

Florida Department of Education

Local Educational Agency (LEA) Justification for Exceeding the 1% Cap Participation Action Plan (AP)

LEA: UCP of Central Florida

Please select one:

My LEA **does not expect to exceed** one percent of the number of assessed students participating in the Florida Alternate Assessment (FAA) in the 2025-26 school year (SY).

My LEA **expects to exceed** one percent of the number of assessed students participating in the FAA in the 2025-26 SY.

Please check the LEA size.

Small

Medium

Large

Very Large

1.	How has your LEA reviewed the data for assessment participation to make informed decisions for implementation? Assessment participation is directed by IEP placement, when a student is evaluated and deemed eligible for alternative curriculum and assessment they will then take the FAA testing administration that occurs after the 2 nd FTE survey window. Only students that are evaluated and qualify for access points are eligible for alternative assessment. Our expectation is that 100% of our students are assessed through FAST or FAA. Our schools have consistently tested more than 95% of our students.
2.	What are your LEA's percentages of students that participated in the FAA in the 2024-25 SY in each of the following subjects? ELA: 21.57% Math: 22.50% Science: 25.49%
3.	What is your LEA's projection for the percentage of students participating in the FAA in the upcoming SY in each of the following subjects? ELA: 22.5% Math: 23.5% Science: 27.2%
4.	What are your LEA's percentages of students participating in the Florida Assessment for Student Thinking (FAST) 3-10 Progress Monitoring and End-of-Course (EOC) assessments in the 2024-25 SY in each of the following subjects?

	<p>ELA: 78.43%</p> <p>Math: 77.5%</p> <p>Science: 74.51%</p>
5.	<p>What is your LEA's projection for the percentage of students participating in the FAST 3-10 Progress Monitoring and EOC assessments in the upcoming SY in each of the following subjects?</p> <p>ELA: 77.5%</p> <p>Math: 76.5%</p> <p>Science: 72.8%</p>
6.	<p>Are there unique circumstances in the LEA that might draw large numbers of students with the most significant cognitive disabilities to live in the LEA, which in turn might result in more than one percent of students participating in the FAA? If so, describe those unique circumstances (i.e., migrant families, military bases, hospitals, rehabilitation centers or student enrollment).</p> <p>Unlocking Children's Potential (UCP) Charter Schools, a Charter LEA with a network of eight schools in Central Florida, is responding to the need to develop new and innovative educational programs to help overcome the challenges to student achievement for high need students.</p> <p>UCP Charter Schools is operated as programs of the 501c3 non-profit organization United Cerebral Palsy (UCP) of Central Florida linked by centralized support, operations and oversight. For over twenty years, UCP Charter Schools have been unlocking the potential of thousands of the most marginalized and vulnerable students in Central Florida. UCP currently makes an impact on approximately 2,100 students from 18 months through 12th grade with a disproportionate number of students with disabilities (including students with significant disabilities) educated together with their peers. The overall UCP Charter School LEA average of low-income students is 95%, and has grown 10-20% for every school over the last year. Additionally, all UCP Charter Schools, with the exception of one, are located in a Qualified Opportunity Zone. Two of the schools are located in what is considered a "Severy Distressed" Opportunity Zone. The schools are racially diverse as well with 80% of the students within the LEA non-white. Students and families speak 16 different languages and over 50% of families identified as Hispanic. UCP Charter Schools serve 50-100% students with disabilities per campus (including students with very significant disabilities), as well as a low SES population, giving the schools and its students a double challenge of high risk/high need.</p>
7.	<p>List the percentages of the following primary/secondary exceptionality categories in your LEA for students participating in the FAA in the 2025-26 SY for each of the following:</p> <p>Intellectual Disability (InD): 28%</p> <p>Autism Spectrum Disorder (ASD): 37%</p> <p>Traumatic Brain Injury (TBI): 0%</p>

	Other Health Impairment (OHI): 28%
8.	<p>After reviewing your data on students with the most significant cognitive disabilities, were there any patterns that emerged? For example, were students who attended a specific class or school more likely to participate in the alternate assessment? Does the participation rate vary?</p> <p>There are no patterns of identification of students with the most significant cognitive disabilities within our schools, based on the data analysis. The enrollment (size) and grade levels of the school may impact the data, and that is based on the design and charter contract of the school.</p>
9.	<p>Regarding the participation of students in alternate assessments, is the LEA aware of any disproportionate representation of students in the following subgroups: English Language Learners, African American students, Hispanic/Latino students, male/female students or low-income students? If so, please describe the steps the LEA will take in the coming year (or the steps already taken) to find the root cause and reduce the impact of any disproportionate representation of students in the above-referenced subgroups among those taking the FAA.</p> <p>There are no sub group disproportions and this is also supported by our LEA profile, overall.</p>
10.	<p>How will the LEA seek to assess 95% participation in all assessments, including students with disabilities in all grades and subjects? Review your individual educational plan (IEP) data and identification practices to identify the root cause of why the LEA is under the 95% participation rate and over the 1% threshold for students participating in the FAA.</p> <p>For the 2024-2025 and 2023-2024 school year all UCP schools met or exceeded the 95% tested for all students. Our schools tested between 95% and 100% of our students as reported by the Florida State Accountability Office. Although state guidelines for school improvement ratings only require 80% tested, we continually strive to reach 100% tested and insist on 95% being our minimum threshold, this applies for FAST and FAA testing. Additionally, since FAA students are typically tested annually, we have implemented progress monitoring testing for our FAA student using the Renaissance STAR platform so that we can collect data 3 times a year for monitoring their individual growth and progress.</p>
11.	<p>How are IEP decisions in all schools within your LEA consistently implementing the state’s guidelines and criteria regarding which students should take the FAA? (Please consider using the “Checklist for Course and Assessment Participation” for IEP team meetings within your LEA.)</p> <p>The ESA coordinators of each school within our network, receive training and support in the process of determining FAA eligibility. The LEA uses and reviews</p>

