

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Facilitate student learning, student growth, and school effectiveness, through the collection and use of data to measure progress, drive instruction and promote student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4,8

Annual Measurable Outcomes

Expected	Actual
<p>Increase staff proficiency with data use</p> <p>Ongoing Professional Development</p>	<p><i>The Covid-19 Pandemic did not fully change our program until March of 2019. Up to that point most of our actions had been in progress from the Fall of 2019.</i></p> <ul style="list-style-type: none"> • 100% of instructional received ongoing training in data analysis and lesson plan implementation. • Staff proficiency with data use increased to 73% of teachers identifying with claimed efficacy • 10-15+ Hours of small group/site based professional development in addition to the tiered professional development in the disaggregation of CASAS data at the school level. • Included-Teachers, Leaders, and Support Staff
<p>Create 4-5 comprehensive student performance reports per year</p> <p>Full year implementation and development of data analysis document</p> <p>Implement schoolwide/staff-wide data literacy training</p>	<ul style="list-style-type: none"> • Comprehensive student data profiles were generated across classes and disciplines. Data reports were more frequent and were beginning to be distributed monthly prior to the pandemic. • Data analysis protocol was in development and expertise was growing in its use. Data protocols provided structured questions for teachers and leaders to extrapolate usable data to better serve all students, especially ESL, SPED, and any other high need group • Data literacy training occurred throughout the year

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>A) Continue data cabinet meetings (9 Administrators + 2 support staff – all at 7%)</p> <p>B) Service program needs at each site – testing coordinators and site coordinators will perform data collection and data entry. (2 testing coordinators at 50%, and 2 site coordinators at 35%)</p> <p>C) Conduct site-based data meetings. (All instructional staff, testing coordinators, and site coordinators +2 admin 20 hours per year + 2 managers)(1%)</p> <p>D) Continue to conduct stakeholder surveys. (half of: Survey Monkey \$288 annual subscription + 3 administrators at an average of 90 hours per year) (30 surveys at 3 hours average) (2.5%)</p> <p>E) Review and refine goals with data for upcoming years for alignment with our mission. (2 Leadership meetings (one quarterly) 9 administrators at 2 hours per meeting) (0.50%)</p> <p>G) Implement training calendar w/ training session/ PD for committee members and site staff (Time needed to design a professional</p>	<p>\$222,903</p> <p>LCFF Base Federal Revenue Supplemental CSI Funding</p> <p>Code 1100 \$24,265</p> <p>Code 1300 \$54,965</p> <p>Code 2100 \$726</p> <p>Code 2200 \$35,813</p> <p>Code 2400 \$64,001</p> <p>Code 2900 \$13,133</p> <p>Code 4420 \$30,000</p>	<p>\$445,806.00</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes were many but the greatest success was the process of tiered data use analysis and implementation. From the classroom to leadership meetings, student data and student needs were discussed and driving efforts at solutions. Instruction was being adapted, training was refined and proficiency was growing.

The greatest challenge was generating a schoolwide thinking shift as we retrained into a data centered school. Reluctance and hesitancy developed out of a mix of concerns. Leadership and lead teachers provided valued feedback by which incremental adjustments were made. This did some mitigation of the reluctance but familiarity and congoing commitment to this emphasis has helped generate more interest and proficiency.

Goal 2

Focus on student learning by reviewing, developing and standardizing curriculum, its implementation, and assessment; also, seek robust and relevant primary and ancillary support in Mathematics, ELA core academic areas. We will support quality instruction through training in updated and relevant strategies to foster success for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4,7

Annual Measurable Outcomes

Expected	Actual
Procure resources and establish/standardize practices/resources to support learning in core academic areas	Procured resources and began discussions and training in support of core academic areas

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>A) Develop plan to improve core curriculum by implementing pilot material and or modifying existing curriculum throughout the disciplines.</p> <p>B) Seek targeted Mathematics and ELA training in line with curriculum and SBAC/CAST</p> <p>C) Assess current ancillary support material for core ELA and Mathematics and purchase material in line with student needs.</p> <p>D) Conduct stakeholder focus groups on the supports needed.</p> <p>E) Target and acquire specific material supports in core areas for SPED and ELL students,</p> <p>F) Target and acquire specific training supports in core areas for SPED and ELL students,</p> <p>G) Develop and implement test preparation supports for all students, especially those students noted on indicators and PIR, CSI...</p> <p>H) Conduct new and ongoing support/training/new material for all staff</p> <p>I) Embed Lead teachers as PLC supports for curriculum development</p>	<p>\$294,527 LCFF Base LCFF Supplemental Federal Revenue CSI Funding</p> <p>1100 \$230,985 1300 \$41,378 2100 \$15,164 4330 \$7,000</p>	<p>\$589,154.00</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

NA

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The greatest successes resulted from resources available to students and teachers. Both teachers and students were excited to explore new resources and tools to assist their learning. Piloted curriculum assisted students with another option that seemed much more manageable and user friendly. Students responded to new ELL digital content and the core academics digital curriculum.

The greatest challenge was identifying the comprehensive yet targeted supports needed by our students and the training needed by our teachers. Students arrive with varying levels of preparation and need. Teachers attempt to meet those needs individually so the challenge of individualizing support within a class period and across subjects requires tools, support, and practice. FFCS believes these challenges will be overcome by increased proficiency over time.

