

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 Primary Center

Contact Name and Title

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Fenton Primary Center is located in the northeast San Fernando Valley, in the city of Pacoima. Fenton Primary Center was originally part of Fenton Avenue Charter School and continues to educate students from Fenton Avenue Elementary School's former attendance area. The Fenton Primary Center charter was created to allow the Lake View Terrace community and Fenton Avenue Charter School to move from a multi-track to single-track traditional calendar and alleviate overcrowding on one campus.

During the 2013-2014 school year, Fenton Primary Center staff worked diligently to acclimate to a new facility. Teachers and administrators worked tirelessly on creating and revising schedules, play area configurations, and classroom furniture arrangements for optimal learning while also reviewing and implementing a new rigorous language arts curriculum, Reading Wonders, published by McGraw Hill. The teachers also created a Common Core State Standards ("CCSS")-based report card, for parents, aligned with the new CCSS. The school year went quickly and on June 5, 2014 Fenton Primary Center celebrated the completion of its first school year on a new campus. Many stakeholders and support providers attended the event including politicians, LAUSD board members and Charter Schools Division staff, and everyone who made the construction a success.

The past three years (2014-2017), The school has built a strong positive reputation in the community of East Pacoima. The school is seen as a high quality school that addresses the needs of all students. The school continues to receive accolades from visiting agencies such as WASC, LAUSD, and politicians representing the community. The school has created an inviting, welcoming, and collaborative culture that can only be seen and felt by walking through the campus, visiting classrooms, and watching the children interact throughout the day.

Throughout this document the LEA will be referred to as the "School" since the LEA is only one school.

LCAP HIGHLIGHTS

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

The 2016-2017 school year was a huge success for Fenton Primary Center. The Charter School continued to successfully implement a structured reading intervention program that included specific strategies that helped struggling readers, including English Learners, and students with special needs. FPC also continued to refine a strong special education program to serve over 100 students with special needs. The program included a full-time roster of a counselor, a psychologist, three education specialists, a speech and language pathologist, part-time support from an occupational therapist, an adapted physical education teacher, as well as a full-time coordinator to help monitor the program.

Fenton Primary Center has successfully implemented its goals set every year. The Charter School is really showing tremendous growth in student learning. FPC is clearly on the right path in providing students with a rigorous curriculum and an amazing learning environment.

Since 2007, when the original start-up charter was written, the families of Lake View Terrace and Pacoima eagerly awaited the following three objectives to occur in their community:

- Families wanted to have their children off a year round school calendar. We will continue to do meet that goal by continuing to lease the facility and continue to fully staff the the school with high quality teachers and staff.
- Families wanted to see Fenton Charter Public School build on the quality of education that they as stakeholders helped to develop. We will continue to meet this goal with careful evaluation of our programs which include parent and community input.
- Families wanted to see quality education continue for generations with a lasting impact in the community and sustained effect on learning outcomes. We will continue to meet this goal by making sure parent input is considered and the quality of the program continues to bring families back year-to-year.

The school continues to meet the three original objectives and has created a new list of key items to be addressed:

- The school will continue to find innovative ways to improve parent participation and communication. The school has a phone and messaging system as well as other digital ways of improving communication with all stakeholders.
- The school will continue to implement ways to assess students for growth in academics. The school will continue to use online assessments and curriculum internal assessments to monitor academic growth and need in all grade levels.
- The school will also continue to monitor the implementation of a high quality program for English learners to address the need in early literacy and English development.

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

Local, or internal, assessments consist of weekly quizzes and informal monitoring of student progress. Student achievement data is collected daily, weekly, monthly and annually, both formally and informally to measure student progress and to integrate intervention as necessary. In addition, Fenton Primary Center conducts formal assessments at least three times a year to measure student progress. The assessments given three times a year are: Reading Wonders and My Math benchmarks/summatives and Northwest Evaluation Association ("NWEA") and Measures of Academic Progress[®] ("MAP"[®]) online assessments. The Charter School closely monitors the achievement of student data. Careful evaluation of these assessments show that the school is making progress in achieving its goal of reading fluency and mastering of common core standards.

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

The Charter School continues to find innovative ways to improve the academic performance of all students. The Charter School has determined the three major areas of need are improving English learner outcomes, quality parent engagement, and professional development for staff to implement the programs that are most effective. These three goals will assure a continued focus on the quality of education for all students.

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

Currently this section is not applicable. The school does not participate in state testing as it is a primary center with grades transitional kindergarten through 2nd grade. The school is currently working on revising the English learner accountability to align with the state requirements on English learner progress.

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.

As stated previously:
The school has created a new list of key items to be addressed:

- The school will continue to find innovative ways to improve parent participation and communication. The school has a phone and messaging system as well as other digital ways of improving communication with all stakeholders.
- The school will continue to implement ways to assess students for growth in academics. The school will continue to use online assessments and curriculum internal assessments to monitor academic growth and need in all grade levels.
- The school will also continue to monitor the implementation of a high quality program for English learners to address the need in early literacy and English development.

The School will continue to modify the intervention process to support students in academic and social progress. The School will also continue to explore partnerships with community organizations to help students with mental health needs as an increase in mental health needs has been noticed. The School will also continue to explore ways English Learners can achieve maximum progress.

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 | \$9,817,382 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | \$6,581,900 |

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 student food, behavioral programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, and marketing.

| | |
|-------------|---|
| \$7,912,898 | 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 Teachers

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

Documentation is 100%

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 | <p>PLANNED</p> <ul style="list-style-type: none"> • Increase teacher salaries to attract and recruit highly qualified and experienced teachers. Salary schedule will be used. • Ensure verification of proper credentials prior to start of employment for all certificated staff. | <p>ACTUAL</p> <p>The expectation was meet 100% for the 2016-2017 school year.</p> |
| Expenditures | <p>BUDGETED</p> <p>Salaries for teachers including increased STRS benefits. - 1000-1999 Certificated Salaries - LCFF Base: \$3,250,000</p> | <p>ESTIMATED ACTUAL</p> <p>Salaries for teachers including increased STRS and health and welfare benefits. - 1000-1999 Certificated Salaries - LCFF Base: \$3,250,000</p> |

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. | Refined hiring process to include a list of items required prior to hire. An quarterly review of current employees is done to insure the staff is 100% is fully credentialed. |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA. | The action/service is clear and easily measured. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | Minor changes might occur as the predicted salary increases are based on an overall percentage increase. The final cost is actually based on teacher step increases. |
| 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. | No changes necessary. |

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 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 [Instructional Materials](#)

ANNUAL MEASURABLE OUTCOMES

EXPECTED

All students will have access to standards-aligned Instructional materials.

Goal: 100% using SARC documentation.

ACTUAL

All students have access to standards-aligned Instructional materials in all grade levels as reviewed by the school's Instruction Committee.

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.

| | | |
|--------------------------------|---|---|
| <p>Actions/Services</p> | <p>PLANNED</p> <p>Review standards-aligned publishers' materials adopted by SBE as updated per state standards implementation.</p> <p>Purchase new texts and adopt appropriate state standard aligned instructional materials (including online curriculum) for all grade levels (K-2) after careful review by all staff and input from parents.</p> | <p>ACTUAL</p> <p>All materials are up to date and will continue thru 2018.</p> |
| <p>Expenditures</p> | <p>BUDGETED</p> <p>Purchase common core-aligned curriculum and supplementary materials. - 4000-4999 Books and Supplies - LCFF Base: \$150,000</p> | <p>ESTIMATED ACTUAL</p> <p>Purchase common core-aligned curriculum and supplementary materials. - 4000-4999 Books and Supplies - LCFF Base: \$50,000</p> |

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.

| | |
|---|---|
| <p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p> | <p>The school's Instruction Committee evaluates and reviews the need of curriculum to achieve the goal for all students. The committee meets monthly and as needed.</p> |
| <p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p> | <p>The goal is being met therefore the effectiveness of the actions/services are aligned.</p> |
| <p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p> | <p>The majority of books have been purchased and are good for five to eight years. Our annual cost has decreased to \$50,000 for the annual consumable purchase.</p> |
| <p>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.</p> | <p>No changes required.</p> |

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 Facilities

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

Goal: More than 90% of items in compliance.

