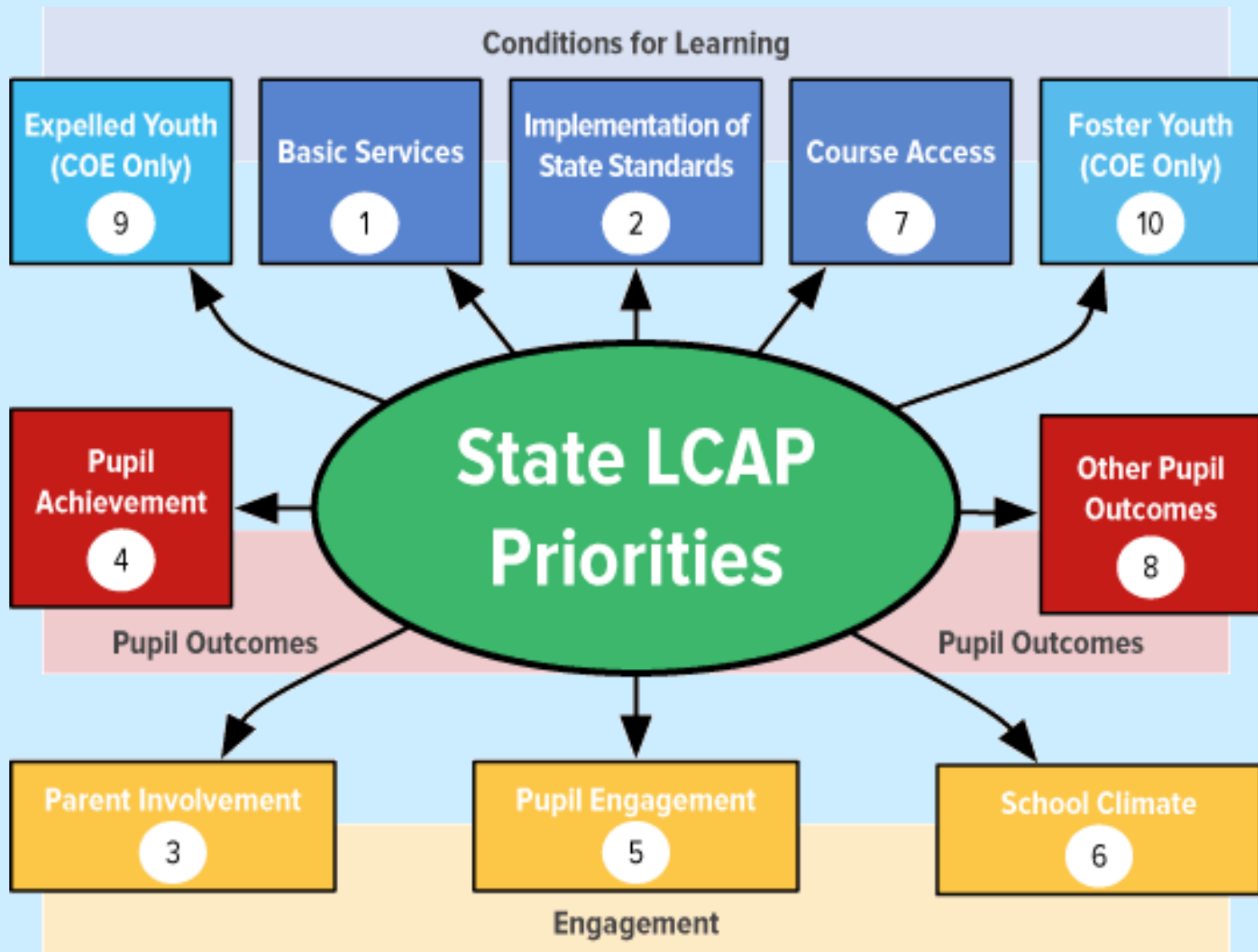


Family First Charter School Local Control and Accountability Plan and Annual Update

State Priorities: The LCAP includes a description of our annual goals to be achieved in alignment with these priorities

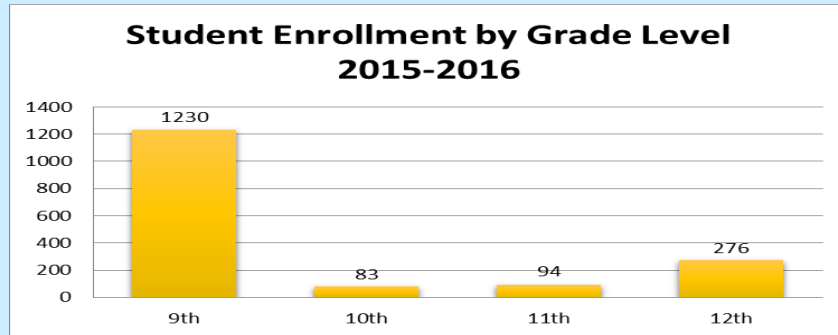


Introduction:

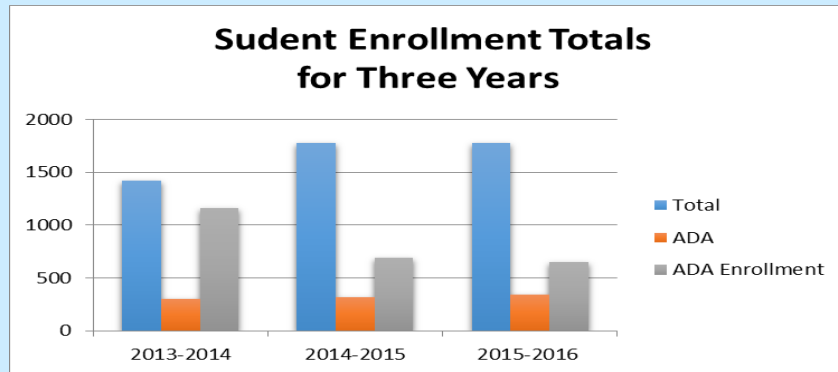
LEA: **Family First Charter School** Contact (Name, Title, Email, Phone Number: **Jeff Hilger, Director of Education, jhilger@newopps.org, 310-729-7964** LCAP Year: **2016-2017**

Family First Charter School provides inmates, former inmates, and disenfranchised and at risk populations the training for academic, vocational, social and emotional skills required for obtaining work skills and successful participation or re-entry to society as effective, participating and productive citizens. By providing programs relevant to the identified needs of disenfranchised individuals, our mission is to break the cycles of recidivism and failure.

We offer a high school diploma program at our two main sites: Lawndale (community based site) and the CRDF (Century Regional Detention Facility) a Los Angeles County jail for women.



This graph shows that most of our students are considered ninth graders based upon the number of high school credits they have at the time they enroll. We require 180 credits to graduate. A ninth grader will have earned up to 45 credits, a tenth grader will have between 46 – 90 credits, an eleventh grader will have between 91 – 125 credits, and a twelfth grader has greater than 125 credits. Most of our classes are based upon requirements and the rest are elective credits.



This graph shows that we see tremendous turnover among our students. A large number of them are county jail inmates and do not have full control over whether they attend our program or not. The students in our community-based program are adults and they were, by definition, not successful in school when they attended high school prior to becoming adults. Many come back to school briefly but do not finish. In our goal of continual improvement we study these students' reasons for not finishing or moving ahead and try to create solutions that will work for them and keep them moving forward.

FFCS LCAP Section 1: Stakeholder Engagement

| Involvement Process | Impact on LCAP |
|---|---|
| <p>We need to consult with our stakeholders (engaging + empowering) instead of just talking to them.</p> <p>Dates from this current school year (2015-16) with what happened on each date What we are doing to plan for next year ('16-17)</p> <p>At quarterly PD sessions, teachers have met to discuss priorities and have been engaged and involved in developing the LACP for New Opportunities Charter School.</p> <p>Annual surveys have been completed in May 2016 by all stakeholders (teachers, students, family members) to inform LCAP decisions.</p> <p>The team will use information to be gathered from CASAS testing and student surveys regarding socio-economic status, levels of English fluency, and history of foster youth and formerly expelled students.</p> | <p>The LCAP Advisory Committee reviewed input from all stakeholders as well as other school/district data.</p> <p>Taking into consideration the ten state priorities, the committee used its time to address “the what” (or the goals) and “the how” (or the actions and services.) Jointly, they crafted major goals designed to meet the needs of all students, in particular those who are Low Income (LI), English Learner (EL), and Foster Youth (FY.)</p> <p>While many of the goals address multiple areas of the state’s ten priorities, they also correspond well to the LCAP’s three broad categories: Conditions of Learning, Pupil Outcomes, and Engagement.</p> <p>These goals are addressed in the three-year plan of the LCAP, beginning with the 2015-2016 school year.</p> |
| <p>Annual Update: of the involvement process during this current year</p> <p>While we had intended to do schoolwide surveys in the prior year, we were actually able to roll them out and do them this year. Their data is invaluable to our process.</p> <p>In order to get our families involved, we offered various incentives for participation in our family surveys that worked well for us as we got good involvement.</p> <p>We also use Board Meetings as opportunities for stakeholder engagement when agendas organized around LCAP goals.</p> <p>Staff meetings are also LCAP meetings as well.</p> | <p>Annual Update: How did engagement this year impact LCAP for next?</p> <p>We learned that we are not maximizing our unduplicated counts because we were not reporting our incarcerated students as impoverished, which, by definition, they are.</p> <p>We expect to have close to 5 times more funding from LCAP next year and have brainstormed uses of future funds with our faculty and other stakeholders so we expect to include those expenditures in our LCAP for 2017-18.</p> <p>Changes will be made to the LCAP on an ongoing basis as a result of comments and feedback received from our surveys.</p> |