Goal 3

Promote ongoing professional growth of instructional staff through evidence based and systematic collaboration between peers and supervisors.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7

Annual Measurable Outcomes

Expected	Actual
All instructional staff will receive a classroom observation and process the Marzano feedback system within the schoolyear.	All instructional staff received a classroom observation and process the Marzano feedback system within the schoolyear.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Provide 2 additional workshops on Marzano Teacher growth framework (\$4,000 for outside trainers; all instructional staff 5 hours) (In-house Marzano trainings all instructional staff 3 hours + 2 instructors leading 6-hour prep + 3 hour presentation)</p> <p>B) Provide professional development trainings (possibly at PLC's) on differentiated instruction to meet the needs of all learners. (2 administrators + 2 teachers @8 hours prep + 4 hours presentation) (all instructional staff 8 hours each)</p> <p>C) Develop new or expand preexisting protocols for Teacher/classroom observations (4 administrators @4hrs per year + all instructional staff 2 hours per year)</p> <p>D) Create feedback opportunities to measure the value of the growth framework in terms (Cost embedded in C)</p> <p>E) Provide opportunities for teacher peer observations (all instructional staff 2.5 hours per year) (substitute pay during peer observations)</p> <p>F) Provide opportunities for teacher debrief on observations to share with administration (all instructional staff 1 hour per year + admin time 22 hr)]</p> <p>G) Create training videos to support the observation process and for onboarding/refreshers</p>	<p>\$35,439</p> <p>LCFF Base</p> <p>1100 \$5,445</p> <p>1103 \$1,400</p> <p>1300 \$4,380</p> <p>2100 \$1,451</p> <p>5863 \$22,763</p>	<p>\$70,878.00</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

NA

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The greatest success is that collaboration extended beyond the scheduled time so that growth and instructional improvement became an ongoing dialogue among teachers. This is the desired result preceding actual classroom changes and improvement of instruction. FFCS understands that an improvement of instruction and learning requires ongoing adjustments and support which makes these early signs of impact significant.

The largest challenge was largely logistical. Timed observations, briefings, and debriefings took a tremendous amount of time. However, all indicators from surveys and informal feedback suggest that that practice was not only needed but appreciated.

Goal 4

Facilitate a whole student success model by supporting student educational and social needs (to include SEL) while in school, post-graduation, and post-incarceration.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,5,7

Annual Measurable Outcomes

Expected	Actual
Continue Differentiated Reentry/Support Services to All Sites	Continue Differentiated Reentry/Support Services to All Sites

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
A) Provide staff development based on the issues surrounding the needs of our student population: Trauma, suicide preventions, substance abuse, access to community resources (5 hours per year/5 meetings)(All staff 5 hours per year)	\$149,151 LCFF Base	
B) Increase the number of full time employees for the reentry team by 1-2 people. This would include an additional full time counselor /coordinator and full time reentry support staff.(1 \$88,000 + \$44,000) (\$40,000 for full time support staff)	LCFF Supplemental Federal Revenue LCFF Base CSI Funding	
C) Create and promote year-long calendar with special events and resource fair (4 admins 4 hours to create calendar; quarterly reminders and presentations; 2 Admins 4 hours to distribute and promote calendar)	1100 \$5,655 1300 \$5,822	
D) Continue to develop Career and Technical Education Pathway (Increase % participation in 2 course completions) (<i>Promote courses with students and actively recruit to courses 3 Admins 15 hours per year</i>)	2100 \$355 2200 \$66,678 2300 \$150	\$298,302.00
E) Continue and pursue partnerships that allow us to share our expertise in second-chance/re-entry education through professional development. (<i>2 Admins attending local community meetings/events 8 hours per year each</i>)	2400 \$618 2900 \$340	
F) Provide student meals as recent legislation has deemed appropriate	4700 \$69,533	
G) Provide student support meetings, group or individual, as needed based upon varying student needs.		
H) Seek, or develop and provide supports for the challenges CAASPP/CAST student testing		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

NA

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The most successful outcome was the number of students that took the opportunity to participate in supportive services and after-school workshops. Students overcame obstacles and worked with our student support team to overcome and persist in school.

The most challenging issue is student transiency and the depth of need faced by some students. Some students have unreliable housing and employment which makes it challenging for some to remain committed to their education. The pressing challenge of unmet basic needs has grown.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

FFCS reopening was contingent upon guidance from state/county educational and health guidelines. FFCS will closely monitor Los Angeles County Public Health, California Department of Public Health, along with CDE'S ongoing pandemic policy revisions. The 2020-2021 Fall semester began via a bend of distance learning due to the unstable and rising rates of infection at the time of planning. It is our intention to provide in person services whenever safe as deemed by the public health agencies and the reported local statistics.

Instructional Model Overview

In-person support and instruction will prioritize contact with students most vulnerable to learning loss and school disengagement. As allowed by the infection rates, the school plans to transition to hybrid models beginning with the highest needs students.