ACTUAL

School is being maintained and facility is up to date.

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.

| | | |
|--------------------------------|---|--|
| <p>Actions/Services</p> | <p>PLANNED</p> <p>Continue risk management site inspections of campus by property and liability carrier.</p> <p>Correct all areas identified in need of repair or replacement.</p> <p>Increase hourly rate of custodial and maintenance staff to attract experienced and skilled staff.</p> <p>Add to number of personnel on maintenance team as needed.</p> | <p>ACTUAL</p> <p>No changes necessary. Continue as planned.</p> |
| <p>Expenditures</p> | <p>BUDGETED</p> <p>2000-2999 Classified Salaries - LCFF Base: \$200,000 Pay fair share of Facilities staff that help with maintenance. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$100,000</p> | <p>ESTIMATED ACTUAL</p> <p>Custodians on site. - 2000-2999 Classified Salaries - LCFF Base: \$130,000 Pay fair share of Facilities staff that help with maintenance. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$100,000</p> |

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 have contracted with CharterSafe management and continue to work with ASCIP for all our risk assessments and personnel trainings. These two organizations also provide our liability coverages. |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA. | The school plans annually and the CMO also coordinates trainings and risk assessments. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | No additional costs. There will be a shift in more responsibilities being shared with school site personnel. |
| 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. | No major changes at this time. |

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 [Implementation](#)

ANNUAL MEASURABLE OUTCOMES

EXPECTED

School will continue to fully implement CCSS state-adopted ELA and Math academic content and performance standards in 2016-17 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.

ACTUAL

The school has purchased all the required materials to achieve the goal.

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 | <p>PLANNED</p> <ul style="list-style-type: none"> Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating). | <p>ACTUAL</p> <p>The school has fully implemented the state adopted materials for math and language arts.</p> |
| Expenditures | <p>BUDGETED</p> <p>100% of teachers will participate in comprehensive professional development re: CCSS. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$75,000</p> | <p>ESTIMATED ACTUAL</p> <p>100% of teachers will participate in comprehensive professional development, attend conferences, and pay for memberships. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$75,000</p> |
| Actions/Services | <p>PLANNED</p> <p>Increase and maintain 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 to computer ratio of 3:1.</p> | <p>ACTUAL</p> <p>Computers were leased this year to maintain the latest technology. Slight increase is seen in the new technology.</p> |
| Expenditures | <p>BUDGETED</p> <p>Ongoing lease payments for student computers to maintain ratio of 3:1; tech staff salaries and benefits. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$200,000</p> | <p>ESTIMATED ACTUAL</p> <p>Ongoing lease payments for student computers to maintain ratio of 3:1. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$250,000</p> |

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 implementation has been successful. We will update this goal to reflect more ongoing professional development rather than implementation. |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA. | The goal has been fully implemented and we will now focus on ongoing support to staff to maintain high quality of delivery. |

Explain 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.

Cost of new computer leases increased slightly. We also added a few computers to help with online assessment.

No changes this year but future changes will occur as the implementation phase of Common Core is complete.

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 EL Students and Academic Content Knowledge

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

100% of ELs have full access to CCSS-aligned curriculum.

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.

| | | |
|--------------------------------|--|--|
| <p>Actions/Services</p> | <p>PLANNED</p> <p>professional development, materials specifically relating to EL support, and support staff ; a Reading Intervention Specialist, counselor, psychologist and additional para-professional support (from Supplemental and Concentration Grant)</p> | <p>ACTUAL</p> <p>We reviewed many trainings and sent various members to actual trainings. With the new ELPAC we will need to continue to monitor implementation of English learner standards.</p> |
| <p>Expenditures</p> | <p>BUDGETED</p> <p>Salaries and benefits for certificated and classified staff support, including Reading Intervention Specialist, teacher assistants, 50% School Psychologist and 50% School Counselor; plus tech-based intervention programs. (LCFF and Supplemental and Concentration Grant) - 2000-2999 Classified Salaries - LCFF S & C: \$500,000</p> | <p>ESTIMATED ACTUAL</p> <p>Salaries and benefits for certificated and classified staff support, including Reading Intervention Specialist, teacher assistants, 50% School Psychologist and 50% School Counselor; plus tech-based intervention programs. (LCFF and Supplemental and Concentration Grant) - 1000-1999 Certificated Salaries - LCFF S & C: \$500,000</p> |
| <p>Actions/Services</p> | <p>PLANNED</p> <p>Augmentation of ELA curriculum with EL integration.</p> | <p>ACTUAL</p> <p>The new Reading Wonders language arts curriculum has the EL integrated. This was updated this past school year.</p> |
| <p>Expenditures</p> | <p>BUDGETED</p> <p>Actual materials purchased to meet new state standards. - 4000-4999 Books and Supplies - LCFF S & C: \$75,000</p> | <p>ESTIMATED ACTUAL</p> <p>Additional instructional materials purchased to meet new integrated language arts curriculum. - 4000-4999 Books and Supplies - LCFF S & C: \$50,000</p> |

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.

| | |
|---|---|
| <p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p> | <p>The implementation has been successful. We continue to monitor the need for professional development as the changes are made to English Learner assessments. Our curriculum is up to date with EL integration.</p> |
|---|---|

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

The actions and services are effective in monitoring our implementation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost is a small portion of salaries as it covers the cost of personnel who monitor ELs and the cost of updating materials for EL students.

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.

No changes at this time.

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 Parental Involvement

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

ACTUAL

School continues to provide and improve communication with families. A review of the phone messaging, email, and digital media is done annually.

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.

| | | |
|--------------------------------|--|---|
| <p>Actions/Services</p> | <p>PLANNED</p> <ul style="list-style-type: none"> • 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 Family 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. | <p>ACTUAL</p> <p>Parents received communication as indicated. This year we implemented a digital newsletter as well. Our attendance manager and compliance assistant helped maintain a high ADA rate.</p> |
| <p>Expenditures</p> | <p>BUDGETED</p> <p>Salaries and benefits for classified staff support, including Compliance Assistant, Attendance Manager, 50% Family Center Director to help coordinate. (LCFF and Supplemental and Concentration Grant) - 2000-2999 Classified Salaries - LCFF S & C: \$179,000</p> | <p>ESTIMATED ACTUAL</p> <p>Salaries and benefits for classified staff support, including Compliance Assistant, Attendance Manager. (LCFF and Supplemental and Concentration Grant) - 2000-2999 Classified Salaries - LCFF S & C: \$179,000</p> |

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.

| | |
|---|--|
| <p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p> | <p>Implementation was successful.</p> |
| <p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p> | <p>The goal is measured by our Parent Advocacy Committee that monitors the delivery of all communication along with the front office administration.</p> |
| <p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p> | <p>No changes were needed.</p> |

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.

None.

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 Statewide Assessments: ELA/Literacy and Mathematics

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Meet or exceed internal targets for growth. Utilize publishers tests from materials aligned to CCSS for initial benchmark assessments.

ACTUAL

School has created benchmark assessments that have been used to measure growth. These assessments have been implemented for two consecutive years.

