Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Fenton STEM Academy: Elementary Center for Science Technology Engineering and Mathematics

Contact Name and Title	Jennifer Miller Director	Email and Phone	jmiller@fentoncharter.net (818) 962-3636

2017-20 Plan Summary

Fenton STEM Academy is located in Sun Valley, California, a suburb of the city of Los Angeles. The school is located on Sunland Boulevard near the busy intersection of Glenoaks Boulevard, across the street from a strip mall, and on the same side of Sunland Boulevard as a large produce market, a bank, and gas station. The area behind the school is residential with single-family dwellings, a large private school and traditional public school nearby.

As a start-up charter school, interest and choice drive the enrollment and determine the diversity of the population, which does reflect the demographics of the surrounding areas of Sun Valley, Sunland, Tujunga, Shadow Hills and the east San Fernando Valley area in general. The ethnic distribution of the school is 1.87% Asian (5 students); 2.99% African American, not of Hispanic origin (8 students); 3.36% Filipino (9 students); 81.34% Hispanic (218 students); and 10.45% White, not of Hispanic origin (28 students).

The school opened on August 17, 2015 and is in its second year of operation at the leased site shared with the Fenton Charter Leadership Academy. After a full renovation of the 50,000 square foot building and signing of a twenty year lease, there are no plans to relocate either school.

Fenton STEM Academy focuses on building successful student engagement and achievement through the implementation of a curriculum that interconnects science, technology, engineering, and math across all disciplines, including art, music, language arts, and social studies. The school has effectively implemented an integrated STEM learning model and continues to refine and enhance the instructional program.

LCAP HIGHLIGHTS
Identify and briefly summarize the key features of this year's LCAP.

Fenton STEM Academy's LCAP describes the variety of special programs offered to meet the needs of all students and their families. These comprehensive and innovative programs integrate 21st Century teaching and learning skills to ensure students are meeting high academic standards. The instructional program of the Fenton STEM Academy considers the diverse learners who require a thriving educational program that embodies STEM integration, social/emotional learning, acceleration, differentiated instruction, and depth and complexity. The instructional focus of the Fenton STEM Academy is rooted in providing children with a systematic response, time on task, access to resources, and results that measure progress. A special emphasis is placed on the STEM-integrated learning model which incorporates the Next Generation Science Standards (NGSS) with all other core subjects. The NGSS focus on deeper understanding of content as well as application of content. With NGSS implementation, students are provided with opportunities for a range of scientific investigations and thinking, including inquiry and investigation, collection and analysis of evidence, and logical reasoning. As a result, students make connections by knowing, using, and interpreting scientific explanations of the natural world.

An in-depth data analysis of student achievement, daily attendance, and suspension data is conducted frequently to determine academic areas of strength, areas of concern, and instructional strategies and programs that support student achievement. Instructional goals for improvement are developed with the input of all staff members, parent committees, and instructional leadership teams.

Fenton STEM Academy utilizes four advisory committees as a means for soliciting stakeholder input, and for supporting the work of the Board. Staff, parents and community members may participate in any committee, but may only serve as a voting member on one committee. Advisory committees comply with the Brown Act and are held monthly throughout the year.

Decisions on how the school's funds are spent are considered through input from the Chief Financial Officer, school leader, and advisory committees, which are then approved by the Fenton Charter Public Schools Board. Budget priorities each year reflect the Board's ongoing deliberations on the many programs and facility needs facing the school.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Fenton STEM Academy is proud of the efforts by our school staff members who diligently motivate and inspire our students daily. Fenton STEM Academy students continue to strive for excellence on a daily basis. Based on a review of our state indicator progress, we are most proud of our 0% expulsion rate, low suspension rate, increased parent involvement, consistent internal stakeholder involvement on our advisory committees, and increased student achievement as measured by NWEA MAP benchmark tests (internal data) and CELDT, CAASPP (external data).

All students during the 2016-2017 school year participated in Measures of Academic Progress (MAP) Assessments at Fenton STEM Academy. Students in grades 1st – 5th were tested in reading, math, and language skills at three different times throughout the year. Kindergarten students were tested during winter and spring. All students showed growth in their overall proficiency, as measured by their Rausch Unit (RIT) scores. The RIT score is an estimation of a student's instructional level and also measures student progress and growth. The following graph indicates overall RIT score from Beginning of Year (BOY) tests compared to End of Year (EOY) tests. The following graphs indicate the growth from 2016-2017. Students in grades 1st and 5th showed the most growth in Mathematics. The majority of Fenton STEM students exceeded the national norm average for growth, according to NWEA MAP. For reading, students in grade 5 showed significant growth, also outperforming the national norm average.

Reading MAP Growth / Math MAP Growth
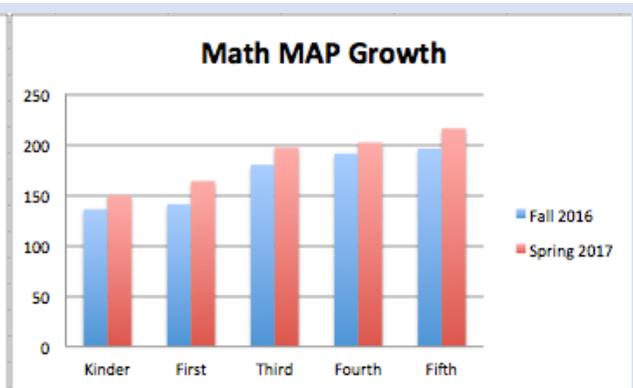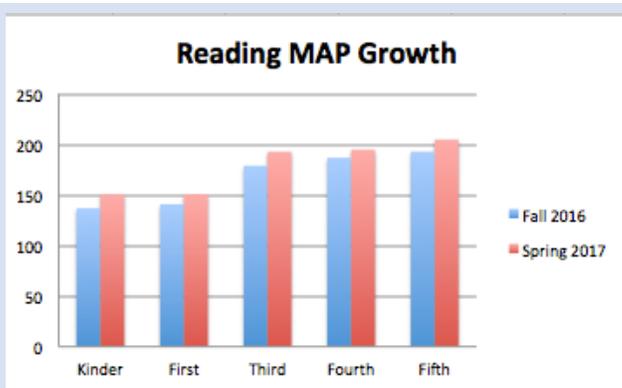
Preliminary CAASPP data also reveals a significant increase in academic achievement. Schoolwide proficiency averages increased approximately 25% in both English Language Arts and Mathematics, despite experiencing a growth in enrollment of approximately 30% during the 2016-2017 school year. Analysis of the 2016-2017 reclassification data indicates Fenton STEM had a possible English language learner reclassification rate of over 40%. This exceeds the goal of 15% as stipulated in our charter petition and shows a significant increase in ELD proficiency with one year of instruction at Fenton STEM Academy.