Ensuring Equity and Eliminating Barriers

In order to anticipate equity and access barriers that students and staff may face during the 2020-2021 school year, the administrative team analyzed feedback from the spring of 2020, student surveys, as well as the guidance from the California Department of Education (CDE) to plan priorities for 20-21 school year. FFCS's plan includes building relationships from a distance, social emotional learning, digital norms, planning, schedules, feedback, assessment, and professional learning opportunities. The school addressed technology barriers by establishing a lending library for electronic devices for distance learning. For the past three years, FFCS has targeted differentiation strategies to meet the needs of our learners. This year will be no different and hone in on the particular needs during this pandemic. In order to prepare staff for the upcoming year we began with 8 days of professional development which emphasized all of the above in addition to other areas impacting student learning.

Mitigating Learning Loss and Tracking Engagement

FFCS conducts a recurring CASAS assessment intervals throughout the year, and each assessment informs teacher lessons and school decision making create equitable learning for all students. Extrapolated data is will be used to reassess instructional strategies, resources and possibly teacher assignments. Despite the high transiency of our students, small percentage of them are expected to continue

Total Budgeted Funds	Estimated Actual Expenditures	Contributing

<p>from the previous year. For these students and all others, recurring CASAS assessments will allow us to compare against year-to-year performance averages. Therefore, teachers and support staff will remotely administer the English Language Arts and Mathematics diagnostic assessment. By choosing to continue this testing, results will also help teachers and intervention professionals identify students who are at greater risk of learning loss due to the school closures, and adjust instruction accordingly. CASAS results will also help to both mitigate learning loss and accelerate learning for students. It will be administered five times during the 2020-2021 school year. This will allow teachers to monitor growth of students toward grade level proficiency, tailor instruction to meet individual student needs, and identify trends of mastery on grade level standards. This instructional framework will be used in Distance Learning and provides the flexibility to move to in-person instruction in a hybrid model.</p>			
<p>Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices.</p>	\$6,000	\$6,000	N
<p>Plexiglas to provide barriers when close contact is likely and/or the space does not allow for physical distancing of six feet such as front offices, and testing locations.</p>	\$3,000	\$3,000	N
<p>Additional disinfecting materials such as disinfecting spray and chemical and disposable towels to support effective, routine disinfection of high touch surfaces.</p>	\$6,900	\$6,900	N
<p>Replace HVAC filters quarterly</p>	\$5,000	\$5,000	N
<p>Pay for teachers, intervention teachers, counselors an additional support staff to provide targeted academic interventions and mental health supports during fall distance learning</p>	\$106,000	\$106,000	Y

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

NA

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The major success was that students were interested in coming to campus to learn and obtain support. Given the impact Covid has reeked in our students' communities, we expected to encounter hesitancy and we have. However, some students were eager to return to class regularly for instruction and additional tutoring/technology support.

The greatest challenge was organizing all of the safety protocols and communicating and training those policies for staff. In the midst of ongoing Covid safety changes, FFCS continuously adapted.

Distance Learning Program

Actions Related to the Distance Learning Program

Technology Supports

Since the pandemic upended our seat based classrooms, FFCS began lending tablets and laptops allowing for 1:1 digital learning. Our lending library is available to all students. In order to support students, all teachers have created Google Classrooms prior to the first day of school. These classrooms operate as hubs for student communication with teacher posts and resources. Additionally, all teachers are assigned are assigned hours to be dedicated for live supplemental sessions and 1 on 1 check-ins. In terms of curriculum, prior to the pandemic FFCS procured a wide range of curriculum options for teachers to align student course assignments with available material. This year we continued piloting a targeted online curriculum called Comprehend, this online curriculum platform offers a thorough survey of course content and allows for highly targeted assessments. Additionally, FFCS has added another online curriculum to meet specific needs of English Language Learners. FFCS also identified technology use as a significant barrier for a segment of our students, our English Language Learners were accustomed to being in class and they did not need to access the teacher virtually. As a way to support these students or any students uncomfortable with the steps required with online learning, FFCS developed a position as a technology teacher and school support. This teacher conducts classes, mini-support lessons, class pop-ins and 1:1 tech guidance for any student in need. This assignment as specifically been developed to narrow the digital divide for students at risk of disengaging. Equipment is currently distributed amongst students who have self-identified as needing support though the school continues to build an inventory to support newly enrolled students and students who were initially reluctant to identify as in need.

Professional Learning

The 20-21 school year began with eight days of professional training. Topics included several refreshers and some deep dives into tools for remote instruction and engagement. These topics were presented with online tutorials and live video-conferencing sessions. Most of these learning sessions have been hosted by school personnel, but also in consultation with our student support services. Recorded training sessions have been made available for later use. Surveys were conducted at the end of each day to assess the needs daily. Daily surveys allowed FFCS to adjust the tempo and depth of the training so that presenters were told to shorten their trainings or explore others more deeply. We will continue our teacher feedback cycle this year so that administrators and teachers can work together to collaborate and

Total Budgeted Funds

Estimated Actual Expenditures

Contributing

foster a supportive learning environment in spite of the limitations presented by Covid-19. We will continue to engage in various staff and student surveys throughout this school year to ensure our teachers have the support they need to create equitable classrooms for their students.

