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 Avenue Charter		
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2017-20 Plan Summary

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

Success of School's Educational Program in Meeting the Needs of All Students

Fenton Avenue Charter School (FACS) is committed to serving a wide range of students that require a rigorous program that includes acceleration, differentiated instruction, and depth and complexity. FACS is a data-driven school that uses assessment data to understand and improve student and school performance. The assessment data (diagnostic, formative, and summative) helps FACS continuously plan, monitor, and improve academic programs. The staff reviews the previous spring's state testing results to evaluate the school's academic program and to chart a course for the new year based on students' needs. Subgroups in need of intervention are identified and monitored. In addition to state testing, other assessments include publisher assessments, student work samples, and the NWEA MAP assessment. Assessments are used to:

- Identify students' and subgroup progress toward achieving standards.
- Identify students and subgroups who need additional instruction or intervention.
- Prescribe a re-teaching or intervention focus for individual students.
- Identify professional development needs and target school resources.

Fenton Avenue Charter School's educators believe it is essential to a take a multifaceted approach to meet the needs of its diverse population. The Charter School addresses the social and emotional needs of all students. Teachers analyze data to determine each student's unique talents and needs. Students who are on grade level and approaching proficiency are targeted in the critical instructional areas that propel them for advancement in all areas. Students struggling with basic skills are targeted for support by a wide range of experts including Education Specialists, school counselor, school psychologist, speech pathologist, classroom teachers and administrators. The Charter School has created its own culture of awareness, caring, dedicated, and hardworking teachers and students. Many visitors, including the LAUSD Charter Schools Division oversight committee, WASC visiting committee, and the CDE have recognized the positive culture at Fenton Avenue Charter School.

Prior to becoming a charter school in 1993, Fenton Avenue Elementary was considered one of the lowest performing and most challenging elementary schools in the Los Angeles Unified School District. Charter school status has provided FACS with the leverage to tackle poor attendance, high student transiency, vandalism, overcrowding, low staff morale, lack of parental involvement, and low student performance. Since original charter approval and conversion, Fenton Avenue Charter School is one of the highest performing schools in the North East San Fernando Valley. FACS continues to outperform neighboring schools that have a higher rate of parental education and lower percentages of students who are eligible for Free and Reduced Price Meals.

Enrollment at FACS continues to increase yearly. The 2016-17 enrollment of FACS is as follows: 3rd grade – 262 students; 4th grade – 246 students; and 5th grade – 265 students. Even serving only three grade levels, there are 773 students on campus daily. Since 2013-14, enrollment has increased from 653 students to 773, an 18% increase. Fenton Avenue Charter School has changed little demographically since 1993 and the ethnic composition of the Charter School remains relatively constant. FACS's enrollment and demographic student subgroup data for 2016-2017 consists of 30% English Learner, 90.8% Hispanic or Latino, 83.9% Socioeconomically Disadvantaged, 8.9% Gifted and Talented and 13.5% identified students with disabilities.

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

Working closely with stakeholders throughout the school, the following 16 goals have been identified for focus within the next three years to improve outcomes for all students.

#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.

#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.

#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.

#4 LCAP Goal: Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.

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

#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.

#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.

#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.

#9 LCAP Goal: 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.

#10 LCAP Goal: EL reclassification rate will meet or exceed the District's reclassification rate.

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

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

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

#14 LCAP Goal: 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.

#15 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 academic and educational enrichment programs as outlined in the school's charter.

#16 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 demonstrate progress towards proficiency (or above) of grade level content standards aligned with the State's priorities.

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

This year, after consecutive years of focused efforts, we were pleased with the English Learner Progress Indicator and the social/emotional growth of our English Learners, our Students with Disabilities, Socioeconomically Disadvantaged, Black or African American and our Hispanic Students.

Suspension Indicator: Based on the California School Dashboard our overall performance indicator on the Suspension Indicator is Blue. Our current suspension rate is 0.4% and has declined by -0.4%. There are several factors we believe have contributed to this decline in suspension rates. In 2014, Fenton Avenue Charter School launched the Positive Behavioral Interventions and Supports system-wide framework for creating and maintaining safe and effective learning environments. The purpose of PBIS is to establish a climate in which appropriate behavior is the norm. The outcomes of PBIS are:

- Increase in academic achievement and performance
- Decrease in classroom disruptions and office discipline referrals
- Improve school climate and safety

Fenton Avenue Charter School has established a site team, identified school-wide positive behavior expectations, and has developed classroom behavioral expectations. The Charter School is in year three of implementation.

