% participation rate and establish a baseline when the CAST is part of CA Dashboard's annual release.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	ENGLISH LEARNER PROFICIENCY ASSESSMENTS for CALIFORNIA (Priority 4)	ELPAC PARTICIPATION RATES: 84.6%  No Color Reclassifications: 3  Source: 2023 CA Dashboard, Pathways SIS			Achieve and maintain 95% or higher ELPAC participation rate.	
2.10	CALIFORNIA PHYSICAL FITNESS TEST (Priority 8)	PFT PARTICIPATION RATES: 93% (Grades 5, 7, 9)  Source: Spring 2024 Local PFT Scores			Achieve and maintain 95% or higher PFT participation rate.	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.



A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)	<p>FPCS will effectively implement state standards through a comprehensive and diverse curriculum, ensuring that all students receive a well-rounded education aligned with educational benchmarks and California State Standards.</p> <p>1- CURRICULUM TEAM AND REVIEW OF CURRENT COURSE OF STUDIES Utilize the Curriculum Team of staff inclusive of a cross-section of centers, grade levels, and departments to identify existing courses and educational programs offered to ensure the state standards are being taught and identify any gaps in instruction.</p> <p>2- ACADEMICS WITH INTEGRATED INTERVENTION AND SUPPORTS Provide a well rounded education experiences to all students in core subjects K-12. In high school, offer a variety of career/tech courses and electives to engage student interests. English Learners will receive designated English Language Development instruction with integrated ELD whole class to enrich vocabulary and increase students' English proficiency in the four domains of Listening, Speaking, Reading, and Writing. For students struggling with on grade level standards, assign additional instructional support through small groups, online programs, tutoring, etc and monitor their progress.</p> <p>K-5 PROGRAM: Journeys Math in Focus Mystery Science Saavas MyWorld</p> <p>MIDDLE SCHOOL: Journeys Math in Focus Mystery Science or Amplify</p>	\$249,890.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Saavas MyWorld</p> <p>HIGH SCHOOL: Edgenuity Virtual Synchronous Courses Community College Enrollments</p> <p>INTERVENTIONS AND SUPPORTS</p> <p>Kindergarten - 8th Grade:</p> <ul style="list-style-type: none"> <li>• iReady Reading or Math individualized lessons</li> </ul> <p>High School:</p> <ul style="list-style-type: none"> <li>• iReady Math or Reading</li> <li>• Edgenuity MyPath</li> <li>• Tutor on Demand</li> <li>• Summer Credit Recovery</li> </ul> <p>Students with Disabilities:</p> <ul style="list-style-type: none"> <li>• Read Live per IEP</li> <li>• CoWriter per IEP</li> </ul> <p>English Learners:</p> <ul style="list-style-type: none"> <li>• Grades 6-12 Read Live</li> </ul> <p>Virtual Tutors:</p> <ul style="list-style-type: none"> <li>• Contract with tutors as needed</li> </ul> <p>SOCIAL EMOTIONAL SUPPORT:</p> <ul style="list-style-type: none"> <li>• Yale University's RULER Method</li> <li>• Presence Learning Counseling (MBH)</li> </ul> <p>3- PROFESSIONAL LEARNING COMMUNITIES FOR STAFF INPUT Based on data and the Curriculum Team meetings, communicate to teaching staff the proficiencies and gaps in student progress to ensure that all required standards are covered across grade levels and subject areas.</p> <p>4- INTEGRATE APPROACHES FOR EQUAL ACCESS AND DIVERSE CURRICULUM EXPERIENCES Encourage interdisciplinary approaches within the curriculum. Identify opportunities to connect concepts across different subjects, promoting broader understanding and application of knowledge. Expand elective and enrichment programs to provide students with a broader course of study.</p>		