Assuring Equitable Curriculum

Prior to the pandemic FFCS procured a wide range of curriculum options for teachers to align student course assignments with available material. This year we continued piloting a targeted online curriculum called Comprehend, this online curriculum platform offers a thorough survey of course content and allows for highly targeted assessments. Additionally, FFCS has added another California Department of Education, July 2020 Page 8 online curriculum to meet specific needs of English Language Learners. Teachers will be using core curriculum to meet the needs of students. All community students will be set up in digital platforms for core curriculum from the beginning of the school year.

Instructional Models

Lessons will consist of both synchronous (live interactions), and asynchronous (assigned learning that students complete on their own). Teachers will create virtual classrooms which will allow students to track completed and anticipated assignments. The virtual classroom will also allow teachers to post course updates and general communication. FFCS meets provides individualized enrollment sessions and assesses student interest and availability to determine the most appropriate course of study.

Description			
Professional Development opportunities for teachers and staff targeted specifically to provide support for online instruction	\$931,970	\$931,970.00	Y
Loaner Tablets with proper licensing to students to ensure digital distance learning	\$6,000	\$6,000	Y

Additional Chromebook loaners to students	\$10,000	\$10,000	Y
Purchase of full suite Zoom licenses for teachers	\$1,300	\$1,300	Y
Intervention online curriculum (Comprehend and AZAR) 9600+6500	\$8,050	\$8,050	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

NA

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

FFCS successfully implemented the distance learning program in the 20-21 school year. Students had increased access to virtual/face-to-face instructional support/ teachers via appointments and drop ins.

As access to device and connectivity was initially a challenge because of the worldwide shortage of manufactured devices and the industry shortage of wireless internet connection points. However, students were offered a choice in devices and provided support on those units as needed. Professional development continued through Zoom and support for pupils was coordinated and provided in tiers in case students had preferences for support that effectively met their needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

<p>Overview</p> <p>Due to the school closures in the spring of 2020 because of COVID-19, teachers quickly shifted instructional practices to best support students in a distance learning environment. As we move to the new school year, we will be administering diagnostic assessments to determine present student academic levels. Teachers will be using this data to identify areas of strengths and needs as a first step in mitigating learning loss. Teachers will be identifying the student pathway (assigned online platform) to focus on accelerating student learning through curriculum. Students will be engaged in personalized learning pathways for ELA, ELD, and Mathematics.</p> <p>Diagnostics</p> <p>Support staff will start the school year by remotely administering CASAS Reading and Math diagnostic assessment. This diagnostic assessment will be administered upon registration for all students. Subsequently, students will post-test at five times throughout the year as identified in our testing calendar. Teachers and site administrators will analyze this data and use the reports available to plan for whole group, small group, and individualized instruction. Regular student, class and student profiles will be extrapolated from testing data to provide teachers with an overall report on student performance on both reading and math skills which can then be used to drive instruction and planning.</p> <p>Additional assessments</p> <p>Teachers will also use assessments from their core curriculum program, performance tasks, and daily checks for understanding to plan for instruction. Students may also keep online and paper portfolios that show growth over time.</p> <p>Monitoring Progress of English Learners</p> <p>English Learners' (EL) language acquisition will be monitored. EL students will participate in assessments delivered to students. For returning students, FFCS will continue ELPAC summative assessments compliant with California Department of Education's guidelines. Results will be used to determine appropriate ELD standards expectations for EL students for the current school year and for reclassification qualification.</p> <p>Family/Student Communication</p> <p>Updates and available resources will be announced repeatedly through virtual classrooms, synchronously and asynchronously.</p>	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PLC Collaborations Lead	\$4,650	\$4,650	Y

Assessment for ELD students to measure learning loss for English Learners	\$20,880	\$20,880	Y
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A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

NA

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

To the extent of serving highest needs students and general education students, FFCS was successful in deploying strategies, support, and increased instructional services.

The greatest challenge resulted from students' ability to take assessments. Some assessments could be given remotely and others could not. In order to properly calibrate student knowledge and performance, we needed assessments and it was challenging to successfully schedule. Further, it was unclear how much weight to give the resulting scores because of the environmental factors from Covid to other extracurricular unmet needs.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Most commercially available surveys are aligned with assessments that are not culturally relevant to our student population. For this reason, our student support clinicians help design various tools to assess student and staff needs. The surveys also help us to identify the depth and scale of need for student wellness checks. This allows us to provide students who are experiencing negative emotions with targeted supports.

Additional Training

FFCS is incrementally adopting practices associated with trauma informed practices. While we currently do not have a systemic description of these efforts, professional development this year will attempt to identify key areas for future emphasis. We intend to also pilot this same presentation to families of students via webinars.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

One of the most anticipated engagement and outreach was our virtual talent show. Students performed via Zoom in front of their peers and it was an excellent way to engage students and remind them of other resources and supports in place for them.