CAASPP Growth / CELDT Overall Performance
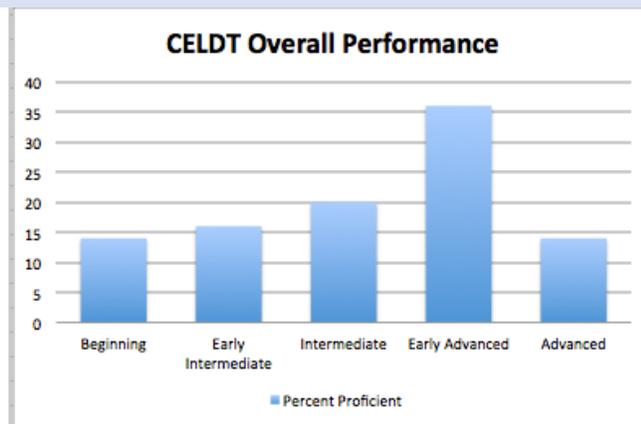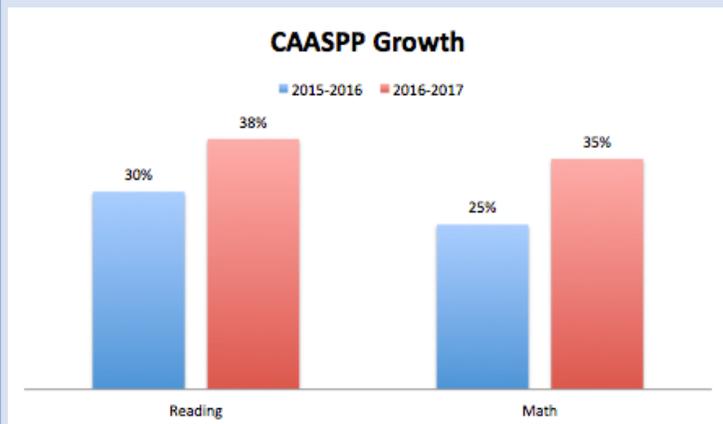
Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Based on a review of local performance indicators, our LEA has determined that our English Learner students and Students with Disabilities subgroups show less academic progress than our other subgroups. This is an area we will be targeting through the following:

-Ongoing progress monitoring through Illuminate, iStation, and NWEA MAP Assessments;
-Classroom RTI and data driven intervention;
-COST and SST process for students continuing to require intervention

In order to achieve effective intervention, grade levels collaborate and share resources and ideas. Teachers group students, informally, by need, for specific content areas by grade level. Fenton STEM Academy monitors and informs parents of student progress through the use of a Periodic Progress Report. This progress report informs parents of their child's progress toward meeting academic standards, as well as behavioral and social growth. Parents are then notified of student progress via a Periodic Progress Report, prior to receiving a formal Common Core State Standards Based Report Card. The Charter School will closely monitor student achievement data, targeting students and subgroups that require intervention.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

N/A - Because STEM is in its second year of operation, it is not included on the California Dashboard.

INCREASED OR IMPROVED SERVICES
If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

We will continue to provide support for low-income students, English learners, students with disabilities, and foster youth through our full time school

counselor, strong intervention program, teacher assistants, and our Family Center.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$3,628,823
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,329,234

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, benefits, retirement contributions, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

$2,859,069	Total Projected LCFF Revenues for LCAP Year

Annual Update LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	1. All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL A. Teachers

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher. Goal: 100%	100% of documentation of required assessments, coursework and credentials (as per CCTC) is maintained and current for each teacher.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	**PLANNED** -Increase teacher salaries to attract and recruit highly qualified and experienced teachers. - Ensure verification of proper credentials prior to start of employment.	**ACTUAL** The school increased teacher salaries to attract and recruit highly qualified and experienced teachers. The school ensured verification of proper credentials prior to start of employment.
Expenditures	**BUDGETED** Salaries for teachers including benefits - 1000-1999 Certificated Salaries - LCFF Base: $970,000	**ESTIMATED ACTUAL** Salaries for teachers including benefits - 1000-1999 Certificated Salaries - LCFF Base: $837,451

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We increased teacher salaries via step and column movement and passing the earned increase criteria. Proper credentials were verified by administration and confidential classified employees.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	As measured by staff, student, and parent surveys, this method was highly effective.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgets are developed using a conservative approach. Actual expenditures were higher than estimated.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We increased teacher salaries to attract and recruit highly qualified and experienced teachers. We ensured verification of proper credentials prior to the start of employment.

Goal 2	2. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL <u>B. Instructional Materials</u>

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
All students will have access to standards-aligned materials (including Common Core) and additional instructional materials as outlined in our charter petition. Goal: 100%	100% of students had access to standards-aligned materials (including Common Core) and additional instructional materials as outlined in our charter petition.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	PLANNED	ACTUAL
Actions/Services	• Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. • Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.	We reviewed standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. We purchased new textbooks and adopted appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Purchase new Common Core aligned ELA/ELD curriculum. - 4000-4999 Books and Supplies - LCFF Base: $55,000	Purchase new Common Core aligned ELA/ELD curriculum. - 4000-4999 Books and Supplies - LCFF Base: $69,635

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	100% of students received access to standards-aligned materials (including Common Core) and additional instructional materials as outlined in our charter petition.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	As all students have access to standards-based materials, the actions and services to achieve this goal proved to be effective.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgets are developed using a conservative approach. Actual expenditures were slightly higher than estimated.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The implementation of fully aligned CCSS materials for ELA and Math will address the English Language Arts (Grades K-5) and Mathematics (Grades K-5) indicator when applicable.