	<p>the checklist for course and assessment participation and the ESE compliance coordinator reviews all initial eligibility for FAA determinations.</p>
12.	<p>Describe the process and required evidence of finding a student eligible to participate in the FAA using all the criteria in Rule 6A-1.0943, Florida Administrative Code.</p> <p>The LEA follows the SPP, state administrative code and IEP team processes to determine eligibility/ineligibility for FAA, which also requires parent/guardian permission.</p>
13.	<p>Has your LEA removed students from participating in the FAA using state guidelines? If so, please provide more information, such as how many, what process was followed and any other feedback.</p> <p>UCP Charter Schools has removed 3 students from the FAA over the last 10 years. Each student was new to UCP in grades 6-10. To make this determination, student data and formal re-evaluations were completed to make each decision</p>
14.	<p>Describe how the LEA informs parents, families and students of the instruction in Access Points – Alternate Academic Achievement Standards and participation in the FAA, as well as the possible implications of this instruction and participation. How is it provided in the parent or student’s native language? How often is this information provided?</p> <p>The LEA has provided parent training on the process of FAA determination in web-based sessions over the last 3 years. In addition, the IEP team uses the student checklist to ensure compliance and clarity when discussing FAA eligibility, annually.</p>
15.	<p>Describe how IEP teams will review the assessment data of students with advanced proficiency or perfect scores in one or more content area, and consider whether these students could participate in the general statewide progress monitoring (FAST) or EOCs with necessary supports and accommodations.</p> <p>The testing coordinator of the school reviews the FAA data with the Director of Assessment and Accountability, annually. In the instance of a student meeting advanced proficiency or perfect scores in one or more content area(s), the testing coordinator, IEP school team members, and assessment team will review all student data and make recommendations if there is a formal re-evaluation, or if there is enough data to make the recommendation that the student participate in the general education statewide progress monitoring assessment.</p>
16.	<p>Describe your LEA’s AP to assist schools in verifying the validity of the number of students taking the alternate assessment. The plan should include actionable steps and how the LEA will monitor progress or address challenges (it should not be the state’s guidelines reiterated).</p>

	<ol style="list-style-type: none"> 1. Maintain a database of all students currently eligible for FAA and review annually <ol style="list-style-type: none"> a. Eligibility b. Results from testing 2. ESE leadership team (ie ESE compliance coordinator) will participate on the IEP team and review any formal re-evaluations for students when being considered for FAA eligibility. 3. Review LEA profile data to ensure state and federal compliance, annually <ol style="list-style-type: none"> a. ESE Programs b. Instructional Practices c. Student Learning Gains d. Student Classroom Placement (most students on FAA within UCP Charter Schools are in Full Inclusion Classroom and not separate class)
17.	<p>Describe any improvement activities implemented by your LEA in the 2024-25 SY. Were they effective? If not, please describe why your LEA feels that they were not effective and what your next steps are.</p> <p>UCP Charter Schools reviews student needs through learning gains analysis and School Improvement Rating data. Each school uses their SIP and progress monitoring data to make instructional decisions and this includes students on FAA.</p> <p>Progress Monitoring – Effective Testing Implementation – Effective Instructional Support Practices – Effective Orton Gillingham System Wide Implementation – Effective</p>
18.	<p>Describe your LEA’s AP. List your progress monitoring activity and data source that will assist in determining the effectiveness of the AP. Identify the persons responsible for monitoring the progress of the AP.</p> <p>Bi-annually, the Associate Superintendent, ESE Compliance Coordinator, Director of Curriculum and Instruction, and Director of Assessment and Accountability will review the following data in order to progress monitor the AP</p> <ol style="list-style-type: none"> 1. SIR analysis per school 2. FAA database 3. UCP Charter Schools BOY, MOY, EOY <ol style="list-style-type: none"> a. Database that includes local and state progress monitoring data and EWI data of all students enrolled in every UCP school
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>The following have been developed or are utilized for our staff to receive professional learning opportunities through State and Local Professional Development</p>

	<p>Access Points -- Alternate Academic Achievement Standards BEES Portal PLA Access Points in the General Education Setting (full inclusion of students on FAA in General Education classroom is in practice with UCP charter schools) -- UCP Training Determining Eligibility, A Guide for Parents and Educators -- UCP Training Administering FAA -- District Training Analyzing FAA results -- UCP Training</p>
20.	<p>What other additional actions does your LEA plan to implement to ensure the reduction of the percentage of students participating in the FAA? UCP Charter Schools is focused intensely on learning gains for all students. The on-going analysis and progress monitoring is designed to support all learners, all the time, including those with the most significant cognitive impairments. The mission and consistent inclusion of all student data creates and supports the opportunities for students to only move to FAA when all requirements have been met when considering eligibility. The disproportionate number of SWD across all of our schools (50 - 100%) and the 70 years of serving SWD will continue to impact the 1% federal cap in our schools.</p>

By submitting this LEA justification AP, the LEA verifies that all the information provided is valid and accurate and can provide any requested documentation of evidence.

Don C. Sullivan

Signature of Superintendent

1/12/2026

Date

Anna Clark

Signature of Exceptional Student Education

Director

1/12/26

Date