The biggest challenge was that a percentage of the students operated at the upper end of their capacity so that they were unavailable for additional events because of managing their own families and their schooling. This meant some students, because of the impact of the stay at home and other personal reasons were largely unavailable to participate in events that were meant to draw them.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Because of the age of our students, FFCS does not provide school meals. However, all sites maintain free snacks and light beverages available to students. Prior to the pandemic FFCS obtained regular donations from Panera bread which were then passed along to interested students. We intend to restart that practice as early as allowed.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supports for Pupils with Unique Needs	Workshop pay for teachers and staff to participate in professional learning opportunities related to equity, diversity, inclusion, antiracism, etc.	\$3000	\$3000	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

NA

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The distance learning program of 20-21 helped FFCS develop a closer level of understanding of varying student and staff needs. FFCS will build on this knowledge and the preexisting gaps targeted in the prior LCAP. Staffing changes, student changes and needs changes lead FFCS to believe that prior goals and initiatives must be continued in light of the needs that appeared in 20-21

Since past LCAP goals were based on other accountability factors such as WASC, CSI, etc...FFCS recognizes that the needs still persist despite our progress. FFCS will systematically address in the coming LCAP by aligning the needs and actions with the next LCAP goals.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss mitigation is embedded throughout the 21-22 LCAP in each of its goals. The primary means this will occur is by way of our goal to focus on student data. This emphasis on data will allow FFCS to better identify student challenges from the operational level in the form of student engagement.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

NA

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Since past LCAP goals were based on other accountability factors such as WASC, CSI, etc...FFCS recognizes that the areas for growth still persist despite our progress. The pandemic, distance learning, in-person learning, student shifts, staff changes or anything else have not altered the trajectory of established needs demonstrated by the students we serve. This has influenced the school to move forward extending these initiatives through the LCAP. FFCS will systematically address in the coming LCAP by aligning the needs and actions.

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 First Charter School	Dr. Everardo Carvajal	ecarvajal@newopps.org

Plan Summary [2021-2022]

General Information

A description of the LEA, its schools, and its students.

FFCS was established to meet the needs of learners whose initial attempts to earn a diploma were previously interrupted. The traditional high school path did not meet, and in some cases failed to meet the extenuating needs of our students. Many attended 2-3 high schools or did not attend high school at all. Historically, underperforming students have been pushed into diploma equivalencies instead. In other cases, non-completers are referred to community colleges and/or adult schools, places where students are unlikely to transition without comprehensive wrap-around support.

Our high school program is largely designed around the educational needs of incarcerated men and women in the Los Angeles County Jails. The community based program has a dual role in serving as an educational reception center for our incarcerated students to continue their education and as a resource for local community members to earn a high school diploma. In contrast to more traditional high school settings, our locations and programs are shaped by the educational and overall well-being of our students. Thus, our student support program is uniquely staffed and partnered with local agencies to meet various comprehensive needs such as employment, housing, treatment, etc...

Our students are often in transition into employment or out of underemployment. This being a primary concern, we are uniquely aligned as a WIOA school with regional workforce partnerships to maximize opportunities for student and graduate employment. We serve communities impacted by established educational and opportunity gaps. Most of our students did not have the resources to continue previous efforts towards a diploma and they have attended 2 or more high schools before enrolling with FFCS. Lengths of previous disengagement vary by student and many enroll with compounded academic needs. Additionally, students may require instructional flexibility due to their life circumstances such as incarceration, health challenges, or as family caretakers.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

FFCS is proud of its program strength and the knowledge we have gained in serving this special population. Schools like ours sometimes fail to acknowledge the individual needs. FFCS has aligned its effort to improve student success by building up our programs capacity to address the myriad of student needs. This focus on instruction, data use, student support services, and collaboration reflect our most coordinated systematic improvement to date.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The CA Dashboard does not currently present reliable data in a way that provides a clear need. However, FFCS has determined to assess the 21-22 needs to be ongoing in part by the previous year's graduation rate and CCI indicator data.

Local data reflected mixed performance and need through the CASAS tests as they are the primary common assessments. Leadership and teachers have begun to train and assess data literacy of staff and students in order to generate ideas, plans, and training.

Course progress also reflected mixed performance results for high needs students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This year's LCAP builds on accumulated momentum from previous year's goals. FFCS identified needs using staff/student/stakeholder feedback data, performance data, WASC recommendations and state accountability initiatives. This alignment was instituted prior to Covid however the staffing and student shifts resulting from the pandemic call for FFCS to reestablish project implementations and assess their fit for the current education environment and student needs.

Our goals are broad yet rely on actions that positively impact students.

Our first goal targets the use of data, data proficiency, and data literacy. The aim to is more precisely identify and meet our students and support the through graduation and beyond. The need for data-based decision making and data driven instruction have proven to be powerful tools for us to match the student with the needed resources. This goal is intended to fortify not just learning, but school operations from leadership and back office to the 'ground level' student assessment.

Our second goal focuses on resources such as curriculum and ancillary supports. Curriculum is a broad category so our emphasis will begin with an internal review for the gaps and strengths of our curricula. We hope to take this assessment and generate plans to narrow the gaps and ensure that curricular resources are aligned with student needs and staff training.

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.

FFCS is eligible for comprehensive support

Support for Identified Schools

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

FFCS has studied the indicators leading to CSI identification through a comprehensive needs assessment. The school has identified the systems, procedures, and supports required to improve the identified areas.

Our school used the needs assessment to inform our decisions to identify and target areas for growth. Through leadership meetings, the school leadership reviewed previous performance data, and ongoing staff and student feedback to set the parameters of our effort.

After the needs assessment, which identified that because of our unique population, which students are mostly incarcerated, we anticipate the ongoing challenges associated with serving a high-risk student population.