To promote a school-wide atmosphere in which "learning best occurs," PBIS will continue to serve as the philosophical basis for Fenton Avenue Charter School's discipline and student behavior policy. *PBIS* is a flexible framework for effective school and classroom management that builds student self-esteem and encourages responsible behavior. Teachers, staff, and administration employ techniques and strategies that enable children to make responsible decisions in and out of their classroom. Teachers develop contracts with the class on established norm behaviors and monitor the progress of students in maintaining their behavior. Responding to students with dignity is core to this program, as it fosters student responsibility, motivation, and engagement.

With the implementation of PBIS and Illuminate, all discipline referrals are logged into the student database and SWIS™ (PBIS based School-Wide Information System data app). Data is analyzed weekly, monthly, quarterly and yearly. SWIS™ data reveals that the majority of students are demonstrating pro-social behavior with a sense of responsibility to their peers.

In 2015-2016, 635 out of 744 students (88%) never needed to leave the classroom due to behavior concerns and 93.15% were referred for behavior support fewer than five times. The data shows that PBIS ensures students are demonstrating pro-social behavior with a sense of responsibility to their peers.

English Learner Progress Indicator: Based on the California School Dashboard our overall English Learner Progress Indicator is Green. Our current English Learner Progress increased by +2.2%. Fenton Avenue Charter School trained all staff with ELD strategies using DataWorks Educational Research's Explicit Direct Instruction for English Learners, which specifically addresses the needs of English learners and provides strategies that are research based. In 2016, Fenton contracted with the Writer's Project through California State University Northridge and hosted two teacher trainings on the new ELD standards and integrated/designated instruction. Fenton

also implemented a new CCSS ELA/ELD curriculum, *Benchmark Advance.* Illuminate Data & Assessment™ and NWEA® MAP Assessments allow Fenton to monitor subgroups for every core content area. Illuminate allows the Charter School to monitor student progress daily in all content areas via assessment subgroup reports, which are available to all teachers. iStation Online Intervention allows Fenton to monitor progress based on the tiers of intervention and adjust instruction accordingly.

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

Overall, academic indicators are orange for English Language Arts (3-8) and yellow for Mathematics (3-8). Two student subgroups in English Language Arts (ELA) had yellow indicators: English Learners and Hispanic. Both maintained from 2015-16 CAASPP (-0.1 points and -0.2 points). Three student subgroups in Math had yellow indicators: English Learners, Socioeconically Disadvantaged and Hispanic. All three increased from 2015-16 CAASPP (+0.8, +2 and +2.8 points)

The area showing the only red indicators was the Students with Disabilities subgroup in the English Language Arts Indicator which was overall, orange, but had two subgroups with orange indicators and two with yellow indicators. Our Students with Disabilities were red and show -7.8 and overall it shows we have a decline of -2.3 points.

Based on this data and input from our stakeholders, we are looking more deeply at our subgroup data, especially in English Language Arts, to ensure we are meeting the needs of all our subgroups in order for them to access the CCSS standards. We continue to deepen content knowledge through modeling and collaboration. Along with that, we are supporting collaboration time to enable teachers to use data to plan together and observe other classrooms. And, we are providing time to adequately assess students to their instructional reading level. All of these efforts will support students across content areas and allow them to be more successful academically and socially.

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

To address the gaps in ELA and Math achievement, the Fenton Avenue Charter School LCAP includes the following actions and services:

- 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.
- Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.
- 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.
- 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.
- School will continue to maintain a high ADA rate.
- School will continue to maintain a low ≤ 1% suspension rate.

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.

Fenton Avenue Charter School will provide Supplemental Education and Support ("SES") services through the Program Improvement requirement in Elementary and Secondary Education Act ("ESEA") by offering after school tutoring in ELA or math. We will also improve services for low-income students, English learners, and foster youth through intervention.

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	$8,939,504
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$5,410,446

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.

$7,232,488	Total Projected LCFF Revenues for LCAP Year

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

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

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL A. Teachers

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher. Goal: 100%	Achieved Goal in 2016-17:100%; Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher.