Goal 3	3. School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL C. Facilities

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing. Goal: More than 90% of items in compliance.	Daily spot check and Site Inspection Lists were completed with > 90% of items in compliance or good standing.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	PLANNED	ACTUAL
Actions/Services	• Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement. • Increase hourly rate of custodial and maintenance staff to attract experienced and skilled staff.	We continued risk management site inspections of campus by properly and liability carrier. We corrected all areas identified in need of repair or replacement.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	For salaries, benefits for maintenance staff and supplies. (LCFF) - 2000-2999 Classified Salaries - LCFF Base: $64,144	For salaries, benefits for maintenance staff and supplies. (LCFF) - 2000-2999 Classified Salaries - LCFF Base: $43,379

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The actions/services were achieved as daily spot checks were completed with more than 90% of items in compliance or in good standing.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions/services were highly effective.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgets are developed using a conservative approach. Actual expenditures were slightly lower than estimated.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Goal 4	4. School will fully implement CCSS state-adopted ELA and Math academic content and performance standards by 2015-16 school year for all students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), including expanding opportunities for students to engage in critical thinking tasks and differentiated instruction. Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☑ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL A. Implementation

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
Documentation of teacher participation in professional development focusing on CCSS; implementation of CCSS-aligned curriculum and assessments; classroom observations by administrators. Goal: 100%	100% of teachers participated in professional development focusing on CCSS. We have full implementation of CCSS-aligned curriculum and assessments. There are weekly classroom observations by administrators.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	PLANNED	ACTUAL
Actions/Services	• Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).	We continued professional development activities focusing on CCSS and differentiated instructional techniques (100% of teachers participating).
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	(LCFF) 100% of teachers will participate in comprehensive professional development re: CCSS. - 5000-5999 Services and Other Operating Expenses - LCFF Base: $6,000	LCFF) 100% of teachers will participate in comprehensive professional development re: CCSS. - 5000-5999 Services and Other Operating Expenses - LCFF Base: $6,150
	PLANNED	**ACTUAL**
Actions/Services	• Increase student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 3:1.	We increased student technology access with the addition of a Hands on Lab and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student: computer ration of 3:1.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	(LCFF) computers with software will be leased for student use at a ratio of 3:1.; tech staff salaries and benefits. - 5000-5999 Services and Other Operating Expenses - LCFF Base: $66,125	(LCFF) computers with software will be leased for student use at a ratio of 3:1.; tech staff salaries and benefits. - 5000-5999 Services and Other Operating Expenses - LCFF Base: $42,110

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All teachers received professional development to implement fully CCSS and increase student access to technology.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Both planned actions/services were fully implemented.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgets are developed using a conservation approach. Actual expenditures were lower than estimated.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Goal 5	5. 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☑ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL B. EL Students and Academic Content Knowledge

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

English language learner access to CCSS-aligned curriculum as they develop EL proficiency. Goal: 100%	100% of English language learners accessed CCSS-aligned curriculum as they developed EL proficiency.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	PLANNED	ACTUAL
Actions/Services	• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 5 days/week.	EL students continued to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 5 days/week.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	4 Professional development days specifically related to EL support - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $45,000	4 Professional development days specifically related to EL support - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $45,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions/services was successful. EL students continued to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions/services were fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures were in alignment with budgeted expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

| **Goal 6** | 6. School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations. |

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

| At least 85% of parents will attend at least one school event each year and 95% will attend parent-teacher conference. | 85% of parents attended at least one school event each year and 95% attended parent-teacher conferences. |

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	**PLANNED** • Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. • The Parent Center will continue to be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies and class and school performances. • Parents will be strongly encouraged to attend twice annual parent-teacher conferences. • All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the governance committee and the Parent Advisory Committee, and to attend meetings of these groups.	**ACTUAL** Parents received more frequent and clear communication about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. The Parent Center continued to be staffed full-time during the school year and parents were invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies and class and school performances. Parents were strongly encouraged to attend twice annual parent-teacher conferences. All parents were encouraged to run for elected positions on the FCPS Board of Directors, the governance committee and the Parent Advisory Committee, and to attend meetings of these groups.
Expenditures	**BUDGETED** Parent Center Director and related costs for Parent Center operation, monthly meetings at Parent Center with school staff, instructional specialists; website maintenance/updates and communications. (LCFF) - 5000-5999 Services and Other Operating Expenses - LCFF Base: $27,060	**ESTIMATED ACTUAL** Parent Center Director and related costs for Parent Center operation, monthly meetings at Parent Center with school staff, instructional specialists; website maintenance/updates and communications. (LCFF) - 5000-5999 Services and Other Operating Expenses - LCFF Base: $30,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions/services was successful. At least 85% of parents attended at least one school event and 95% attended a parent-teacher conference.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The planned actions/services were fully implemented.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures were in alignment with budgeted expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Goal 7	7. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL A. Statewide Assessments: ELA/Literacy and Mathematics

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.	Benchmarks for growth were established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	PLANNED	ACTUAL
Actions/Services	• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment.	We provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who implemented data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. We provided GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. We provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. We provided additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	$970,000 Salaries and benefits for certificated and classified staff support, including School Psychologist and School Counselor. (LCFF) - 1000-1999 Certificated Salaries - LCFF Base: $970,000 (repeated expenditure)	$970,000 Salaries and benefits for certificated and classified staff support, including School Psychologist and School Counselor. (LCFF) - 1000-1999 Certificated Salaries - LCFF Base: $837,451 (repeated expenditure)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions/services was successful. All students were provided highly qualified educational support.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions/services were fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures were in alignment with budgeted expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

| Goal 8 | 8. School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education. |

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL B. SBAC/CAASPP measures

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.	Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	PLANNED	ACTUAL
Actions/Services	• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment.	We provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. We provided GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. We provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. We provided additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Salaries and benefits for certificated and classified staff support. - 1000-1999 Certificated Salaries - LCFF Base: $970,000 (repeated expenditure)	Salaries and benefits for certificated and classified staff support. - 1000-1999 Certificated Salaries - LCFF Base: $837,451 (repeated expenditure)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions/services was successful. We continue to provide highly qualified educational support personnel.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions/services were fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures were slightly less than budgeted expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Goal 9	9. EL students will advance at least one grade level on the CELDT (or other available external and internal assessments) each year.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL D. EL Progress

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Achieve similar or higher rate of EL growth compared to the District on the CELDT (or similar) scale each year.	We achieved similar or higher rate of EL growth compared to the District on the CELDT (or similar) scale each year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	PLANNED	ACTUAL
Actions/Services	•Implement the Fenton STEM Academy English Learner Master Plan. •Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. •Provide New teacher assistance and support (BTSA), specifically relating to ELs. •Continue professional development activities initiated in 2015-2016 school year focused on CCSS implementation with ELs. •EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. •Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. •Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).	We implemented the Fenton STEM Academy English Learner Master Plan. We provided highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. We provided new teacher assistance and support (BTSA), specifically relating to ELs. We continued professional development activities initiated in 2015-2016 school year focused on CCSS implementation with ELs. EL students continued to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. We re-designated ELs to be supported via a multi-tiered system including support for struggling readers. We provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Professional development and materials specifically relating to EL support (including BTSA support), counselor, psychologist and additional paraprofessional support (from Supplemental and Concentration Grant) - 1000-1999 Certificated Salaries - LCFF S & C: $80,000	Professional development and materials specifically relating to EL support (including BTSA support), counselor, psychologist and additional paraprofessional support (from Supplemental and Concentration Grant) - 1000-1999 Certificated Salaries - LCFF S & C: $85,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions/services was successful. EL students continue to make similar or better progress than the District schools.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions/services were fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures were the same as budgeted expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Goal 10	10. EL reclassification rate will meet or exceed the District's reclassification rate and ELs will meet Annual Measurable Achievement Objectives (AMAOs).