Based on our student characteristics, organizational stature (small) and state accountability, we realized that our best effort is to focus on high quality and thorough staff training because teachers will remain with us much longer than our students. The training has taken two different aims, the first is to target student retention through high quality instruction and the second aim is to support performance for those persisting students able to advance in ways identified by the dashboard metrics.

Monitoring and Evaluating Effectiveness

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

FFCS will evaluate effectiveness through multiple layers of internal data and reflective evidence throughout the process. They are as follows:

Anonymous Teacher surveys: We will conduct surveys for all training to assess for growth, engagement and value/relevance. This will help ensure that we have properly aligned training with teacher needs. The relevance will also give insight into the overall value of the training.

Principal Surveys: We will conduct surveys for all training to assess for growth, engagement and value/relevance. This will help ensure that we have properly aligned training with principal and teacher needs. The relevance will also give insight into the overall value of the training and ongoing needs.

Anonymous Support Staff Surveys: We will conduct surveys for all training to assess for growth, engagement and value/relevance. This will help ensure that we have properly aligned training with support staff/site needs. The relevance will also give insight into the overall value of the training.

Semi-anonymous Student Surveys: We will conduct student survey at the end of the school year seeking data on transfer from teacher training and into the classroom. This will help ensure that we have properly aligned training with teacher needs. The relevance will also give insight into the overall effectiveness and transfer to the student experience.

External Validation/Feedback:

Previous partnerships with the Los Angeles County Office of Education have enabled us to conduct mock WASC visits. We will collect data and interviews to collect information related to our growth areas. This data will inform decisions on adjusting our training plans. External school administrators will bring their rubric for feedback and merge that with our school rubric to collect data on school growth.

Comprehensively, we analyze the impact/effectiveness of this year's operations at an end-of-year schoolwide leadership meeting and review the data and map out next steps for the targeted areas. To ensure ongoing growth we also attempted to align targeted areas within other school growth mechanisms and plans such as the Local Control Accountability Plan and our WASC plans.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Our stakeholders were engaged through dialogue, presentations, surveys and informal feedback. We receive the most actionable information from anonymous surveys. Surveys help us create an anonymous and low/no-pressure opportunity for student and staff respondents to share their feedback on topics beyond our survey as we always include additional text boxes for additional elaboration.

Staff feedback:

10/23/20 Anonymous staff surveys

8/25/20 Anonymous staff surveys

8/24/20 Anonymous staff surveys

8/23/20 Anonymous staff surveys

8/21/20 Anonymous staff surveys

8/20/20 Anonymous staff surveys

6/16/20 Anonymous staff surveys

All Student Feedback

5/26/21 Anonymous student surveys

2/21/21 Anonymous student surveys

10/20/20 Anonymous student surveys

7/27/20 Anonymous student surveys

6/23/20 Anonymous student surveys

Leadership feedback:

5/11/21 Anonymous survey

8/25/20 Anonymous survey

7/17/20 Anonymous survey

A summary of the feedback provided by specific stakeholder groups.

Staff feedback emphasized two primary categories, operational suggestions and an overall concurrence with the presented items. This is not surprising since our previous goals are largely aligned with the goals presented below.

EL and SPED feedback aligned with the sentiment expressed by the students in general.

Student Feedback emphasized overall satisfaction with the direction of the school and that FFCS continue building out student supports in person and virtually.

Leadership feedback emphasized a desire for simplification and standardization of systems. Leadership expressed a desire to link the initiatives and plans to ensure consistency.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Most surveyed students have been with the school for an extended period of time, possibly longer than usual because of Covid-19. Their feedback indicated support for our school goals and satisfaction of their impact in the classroom.

Feedback has encouraged the school to build actions in line with teacher suggestions.

Feedback has encouraged the school to continue with professional collaboration for teachers.

Feedback has encouraged the school to continue with various resources to support students in need.

Goals and Actions

Goal 1

Goal #	Description
Goal #1	Broad Goal Data Focus: Optimize student learning, student growth, and school effectiveness through the collection and use of data to measure progress, drive instruction and promote student achievement.

An explanation of why the LEA has developed this goal.

This goal has addressed state and local priorities to include other accountability measures such as WASC, and CSI. FFCS identified this goal because of the progress in place prior to the pandemic has been impacted by the pandemic and its associated effect on our staffing. Further, surveys indicated a strong preference for retaining this goal in the coming year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data meetings	5 Cabinet Meetings	NA	NA	NA	NA
Data reports	6 Data reports	NA	NA	NA	NA
Data/Spreadsheet training	2 schoolwide data use trainings	NA	NA	NA	NA
CAASPP/CAAST Testing	Improve average scores by 1%	NA	NA	NA	NA

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Continue Data Cabinet	Data Cabinet will be a hub for collaboration and decision making regarding the collection, analysis, and use of data to meet student needs. (6 Administrators + 2 support staff – all at 7%)	\$68,000	No