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.

| | | |
|--------------------------------|--|---|
| | <p>PLANNED</p> <p>Provide highly qualified educational support personnel (Psychologist, Counselor, Reading Intervention Specialist, Gifted testing, etc.) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.</p> <p>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 and provide tech-based intervention (e.g., iStation and NWEA)).</p> | <p>ACTUAL</p> <p>The school continues to provide the necessary support for all students. The school also continues to provide the technology support and implementation to meet the needs of all children.</p> |
| <p>Actions/Services</p> | <p>BUDGETED</p> <p>Salaries and benefits for certificated and classified staff support, including Reading Intervention Specialist, Compliance Assistant, Attendance Manager, 80% School Psychologist and 50% School Counselor; plus tech-based intervention programs. (LCFF and Supplemental and Concentration Grant) - 1000-1999 Certificated Salaries - LCFF S & C: \$979,000 Technology contracts: NWEA, Illuminate, Istation, and Learning A to Z. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$25,000</p> | <p>ESTIMATED ACTUAL</p> <p>Salaries and benefits for certificated support staff, including 50% Reading Intervention Specialist, 50% Administrative Coordinator, 50% School Psychologist 50% School Counselor, and 80% of teacher assistants (LCFF and Supplemental and Concentration Grant) - 1000-1999 Certificated Salaries - LCFF S & C: \$979,000 Technology contracts: NWEA, Illuminate, Istation, and Learning A to Z. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$50,000</p> |
| | | |

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.

| | |
|---|--|
| <p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p> | <p>The goal is being met by the implementation of internal assessments and online assessments. Targets are created by reviewing the previous years results. We are using a few online tools to help us monitor progress. We have contracted Illuminate Education to store data, we contracted NWEA MAP Testing to give online assessments to use as comparative data to national norms, We use Station to progress monitor each student, and we use Learning A to Z to support students at home and in intervention.</p> |
|---|--|

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

The actions and goals are effective and have been well articulated.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We updated the budget to reflect the additional cost of the online technology to support the goal.

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 included more information to help identify ways the school will monitor student achievement.

Goal 8

8. School will meet the annual API Growth Target, or equivalent for a K-2 school, 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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

School will meet the annual API Growth Target, or equivalent for K-2 schools, as mandated by the CA State Board of Education.

See above.

ACTUAL

School spent the year reviewing ways to implement internal goals to meet the requirements of the state.

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 | <p>PLANNED</p> <p>Implement NWEA MAP assessments online.</p> | <p>ACTUAL</p> <p>We have implemented the NWEA MAP assessments for both language arts and math this past school year. These are used as an additional growth measurement.</p> |
| Expenditures | <p>BUDGETED</p> <p>Annual Subscription and support - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$15,000</p> | <p>ESTIMATED ACTUAL</p> <p>Annual Subscription and support - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$15,000</p> |

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 action was fully implemented this year. |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA. | The articulation of this goal was reviewed by our school's Instruction Committee. They review implementation and results. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | No change. |
| 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 goal will change as this is no longer applicable. See new goal #8 in updated LCAP. |

Goal 9

9. EL students will advance at least one 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 EL Progress

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

See above.

ACTUAL

Due to the change in CELDT. We will revise the growth target. We will continue to meet or exceed the district performance.

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.

| | | |
|--------------------------------|---|---|
| <p>Actions/Services</p> | <p>PLANNED</p> <p>Implement the FPC English Learner Master Plan.</p> <p>Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs.</p> <p>Provide New teacher assistance and support, specifically relating to ELs.</p> <p>Continue professional development activities focused on CCSS implementation with ELs.</p> <p>EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and ELD instruction.</p> <p>Re-designated ELs will continue to be supported via a multi-tiered system based on student progress.</p> <p>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).</p> | <p>ACTUAL</p> <p>All items were met or exceeded. We are currently looking at the revisions to the master plan due to changes in state English Learner assessments.</p> |
| | <p>Expenditures</p> | <p>BUDGETED</p> <p>This includes cost of teacher assistance that help with differentiated instruction. - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$100,000</p> |

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.

It was difficult to achieve the goal as we are transitioning to new assessments for English learners.

The actions and services will remain the same with the adjustment of the overall goal.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

The discussion of English learners and the appropriate actions are discussed often at the Instruction Committee composed of teachers and support staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost change has not been identified yet. The change will be slightly different next year.

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 goal will change as the new assessment is identified. The change will be in the tilted of goal #9.

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 [EL Reclassification Rates](#)

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.

See above.

ACTUAL

This year the school met the District's EL reclassification rate. It also met the 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.

| | | |
|-------------------------|---|---|
| Actions/Services | <p>PLANNED</p> <p>School will implement new ELA curriculum with ELD embedded for accountability purposes.</p> | <p>ACTUAL</p> <p>School implemented new ELA curriculum with ELD embedded for accountability purposes. The actual cost was less than expected.</p> |
| Expenditures | <p>BUDGETED</p> <p>This is the cost of updating curriculum to include ELD. - 4000-4999 Books and Supplies - LCFF Base: \$200,000 (repeated expenditure) Additional support for implementation of new curriculum. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$50,000</p> | <p>ESTIMATED ACTUAL</p> <p>This is the cost of updating curriculum to include integrated ELD. The Teacher Editions and additional consumable workbooks. - 4000-4999 Books and Supplies - LCFF Base: \$50,000 (repeated expenditure) Additional support for implementation of new curriculum District oversight and consultants. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$50,000</p> |

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 implementation was successful. No major changes needed. |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA. | As we transition to new accountability we will revise this goal and actions/services as needed. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | No change. |
| 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 goal will change for the following year. |

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

School will continue to maintain a high ADA rate of >95%.

The school's ADA rate was greater than 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.

| | | |
|--------------------------------|---|--|
| <p>Actions/Services</p> | <p>PLANNED</p> <p>Students are expected to attend school 100% unless they are sick and can provide a doctor's note. School provides a full-time nurse and nurse assistant to check students when they come to school with health issues. Parents are encouraged to do independent study when they have planned days off throughout the year.</p> | <p>ACTUAL</p> <p>Students have great attendance as we have a attendance committee that assesses often.</p> |
| <p>Expenditures</p> | <p>BUDGETED</p> <p>Salary for a nurse assistant, PBIS implementation. - 1000-1999 Certificated Salaries - LCFF Base: \$100,000</p> | <p>ESTIMATED ACTUAL</p> <p>Salary for a nurse, nurse assistant, PBIS implementation. - 1000-1999 Certificated Salaries - LCFF Base: \$100,000</p> |

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.

| | |
|---|---|
| <p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p> | <p>With our current action and service list we can set goals for our attendance committee to review and provide assistance as needed.</p> |
| <p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p> | <p>Our staff work on providing as many resources to families so attendance is considered extremely important.</p> |
| <p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p> | <p>None.</p> |
| <p>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.</p> | <p>No changes to the goal.</p> |

Goal 12

12. School will continue to maintain a low $\leq 1\%$ suspension rate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL [Pupil Suspension Rates](#)

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Suspension rate will be maintained at $\leq 1\%$

Suspension rate was $\leq 1\%$

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.

| | | |
|-------------------------|---|--|
| Actions/Services | <p>PLANNED</p> <p>- School will continue to implement social-emotional curriculum (Mutt-i-Grees™) and Positive Behavior Intervention and Support. - Behavior Intervention Assistant, Counselor, Social Awareness and Behavior Support Coordinator will support teachers.</p> | <p>ACTUAL</p> <p>- School continues to implement social-emotional curriculum (Mutt-i-Grees™) and Positive Behavior Intervention and Support.</p> |
| Expenditures | <p>BUDGETED</p> <p>Partial salary for counselor and implementation of mutt-i-greed. - 1000-1999 Certificated Salaries - LCFF Base: \$50,000</p> | <p>ESTIMATED ACTUAL</p> <p>Supplies and materials Implementation of mutt-i-greed curriculum and positive behavior support. - 4000-4999 Books and Supplies - LCFF Base: \$50,000</p> |

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. | Our school is a primary center that focuses on intervention. We hardly ever suspend. |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA. | Our programs are successful. No need to change the actions and services at this time. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | None. |
| 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. | No changes. |

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 [Pupil Expulsion Rates](#)

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Expulsion rate will be maintained at <1%

No expulsions this 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.

| | | |
|-------------------------|--|--|
| Actions/Services | PLANNED School will continue to support intervention strategies and parent support to achieve the goal of no expulsions. | ACTUAL School had no expulsions this year. |
| Expenditures | BUDGETED Communication fees. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$30,000 | ESTIMATED ACTUAL Communication fees. - 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. | We are meeting this goal by having no expulsions. As a primary center we do not expel students. |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA. | We are a primary center with young children. We do not expel students. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | None. |
| 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. | No changes. |

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 [Pupil Expulsion Rates](#)

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys.