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL E. EL Reclassification Rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.	We met or exceeded the District's EL reclassification rate and annual AMAOs.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	PLANNED	ACTUAL
Actions/Services	• Implement the Fenton STEM English Learner Master Plan. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.	We implemented the Fenton STEM English Learner Master Plan. We re-designated ELs and continued to support them via a multi-tiered system including support for struggling readers.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Professional development and materials specifically relating to EL support (including BTSA support), counselor, psychologist and additional paraprofessional support (from Supplemental and Concentration Grant) - 5000-5999 Services and Other Operating Expenses - LCFF Base: $80,000 (repeated expenditure)	Professional development and materials specifically relating to EL support (including BTSA support), counselor, psychologist and additional paraprofessional support (from Supplemental and Concentration Grant) - 5000-5999 Services and Other Operating Expenses - LCFF Base: $85,000 (repeated expenditure)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We implemented the STEM English Learner Master Plan to achieve the articulate goal.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The planned actions/services were fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between budgeted expenditures and estimated actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Goal 11	11. School will continue to maintain a high ADA rate.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL School attendance rates.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

School will continue to maintain a high ADA rate above 95%.	The school continued to maintain a high ADA rate above 95%.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	PLANNED	ACTUAL
Actions/Services	•Attendance Manager will continue to monitor student attendance and communicate with families. •Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.	The Attendance Manager continued to monitor student attendance and communicate with families. Various parent outreach and communications were distributed and shared to stress the importance of attendance and arriving at school on time each day.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Salaries and benefits for certificated and classified staff support, including School Psychologist and School Counselor. (LCFF) - 1000-1999 Certificated Salaries - LCFF Base: $970,000 (repeated expenditure)	Salaries and benefits for certificated and classified staff support, including School Psychologist and School Counselor. (LCFF) - 1000-1999 Certificated Salaries - LCFF Base: $837,451 (repeated expenditure)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions/services was successful. The Attendance Manager assisted in maintaining a school ADA higher than 95%.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions/services were fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures were less than budgeted expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Goal 12

12. School will continue to maintain a low ≤ 1% suspension rate.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL A. Pupil Suspension Rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Suspension rate will be maintained at less than than 1%.	The Suspension rate was maintained at less than than 1%.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	PLANNED	ACTUAL
Actions/Services	•Attendance Manager will continue to monitor student attendance and communicate with families. •Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. •School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training	The Attendance Manager continued to monitor student attendance and communicate with families. Various parent outreach and communications were distributed and shared to stress the importance of attendance and arriving at school on time each day. The school continued to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training, Responsive Classroom, and positive reinforcement to minimize negative behaviors.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Salaries and benefits for certificated and classified staff support, including School Psychologist and School Counselor. (LCFF) - 1000-1999 Certificated Salaries - LCFF Base: $970,000 (repeated expenditure)	Salaries and benefits for certificated and classified staff support, including School Psychologist and School Counselor. (LCFF) - 1000-1999 Certificated Salaries - LCFF Base: $837,451 (repeated expenditure)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions/services was successful. We continue to provide highly qualified educational support personnel.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions/services were fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures were slightly less than budgeted expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Goal 13

13. School will continue to maintain a low <1% annual pupil expulsion rate.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL B. Pupil Expulsion Rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Expulsion rate will be maintained at less than than 1%.	The expulsion rate was maintained at less than than 1%.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	PLANNED	ACTUAL
Actions/Services	•Attendance Manager will continue to monitor student attendance and communicate with families. •Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. •School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training	The Attendance Manager continued to monitor student attendance and communicate with families. Various parent outreach and communications were distributed and shared to stress the importance of attendance and arriving at school on time each day. The school continued to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training, Responsive Classroom, and positive reinforcement to minimize negative behaviors.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Salaries and benefits for certificated and classified staff support, including School Psychologist and School Counselor. (LCFF)) - 1000-1999 Certificated Salaries - LCFF Base: $970,000 (repeated expenditure)	Salaries and benefits for certificated and classified staff support, including School Psychologist and School Counselor. (LCFF)) - 1000-1999 Certificated Salaries - LCFF Base: $837,451 (repeated expenditure)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions/services was successful. We continue to provide highly qualified educational support personnel.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions/services were fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures were slightly less than budgeted expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

| Goal 14 | 14. School will continue to engage parents and students as valued stakeholders in decision-making, and continue to provide programs and resources that support families and enhance the school community. |

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL C. School Connectedness

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

| School will continue to achieve above 80% positive results on Annual Stakeholder Satisfaction Surveys. | The school continued to achieve above 80% positive results on Annual Stakeholder Satisfaction Surveys. |

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	PLANNED	ACTUAL
Actions/Services	•As noted above, continue operation of Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. •Continue music instruction, P.E., and other enrichments to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers. •Continue to host community-building events and culminating celebrations.	The school continued operation of the Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. There was continued robotics instruction, P.E., and other enrichment opportunities to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers. The school continued to host community-building events and culminating celebrations.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Parent Center Director and related costs for Parent Center operation, monthly meetings at Parent Center with school staff, instructional specialists; website maintenance/updates and communications. (LCFF) - 1000-1999 Certificated Salaries - LCFF Base: $27,060 (repeated expenditure)	Parent Center Director and related costs for Parent Center operation, monthly meetings at Parent Center with school staff, instructional specialists; website maintenance/updates and communications. (LCFF) - 1000-1999 Certificated Salaries - LCFF Base: $30,000 (repeated expenditure)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions/services was successful. We continue to provide highly qualified educational support personnel for families of our students.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions/services were fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures were in alignment with budgeted expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Goal 15	15. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to academic and educational enrichment programs as outlined in the school's charter.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☑ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Continue to provide broad academic and enrichment opportunities for all students as revealed in daily lesson plans and the master plan schedule.	The school continued to provide broad academic and enrichment opportunities for all students as revealed in daily lesson plans and the master plan schedule.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	PLANNED	ACTUAL
Actions/Services	• As stated above, provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. •Provide students with an array of learning (as described in the school's charter) in science, technology, engineering, arts, music, and P.E. •Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel	The school provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. The school provided students with an array of learning (as described in the school's charter) in science, technology, engineering, arts, music, and P.E. The school provided psychomotor programs (regularly scheduled physical education and physical fitness program), equipment and trained personnel
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Salaries and benefits for certificated and classified staff support, including 50% School Psychologist and 50% School Counselor. (LCFF) - 1000-1999 Certificated Salaries - LCFF Base: $970,000 (repeated expenditure)	Salaries and benefits for certificated and classified staff support, including 50% School Psychologist and 50% School Counselor. (LCFF) - 1000-1999 Certificated Salaries - LCFF Base: $837,451 (repeated expenditure)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions/services was successful. We continue to provide highly qualified educational support personnel for families of our students.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions/services were fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures were in alignment with budgeted expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Goal 16	16. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will demonstrate proficiency (or above) of grade level content standards aligned with the State's priorities.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☑ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Proficiency rates will meet or exceed District rates on CAASPP (or similar measures).	Proficiency rates met or exceed District rates on CAASPP in various subgroups, as well as organizational wide assessments such as NWEA MAP (Measures of Academic Progress) tests.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	PLANNED	ACTUAL
Actions/Services	• Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.	The school provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. The school increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Paraprofessionals (LCFF) - 2000-2999 Classified Salaries - LCFF Base: $77,330	Paraprofessionals (LCFF) - 2000-2999 Classified Salaries - LCFF Base: $107,350