FFCS LCAP Section 2A: Goals, Actions, Expenditures, and Progress Indicators

| | | | |
|--|---|---|---|
| GOAL # 1: | Provide students with additional resources in terms of personalized attention so that they can analyze their progress and achieve their goals | | Related State and/or Local Priorities: 1, 2, 4, and 6 |
| Identified Need : | Our students are behind academically and need to catch up. Counseling services can help in this area. | | |
| Goal Applies to: | Schools: | FFCS | |
| | Applicable Pupil Subgroups: | All (school-level, student-level,) Ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, and former foster and former expelled youth. | |
| LCAP Year: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | Show achievement gains through CASAS success with our adult learners. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Services and resources to provide support to struggling students including: Mental Health Counseling; Social Work Services (Re-entry and Job Developers); Assessments to track progress; Additional EL instruction | LEA-wide | ALL | \$147,028 LCFF \$16,667; Supplemental \$114,499; Special Ed \$8,862; Mandated Cost \$7,000 |

| | | |
|----------|--|--|
| GOAL# 2: | Schedule Site-based, department, and whole school faculty sessions to: collaboratively discuss ongoing and comprehensive student achievement data especially with regards to our WASC self-study currently taking place. | Related State and/or Local Priorities: 1, 2, 4, and 6 |
|----------|--|--|

Identified Need : For teachers to work collaboratively to analyze data

| | | |
|------------------|---------------|---|
| Goal Applies to: | Schools: FFCS | Applicable Pupil Subgroups: All (school-level, student-level,) ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, former foster youth, and former incarcerated students. |
| | | |

LCAP Year: 2016-17

Expected Annual Measurable Outcomes: Analyze initial placement exams, benchmarks, end-of-unit test, etc. and determine differentiated instructional techniques to help students achieve mastery and progress through their learning plans, and ensure appropriate coaching and development of teacher efficacy

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|--|
| PD time needed throughout the year to have these various meetings to discuss and track student progress (20 teachers x 6 days X 6.5hrs x \$45/hr) | LEA-wide | ALL | \$35,100 LCFF \$30,100; Supplemental \$1,000 Educator Effectiveness Fund \$2,000; Mandated Cost \$2,000 |

| | | |
|----------|---|--|
| GOAL #3: | Create individual student academic action plans (individual learning plans) with each student based on initial entrance assessments; review and update quarterly. | Related State and/or Local Priorities: 1, 2, 4, and 8 |
|----------|---|--|

Identified Need : Differentiate instruction for all learners

| | | |
|------------------|-----------------------------|---|
| Goal Applies to: | Schools: | FFCS |
| | Applicable Pupil Subgroups: | All (school-level, student-level,) ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, former foster youth, and formerly expelled students. |

LCAP Year: 2016-17

| | |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> - Provide ongoing teacher PD via various training opportunities, 3 pupil-free days per year per teacher. - Establish school values and expectations for all stakeholders via policies, contracts and orientation/training sessions. |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|--|
| Provide ongoing teacher PD via various training opportunities, 3 pupil-free days per year per teacher. (Teacher release/Sub pay) | LEA-wide | ALL | \$10,000 LCFF \$9,000; Mandated Cost \$1,000 |
| Establish school values and expectations for all stakeholders via policies, contracts and orientation/training sessions. (Cost for training and conferences) | LEA-wide | ALL | \$15,450 LCFF \$6,651; Supplemental \$1,000; Educator Effectiveness Fund \$6,799; Mandated Cost \$1,000 |