ACTUAL

Our results were >80% with positive results on our Annual Stakeholder Satisfaction Survey.

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.

| | | |
|--------------------------------|--|---|
| <p>Actions/Services</p> | <p>PLANNED</p> <ul style="list-style-type: none"> • As noted above, continue operation of Family Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. • After School Program • Improvement of Technology communication through the web for parents (Illuminate, Google email, and website) • Technology for Family Center • Continue music and visual arts 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. • Campus security. | <p>ACTUAL</p> <p>We continue to have a parent center available for parents. We have continued to provide the items above.</p> |
| <p>Expenditures</p> | <p>BUDGETED</p> <p>\$160,000 for Family Center Director and related costs for Family Center operation, monthly meetings at Family Center with school staff, instructional specialists; website maintenance/updates and communications and campus security. (LCFF)</p> <p>\$150,000 for After School Program. See below re: enrichments. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$310,000</p> <p>Remaining cost of Family Center Director and classes for parents. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$160,000</p> | <p>ESTIMATED ACTUAL</p> <p>Cost of Family Center Director and related costs for Family Center operation, monthly meetings at Family Center with school staff, instructional specialists; website maintenance/updates and communications, campus security and after-school expenses. (LCFF). - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$310,000</p> <p>Remaining cost of Family Center Director and security under classified staff. - 2000-2999 Classified Salaries - LCFF Base: \$100,000</p> |

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.

| | |
|---|---|
| <p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p> | <p>Actions and services were used to successfully achieve the goal.</p> |
| <p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p> | <p>We have discussed the effectiveness at our Parent Advocacy Committee. The committee monitors and implements the actions and services. This committee is composed of teachers, support staff, and</p> |

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

parents. The Family Center Director plans and shares results of the activities in the Family Center.

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 additional cost was added as a separate budget item as the Family Center Director works for three schools and is shared. His salary comes out of the shared cost and is documented as a service.

No changes.

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

Continue to provide broad academic and enrichment opportunities for all students.

ACTUAL

The school provided a broad academic and enriching opportunity for all students.

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.

| | | |
|--------------------------------|---|---|
| <p>Actions/Services</p> | <p>PLANNED</p> <ul style="list-style-type: none"> •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, arts, music, and P.E. •Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel. Psychomotor Program (scheduled physical education of 100 minutes per week) •At least one field trip per student per grade. | <p>ACTUAL</p> <p>The actions and services were provided as listed above.</p> |
| <p>Expenditures</p> | <p>BUDGETED</p> <p>\$125,000 for instructional specialists in music, art; PE equipment; field trips. (LCFF and Supplemental and Concentration Grant) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$125,000</p> | <p>ESTIMATED ACTUAL</p> <p>\$125,000 for instructional specialists in music, art; PE equipment; field trips. (LCFF and Supplemental and Concentration Grant) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$125,000</p> |

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.

| | |
|---|---|
| <p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p> | <p>The actions and services were implemented and the school has monitored implementation to achieve goal.</p> |
| <p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p> | <p>The goal was measured by the student success. The teachers also have accountability with teacher observations.</p> |
| <p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p> | <p>None.</p> |
| <p>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.</p> | <p>None.</p> |

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

Proficiency rates will meet or exceed District rates on for the same grade levels (K-2) on comparable assessments, as appropriate.

ACTUAL

Students at our school are no longer compared state wide as state assessments are not available for our students age group. We have implemented NWEA MAP assessments and can compare on a national norm. Our students are checked for progress.

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.

| | | |
|----------------------------|---|---|
| | <p>PLANNED</p> <ul style="list-style-type: none"> • See previous goal above. • 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. | <p>ACTUAL</p> <p>The school continues to monitor assessments used to achieve goal. The goal is being met.</p> |
| <p>Expenditures</p> | <p>BUDGETED</p> <p>\$ 130,000 for instructional specialists in music, art; PE equipment; field trips. (LCFF and Supplemental and Concentration Grant) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$130,000</p> | <p>ESTIMATED ACTUAL</p> <p>This amount is for instructional specialists including Lead Teachers, Arts, Trainings, and summer intervention classes. (LCFF and Supplemental and Concentration Grant) - 1000-1999 Certificated Salaries - LCFF S & C: \$130,000</p> |

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.

| | |
|---|--|
| <p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p> | <p>The school is using NWEA MAP assessments to help compare students on a national norm. The school continues to use internal assessments to measure growth and to target instruction.</p> |
| <p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p> | <p>The actions and services are accurate as our chartering district needs to have a comparison while monitoring our charter. We were renewed for the next five year beginning July 2017.</p> |
| <p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p> | <p>None.</p> |
| <p>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.</p> | <p>No changes need to be made at this time.</p> |

Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Fenton Primary Center (FPC) has meaningfully engaged stakeholders, including those representing relevant subgroups, in the LCAP and budgeting process throughout the spring via formal meetings, surveys, and data review. As a school that serves grades TK-2 student population that is 91% free and reduced price lunch (FRPL), 92% Hispanic/Latino, 6% African American, 55% English Learners (with another 12.5% Recently Reclassified Fluent-Proficient), 9.8% Special Education, all of our efforts are inherently attuned to the needs of student sub-groups and children who are “at-risk.”

Parent Advocacy Committee meetings (open to all parents), parent conferences, Open House and regularly scheduled informational meetings have been held throughout the school 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. The school’s comprehensive website is an accessible source of current information. On the website (www.fentoncharter.net) you will find the most recent charter petition, School Accountability Report Card (SARC), Title III report, detailed information about the state standard curriculum, WASC review, and the school’s programs and resources. Information is also readily available to parents in the school’s main office or the shared Family Center (shared with our sister school: Fenton Avenue Charter School), which is staffed by a full-time Family Center Director.

FPC staff members continue to meet 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 have 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 Fenton Charter Public Schools Board of Directors – which includes an elected parent representative from the school – has played an active role in reviewing LCAP drafts and offering input.

Annual Update:

This school year the following meeting took place where stakeholders were given an assignment to fulfill the need to complete the annual LCAP updates.

Parent meetings:

Parent Meeting Dates and Parent Conference: November 14-18, 2016 and April 3-7, 2017

Informational Night Meeting: September 29, 2016 and March 2, 2017

Open House: May 25, 2017

School Website Information: <http://www.fentoncharter.net/>

Leadership Meetings:

Fenton Charter Public Schools Board Meetings: February 23, 2017; April 20, 2017; May 18, 2017; June 29, 2017

Administrator Meetings: February 13, 2017 and May 8, 2017

Instruction Committee Meetings: September 15, 2016; October 19, 2016; November 9, 2016; December 6, 2016; February 10, 2017; May 24, 2017; and June 7, 2017

Finance Committee Meetings: December 1, 2016; May 17, 2017 and May 30, 2017

Personnel Committee Meetings: March 10, 2017; March 31, 2017; and May 11, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

Impact and Annual Update:

Fenton Primary Center's (FPC) Input received through interactions from all stakeholders has 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 2011, LAUSD approved the first renewal of the Fenton Primary Center. A separate and new site was constructed during the 2012-2013 school year, and the Fenton Primary Center moved to this location in September 2013. Fenton Primary Center (grades K-2) opened its doors to students on September 4, 2013. The Fenton Primary Center campus is 55,000 square feet, two-story setting with 40 classrooms offering a 184-day instructional calendar with 7 full professional development days.