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions/services was successful. We continue to provide highly qualified educational support personnel for families of our students.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions/services were fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures were in alignment with budgeted expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Stakeholder Engagement

LCAP Year   ☑ 2017-18   ☐ 2018-19   ☐ 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Parent information meetings (open to all parents), and monthly board meetings have been held throughout the year to inform parents and community members about the transition to the Local Control Funding Formula, and the corresponding plan which describes how
funding will be expended at the school. Fenton STEM Academy held several night Parent Advocacy Committee meetings (open to all parents), two parent conference periods, a Family Math Night, a STEM Expo, Open House and regularly scheduled informational meetings to revise and update the LCAP based on student need and accurate student information. Fenton STEM also maintains a comprehensive website which is easily accessible as a source of current information including analysis of the school's student achievement data and specific sub-group performance, the School Accountability Report Card (SARC) and Title III report, detailed information about the Common Core, and the school's curriculum, programs and other resources. Information is also readily available to parents in the school's Family Center, which is staffed by a full-time Family Center Director at a sister site.

Fenton STEM staff members have met regularly within their specific governance and administrative committees and as a whole staff to review and discuss the changes to State funding and the corresponding LCAP plan. Staff has provided input regarding the priorities established by the state and how best to implement improvement, and fund the programs and resources identified by the school community as necessary to realize the goals established by the school's plan.

Finally, the Board of Directors – which includes an elected parent representative from the school – has played an active role in reviewing LCAP drafts and offering input.

Parent meetings:
Parent Conference Week:
November 14-18, 2016
April 3-7, 2017

Informational Night Meeting (Parent Advocacy Committee):
September 8, 2016
April 18, 2017

Family Math Night:
October 27, 2016

STEM Expo:
May 4, 2017

Open House:
June 1, 2017

School Website Information:
http://www.fentonstemacademy.com

Leadership Meetings:
Board Meetings
January 12, 2017
February 23, 2017
April 20, 2017
May 18, 2017

Administrator Meetings
January 4, 2017
February 13, 2017
May 8, 2017

Instruction Committee Meetings
April 7, 2017
May 10, 2017

Finance Committee Meetings
April 7, 2017
May 10, 2017

Personnel Meetings

April 7, 2017
May 10, 2017

IMPACT ON LCAP AND ANNNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Input received through these interactions have been incorporated into this plan to establish priorities which best reflect and meet the
needs of the school community. To put the goals of this plan in context, in December 2012, LAUSD approved the charter petition of
Fenton STEM Academy. Fenton STEM Academy will strive for successful student engagement and achievement through the
implementation of a curriculum that interconnects science, technology, engineering, and mathematics across all disciplines,
including art, music, language arts, and social studies. Fenton STEM Academy will operate on a 184-day instructional calendar with seven full

professional development days. Moving forward, STEM will continue to focus on its Expected Schoolwide Learning Results (ESLRs):

ESLR 1:
Every Fenton STEM Academy School student will be an academic achiever:

- Able to read and comprehend, and effectively communicate ideas,opinions, and information orally and in writing.
- Able to demonstrate mathematical, logic, and reasoning skills and the ability to apply those skills in a variety of contexts.

ESLR 2:
Every Fenton STEM Academy School student will be a self-directed learner.

- Able to exhibit good study habits that include regular and punctual school attendance and effective time management to accomplish tasks.

ESLR 3:
Every Fenton STEM Academy School student will be an effective communicator.

- Able to use reading, writing, speaking, and listening skills to communicate accurately with others.

ESLR 4:
Every Fenton STEM Academy School student will be a responsible citizen.

- Able to demonstrate healthy, responsible behavior and work collaboratively in a diverse community.

This will include:
Continued implementation of Common Core and preparation for the California Assessment of Student Performance and Progress (CAASPP), with particular focus on Fenton STEM's significant EL population. Increased integration of technology, a culture of data-driven instruction and differentiated instructional strategies based on data. Increased communication between stakeholder groups, including with students regarding their own progress to help them take ownership of their learning. Continued character development and conflict resolution skills development will enhance the learning community.

The Draft LCAP was distributed to stakeholders for feedback and questions; this input has been incorporated into revisions to the LCAP. The final draft will be approved by the Fenton Charter Public Schools Board with the 2017-2018 budget.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

☐ New	☐ Modified	☑ Unchanged

Goal 1	1. All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL A. Teachers

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher.	Goal: 100%	Goal: 100%	Goal: 100%	Goal: 100%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
-Increase teacher salaries to attract and recruit highly qualified and experienced teachers. -Ensure verification of proper credentials prior to start of employment.	-Increase teacher salaries to attract and recruit highly qualified and experienced teachers. -Ensure verification of proper credentials prior to start of employment.	-Increase teacher salaries to attract and recruit highly qualified and experienced teachers. -Ensure verification of proper credentials prior to start of employment.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$831,217	Amount	$836,217	Amount	$841,217
Source	LCFF	Source	LCFF	Source	LCFF

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Budget Reference

Certificated Salaries;
Salaries for teachers including
benefits.

Budget Reference

Certificated Salaries;
Salaries for teachers including
benefits.

Budget Reference

Certificated Salaries;
Salaries for teachers including
benefits.