| | | | | |
|--------------------------------------|---|---|--|---|
| GOAL #4: | Ensure that students have access to appropriate technology | | Related State and/or Local Priorities: 1, 2, 4, 5, 6, and 8 | |
| Identified Need : | To ensure students can demonstrate effective 21 st Century Skills | | | |
| Goal Applies to: | Schools: | FFCS | | |
| | Applicable Pupil Subgroups: | All (school-level, student-level,) ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, former foster youth, and formerly expelled students. | | |
| LCAP Year: 2016-17 | | | | |
| Expected Annual Measurable Outcomes: | Increase computer speed and accessibility | | | |
| | Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| | -Purchase enough tablets/personal devices so that students will have greater access. | LEA-wide | ALL | \$25,000 LCFF \$9,000; Supplemental \$15,000; Mandated Cost \$1,000 |
| | -Train students, teachers, and staff in how to effectively use all programs and technology equipment. | LEA-wide | ALL | Embedded in training expenditures (Goal 3) |
| | -Purchase e-textbooks (Kindles) | LEA-wide | ALL | \$5000 Supplemental \$4,000; Mandated Cost \$1,000 |

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|--|---|---|--|
| GOAL #5 : | Administrative time (especially from site coordinators and our re-entry coordinator) will be devoted to (1) getting families involved whenever possible, (2) conducting surveys and interviews, and (3) training on new programs that will focus on special needs of formerly expelled and former foster youth. | | Related State and/or Local Priorities: 1, 2, 4, 6, 9, and 10 |
| Identified Need : | For administrators to devote specific time to meeting needs of the subgroups from the state priorities | | |
| Goal Applies to: | Schools: | FFCS | |
| | Applicable Pupil Subgroups: | All (school-level, student-level,) Ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, former foster youth, and formerly expelled students. | |
| LCAP Year: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | Administrators will document time spent on the various items outlined in this goal | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <p>Schools will get families of our adult learners involved in their educational path whenever possible.</p> <p>(4 administrators at 6.25%; 1 additional staff at 12.5%)</p> | LEA-wide | ALL | <p>\$39,831 LCFF \$32,937; Supplemental \$6,894</p> |
| <p>Schools will conduct surveys and interviews to garner feedback on our progress.</p> <p>(4 administrators at 6.25%)</p> | LEA-wide | ALL | <p>\$32,937 LCFF \$32,937</p> |

FFCS LCAP Section 2B: Annual Update 2016 Annual Update for Goals from 2015-16

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|--|---|--|---|--|--|--|
| GOAL #1 from prior year LCAP: | Provide students with additional resources in terms of personalized attention so that they can analyze their progress and achieve their goals | | | Related State and/or Local Priorities: 1, 2, 4, and 6 | | |
| Goal Applies to: | | Schools: | FFCS | | | |
| | | Applicable Pupil Subgroups: | All (school-level, student-level,) Ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, former foster youth, and formerly expelled students. | | | |
| Expected Annual Measurable Outcomes: | Show achievement gains through CASAS success with our adult learners. | Actual Annual Measurable Outcomes: | Year began with TABE testing at all sites and lack of organization surrounding it. Year ended with CASAS being rolled out at all sites and data now being analyzed so that it can inform instruction. | | | |
| LCAP Year: 2015-16 | | | | | | |
| Planned Actions/Services | | | Actual Actions/Services | | | |
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures | |
| Additional counseling and other support and instructional staff hired to reach struggling students | | \$117,000 | Academic Counselor; Mental Health Counselor; Job Developer; Re-entry Coordinator; Additional testing services; Additional EL support instructor; | | \$145,306 LCFF \$24,529; Supplemental \$112,777; Mandated Cost \$8,000 | |
| Scope of service: | ALL (LEA-wide) | | Scope of service: | ALL (LEA-wide) | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | Robert Pena is moving from a counseling role to become our interim Site Director. Latoya Brown will become a TOSA focusing on counseling issues. Lesley Cruz and a WIB job developer will continue to work with students to meet this goal. We are slightly increasing our overall amount spent in this category based on needs and available funding. | | | | |