FPC has recently renewed its charter with an overwhelming support from the sponsoring district, Los Angeles Unified School District (LAUSD). In its revised charter petition and WASC documentation FPC continues to focus on high academic achievement. FPC will continue to focus on its goals as explained in all of the schools documents which include the charter petition, WASC accreditation, and improvement plans. Below is a summary of the overall school goals and expected learning outcomes.

Every Fenton Primary Center 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.**

Every Fenton Primary Center 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.**

Every Fenton Primary Center student will be an effective communicator.

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

Every Fenton Primary Center student will be a responsible citizen.

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

This includes:

- Implementation of state aligned standard curriculum in all subject areas.
- Assessment of Student Performance and Progress using internal assessments and NWEA MAP Assessments (or other outside agencies that can produce data to help drive instruction).
- Increased integration of technology, a culture of data-driven instruction and differentiated instructional strategies based on feedback from 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. We are currently implementing Positive Behavior Intervention and Support school-wide.

The updated 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 on June 29, 2017.

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.

| | |
|----------------------|---|
| | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <u>Goal 1</u> | 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 Teachers

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---------------------------------|---|---|---|---|
| CA Teacher Credentialing | Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher. Goal: 100% | Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher. Goal: 100% | Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher. Goal: 100% | Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher. 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: | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities |
| | <input type="checkbox"/> Specific Student Group(s): _ | |
| Locations: | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ |
| | <input type="checkbox"/> Specific Grade Spans: _ | |

OR

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <ul style="list-style-type: none"> • 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: \$3,250,000 | Amount: \$3,250,000 | Amount: \$3,250,000 |
| Source: LCFF | Source: LCFF | Source: LCFF |

Budget
Reference

Certificated Salaries;
Salaries for teachers including
increased STRS benefits.

Budget
Reference

Certificated Salaries;
Salaries for teachers including
increased STRS benefits.

Budget
Reference

Certificated Salaries;
Salaries for teachers including
increased STRS 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 Instructional Materials

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|--|--|--|--|
| SARC Documentation | <p>All students will have access to standards-aligned Instructional materials.</p> <p>Goal: 100% using SARC.</p> | <p>All students will have access to standards-aligned Instructional materials.</p> <p>Goal: 100% using SARC.</p> | <p>All students will have access to standards-aligned Instructional materials.</p> <p>Goal: 100% using SARC.</p> | <p>All students will have access to standards-aligned Instructional materials.</p> <p>Goal: 100% using SARC.</p> |

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: | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities |
| | <input type="checkbox"/> Specific Student Group(s): _ | |
| Locations: | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ |
| | <input type="checkbox"/> Specific Grade Spans: _ | |

OR

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <ul style="list-style-type: none"> 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 (K-2) after careful review by all staff and input from parents. | <ul style="list-style-type: none"> 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 (K-2) after careful review by all staff and input from parents. | <ul style="list-style-type: none"> 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 (K-2) after careful review by all staff and input from parents. |

BUDGET EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|
|---------|---------|---------|

| | | | | | |
|------------------|---|------------------|---|------------------|--|
| Amount | \$50,000 | Amount | \$100,000 | Amount | \$100,000 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Books and Supplies; Purchase common core-aligned curriculum and supplementary materials. | Budget Reference | Books and Supplies; Purchase common core-aligned curriculum and supplementary materials. Possibly Science Upgrade. | Budget Reference | Books and Supplies; Purchase common core-aligned curriculum and supplementary materials. Possibly Social Studies Upgrade. |

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 Facilities

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---------------------------------------|--|--|--|--|
| Facility Checklists and Documentation | <p>School facilities are clean and maintained in good repair with daily spot checks and Site Inspection Lists > 90% of items in compliance or good standing.</p> <p>Goal: More than 90% of items in compliance.</p> | <p>School facilities are clean and maintained in good repair with daily spot checks and Site Inspection Lists > 90% of items in compliance or good standing.</p> <p>Goal: More than 90% of items in compliance.</p> | <p>School facilities are clean and maintained in good repair with daily spot checks and Site Inspection Lists > 90% of items in compliance or good standing.</p> <p>Goal: More than 90% of items in compliance.</p> | <p>School facilities are clean and maintained in good repair with daily spot checks and Site Inspection Lists > 90% of items in compliance or good standing.</p> <p>Goal: More than 90% of items in compliance.</p> |

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: | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities |
| | <input type="checkbox"/> Specific Student Group(s): _ | |
| Locations: | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ |
| | <input type="checkbox"/> Specific Grade Spans: _ | |

OR

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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 | \$100,000 | Amount | \$100,000 | Amount | \$100,000 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Services and Other Operating Expenses; Facilities and maintenance staff. | Budget Reference | Services and Other Operating Expenses; Facilities and maintenance staff. | Budget Reference | Services and Other Operating Expenses; Facilities and maintenance staff. |
| Amount | \$130,000 | Amount | \$130,000 | Amount | \$130,000 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Classified Salaries; Custodial staff on campus. | Budget Reference | Classified Salaries; Custodial staff on campus. | Budget Reference | Classified Salaries; Custodial staff on campus. |
| Amount | \$62,000 | Amount | \$62,000 | Amount | \$62,000 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Books and Supplies; Custodian Supplies | Budget Reference | ; Custodian Supplies | Budget Reference | Books and Supplies; Custodian Supplies |

New

Modified

Unchanged

Goal 4

4. 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 Implementation

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|----------------------------|---|---|---|---|
| CDE Textbook Adoption List | School will continue to fully implement CCSS state-adopted ELA and Math academic content and performance standards for all students. | School will continue to fully implement CCSS state-adopted ELA and Math academic content and performance standards for all students. | School will continue to fully implement CCSS state-adopted ELA and Math academic content and performance standards for all students. | School will continue to fully implement CCSS state-adopted ELA and Math academic content and performance standards for all students. |

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: | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities |
| | <input type="checkbox"/> Specific Student Group(s): _ | |
| Locations: | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ |
| | <input type="checkbox"/> Specific Grade Spans: _ | |

OR

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> 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: \$50,000 | Amount: \$45,000 | Amount: \$45,000 |
| Source: LCFF | Source: LCFF | Source: LCFF |

Budget
Reference

Certificated Salaries;
100% of teachers will participate in
comprehensive professional
development re: CCSS.

Budget
Reference

Certificated Salaries;
100% of teachers will participate in
comprehensive professional
development re: CCSS.

Budget
Reference

Certificated Salaries;
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 |
|---|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Maintain 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 to computer ratio of 3:1. | Maintain 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 to computer ratio of 3:1. | Maintain 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 to computer ratio of 3:1. |

BUDGET EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| Amount: \$193,000 | Amount: \$193,000 | Amount: \$193,000 |
| Source: LCFF | Source: LCFF | Source: LCFF |
| Budget Reference: Services and Other Operating Expenses; | Budget Reference: Certificated Salaries; Ongoing lease payments for | Budget Reference: Certificated Salaries; Ongoing lease payments for |

| | |
|------------------|---|
| | Ongoing lease payments for student computers to maintain ratio of 3:1. |
| Amount | \$75,000 |
| Source | LCFF |
| Budget Reference | Services and Other Operating Expenses; CMO Fees for technology staff and support |

Amount

| | |
|------------------|---|
| | student computers to maintain ratio of 3:1. |
| Amount | \$75,000 |
| Source | LCFF |
| Budget Reference | Services and Other Operating Expenses; CMO Fees for technology staff and support |

Source

Budget Reference

Amount

| | |
|------------------|---|
| | student computers to maintain ratio of 3:1. |
| Amount | \$75,000 |
| Source | LCFF |
| Budget Reference | Services and Other Operating Expenses; CMO Fees for technology staff and support |

Source

Budget Reference

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 EL Students and Academic Content Knowledge

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|--|--|
| Lead Teacher Checklist for Each Classroom | 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. | 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. | 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. | 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. |

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: | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities |
| | <input type="checkbox"/> Specific Student Group(s): _ | |
| Locations: | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ |
| | <input type="checkbox"/> Specific Grade Spans: _ | |