Action #	Title	Description	Total Funds	Contributing
		<p>Offer a range of options spanning arts, sciences, humanities, and vocational subjects to cater to diverse interests and learning styles.</p> <p><b>5- PROFESSIONAL GROWTH AND DEVELOPMENT</b>  Provide ongoing professional development opportunities for educators to enhance their understanding of state standards and effective teaching methodologies. Offer training sessions and workshops focused on curriculum implementation and integration to improve awareness of student comprehension and progress along academic grade level standards.</p> <p><b>6- SOCIAL EMOTIONAL SUPPORT</b>  Through the MTSS process, offer mental behavioral health (MBH) counseling to any student with a need for professional emotional support. Student with disabilities who require MBH will have the service added to their Individualized Education Plan.</p> <p><b>7- EDUCATIONAL PARTNERSHIPS</b>  Regularly seek input from staff, students, the Governing Board, and families regarding the progress students and the school is making towards the LCAP goals and metrics with the deliberate goal of transparency, inclusiveness, and improvement.</p> <p>***This Action also addresses metrics 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, and 2.9***</p>		
<b>2.2</b>	<b>TARGETED STAFFING</b>	FPCS will hire an instructional assistant for each K-5 blended independent study classroom to provide instructional support.	<b>\$155,000.00</b>	<b>Yes</b>



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	IMPROVE HIGH SCHOOL STUDENT OUTCOMES FPCS aims to increase the percentage of graduating students who demonstrate proficiency in essential college and career readiness skills and knowledge necessary for success in post-secondary education and a variety of career paths.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

FPCS's goal to enhance the learner outcomes of its high school students to achieving high school diplomacy underscores the commitment to an alternative high school learning option. Prior data helped design comprehensive strategies that involve targeted actions, resource allocation, and educational partnership involvement to ensure that every student receives a quality education and is equipped for success beyond high school. This goal demonstrates our charter's commitment to student excellence and reflects our vision of empowering all learners to reach their fullest potential.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAREER OR TECH EDUCATION (Priority 7)	CTE PATHWAY 2022 COMPLETERS  Edgenuity CTE Pathways: Patient Care: 0 Biotechnology: 0 Information/Support Services: 0  Virtual CTE Pathways:			Establish baseline data of CTE completers and expand pathway options.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Culinary Arts (2023-24 baseline) Fashion and Interior Designs (2024-25 baseline)  Source: Pathways SIS				
3.2	COLLEGE AND CAREER READINESS INDICATOR (Priority 7)	CCR INDICATOR ALL STUDENTS LOW, 30.4% Prepared  Low 19.4% Prepared, Socio-economically Disadvantaged Medium 35.9 Prepared, White No Indicator, 26.1%, Hispanic  2023 COHORT: 62 Graduates Dual Enrollment: 20 CTE Pathway Completers: 0 a-g Completers: 16 CAASPP Scores (EAP): 1 PSAT: 0 SAT: 0  Source: 2023 CA Dashboard, Pathways SIS			Increase the CCR Indicator rating from Low to Medium.	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	GRADUATION INDICATOR (Priority 4)	<p>GRADUATION RATE: 89%</p> <p>ALL STUDENTS: ORANGE</p> <p>Blue 96.8%, Socio-economically Disadvantaged No Color 91.3%, Hispanic No Color 94.9%, White</p> <p>2022 COHORT: 62 Seniors 24.2% of students were enrolled 9th-12th grade at FPCS</p> <p>Source: 2023 CA Dashboard, Pathways SIS</p>			Improve the graduation rate to 95% or higher.	
3.4	POST GRADUATION OUTCOMES (Priority 8)	<p>PERCENTAGE OF POST GRADUATION ENROLLMENTS:</p> <p>2022 COHORT: 62 Seniors 32.3% 2-year college 16.1% 4-year college</p> <p>48.4% Total Graduates Enrolled in College</p> <p>Source: 2023 Student Clearinghouse Data</p>			Maintain baseline or increase the number of students with post-graduation enrollments in a post-secondary institution.	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	CAREER OR TECH EDUCATION	<p>Recognizing the importance of preparing students for diverse college and career opportunities, we plan to expand our current career and technology elective courses plus CTE Pathways virtually as well as through the curriculum platforms.</p> <p><b>PERSONALIZED LEARNING AND STUDENT CHOICE:</b> Foster personalized learning approaches that cater to individual student needs and interests. Utilize online and virtual CTE options to support students towards CTE Pathway completion. Provide virtual tutoring for students at-risk focusing on student groups underserved.</p> <p><b>CENTER CULTURE:</b> Foster a positive and inclusive learning culture that values academic achievement and personal growth. Ensure safe and supportive learning environments that promote student well-being.</p>	\$85,022.00	No