ACTIONS / SERVICES

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

	PLANNED	ACTUAL
Actions/Services	• Increase teacher salaries to attract and recruit highly qualified and experienced teachers. • Ensure verification of proper credentials prior to start of employment.	• Increase teacher salaries to attract and recruit highly qualified and experienced teachers. • Ensure verification of proper credentials prior to start of employment.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	1000-1999 Certificated Salaries - LCFF Base: $2,576,152 (repeated expenditure)	1000-1999 Certificated Salaries - LCFF Base: $2,576,152 (repeated expenditure)

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Achieved Goal in 2016-17:100%. Fenton increased teacher salaries to attract and recruit highly qualified and experienced teachers and ensured verification of proper credentials prior to start of employment.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Fenton Avenue Charter School continues to meet this goal in 2016-2017.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	• Increase teacher salaries to attract and recruit highly qualified and experienced teachers. • Ensure verification of proper credentials prior to start of employment.
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.	• Increase teacher salaries to attract and recruit highly qualified and experienced teachers. • Ensure verification of proper credentials prior to start of employment.

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

State and/or Local Priorities Addressed by this goal:

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Goal: To provide access to standards-aligned instructional materials (100%) using data in Annual School Accountability Report Card (SARC).

ACTUAL

Fenton Avenue Charter School provided access to standards-aligned instructional materials (100%) using data in Annual School Accountability Report Card (SARC).

ACTIONS / SERVICES

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

	PLANNED	ACTUAL
Actions/Services	• Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. • Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.	Fenton Avenue Charter School fully implemented the Common Core State Standards ("CCSS") in language arts and mathematics, with the addition of a new math series, *McGraw-Hill's My Math* (TK, 3-5), in 2015 and *Benchmark Education's Benchmark Advance* program (3-5), a CCSS aligned and state approved literacy program, in 2016.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	4000-4999 Books and Supplies - LCFF Base: $120,000 (repeated expenditure)	4000-4999 Books and Supplies - LCFF Base: $946,374 (repeated expenditure)

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	FACS implemented a new state adopted ELA/ELD curriculum, *Benchmark Advance* (Benchmark Education), in 2016-2017. Unlike the other ELA publishers adopted by the state of California, Benchmark Advance was designed and created after the blueprints of the CAASPP were released. FACS will implement a new state adopted ELA/ELD literacy curriculum, *Benchmark Advance*, to also increase student achievement for our English language learners. Adopted by the state of California, this comprehensive program addresses the goals, context, and themes of the California Framework for ELA and ELD instruction, including Integrated and Designated ELD.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The Charter School has fully implemented the Common Core State Standards ("CCSS") in language arts and mathematics, with the addition of a new math series, *McGraw-Hill's My Math* (TK, 3-5), in 2015 and *Benchmark Education's Benchmark Advance* program (3-5), a CCSS aligned literacy program, in 2016. **As measured by NWEA Measures of Academic Progress® (MAP) subgroup growth is evident:** • **English Learners** show growth in reading (+8) and mathematics (+10) when comparing MAP scores from the Fall 2016 administration to Spring 2017. **When comparing 2015 and 2016 CAASPP results, growth is evident:** • Students made academic gains comparing CAASPP results from 2015 with 2016. Students have shown growth in ELA and Math schoolwide and among all our numerically significant subgroups when comparing the percentage of students that met or exceeded the standard. **ELA:** **Percentage of students that Met or Exceeded the Standard on the CAASPP (2015 & 2016)** *Summative Two-Year Comparison (percent of students)*

2015	2016
32%	34%

Mathematics:

Percentage of students that Met or Exceeded the Standard on the CAASPP (2015 & 2016)

Summative Two-Year Comparison (percent of students)

2015	2016
23%	25%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Estimated Actual Expenditures ($146,000) exceeded the Budgeted Expenditures ($120,000).

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

The implementation of fully aligned CCSS materials for ELA and Math will address the English Language Arts (Grades 3-8) and Mathematics (Grades 3-8) Indicator needs.

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

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10

LOCAL C. Facilities

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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 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.

ACTIONS / SERVICES

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

	PLANNED	**ACTUAL**
Actions/Services	• Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement.	Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	2000-2999 Classified Salaries - LCFF Base: $200,000 (repeated expenditure)	2000-2999 Classified Salaries - LCFF Base: $138,148 (repeated expenditure)

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.

Fenton Avenue Charter:

• Continue risk management site inspections of campus by property and liability carrier.

• Correct all areas identified in need of repair or replacement.