OR

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| professional development and materials specifically relating to EL support, a Reading Intervention Specialist, counselor, psychologist and additional para-professional support (from Supplemental and Concentration Grant) | professional development and materials specifically relating to EL support, a Reading Intervention Specialist, counselor, psychologist and additional para-professional support (from Supplemental and Concentration Grant) | professional development and materials specifically relating to EL support, a Reading Intervention Specialist, counselor, psychologist and additional para-professional support (from Supplemental and Concentration Grant) |

BUDGET EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|-----------|-----------|-----------|
| Amount | Amount | Amount |
| \$500,000 | \$500,000 | \$500,000 |

| | | | | | |
|------------------|---|------------------|---|------------------|---|
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Certificated Salaries; Certificated salaries for support staff. | Budget Reference | Certificated Salaries; Certificated salaries for support staff. | Budget Reference | Certificated Salaries; Certificated salaries for support staff. |
| Amount | \$50,000 | Amount | \$50,000 | Amount | \$50,000 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Books and Supplies; Books, materials, supplies, for delivery of instruction. | Budget Reference | Books and Supplies; Books, materials, supplies, for delivery of instruction. | Budget Reference | Books and Supplies; Books, materials, supplies, for delivery of instruction. |

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 Parental Involvement

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|--|--|
| Master Schedule of Information Sent and Sign-ins | School will continue to provide multiple opportunities for parent involvement in school and monitor home-school communication; and ensure parent representation in decision-making at all levels of school operations. | School will continue to provide multiple opportunities for parent involvement in school and monitor home-school communication; and ensure parent representation in decision-making at all levels of school operations. | School will continue to provide multiple opportunities for parent involvement in school and monitor home-school communication; and ensure parent representation in decision-making at all levels of school operations. | School will continue to provide multiple opportunities for parent involvement in school and monitor home-school communication; and ensure parent representation in decision-making at all levels of school operations. |

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: | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities |
| | <input type="checkbox"/> Specific Student Group(s): _ | |
| Locations: | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ |
| | <input type="checkbox"/> Specific Grade Spans: _ | |

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> 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 Family 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 Family 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 Family 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

Amount

\$179,000

Source

LCFF

Budget Reference

Classified Salaries; Salaries and benefits for classified staff support, including Reading Intervention Specialist assistants, Compliance Assistant, and Attendance Manager.

2018-19

Amount

\$179,000

Source

LCFF

Budget Reference

Classified Salaries; Salaries and benefits for classified staff support, including Reading Intervention Specialist assistants, Compliance Assistant, and Attendance Manager.

2019-20

Amount

\$179,000

Source

LCFF

Budget Reference

Classified Salaries; Salaries and benefits for classified staff support, including Reading Intervention Specialist assistants, Compliance Assistant, and Attendance Manager.

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 Statewide Assessments: ELA/Literacy and Mathematics

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-----------------------------------|--|--|--|--|
| Illuminate and NWEA Data Analysis | Meet or exceed internal targets for growth. Utilize publishers tests from materials aligned to CCSS for initial benchmark assessments. Full implementation of NWEA assessments for Reading, Language, and mathematics. | Meet or exceed internal targets for growth. Utilize publishers tests from materials aligned to CCSS for initial benchmark assessments. Full implementation of NWEA assessments for Reading, Language, and mathematics. | Meet or exceed internal targets for growth. Utilize publishers tests from materials aligned to CCSS for initial benchmark assessments. Full implementation of NWEA assessments for Reading, Language, and mathematics. | Meet or exceed internal targets for growth. Utilize publishers tests from materials aligned to CCSS for initial benchmark assessments. Full implementation of NWEA assessments for Reading, Language, and mathematics. |

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: | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities |
| | <input type="checkbox"/> Specific Student Group(s): _ | |
| Locations: | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ |
| | <input type="checkbox"/> Specific Grade Spans: _ | |

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
|--|--|--|
| • Provide highly qualified educational support personnel (Psychologist, Counselor, Reading Intervention Specialist, Gifted testing, etc.) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST | Provide highly qualified educational support personnel (Psychologist, Counselor, Reading Intervention Specialist, Gifted testing, etc.) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST | Provide highly qualified educational support personnel (Psychologist, Counselor, Reading Intervention Specialist, Gifted testing, etc.) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • 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 and provide tech-based intervention (e.g., iStation and NWEA)).

meetings, and other assessments and protocols and provide tech-based intervention (e.g., iStation and NWEA)).

meetings, and other assessments and protocols and provide tech-based intervention (e.g., iStation and NWEA)).

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

| | | | | | |
|------------------|---|------------------|---|------------------|--|
| Amount | \$250,000 | Amount | \$250,000 | Amount | \$250,000 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Certificated Salaries; Salaries and benefits for certificated support staff. | Budget Reference | Certificated Salaries; Salaries and benefits for certificated support staff. | Budget Reference | Certificated Salaries; Salaries and benefits for certificated support staff. |
| Amount | \$550,000 | Amount | \$550,000 | Amount | \$550,000 |
| Source | Federal Revenues - Title I | Source | Federal Revenues - Title I | Source | Federal Revenues - Title I |
| Budget Reference | Classified Salaries; 80% of teacher assistant cost. | Budget Reference | Classified Salaries; 80% of teacher assistant cost. | Budget Reference | Classified Salaries; 80% of teacher assistant cost. |
| Amount | \$100,000 | Amount | \$100,000 | Amount | \$0 |
| Source | LCFF | Source | LCFF | Source | |
| Budget Reference | Services and Other Operating Expenses; Services to help provide the support. CMO, Utilities, and District Oversight | Budget Reference | Services and Other Operating Expenses; Services to help provide the support. CMO, Utilities, and District Oversight | Budget Reference | |

New

Modified

Unchanged

Goal 8

8. School will show improvement on the overall performance level of the state indicators as measured by the California State Dashboard 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

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|----------------------|---|---|---|---|
| CDE and SBE Outcomes | School will meet the annual Targets set by state accountability and as mandated by the CA State Board of Education. | School will meet the annual Targets set by state accountability and as mandated by the CA State Board of Education. | School will meet the annual Targets set by state accountability and as mandated by the CA State Board of Education. | School will meet the annual Targets set by state accountability and as mandated by the CA State Board of Education. |

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: | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities |
| | <input type="checkbox"/> Specific Student Group(s): _ | |
| Locations: | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ |
| | <input type="checkbox"/> Specific Grade Spans: _ | |

OR

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Implement NWEA MAP assessments online. | Continue to implement NWEA MAP assessments online. | Continue to implement NWEA MAP assessments online. |

BUDGET EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| Amount: \$25,000 | Amount: \$25,000 | Amount: \$25,000 |
| Source: LCFF | Source: LCFF | Source: LCFF |
| Budget Reference: Services and Other Operating | Budget Reference: Services and Other Operating | Budget Reference: Services and Other Operating |

Expenses;
Annual subscription to online
assessment.

Expenses;
Annual subscription to online
assessment.

Expenses;
Annual subscription to online
assessment.