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|--|---|--|---|----------------|
| Original GOAL #2 from prior year LCAP: | Schedule Site-based, department, and whole school faculty sessions to: collaboratively discuss ongoing and comprehensive student achievement data (as detailed above) | | Related State and/or Local Priorities: 1, 2, 4, and 6 | |
| Goal Applies to: | | Schools: FFCS Applicable Pupil Subgroups: | All (school-level, student-level,) Ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, former foster youth, and formerly expelled students. | |
| Expected Annual Measurable Outcomes: | Analyze initial placement exams, benchmarks, end-of-unit test, etc. and determine differentiated instructional techniques to help students achieve mastery and progress through their learning plans, and ensure appropriate coaching and development of teacher efficacy | Actual Annual Measurable Outcomes: | <ul style="list-style-type: none"> • Rollout of multiple new exams and benchmarks (TABE materials, updated FK materials) • Differentiated instruction fully outside and as possible in jails • Coaching and development of teachers by Site Directors at all locations | |
| LCAP Year: 2015-16 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | | Budgeted Expenditures | Estimated Actual Annual Expenditures | |
| PD time needed throughout the year to have these various meetings to discuss and track student progress | | Professional Development training (6 days) \$35,100 (20 teachers x 6.5 hours x \$45/hr) | Eight full Professional Development Days 8 days x 20 faculty members x 6.5 hours x \$35/hour = \$36,400 \$36,400 LCFF \$32,400; Supplemental \$2,000; Mandated Cost \$2,000 | |
| Scope of service: | ALL (LEA-wide) | | Scope of service: | ALL (LEA-wide) |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | As we enter into our full WASC self-study in 2016-2017, we have scheduled 10 Professional Development Days for next school year. The first 7 of these will be devoted to WASC. As part of that work, we will continue to address all of the elements of this ongoing goal. | | |

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|--|--|---|--|----------------|
| _Original GOAL #3 from prior year LCAP: | Create individual student academic action plans (individual learning plans) with each student based on initial entrance assessments; review and update quarterly. | | Related State and/or Local Priorities: 1, 2, 4, and 8 | |
| Goal Applies to: | Schools: | FFCS | | |
| | Applicable Pupil Subgroups: | All (school-level, student-level,) Ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, former foster youth, and formerly expelled students. | | |
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> - Provide ongoing teacher PD via various training opportunities, 3 pupil-free days per year per teacher. - Establish school values and expectations for all stakeholders via policies, contracts and orientation/training sessions. | Actual Annual Measurable Outcomes: | <p>Teachers did not take full advantage of opportunities to miss school and have subs cover.</p> <p>Teachers, Admins, and support staff did attend many trainings throughout the year to meet this goal.</p> | |
| LCAP Year: 2015-16 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| Provide ongoing teacher PD via various training opportunities, 3 pupil-free days per year per teacher. | \$7,500 | Qualified teacher was hired as a part time sub to cover for teachers when they missed days to attend trainings. He also helps site coordinators with other duties and serves as an instructional aide. | \$7500 LCFF \$6,500; MANDATED COST \$1,000 | |
| Establish school values and expectations for all stakeholders via policies, contracts and orientation/training sessions. | \$7,500 | Conferences attended included: Charter School Leadership Forum in the Fall and California Charter Schools Conference in the Spring. Several life skills teachers also attended various workshops. Several teachers also attended the state conference on Independent Studies. | \$6,698.20 LCFF \$2698.20; Supplemental \$2,000; Mandated Cost \$2,000 | |
| | ALL (LEA-wide) | | Scope of service: | ALL (LEA-wide) |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | As we enter our full WASC self study, we will be sending teachers to observe at other schools and participating in other team studies. We will increase the amounts spent in this category as we spent more than planned during last school year. | | | |

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|--|---|---|--|--|
| Original GOAL #4 from prior year LCAP: | Ensure that students have access to appropriate technology | | | Related State and/or Local Priorities: 1, 2, 4, 5, 6, and 8 |
| Goal Applies to: | Schools: | FFCS | | |
| | Applicable Pupil Subgroups: | All (school-level, student-level,) Ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, former foster youth, and formerly expelled students. | | |
| Expected Annual Measurable Outcomes: | Increase computer speed and accessibility | Actual Annual Measurable Outcomes: | Upgrades made to all equipment (secure browsers for CAASSP testing.) Some new equipment purchased. | |
| LCAP Year: 2015-16 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| -Purchase enough tablets/personal devices so that students will have greater access. | \$10,000 | Expenditures made | \$13,428.28 LCFF \$7,428; Supplemental \$3,000; Mandated Cost \$3,000 | |
| -Train students, teachers, and staff in how to effectively use all programs and technology equipment. | Embedded | Continual trainings on technology-based programs throughout the school year | Embedded (Goal 3) | |
| -Purchase e-textbooks | \$2,000 | Not yet done. Still awaiting LASD approval | None | |
| | ALL (LEA-wide) | Scope of service: | ALL (LEA-wide) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | We are expecting LASD approval for our Kindle program to finally come through next year (we have been waiting over 2 years for this.) We also expect to upgrade many of our computers and replace those that are outdated. Hence, we are increasing our planned expenditures for this continued goal. | | | |