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

• Continue risk management site inspections of campus by property and liability carrier.

• Correct all areas identified in need of repair or replacement.

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.	None

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☑ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10

LOCAL A. Implementation

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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.	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. Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.

ACTIONS / SERVICES

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

	PLANNED	ACTUAL
Actions/Services	• Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).	Fenton Avenue Charter provided CCSS professional development in 2016-2017 per school PD calendar, agendas and sign-in sheets.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	5000-5999 Services and Other Operating Expenses - LCFF Base: $25,750	5000-5999 Services and Other Operating Expenses - LCFF Base: $25,750

	PLANNED	ACTUAL
Actions/Services	• Increase student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student to computer ratio of 3:1.	In an effort to prepare all students for college-and-career readiness, in 2015 FACS upgraded all classroom audio-visual equipment, which provides the most recent technology for students and teachers. The new projectors sit above a 4'X8' whiteboard mounted in the front of the classroom. This placement is ideal for classrooms, since it reduces the amount of shadow that results from standing in front of the image. Due to its close proximity to the whiteboard surface, the projector's ultra-short throw is less likely to be impacted by ambient light. This means the projected image will retain its vivid crisp qualities, even with the lights on. The new upgrade also includes two infrared microphones per classroom. Since Infrared is a line-of-sight technology, teachers can utilize their voice amplification system without experiencing interference and spillover from adjacent classrooms. The pendant transmitter units work interchangeably with one another. This allows teachers to take their transmitter from one classroom to another for team teaching. Additionally, newer Elmo units with HDMI output for higher resolution and greater clarity have been installed. The new

	equipment will be housed on a metal Luxor AV mobile cart. Since the cart is equipped with casters, teachers can position the cart in a manner that allows them to have their laptop within arms reach of the whiteboard. This type of arrangement is ideal when using the interactive functionality of the projection unit.

	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	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: $150,000	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: $362,765

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.	• In an effort to prepare all students for college-and-career readiness, in 2015 FACS upgraded all classroom audio-visual equipment, which provides the most recent technology for students and teachers. The new projectors sit above a 4'X8' whiteboard mounted in the front of the classroom. This placement is ideal for classrooms, since it reduces the amount of shadow that results from standing in front of the image. Due to its close proximity to the whiteboard surface, the projector's ultra-short throw is less likely to be impacted by ambient light. This means the projected image will retain its vivid crisp qualities, even with the lights on. The new upgrade also includes two infrared microphones per classroom. Since Infrared is a line-of-sight technology, teachers can utilize their voice amplification system without experiencing interference and spillover from adjacent classrooms. The pendant transmitter units work interchangeably with one another. This allows teachers to take their transmitter from one classroom to another for team teaching. Additionally, newer Elmo units with HDMI output for higher resolution and greater clarity have been installed. The new equipment will be housed on a metal Luxor AV mobile cart. Since the cart is equipped with casters, teachers can position the cart in a manner that allows them to have their laptop within arms reach of the whiteboard. This type of arrangement is ideal when using the interactive functionality of the projection unit.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	• In an effort to prepare all students for college-and-career readiness, in 2015 FACS upgraded all classroom audio-visual equipment, which provides the most recent technology for students and teachers. The new projectors sit above a 4'X8' whiteboard mounted in the front of the classroom. This placement is ideal for classrooms, since it reduces the amount of shadow that results from standing in front of the image. Due to its close proximity to the whiteboard surface, the projector's ultra-short throw is less likely to be impacted by ambient light. This means the projected image will retain its vivid crisp qualities, even with the lights on. The new upgrade also includes two infrared microphones per classroom. Since Infrared is a line-of-sight technology, teachers can utilize their voice amplification system without experiencing interference and spillover from adjacent classrooms. The pendant transmitter units work interchangeably with one another. This allows teachers to take their transmitter from one classroom to another for team teaching. Additionally, newer Elmo units with HDMI output for higher resolution and greater clarity have been installed. The new equipment will be housed on a metal Luxor AV mobile cart. Since the cart is equipped with casters, teachers can position the cart in a manner that allows them to have their laptop within arms reach of the whiteboard. This type of arrangement is ideal when using the interactive functionality of the projection unit.
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.	None

Goal 5

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☑ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10

LOCAL B. EL Students and Academic Content Knowledge (See also #4 C, D below.)

ANNUAL MEASURABLE OUTCOMES

EXPECTED   **ACTUAL**

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.