Action #	Title	Description	Total Funds	Contributing
Action #2	Data collection and processing support	Coordinators will perform data collection, data entry, and data extraction (Coordinators at 50%, and 2 site coordinators at 35%)	\$93,736	No
Action #3	Site based data meetings	Review, discuss and reflect on the student progress and needs as based in performance data. (All instructional staff, testing coordinators, and site coordinators +2 admin 20 hours per year + 2 managers) (1%)	\$35,000	Yes
Action #4	Virtual /physical stakeholder surveys and outreach	Continue to conduct stakeholder surveys. (half of: Survey Monkey \$288 annual subscription + 3 administrators at an average of 90 hours per year) (30 surveys at 3 hours' average) (2.5%)	\$28,000	Yes
Action #5	Create and host schoolwide data updates	Review and progress data for upcoming years for alignment with our mission. (2 Leadership meetings (one quarterly) 9 administrators at 2 hours per meeting) (0.50%)	\$12,500	No
Action #6	Implement aligned training for Data Cabinet	Implement training calendar w/ training session/ PD for committee members and site staff (Time needed to design a professional development schedule) (4 administrators to design calendar at 8 hours per year)(.5%)	\$9,200	No
Action #7	Implement Data Analysis Schedule and protocols	Design and implement calendar with meetings and data collection & analysis periods (Time needed to design an operations/accountability calendar: 4 administrators to design calendar at 8 hours per year + maintenance of calendar: 4 administrators at 8 hours each)	\$38,000	No
Action #8	Regular training and collaboration meetings among data technicians/support staff	Conduct training for support staff and frontline data technicians in the process of data entry and synchronized tracking and common practices. (Monthly Meetings for support staff across sites 22+ hours per year)	\$8,500	No
Action #9	Renew data-based feedback practices	Develop data use classroom feedback practices to be used by site leaders for teacher feedback.	\$50,000	Yes
Action #10	Obtain and offer Excel and data use training	Seek and obtain training for staff working directly with student data in basic and/or advanced spreadsheets with Microsoft excel and/or data SIS system	\$12,000	No
Action #11	Review SBAC/CAST Training	Train Staff on using data from SBAC/CAST results	\$8,000	Yes

Action #	Title	Description	Total Funds	Contributing
Action #12	Obtain targeted SBAC/CAST instructional tools	Seek and obtain tools and or practices in the preparation for SBAC/CAST	\$12,000	No
Action #13	Increase teacher and student use of digital curriculum to better target student support	Purchase technology, training and or equipment to be used to enable staff and students to utilize student performance data	\$8,000	Yes

Goals and Actions

Goal 2

Goal #	Description
Goal #2	Broad Goal: Curriculum Alignment, Review, and Standardization: Review existing curriculum to identify staff and student needs, gaps, strengths, and assess/align instructional/curricular resources. Continue exploring assessment types and their requisite associated training.

An explanation of why the LEA has developed this goal.

This goal has addressed state and local priorities to include other accountability measures such as WASC, and CSI. FFCS identified this goal because of the progress in place prior to the pandemic has been impacted by the pandemic and its associated effect on our staffing. Further, surveys indicated a strong preference for retaining this goal in the coming year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Curriculum Review	Curriculum outline	N/A	N/A	N/A	N/A
Staff Efficacy	80%> report increase in efficacy	N/A	N/A	N/A	N/A
ELL & SPED resources	Catalog existing and needed resources/training	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase ancillary material or 1-to1 time for	Assess existing resources and generate plan				

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Curriculum resource review	Teachers, aides and leaders to collaborate to assess gaps and opportunity to address gaps in curriculum, training, and resources for the classroom	\$20,000	No
Action #2	ELA & Math focused training	Core academic teacher training in best practices for supporting high needs students in ELA and Math	\$5,000	Yes
Action #3	Purchase and train on ELA & Math support material	Obtain academic support material relevant to supporting high needs students in ELA and Math	\$45,000	Yes
Action #4	Conduct stakeholder focus groups and surveys on needed supports	Conduct scheduled physical/and or virtual focus groups and surveys with staff and students to monitor progress and calibrate performance indicated needs versus stated needs	\$1,600	No
Action #5	Identify and acquire specific material supports in core areas for SPED and ELL students	Obtain academic support material relevant to supporting high needs students in ELA and Math especially for needs identified by SPED and ELL students	\$5,000	Yes
Action #6	Target and acquire specific training in core areas for SPED and ELL students	All academic teacher training in best practices for supporting high needs students in ELA and Math	\$11,000	Yes
Action #7	Develop and implement test preparation supports for all students, especially those students noted on indicators and PIR, CSI...	Secure targeted training as needed by core teachers specifically related to preparation for state testing	\$4,000	No
Action #8	Conduct new and ongoing support/training/new curriculum for all staff	Collaborative meetings on curriculum implementation and sharing best practices for the varied classroom contexts	\$12,000	No

Action #	Title	Description	Total Funds	Contributing
Action #9	Embed Lead teachers as PLC supports for curriculum development	Hire and collaborate with lead teachers to assist in curriculum deployment, implementation, and assessment to student and staff needs	\$19,200	Yes

Goals and Actions

Goal 3

Goal #	Description
Goal #3	Promote high quality instruction through evidence based and systematic Marzano feedback system between teachers and supervisors.

An explanation of why the LEA has developed this goal.