☐ New	☐ Modified	☑ Unchanged

Goal 2	2. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL B. Instructional Materials

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students will have access to standards-aligned materials (including Common Core) and additional instructional materials as outlined in our charter petition.	Goal: 100%	Goal: 100%	Goal: 100%	Goal: 100%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations:	☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service:	☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations:	☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
• Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. • Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.	-Increase teacher salaries to attract and recruit highly qualified and experienced teachers. -Ensure verification of proper credentials prior to start of employment.	-Increase teacher salaries to attract and recruit highly qualified and experienced teachers. -Ensure verification of proper credentials prior to start of employment.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20

Amount	$55,000	Amount	$60,000	Amount	$65,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Purchase new Common Core aligned ELA/ELD curriculum.	Budget Reference	Books and Supplies; Purchase new Common Core aligned ELA/ELD curriculum.	Budget Reference	Books and Supplies; Purchase new Common Core aligned ELA/ELD curriculum.

☐ New	☐ Modified	☑ Unchanged

Goal 3

3. School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL C. Facilities

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.	Goal: More than 90% of items in compliance.	Goal: More than 90% of items in compliance.	Goal: More than 90% of items in compliance.	Goal: More than 90% of items in compliance.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All   ☐ Students with Disabilities   ☐ Specific Student Group(s): _
Locations: ☑ All Schools   ☐ Specific Schools: _   ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners   ☐ Foster Youth   ☐ Low Income
Scope of Service: ☐ LEA-wide   ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools   ☐ Specific Schools: _   ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
• Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement. • Increase hourly rate of custodial and maintenance staff to attract experienced and skilled staff. • Add to number of personnel on maintenance team.	• Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement. • Increase hourly rate of custodial and maintenance staff to attract experienced and skilled staff. • Add to number of personnel on maintenance team.	• Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement. • Increase hourly rate of custodial and maintenance staff to attract experienced and skilled staff. • Add to number of personnel on maintenance team.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20

Amount	$64,144	Amount	$69,114	Amount	$74,144
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; For salaries, benefits for maintenance staff and supplies. (LCFF)	Budget Reference	Classified Salaries; For salaries, benefits for maintenance staff and supplies. (LCFF)	Budget Reference	Classified Salaries; For salaries, benefits for maintenance staff and supplies. (LCFF)

	New		Modified	☑	Unchanged

Goal 4	4. School will fully implement CCSS state-adopted ELA and Math academic content and performance standards by 2015-16 school year for all students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), including expanding opportunities for students to engage in critical thinking tasks and differentiated instruction.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☑ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL A. Implementation

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Documentation of teacher participation in professional development focusing on CCSS; implementation of CCSS-aligned curriculum and assessments; classroom observations by administrators.	Goal: 100%	Goal: 100%	Goal: 100%	Goal: 100%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
• Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).	• Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).	• Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,000	Amount	$11,000	Amount	$16,000
Source	LCFF	Source	LCFF	Source	LCFF

55

Services and Other Operating
Expenses;
(LCFF) 100% of teachers will
participate in comprehensive
professional development re:
CCSS.

Services and Other Operating
Expenses;
(LCFF) 100% of teachers will
participate in comprehensive
professional development re:
CCSS.

Services and Other Operating
Expenses;
(LCFF) 100% of teachers will
participate in comprehensive
professional development re:
CCSS.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
• Increase student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 3:1.	• Increase student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 3:1.	• Increase student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 3:1.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$66,125	Amount	$71,125	Amount	$76,125
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;

(LCFF) computers with software will be leased for student use at a ratio of 3:1.; tech staff salaries and benefits.

(LCFF) computers with software will be leased for student use at a ratio of 3:1.; tech staff salaries and benefits.

(LCFF) computers with software will be leased for student use at a ratio of 3:1.; tech staff salaries and benefits.

	☐ New	☐ Modified	☑ Unchanged

Goal 5

5. 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☑ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL B. EL Students and Academic Content Knowledge

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English language learner access to CCSS-aligned curriculum as they develop EL proficiency.	Goal: 100%	Goal: 100%	Goal: 100%	Goal: 100%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.	• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.	• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount $80,000	Amount $85,000	Amount $90,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

☐ New	☐ Modified	☑ Unchanged

Goal 6

6. School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent attendance at school events and parent teacher conference.	At least 85% of parents will attend at least one school event each year and 95% will attend a parent teacher conference.	At least 85% of parents will attend at least one school event each year and 95% will attend a parent teacher conference.	At least 85% of parents will attend at least one school event each year and 95% will attend a parent teacher conference.	At least 85% of parents will attend at least one school event each year and 95% will attend a parent teacher conference.

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
• Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. • The Parent Center will continue to be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings,	• Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. • The Parent Center will continue to be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings,	• Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. • The Parent Center will continue to be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings,

Student Awards Assemblies and class and school performances. • Parents will be strongly encouraged to attend twice annual parent-teacher conferences. • All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the governance committee and the Parent Advisory Committee, and to attend meetings of these groups.		Student Awards Assemblies and class and school performances. • Parents will be strongly encouraged to attend twice annual parent-teacher conferences. • All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the governance committee and the Parent Advisory Committee, and to attend meetings of these groups.		Student Awards Assemblies and class and school performances. • Parents will be strongly encouraged to attend twice annual parent-teacher conferences. • All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the governance committee and the Parent Advisory Committee, and to attend meetings of these groups.	

BUDGET EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$27,060	Amount	$32,060	Amount	$37,060
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Parent Center Director and related costs for Parent Center operation, monthly meetings at Parent Center with school staff, instructional specialists; website maintenance/updates and communications. (LCFF)	Budget Reference	Services and Other Operating Expenses; Parent Center Director and related costs for Parent Center operation, monthly meetings at Parent Center with school staff, instructional specialists; website maintenance/updates and communications. (LCFF)	Budget Reference	Services and Other Operating Expenses; Parent Center Director and related costs for Parent Center operation, monthly meetings at Parent Center with school staff, instructional specialists; website maintenance/updates and communications. (LCFF)

| ☐ New | ☐ Modified | ☑ Unchanged |

| **Goal 7** | 7. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. |

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL A. Statewide Assessments: ELA/Literacy and Mathematics

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).	2017 CAASPP ELA Met or Exceeded: 38% 2017 CAASPP Math Met or Exceeded: 35% (Numbers based on preliminary 2017 CAASPP Results)	2018 CAASPP ELA Met or Exceeded: 40% 2018 CAASPP Math Met or Exceeded: 38%	2018 CAASPP ELA Met or Exceeded: 42% 2018 CAASPP Math Met or Exceeded: 40%	2018 CAASPP ELA Met or Exceeded: 44% 2018 CAASPP Math Met or Exceeded: 42%

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):
Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for	• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for	• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for

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instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment.	instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment.	instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment.