Action #	Title	Description	Total Funds	Contributing
		<p><b>CONTINUOUS CURRICULUM REVIEW:</b> Regularly evaluate programs and interventions to assess effectiveness. Use feedback mechanisms to continuously improve strategies and initiatives.</p> <p>By implementing these actions within a cohesive high school program, FPCS aims to significantly equip students with the skills and knowledge needed for success in higher education and the workforce.</p>		
3.2	COLLEGE AND CAREER READINESS (Priority 4)	<p>Students can achieve College and Career Readiness (CCR) as defined by the California Dashboard's indicator by demonstrating the following: Early Academic Proficiency (EAP) from 11th grade CAASPP scores, a-g completer, CTE Pathway completer, dual enrollment at a community college for two semesters with a grade of C or greater.</p> <p><b>STUDENT ENGAGEMENT:</b> Through regular staff to student advisement appointments, Advisors will counsel and guide students through the options available to demonstrate CCI Readiness. Staff will support students through the varying ways to succeed to be CCR.</p> <p><b>ENGLISH LEARNERS, SOCIO-ECONOMICALLY DISADVANTAGED, and FOSTER YOUTH:</b> The student groups above are historically underserved and traditionally at-risk for not graduation. In an effort</p> <p><b>FAMILY INVOLVEMENT:</b> Through strong partnerships with families to support student learning and development, communication of progress will be regularly shared. Provide high school student education events of the options for student success virtually.</p> <p><b>COMMUNITY PARTNERSHIPS:</b> Engagement of community colleges and organizations will provide exposure to varying career fields. Community college connections for dual</p>	\$10,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		enrollment and FAFSA student aid, attendance to career day events, and UC campus visits will expose students to the opportunities available for them beyond graduation.		
<b>3.3</b>	<b>GRADUATION OUTCOMES</b>	<p>Increase high school graduation rates applying the Governing Board policy for student engagement and adequate academic progress.</p> <p><b>INPUT AND DECISION MAKING:</b> Be inclusive of students and families as students progress through high school requirements to achieve a diploma. Early detection of at-risk high school students and following the steps of the Independent Policy will ensure student engagement and academic progress, address any concerns immediately, and determine the appropriateness of an independent study program for individual students.</p> <p><b>EARLY INTERVENTION AND SUPPORT:</b> Staff will regularly monitor and counsel students to remain engaged and make adequate academic progress. Through that connection students identified as at-risk will be offered targeted interventions and support to remain on track for their individual academic goals. Implement early intervention programs for at-risk students to address academic and non-academic barriers to success.</p>		No
<b>3.4</b>	<b>POST GRADUATION OUTCOMES</b>	Utilizing National Student Clearinghouse as a resource to monitor graduate outcomes to determine the rate of our students who enroll in a post-secondary institution.	\$595.00	No



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$379653	\$

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.696%	8.000%	\$321,359.00	16.696%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<b>2.1</b>	<p><b>Action:</b> STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)</p> <p><b>Need:</b> Socio-economically Disadvantaged (SED)</p> <p><b>Scope:</b> Schoolwide</p>	Access to a broad course of study with targeted interventions and supports will improve outcomes of SED students.	2023 CA Dashboard ELA=Orange, -26.5 DFS Math=Orange, -89.2 DFS



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<b>2.2</b>	<b>Action:</b> TARGETED STAFFING  <b>Need:</b> Socio-Economically Disadvantaged (SED)  <b>Scope:</b> Schoolwide	By providing Instructional Assistants in the classroom, the adult to student ration will be lowered. The IAs will support the teacher with 1 on1 or small group instruction which will support SED students.	1 IA per K-5 classroom
<b>3.2</b>	<b>Action:</b> COLLEGE AND CAREER READINESS (Priority 4)  <b>Need:</b> Socio-economically Disadvantaged (SED) Source: Pathways SIS LCFF Report  <b>Scope:</b> Schoolwide	SED students in high school are 48% of all high school students (84/175). Bus passes support students' attendance to the centers for high school support classes and Advisor input more regularly. English Learners in high school were no more than 3-4 students during the school year with only two students taking the ELPAC by May 2024.	2023 CA Dashboard LOW 19.4% Prepared, Socio-economically Disadvantaged

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

FPCS does not have any Limited Actions.