ACTIONS / SERVICES

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

	PLANNED	ACTUAL
Actions/Services	• Implement the FACS 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 as they complete induction programs, specifically relating to ELs. • Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers and monitored via RFEP Monitoring Form. • 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).	• Implement the FACS 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 as they complete induction programs, specifically relating to ELs. • Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers and monitored via RFEP Monitoring Form. • 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).
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Professional development and materials specifically relating to EL support (including support as new teachers complete induction programs), Science Specialist, counselor, psychologist, behavior support personnel, and additional paraprofessional support (from Supplemental and Concentration Grant) - 2000-2999 Classified Salaries - LCFF Base: $148,000	2000-2999 Classified Salaries - LCFF Base: $583,572 (repeated expenditure)

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	• Implement the FACS 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 as they complete induction programs, specifically relating to ELs. • Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers and monitored via RFEP Monitoring Form. • 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).
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	• Implement the FACS 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 as they complete induction programs, specifically relating to ELs. • Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers and monitored via RFEP Monitoring Form. • 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).
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	2016-2017: No material differences
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.	2016-2017: No changes

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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.	Fenton Avenue Charter has met this goal in 2016-2017.

ACTIONS / SERVICES

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

Actions/Services	**PLANNED** Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. • The 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 councils, and to attend meetings of these groups.	**ACTUAL** 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 councils, and to attend meetings of these groups.
Expenditures	**BUDGETED** Salaries and benefits for certificated and classified staff support, including salaries and benefits for certificated and classified staff support, including Compliance Assistant, Attendance Manager, 80% School Psychologist and 50% School Counselor. (LCFF) See above re: tech. - 1000-1999 Certificated Salaries - LCFF S & C: $882,000	**ESTIMATED ACTUAL** 1000-1999 Certificated Salaries - LCFF S & C: $882,000

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.	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 councils, and to attend meetings of these groups.
	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.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	• 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 councils, and to attend meetings of these groups.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	2016-2017: No material differences
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.	2016-2017: No changes to this goal.

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

State and/or Local Priorities Addressed by this goal:

STATE ☐1 ☐2 ☐3 ☑4 ☐5 ☐6 ☐7 ☐8
COE ☐9 ☐10

LOCAL A. Statewide Assessments: ELA/Literacy and Mathematics

ANNUAL MEASURABLE OUTCOMES

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

ACTIONS / SERVICES

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

	PLANNED	ACTUAL
Actions/Services	In addition to activities above: • Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, NWEA MAP, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.	In addition to activities above: • Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, NWEA MAP, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho- social support, after-school tutoring and enrichments.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Salaries and benefits for certificated and classified staff support, including Science Specialist, Technology Integration Specialist, 80% School Psychologist and 50% School Counselor. (LCFF) See above re: tech. - 1000-1999 Certificated Salaries - LCFF S & C: $882,000	1000-1999 Certificated Salaries - LCFF S & C: $882,000

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.	In addition to activities above: • Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, NWEA MAP, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho- social support, after-school tutoring and enrichments.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	In addition to activities above: • Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, NWEA MAP, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho- social support, after-school tutoring and enrichments.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No material difference.
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.	2016-2017: No changes

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

State and/or Local Priorities Addressed by this goal:

STATE ☐1 ☐2 ☐3 ☑4 ☐5 ☐6 ☐7 ☐8
COE ☐9 ☐10

LOCAL B. API

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
School will meet the annual API Growth Target, or equivalent for 3- 5 schools, as mandated by the CA State Board of Education. See above.	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.

ACTIONS / SERVICES

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

PLANNED	ACTUAL
• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation	• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation

Actions/Services	based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols.• Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.	based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols.• Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.
Expenditures	**BUDGETED** Annual NWEA Map Subscription; Apple Computer Leases (see tech above); 80% school psychologist; 50% school counselor. - 5000-5999 Services and Other Operating Expenses - LCFF Base: $100,000	**ESTIMATED ACTUAL**

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.	• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols.• Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols.• Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	2016-2017: No materials changes
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.	Due to a new accountability system, the goal has been changed to reflect the this.

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

State and/or Local Priorities Addressed by this goal:

STATE ☐1 ☐2 ☐3 ☑4 ☐5 ☐6 ☐7 ☐8
COE ☐9 ☐10

LOCAL D. EL Progress (See also, #2B, above.)