BUDGET EXPENDITURES

2017-18

Amount	$970,000
Source	LCFF
Budget Reference	Certificated Salaries; $970,000 Salaries and benefits for certificated and classified staff support, including School Psychologist and School Counselor. (LCFF)

2018-19

Amount	$975,000
Source	LCFF
Budget Reference	Certificated Salaries; $970,000 Salaries and benefits for certificated and classified staff support, including School Psychologist and School Counselor. (LCFF)

2019-20

Amount	$980,000
Source	LCFF
Budget Reference	Certificated Salaries; $970,000 Salaries and benefits for certificated and classified staff support, including School Psychologist and School Counselor. (LCFF)

| ☐ New | ☐ Modified | ☑ Unchanged |

Goal 8

8. School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL B. SBAC/CAASPP measures

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.	2017 CAASPP ELA Met or Exceeded: 38% 2017 CAASPP Math Met or Exceeded: 35% (Numbers based on preliminary 2017 CAASPP Results)	2018 CAASPP ELA Met or Exceeded: 40% 2018 CAASPP Math Met or Exceeded: 37%	2018 CAASPP ELA Met or Exceeded: 42% 2018 CAASPP Math Met or Exceeded: 39%	2018 CAASPP ELA Met or Exceeded: 44% 2018 CAASPP Math Met or Exceeded: 41%

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):
Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for	• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for	• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for

instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment.	instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment.	instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment.

BUDGET EXPENDITURES

2017-18

Amount	$970,000
Source	LCFF
Budget Reference	Certificated Salaries; Salaries and benefits for certificated and classified staff support.

2018-19

Amount	$975,000
Source	LCFF
Budget Reference	Certificated Salaries; Salaries and benefits for certificated and classified staff support.

2019-20

Amount	$980,000
Source	LCFF
Budget Reference	Certificated Salaries; Salaries and benefits for certificated and classified staff support.

	☐ New	☐ Modified	☑ Unchanged

Goal 9

9. EL students will advance at least one grade level on the CELDT (or other available external and internal assessments) each year.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL D. EL Progress

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Achieve similar or higher rate of EL growth compared to the District on the ELPAC each year.	During the 2017-2018 school year, the English Language Proficiency Assessments for California (ELPAC) will be field tested in preparation to replace the CELDT for full implementation during the 2018-2019 school year.	To Be Determined	To Be Determined	To Be Determined

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
•Implement the Fenton STEM Academy English Learner Master Plan. •Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. •Provide New teacher assistance and support (BTSA), specifically relating to ELs. •Continue professional development activities initiated in 2015-2016 school year focused on CCSS implementation with ELs. •EL students will continue to have additional support in gaining	•Implement the Fenton STEM Academy English Learner Master Plan. •Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. •Provide New teacher assistance and support (BTSA), specifically relating to ELs. •Continue professional development activities initiated in 2015-2016 school year focused on CCSS implementation with ELs. •EL students will continue to have additional support in gaining	•Implement the Fenton STEM Academy English Learner Master Plan. •Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. •Provide New teacher assistance and support (BTSA), specifically relating to ELs. •Continue professional development activities initiated in 2015-2016 school year focused on CCSS implementation with ELs. •EL students will continue to have additional support in gaining

CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
•Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. •Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
•Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. •Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
•Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. •Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

BUDGET EXPENDITURES

2017-18

Amount	$80,000
Source	LCFF
Budget Reference	Certificated Salaries; Professional development and materials specifically relating to EL support (including BTSA support), counselor, psychologist and additional paraprofession- al support (from Supplemental and Concentration Grant)

2018-19

Amount	$85,000
Source	LCFF
Budget Reference	Certificated Salaries; Professional development and materials specifically relating to EL support (including BTSA support), counselor, psychologist and additional paraprofession- al support (from Supplemental and Concentration Grant)

2019-20

Amount	$90,000
Source	LCFF
Budget Reference	Certificated Salaries; Professional development and materials specifically relating to EL support (including BTSA support), counselor, psychologist and additional paraprofession- al support (from Supplemental and Concentration Grant)

☐ New	☐ Modified	☑ Unchanged

# Goal 10	10. EL reclassification rate will meet or exceed the District's reclassification rate and ELs will meet Annual Measurable Achievement Objectives (AMAOs).

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL E. EL Reclassification Rates

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Meet or exceed the Districts EL reclassification rate; meet or exceed annual AMAOs.	2016-2017 LAUSD Reclassification Rate: 16.8% 2016-2017 STEM Reclassification Rate: 29%	2017-2018 STEM Reclassification Rate: 30%	2017-2018 STEM Reclassification Rate: 31%	2017-2018 STEM Reclassification Rate: 32%

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
• Implement the Fenton STEM English Learner Master Plan. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.		

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$80,000	Amount	$85,000	Amount	$90,000
Source	LCFF	Source	LCFF	Source	LCFF

Services and Other Operating Expenses;
Professional development and materials specifically relating to EL support (including BTSA support), counselor, psychologist and additional paraprofession- al support (from Supplemental and Concentration Grant)

Services and Other Operating Expenses;
Professional development and materials specifically relating to EL support (including BTSA support), counselor, psychologist and additional paraprofession- al support (from Supplemental and Concentration Grant)

Services and Other Operating Expenses;
Professional development and materials specifically relating to EL support (including BTSA support), counselor, psychologist and additional paraprofession- al support (from Supplemental and Concentration Grant)

☐ New	☐ Modified	☑ Unchanged

Goal 11

11. School will continue to maintain a high ADA rate.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL School attendance rates.

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ADA Rate	STEM ADA rate is above 95%.	ADA rate above 95%.	ADA rate above 95%.	ADA rate above 95%.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
•Attendance Manager will continue to monitor student attendance and communicate with families. •Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.		