This goal has addressed state and local priorities to include other accountability measures such as WASC, and CSI. FFCS identified this goal because of the progress in place prior to the pandemic has been impacted by the pandemic and its associated effect on our staffing. Further, surveys indicated a strong preference for retaining this goal in the coming year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Conduct training	Train all staff on framework	NA	NA	NA	NA
Peer Observations	All teachers will participate in observations	NA	NA	NA	NA
Leader/teacher collaboration	Identify emphasis for supporting high needs learners in all observations	NA	NA	NA	NA

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Provide 2 additional workshops on Marzano Teacher growth framework	Secure internal or external trainers to refresh staff on the principles of the evidence-based approach \$4,000 for outside trainers; all instructional staff 5 hours)(In-house Marzano trainings all instructional staff 3hours + 2 instructors leading 6 hour prep + 3 hour presentation)	\$9,000	Yes
Action #2	Provide professional development trainings on differentiated instruction to meet the needs of all learners.	As a fundamentally inclusive practice teachers will train on this topic as aligned with the instructional feedback model (2 administrators + 2 teachers @8 hours prep + 4 hours presentation) (all instructional staff 8 hours each)	\$16,500	Yes
Action #3	Revise and implement protocols for classroom observations	Post-Covid-19 changes will require modifications and staff/student feedback to assess the relevance to the same changes	\$3,000	No
Action #4	Create feedback opportunities to measure the value of the growth framework in terms	This collaborative element encourages open dialogue regarding instructional strategies and professional growth (4 administrators @4hrs per year + all instructional staff 2 hours per year)	\$4,300	No
Action #5	Provide opportunities for teacher peer observations	This collaborative experience extends the dialogue into actual experiential component which offers potentially greater impact (all instructional staff 2.5 hours per year) (substitute pay during peer observations)	\$6,195	No
Action #6	Provide opportunities for teacher debrief on observations to share with administration	Supervisor-Teacher debriefs allow for establishing open communication and feedback regarding the needs of the students, school accountability and teacher impact (all instructional staff 1 hour per year + admin time 22 hr.	\$8,350	No

Action #	Title	Description	Total Funds	Contributing
Action #7	Create training videos to support the observation process and for onboarding/refreshers	Brief video clips will offer insight into unique practices for special learning contexts and environments.	\$3,000	Yes
Action #8	Add element to observation that emphasizes meeting needs of EL and SPED students	Teachers and leaders will collaborate to add an element of EL and SPED emphasis to existing observation protocols	\$3,500	Yes

Goals and Actions

Goal 4

Goal #	Description
Goal #4	Student Success: Continue developing a schoolwide whole-student success model that provides SEL support and overall wellness to all students, especially unique needs students.

An explanation of why the LEA has developed this goal.

This goal has addressed state and local priorities to include other accountability measures such as WASC, and CSI. FFCS identified this goal because of the progress in place prior to the pandemic has been impacted by the pandemic and its associated effect on our staffing. Further, surveys indicated a strong preference for retaining this goal in the coming year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SEL Training	All staff training	NA	NA	NA	NA
1-to-1 interventions	Quantify 1-to1's w/ students	NA	NA	NA	NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Quarterly SEL & engagement events	Extra-curricular events linked to promoting SEL wellness	NA	NA	NA	NA

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	SEL Training	Provide staff development based on the issues surrounding the needs of our student population: Trauma, suicide prevention, substance abuse, access to community resources	\$18,800	Yes
Action #2	Sustain increased staffing on student support team	Includes an increase in hours for available staff to meet students for individualized support	\$12,000	Yes
Action #3	Create SEL supporting events calendar	Implement an annual support calendar as preemptive project to meet student/staff mental wellness needs prior to escalating to crisis	\$1,200	No
Action #4	Facilitate quarterly student events and resource fairs in support of SEL	Events will be a mix of information and workshops based on the survey responses. Events will all contain an element for staff to identify students in need of additional support in tandem with their studies.	\$2800	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8%	\$198,891

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Over 90% of our school could fit under the categories of highest needs learners. However, to focus on those SPED, EL, and former foster students FFCS collaborated with those classrooms and teachers to assess needs and possible adoptions that would bridge resource and learning gaps.

Each action above emphasizes high needs students first by beginning an updated needs assessment. COVID has exacerbated the impact on students and what we believe we knew in the past may no longer fit the needs. The actions within each goal include assessment of needs/impact on 'high need' populations.

We anticipate this baselining of high needs students to provide further insight for growth and improvement because the students and staff encouraged this direction. Surveys, focus groups, informal feedback all indicated that initial comprehensive needs would be more helpful. The rationale was that high needs students are also wide needs students, to suggest that their needs vary and the students are not a monolith.

During the pandemic FFCS held several focus group and support meetings with EL students and EL teachers in addition to SPED teachers. It was clear from the feedback the direct support in terms of online and face-to-face tutoring along with additional classroom support would help these students most. This was a tremendous help because of the temptation to purchase curricular solutions instead of the task intensive direct support. With the collective feedback FFCS chose to spend more time on actual support instead of curricular resources.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Increase in quantity of services is expected because of the increased emphasis in identify the students' needs and collaborating with teachers and students to meet those needs. We hope to produce an increase in the quantity of services directly and indirectly. The indirect element involves the instructional leaders and school administration collaborating on the most appropriate intervention/supports.

An improvement of quality of learning will result from some of the purchases of relevant and appropriate material and curriculum. We anticipate the quantity of learning to improve and to reflect in student persistence. 'High need' students are expected to have across the board strong records of attendance, engagement, and attempts at state/local testing