New

Modified

Unchanged

Goal 9

9. EL students will show improvement on the English Language Proficiency Assessments for California (ELPAC) Summative test (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 EL Progress

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-------------------------------------|--|---|---|---|
| English Learner Assessment Outcomes | Achieve similar or higher rate of EL growth compared to the District on the CELDT (or similar assessment) scale each year. | Achieve similar or higher rate of EL growth compared to the District on the CELDT (or similar assessment) scale each year. | Achieve similar or higher rate of EL growth compared to the District on the CELDT (or similar assessment) scale each year. | Achieve similar or higher rate of EL growth compared to the District on the CELDT (or similar assessment) scale each year. |

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: | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities |
| | <input type="checkbox"/> Specific Student Group(s): _ | |
| Locations: | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ |
| | <input type="checkbox"/> Specific Grade Spans: _ | |

OR

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Implement the FPC 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, specifically relating to ELs. - Continue professional development activities focused on CCSS implementation with ELs. - EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated | Implement the FPC 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, specifically relating to ELs. - Continue professional development activities focused on CCSS implementation with ELs. - EL students will continue to have additional support in gaining CCSS-aligned academic content | Implement the FPC 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, specifically relating to ELs. - Continue professional development activities focused on CCSS implementation with ELs. - EL students will continue to have additional support in gaining CCSS-aligned academic content |

instruction in the classroom and ELD instruction. - Re-designated ELs will continue to be supported via a multi-tiered system based on student progress. - Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and assessments.

knowledge via differentiated instruction in the classroom and ELD instruction. - Re-designated ELs will continue to be supported via a multi-tiered system based on student progress. - Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and assessments.

knowledge via differentiated instruction in the classroom and ELD instruction. - Re-designated ELs will continue to be supported via a multi-tiered system based on student progress. - Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and assessments.

BUDGET EXPENDITURES

2017-18

Amount

\$125,000

Source

Federal Revenues - Title I

Budget Reference

Classified Salaries;
This includes cost of 20% teacher assistance that help with differentiated instruction.

2018-19

Amount

\$125,000

Source

Federal Revenues - Title I

Budget Reference

Classified Salaries;
This includes cost of 20% teacher assistance that help with differentiated instruction.

2019-20

Amount

\$100,000

Source

Federal Revenues - Title I

Budget Reference

Classified Salaries;
This includes cost of 20% teacher assistance that help with differentiated instruction.

New

Modified

Unchanged

Goal 10

10. EL reclassification rate will meet or exceed the District's reclassification rate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL [EL Reclassification Rates](#)

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-----------------------|--|--|--|--|
| Reclassification Data | Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs. | Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs. | Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs. | Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs. |

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: | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities |
| | <input type="checkbox"/> Specific Student Group(s): _ | |
| Locations: | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ |
| | <input type="checkbox"/> Specific Grade Spans: _ | |

OR

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| School continue implement new ELA curriculum with ELD embedded for accountability purposes. | School continue implement new ELA curriculum with ELD embedded for accountability purposes. | School will review ELA curriculum with ELD embedded for accountability purposes. |

BUDGET EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------------|------------------|------------------|
| Amount: \$50,000 | Amount: \$50,000 | Amount: \$50,000 |
| Source: LCFF | Source: LCFF | Source: LCFF |

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| Budget Reference | Books and Supplies; This is the cost of consumables of curriculum that include ELD. | Budget Reference | Books and Supplies; This is the cost of consumables of curriculum that include ELD. | Budget Reference | Books and Supplies; This is the cost of consumables of curriculum that include ELD. |
| Amount | \$12,900 | Amount | \$12,900 | Amount | \$12,900 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Services and Other Operating Expenses; Additional Support to help the implementation of new curriculum. | Budget Reference | Services and Other Operating Expenses; Additional Support to help the implementation of new curriculum. | Budget Reference | Services and Other Operating Expenses; Additional Support to help the implementation of new curriculum. |

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

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-----------------------------------|---|---|---|---|
| ADA as Submitted in State Reports | School will continue to maintain a high ADA rate of >95%. | School will continue to maintain a high ADA rate of >95%. | School will continue to maintain a high ADA rate of >95%. | School will continue to maintain a high ADA rate of >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: | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities |
| | <input type="checkbox"/> Specific Student Group(s): _ | |
| Locations: | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ |
| | <input type="checkbox"/> Specific Grade Spans: _ | |

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
|--|--|--|
| - Students are expected to attend school 100% unless they are sick and can provide a doctor's note. - School provides a full-time nurse and nurse assistant to check students when they come to school with health issues. - Parents are encouraged to do independent study when they have planned days off throughout the year. | Students are expected to attend school 100% unless they are sick and can provide a doctor's note. - School provides a full-time nurse and nurse assistant to check students when they come to school with health issues. - Parents are encouraged to do independent study when they have planned days off throughout the year. | Students are expected to attend school 100% unless they are sick and can provide a doctor's note. - School provides a full-time nurse and nurse assistant to check students when they come to school with health issues. - Parents are encouraged to do independent study when they have planned days off throughout the year. |

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| Amount | \$100,000 | Amount | \$100,000 | Amount | \$100,000 |
| Source | LCFF | Source | LCFF | Source | |
| Budget Reference | Classified Salaries; Salaries of nurse, nurse assistant, and implementation of PBIS. | Budget Reference | Classified Salaries; Salaries of nurse, nurse assistant, and implementation of PBIS. | Budget Reference | ; Salaries of nurse, nurse assistant, and implementation of PBIS. |

New

Modified

Unchanged

Goal 12

12. School will continue to maintain a low $\leq 1\%$ suspension rate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Pupil Suspension Rates

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-------------------------------------|--|--|--|--|
| SWIS Data Reports and State Reports | Suspension rate will be maintained at $\leq 1\%$ | Suspension rate will be maintained at $\leq 1\%$ | Suspension rate will be maintained at $\leq 1\%$ | Suspension rate will be maintained at $\leq 1\%$ |

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: | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities |
| | <input type="checkbox"/> Specific Student Group(s): _ | |
| Locations: | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ |
| | <input type="checkbox"/> Specific Grade Spans: _ | |

OR

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| - School will continue to implement social-emotional curriculum (Mutt-i-Grees™) and Positive Behavior Intervention and Support. - Behavior Intervention Assistant, Counselor, Social Awareness and Behavior Support Coordinator will support teachers. | School will continue to implement social-emotional curriculum (Mutt-i-Grees™) and Positive Behavior Intervention and Support. - Behavior Intervention Assistant, Counselor, Social Awareness and Behavior Support Coordinator will support teachers. | School will continue to implement social-emotional curriculum (Mutt-i-Grees™) and Positive Behavior Intervention and Support. - Behavior Intervention Assistant, Counselor, Social Awareness and Behavior Support Coordinator will support teachers. |

BUDGET EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| Amount <input type="text" value="\$50,000"/> | Amount <input type="text" value="\$50,000"/> | Amount <input type="text" value="\$50,000"/> |

Source

LCFF

Source

LCFF

Source

LCFF

Budget
Reference

Services and Other Operating
Expenses;
Materials and supplies for
mutt-i-greed and PBIS
implementation

Budget
Reference

Services and Other Operating
Expenses;
Materials and supplies for
mutt-i-greed and PBIS
implementation

Budget
Reference

Certificated Salaries;
Materials and supplies for
mutt-i-greed and PBIS
implementation

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 Pupil Expulsion Rates

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-------------------------------------|--|--|--|--|
| SWIS Data Reports and Documentation | Expulsion rate will be maintained at <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: | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities |
| | <input type="checkbox"/> Specific Student Group(s): _ | |
| Locations: | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ |
| | <input type="checkbox"/> Specific Grade Spans: _ | |

OR

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| School will continue to identify ways to support students and avoid expulsions. | School will continue to identify ways to support students and avoid expulsions. | School will continue to identify ways to support students and avoid expulsions. |

BUDGET EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| Amount: \$30,000 | Amount: \$30,000 | Amount: \$30,000 |
| Source: LCFF | Source: LCFF | Source: LCFF |
| Budget Reference: Services and Other Operating | Budget Reference: Services and Other Operating | Budget Reference: Services and Other Operating |

Expenses;
Communication, Flyers,
brochures, parent meetings, to
support students who are at risk.

Expenses;
Communication, Flyers,
brochures, parent meetings, to
support students who are at risk.

Expenses;
Communication, Flyers,
brochures, parent meetings, to
support students who are at
risk.