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$970,000	Amount		Amount	

Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Salaries and benefits for certificated and classified staff support, including School Psychologist and School Counselor. (LCFF)	Budget Reference		Budget Reference	

	☐ New	☐ Modified	☑ Unchanged

Goal 12

12. School will continue to maintain a low ≤ 1% suspension rate.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL A. Pupil Suspension Rates

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate	Suspension rate is less than 1%.	Suspension rate is less than 1%.	Suspension rate is less than 1%.	Suspension rate is less than 1%.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
•Attendance Manager will continue to monitor student attendance and communicate with families. •Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. •School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20

Amount	$970,000	Amount	$975,000	Amount	$980,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Salaries and benefits for certificated and classified staff support, including 50% School Psychologist and 50% School Counselor. (LCFF)	Budget Reference	Certificated Salaries; Salaries and benefits for certificated and classified staff support, including 50% School Psychologist and 50% School Counselor. (LCFF)	Budget Reference	Certificated Salaries; Salaries and benefits for certificated and classified staff support, including 50% School Psychologist and 50% School Counselor. (LCFF)

☐ New	☐ Modified	☑ Unchanged

Goal 13

13. School will continue to maintain a low <1% annual pupil expulsion rate.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL B. Pupil Expulsion Rates

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Expulsion rate will be maintained at less than than 1%.	Expulsion rate	Expulsion rate is less than 1%.	Expulsion rate is less than 1%.	Expulsion rate is less than 1%.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
•Attendance Manager will continue to monitor student attendance and communicate with families. •Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. •School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20

Amount	$970,000	Amount	$975,000	Amount	$980,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Salaries and benefits for certificated and classified staff support, including School Psychologist and School Counselor. (LCFF))	Budget Reference	Certificated Salaries; alaries and benefits for certificated and classified staff support, including School Psychologist and School Counselor. (LCFF))	Budget Reference	Certificated Salaries; alaries and benefits for certificated and classified staff support, including School Psychologist and School Counselor. (LCFF))

☐ New	☐ Modified	☑ Unchanged

Goal 14

14. School will continue to engage parents and students as valued stakeholders in decision-making, and continue to provide programs and resources that support families and enhance the school community.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL C. School Connectedness

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School will continue to achieve above 80% positive results on Annual Stakeholder Satisfaction Surveys.	Achieved above 80% positive results on Annual Stakeholder Satisfaction Surveys.	Achieve above 80% positive results on Annual Stakeholder Satisfaction Surveys.	Achieve above 80% positive results on Annual Stakeholder Satisfaction Surveys.	Achieve above 80% positive results on Annual Stakeholder Satisfaction Surveys.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
•As noted above, continue operation of Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. •Continue music instruction, P.E., and other enrichments to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers. •Continue to host community-building events and culminating celebrations.		

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$55,440	Amount	$60,440	Amount	$65,440
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Parent Center Director and related costs for Parent Center operation, monthly meetings at Parent Center with school staff, instructional specialists; website maintenance/updates and communications. (LCFF)	Budget Reference	Certificated Salaries; Parent Center Director and related costs for Parent Center operation, monthly meetings at Parent Center with school staff, instructional specialists; website maintenance/updates and communications. (LCFF)	Budget Reference	Certificated Salaries; Parent Center Director and related costs for Parent Center operation, monthly meetings at Parent Center with school staff, instructional specialists; website maintenance/updates and communications. (LCFF)

	New		Modified	☑	Unchanged

Goal 15

15. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to academic and educational enrichment programs as outlined in the school's charter.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☑ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Daily lesson plans and the master plan schedule	Continue to provide broad academic and enrichment opportunities for all students as revealed in daily lesson plans and the master plan schedule.	Provide broad academic and enrichment opportunities for all students as revealed in daily lesson plans and the master plan schedule.	Provide broad academic and enrichment opportunities for all students as revealed in daily lesson plans and the master plan schedule.	Provide broad academic and enrichment opportunities for all students as revealed in daily lesson plans and the master plan schedule.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
• As stated above, provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. •Provide students with an array of learning (as described in the school's charter) in science, technology, engineering, arts, music, and P.E. •Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel		

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$970,000	Amount	$975,000	Amount	$980,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Salaries and benefits for certificated and classified staff support, including 50% School Psychologist and 50% School Counselor. (LCFF)	Budget Reference	Certificated Salaries; Salaries and benefits for certificated and classified staff support, including 50% School Psychologist and 50% School Counselor. (LCFF)	Budget Reference	Certificated Salaries; Salaries and benefits for certificated and classified staff support, including 50% School Psychologist and 50% School Counselor. (LCFF)

| | New | | Modified | ☑ | Unchanged |

Goal 16

16. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will demonstrate proficiency (or above) of grade level content standards aligned with the State's priorities.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☑ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).	2017 CAASPP ELA Met or Exceeded: 38% 2017 CAASPP Math Met or Exceeded: 35% (Numbers based on preliminary 2017 CAASPP Results)	2018 CAASPP ELA Met or Exceeded: 40% 2018 CAASPP Math Met or Exceeded: 37%	2018 CAASPP ELA Met or Exceeded: 42% 2018 CAASPP Math Met or Exceeded: 39%	2018 CAASPP ELA Met or Exceeded: 44% 2018 CAASPP Math Met or Exceeded: 41%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All   ☐ Students with Disabilities   ☐ Specific Student Group(s): _
Locations: ☑ All Schools   ☐ Specific Schools: _   ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners   ☐ Foster Youth   ☐ Low Income
Scope of Service: ☐ LEA-wide   ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools   ☐ Specific Schools: _   ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
• Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.		

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$115,688	Amount	$118,688	Amount	$121,688
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Paraprofessionals (LCFF)	Budget Reference	Classified Salaries; Paraprofessionals (LCFF)	Budget Reference	Classified Salaries; Paraprofessionals (LCFF)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☑ 2017-18 ☐ 2018-19 ☐ 2019-20

Estimated Supplemental and Concentration Grant Funds: $586,439   Percentage to Increase or Improve Services: 25.82%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Fenton STEM Academy's identified supplemental and concentration grant based on the number and concentration of unduplicated students (90%) is $586,349 for fiscal year 2017-2018.

Details regarding how these additional funds will be expended are included in Section 3B, and are summarized below:
Professional development including training for school leadership and all certificated staff, as well as classified staff as appropriate, focusing on target population of unduplicated students (26% of Supplemental and Concentration Grant).
Additional personnel, materials and resources to support and assist target groups in English language development, English language arts, mathematics and other curricular areas as needed to ensure population of unduplicated students reach proficiency in mastering Common Core State Standards (26% of Supplemental and Concentration Grant).
Psychological and mental health support, academic intervention, and social/emotional programs designed to monitor and promote strong and regular yearly progress of unduplicated student group (26% of Supplemental and Concentration Grant).
Due to Fenton STEM Academy's high percentage of unduplicated students (90%), the funds will be expended on a school-wide basis to ensure all students are served and personnel, materials and resources are utilized efficiently and equitably.

Fenton STEM Academy's proportional increase or improvement in services for fiscal year 2017-2018 is 25.82%.
All of the actions and services specified in Section 3B provide additional layers of service for low income, foster youth, English Learners and re-designated fluent English proficient students by providing additional support and training for teachers, intervention and enrichment activities and resources for these students, and additional personnel to support the continued and regular progress of students. These activities are specifically designed to focus on the needs of the unduplicated student groups above and beyond services, training and supports that have been provided in the current year.