| | | | | |
|--|---|---|---|---|
| Original GOAL #5 from prior year LCAP: | Administrative time (especially from site coordinators and our re-entry coordinator) will be devoted to (1) getting families involved whenever possible, (2) conducting surveys and interviews, and (3) training on new programs that will focus on special needs of formerly expelled and former foster youth. | | | Related State and/or Local Priorities: 1, 2, 4, 6, 9, and 10 |
| Goal Applies to: | Schools: | FFCS | | |
| | Applicable Pupil Subgroups: | All (school-level, student-level,) Ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, former foster youth, and formerly expelled students. | | |
| Expected Annual Measurable Outcomes: | Administrators will document time spent on the various items outlined in this goal | Actual Annual Measurable Outcomes: | Parts (1) and (2) of this goal were thoroughly met. Part (3) was not. | |
| LCAP Year: 2015-16 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| Schools will get families of our adult learners involved in their educational path whenever possible. | \$25,000 | Surveys were conducted. Family members were invited to several events on campus. 5 admin at 6.25%, additional re-entry services for family involvement at 12.5% | \$30,769 LCFF \$23,875; Supplemental \$6,894 | |
| Schools will conduct surveys and interviews to garner feedback on our progress. | \$25,000 | Surveys conducted of all stakeholders including family/parent participation using both survey monkey (online) and snap surveys (paper-based) 5 employees at 6.25% | \$23,875 LCFF \$23,875 | |
| Training on new programs specifically focused on needs of former foster youth | \$25,000 | Foster-need programs not found; best strategies being implemented for all students including former foster and former expelled students. Admin research time only. | \$5,000 Supplemental \$5,000 | |
| | ALL (LEA-wide) | Scope of service: | ALL (LEA-wide) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | We will continue gathering feedback from all stakeholders by having admin and support staff focus on a large survey to be conducted annually and analyzed for both LCAP and WASC purposes. Expenditure amounts will remain the same except for (3) which is being eliminated. | | | |

FFCS LCAP Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

| | | | | |
|--|--|------------|-----------|-----------|
| Total amount of Supplemental and Concentration grant funds calculated: | | \$ 258,702 | | |
| Family First Charter School | | | | |
| LCAP/LCFF Funding | | 2016-17 | 2017-18 | 2018-19 |
| ADA | | 340 | 340 | 340 |
| Base Funding | | 2,929,034 | 2,993,192 | 3,002,947 |
| Supplemental and Concentration Grants | | 258,702 | 268,346 | 269,517 |
| Minimum Proportionality Percentage (MPP) | | 8.83% | 8.97% | 8.98% |

Family First Charter School's funding for LCFF Base Grant in the fiscal year 2016-2017 is estimated at (\$2,929,034). After identifying (\$254,100) in fiscal year 2015-2016 expenditures which support and serve the students identified in the unduplicated count, the expenditures in 2016-2017 are estimated to be **(\$258,702)**. The program areas funded are provided in section 2A of this document.

Research on effectiveness of professional development and organization of schools is widespread (Partnership for 21st Century Schools, 2013). WestEd (2000) cites the importance of Professional Development in improving student learning. The National Commission on Teaching & America's Future (NCTAF) and WestEd analyzed nearly 200 studies on the impact of Professional Development leading to the conclusion that it results in "higher-impact teaching and deeper student learning" (2012). The University of Chicago Center on School Reform and the National Center for Educational Attainment emphasize that collaborative teaching environments enable "robust internal communication and extra assistance to those who are struggling," especially students of low income (2013). Additionally, as stated throughout the input process, stakeholders requested that supplemental funding be utilized to maximize the individual benefit by creating additional resources to be shared equitably among schools to better serve students.

The unduplicated student count of Family First Charter School (FFCS) is estimated to be **8.83%** in the 2015-2016 school year. Programs and services that are district wide and school wide are offered to support all students from the targeted population. The percentage by which services for unduplicated pupils will be increased by 3% as compared to the services provided to all pupils in the Local Control Accountability Plan year as calculated pursuant to 5 CCR 15496(a). A description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils is provided in sections 2A and 2B of the FFCS Local Control Accountability Plan, but can be summarized as including increased training and staffing to provide services for Low Income students and English Learners, as well as providing increased supplemental funding with the guidelines necessary to increase direct service for all target population students.