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 [Pupil Expulsion Rates](#)

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---|---|---|
| Stakeholder Survey | Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys. | Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys. | Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys. | Continue to achieve >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: | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities |
| | <input type="checkbox"/> Specific Student Group(s): _ | |
| Locations: | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ |
| | <input type="checkbox"/> Specific Grade Spans: _ | |

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
|---|--|--|
| <ul style="list-style-type: none"> As noted previously, continue operation of Family Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. After School Program Improvement of Technology communication through the web for parents (Illuminate, Google email, and website) Technology for Family Center Continue music and visual arts instruction, P.E., and other enrichments to provide students with varied outlets for personal expression, achievement, | <ul style="list-style-type: none"> As noted above, continue operation of Family Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. After School Program Improvement of Technology communication through the web for parents (Illuminate, Google email, and website) Technology for Family Center Continue music and visual arts instruction, P.E., and other enrichments to provide students with varied outlets for personal expression, achievement, | <ul style="list-style-type: none"> As noted above, continue operation of Family Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. After School Program Improvement of Technology communication through the web for parents (Illuminate, Google email, and website) Technology for Family Center Continue music and visual arts 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. •Campus security.

and collaboration/cooperation with their peers.
 •Continue to host community-building events and culminating celebrations. •Campus security.

and collaboration/cooperation with their peers.
 •Continue to host community-building events and culminating celebrations. •Campus security.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| Amount | \$160,000 | Amount | \$160,000 | Amount | \$160,000 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Classified Salaries; Family Center Director, school security, and other classified personnel expenses. | Budget Reference | Classified Salaries; Family Center Director, school security, and other classified personnel expenses. | Budget Reference | Classified Salaries; Family Center Director, school security, and other classified personnel expenses. |
| Amount | \$115,000 | Amount | \$115,000 | Amount | \$115,000 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Services and Other Operating Expenses; After School Programs to support all students. | Budget Reference | Services and Other Operating Expenses; After School Programs to support all students. | Budget Reference | Services and Other Operating Expenses; After School Programs to support all students. |
| Amount | \$100,000 | Amount | \$100,000 | Amount | \$100,000 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Services and Other Operating Expenses; Technology support and additional contracted campus security. | Budget Reference | Services and Other Operating Expenses; Technology support and additional contracted campus security. | Budget Reference | Services and Other Operating Expenses; Technology support and additional contracted campus security. |

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 |
|--|---|---|---|---|
| Schedules, Calendars, WASC, and Charter Petition Documentation | Continue to provide broad academic and enrichment opportunities for all students. | Continue to provide broad academic and enrichment opportunities for all students. | Continue to provide broad academic and enrichment opportunities for all students. | Continue to provide broad academic and enrichment opportunities for all students. |

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: | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities |
| | <input type="checkbox"/> Specific Student Group(s): _ | |
| Locations: | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ |
| | <input type="checkbox"/> Specific Grade Spans: _ | |

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> 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, arts, music, and P.E. •Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel. Psychomotor Program (scheduled | 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, arts, music, and P.E. •Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel. Psychomotor Program (scheduled | 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, arts, music, and P.E. •Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel. Psychomotor Program (scheduled |

physical education of 100 minutes per week)
 •At least one field trip per student per grade.

physical education of 100 minutes per week)
 •At least one field trip per student per grade.

physical education of 100 minutes per week)
 •At least one field trip per student per grade.

BUDGET EXPENDITURES

2017-18

| | |
|------------------|---|
| Amount | \$150,000 |
| Source | LCFF |
| Budget Reference | Classified Salaries; Instructional specialists in music and art. (LCFF and Supplemental and Concentration Grant) |
| Amount | \$25,000 |
| Source | LCFF |
| Budget Reference | Services and Other Operating Expenses; Student activities - Field Trips |

2018-19

| | |
|------------------|---|
| Amount | \$150,000 |
| Source | LCFF |
| Budget Reference | Classified Salaries; Instructional specialists in music and art. (LCFF and Supplemental and Concentration Grant) |
| Amount | \$25,000 |
| Source | LCFF |
| Budget Reference | Services and Other Operating Expenses; Student activities - Field Trips |

2019-20

| | |
|------------------|---|
| Amount | \$150,000 |
| Source | LCFF |
| Budget Reference | Classified Salaries; Instructional specialists in music and art. (LCFF and Supplemental and Concentration Grant) |
| Amount | \$25,000 |
| Source | LCFF |
| Budget Reference | Services and Other Operating Expenses; Student activities - Field Trips |

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 |
|--|---|---|---|---|
| Assessment Identified by State, District, and School | Proficiency rates will meet or exceed District rates on for the same grade levels (TK-2) on comparable assessments, as appropriate. | Proficiency rates will meet or exceed District rates on for the same grade levels (TK-2) on comparable assessments, as appropriate. | Proficiency rates will meet or exceed District rates on for the same grade levels (TK-2) on comparable assessments, as appropriate. | Proficiency rates will meet or exceed District rates on for the same grade levels (TK-2) on comparable assessments, as appropriate. |

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: | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities |
| | <input type="checkbox"/> Specific Student Group(s): _ | |
| Locations: | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ |
| | <input type="checkbox"/> Specific Grade Spans: _ | |

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
|---|---|---|
| See previous goal above. 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. | See previous goal above. 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. | See previous goal above. 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 | \$50,000 | Amount | \$50,000 | Amount | \$50,000 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Certificated Salaries; Teacher planning for data-driven instruction. Substitute coverage, Illuminate training, and lead teacher collaboration. | Budget Reference | Certificated Salaries; Teacher planning for data-driven instruction. Substitute coverage, Illuminate training, and lead teacher collaboration. | Budget Reference | Certificated Salaries; Teacher planning for data-driven instruction. Substitute coverage, Illuminate training, and lead teacher collaboration. |
| Amount | \$50,000 | Amount | \$50,000 | Amount | \$0 |
| Source | LCFF | Source | LCFF | Source | |
| Budget Reference | Services and Other Operating Expenses; Contracted substitute teachers. | Budget Reference | Services and Other Operating Expenses | Budget Reference | |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$2,008,401

Percentage to Increase or Improve Services:

34.01%

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](#)).

Working closely with stakeholders of the school, the following goals have been identified for focus within the next three years to improve outcomes for all students and contribute to improving student services:

#1 LCAP Goal: 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. We will continue to monitor for 100% satisfaction.

#2 LCAP Goal: 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. The school will continue to monitor the latest curriculum adoptions and the alignment of the state standards. The school will also continue to provide teachers with support through professional development and review of the latest curriculum.

#3 LCAP Goal: 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. The School will continue to monitor the facilities for hazards as well as maintenance on a weekly, monthly, and annual basis.

#4 LCAP Goal: Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments. The teachers will evaluate their knowledge and determine the areas of need to be addressed by professional development.

#5 LCAP Goal: 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. The latest state adopted text have been purchased for language arts and math and will be continue to be used for the next five years. These adoptions are the latest English learner integrated textbooks.

#6 LCAP Goal: 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. The school has a Parent Advocacy Committee that will continue to monitor parent participation and needs. The committee will also review communication and ways to improve as needed.

#7 LCAP Goal: 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. Our school is currently reviewing the requirements as they pertain to our grades TK-2. The school will continue to implement the state English learner accountability.

#8 LCAP Goal: School will show improvement on the overall performance level of the state indicators as measured by the California State Dashboard or equivalent, as mandated by the CA State Board of Education. The school will continue to monitor school culture with participation of all stakeholders.

#10 LCAP Goal: EL reclassification rate will meet or exceed the District's reclassification rate. The school will continue to monitor changes to new assessments and make changes, as necessary, to the school's master plan in regards to reclassification. We will review district procedures as well to maintain consistency.

#11 LCAP Goal: School will continue to maintain a high ADA rate. The school will continue to find ways to maintain a high ADA rate. The school has formed a committee on addressing this need. A plan will be presented to entire staff at the beginning of each year.

#12 LCAP Goal: School will continue to maintain a low $\leq 1\%$ suspension rate. The school has implemented a Positive Behavior Intervention Support Plan and continue to use Mutt-i-grees (Social Emotional Learning Program) to help student with behavior and provide support in addressing suspending offenses.