**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NOT APPLICABLE TO CHARTER SCHOOLS

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

## 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4365845	379653	8.696%	8.000%	16.696%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,391,494.00	\$179,167.00			\$2,570,661.00	\$2,126,176.00	\$444,485.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	FULLY CREDENTIALLED TEACHERS & APPROPRIATELY ASSIGNED (Priority 1)	All	No			All Schools	Annually	\$2,041,154.00	\$0.00	\$1,977,498.00	\$63,656.00	\$0.00	\$0.00	\$2,041,154.00	0
1	1.2	FAMILY EDUCATION OPPORTUNITIES (Priority 3)	All	No			All Schools	Annually	\$0.00	\$29,000.00	\$29,000.00	\$0.00	\$0.00	\$0.00	\$29,000.00	0
1	1.4															
2	2.1	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)	Low Income	Yes	School wide	Low Income			\$0.00	\$249,890.00	\$176,890.00	\$73,000.00			\$249,890.00	
2	2.2	TARGETED STAFFING	Low Income	Yes	School wide	Low Income			\$0.00	\$155,000.00	\$155,000.00				\$155,000.00	
3	3.1	CAREER OR TECH EDUCATION	All	No			All Schools		\$85,022.00	\$0.00	\$42,511.00	\$42,511.00			\$85,022.00	
3	3.2	COLLEGE AND CAREER READINESS (Priority 4)	English Learners Low Income	Yes	School wide	English Learners Low Income	High School		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.3	GRADUATION OUTCOMES	All	No			High School									
3	3.4	POST GRADUATION OUTCOMES	All	No			All Schools High School		\$0.00	\$595.00	\$595.00				\$595.00	



## 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4365845	379653	8.696%	8.000%	16.696%	\$341,890.00	0.000%	7.831 %	<b>Total:</b>	\$341,890.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$341,890.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)	Yes	Schoolwide	Low Income		\$176,890.00	
2	2.2	TARGETED STAFFING	Yes	Schoolwide	Low Income		\$155,000.00	
3	3.2	COLLEGE AND CAREER READINESS (Priority 4)	Yes	Schoolwide	English Learners Low Income	High School	\$10,000.00	



# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$107,520.00	\$108,961.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Analyze iReady benchmark data 3-times/year	No	\$12,500.00	10300
1	1.2	Disaggregate CAASPP data by center and classroom	No		
1	1.3	Implement core instructional practices aligned to UDL	No		
1	1.4	Administer a writing benchmark assessment annually	No		
1	1.5	Implement evidence-based instructional practices in mathematics	No	\$10,000.00	1990
1	1.6	Provide supplemental Math and ELA instruction and resources	No	\$42,566.00	56456
2	2.1	Track post-secondary data for graduates	No	\$1,514.00	1190
2	2.2	Conduct college exposure and admission activities	No	\$6,000.00	3700
2	2.3	Secure community resources for the FPCS Annual STEAM Expo	No		
2	2.4	Enhance the FPCS Career and Technical Education (CTE) Pathways	No	\$30,882.00	30000
2	2.5	Provide PSAT, SAT, and ACT opportunities and information	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Provide students with civic engagement opportunities	No	\$100.00	75
3	3.1	Conduct events for parents/guardians at the learning centers	No	\$3,567.00	2500
3	3.2	Provide parents/guardians with a directory of learning center families	No		
3	3.3	Designate a primary platform for school-to-home communication	No	\$391.00	2750
3	3.4	Conduct orientations for parents/guardians new to the school	No		
3	3.5	Facilitate parents/guardians access to community resources	No		
4	4.1	Engage staff in reading about emotional intelligence	No	\$0.00	
4	4.2	Train teachers in a systemic approach to social-emotional learning	No	\$0.00	
4	4.3	Provide material to staff for social-emotional training and implementation	No		
4	4.4	Conduct social-emotional learning workshops for parents/guardians	No		
4	4.5	Secure community mental health resources for families	No		



## 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
321359	\$0.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4016866	321359	0	8.000%	\$0.00	0.000%	0.000%	\$321,359.00	8.000%