ANNUAL MEASURABLE OUTCOMES

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

ACTIONS / SERVICES

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

PLANNED	ACTUAL

Actions/Services	Implement the FACS 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 initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. •Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. •Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).	Implement the FACS 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 initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. •Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. •Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).
Expenditures	**BUDGETED** This includes cost of teacher assistants assisting with differentiated instruction, Rosetta Stone K-12 ELD Online Program, Talking Fingers ELD Online Program, Istation Intervention - 2000-2999 Classified Salaries - LCFF Base: $100,000	**ESTIMATED ACTUAL** This includes cost of teacher assistants assisting with differentiated instruction, Rosetta Stone K-12 ELD Online Program, Talking Fingers ELD Online Program, Istation Intervention - 2000-2999 Classified Salaries - LCFF Base: $100,000

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.	Implement the FACS 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 initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. •Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. •Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Implement the FACS 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 initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. •Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. •Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).
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.	Due to a change in English Language assessment, the goal has been changed to reflect this.

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

State and/or Local Priorities Addressed by this goal:

STATE ☐1 ☐2 ☐3 ☑4 ☐5 ☐6 ☐7 ☐8
COE ☐9 ☐10

LOCAL E. EL Reclassification Rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED   **ACTUAL**

Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs. See above.	Fenton met or exceeded the District's EL reclassification rate; meet or exceed annual AMAOs.

ACTIONS / SERVICES

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

	PLANNED	ACTUAL
Actions/Services	• Implement the FACS 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 initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).	• Implement the FACS 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 initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).
	BUDGETED	ESTIMATED ACTUAL
Expenditures	This includes cost of teacher assistants assisting with differentiated instruction, Rosetta Stone K-12 ELD Online Program, Talking Fingers ELD Online Program, Istation Intervention - 5000-5999 Services and Other Operating Expenses - LCFF Base: $10,000	This includes cost of teacher assistants assisting with differentiated instruction, Rosetta Stone K-12 ELD Online Program, Talking Fingers ELD Online Program, Istation Intervention - 5000-5999 Services and Other Operating Expenses - LCFF Base: $10,000

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.	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.

• Implement the FACS 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 initiated in 2013-2014 school year focused on CCSS implementation with ELs.

• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.

• Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.

• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention

support, enrichment and progress monitoring with ELD folders and retell assessments

(E L D R A). |
| | Fenton Avenue Charter School's RFEP rate was 18.8% in 2016-2017 compared the the District's 16%, based on CDE data. |

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	• Implement the FACS 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 initiated in 2013-2014 school year focused on CCSS implementation with ELs.
	• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
	• Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.
	• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention
	support, enrichment and progress monitoring with ELD folders and retell assessments
	(E L D R A) .
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 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 <u>School attendance rates.</u>

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
School will continue to maintain a high ADA rate of >95%. See above.	School maintained a high ADA rate of >95%.

ACTIONS / SERVICES

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

	PLANNED	ACTUAL
Actions/Services	• Attendance Manager will continue to monitor student attendance and communicate with families. • Assistant Director and Administrative Coordinator will continue parent outreach and communicating the importance of attendance and arriving at school on time each day.	• Attendance Manager will continue to monitor student attendance and communicate with families. • Assistant Director and Administrative Coordinator will continue parent outreach and communicating the importance of attendance and arriving at school on time each day.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Assistant Director and Administrative Coordinator - 1000-1999 Certificated Salaries - LCFF Base: $185,000	Assistant Director and Administrative Coordinator - 1000-1999 Certificated Salaries - LCFF Base: $185,000

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.	• Attendance Manager will continue to monitor student attendance and communicate with families.
	• Assistant Director and Administrative Coordinator will continue parent outreach and communicating the importance of attendance and arriving at school on time each day.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	• Attendance Manager will continue to monitor student attendance and communicate with families. • Assistant Director and Administrative Coordinator will continue parent outreach and communicating the importance of attendance and arriving at school on time each day.
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 12	12. School will continue to maintain a low < 1% suspension rate.

State and/or Local Priorities Addressed by this goal:

STATE ☐1 ☐2 ☐3 ☐4 ☐5 ☑6 ☐7 ☐8
COE ☐9 ☐10

LOCAL A. Pupil Suspension Rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Suspension rate will be maintained at < 1%	**Suspension Indicator:** Based on the California School Dashboard our overall performance indicator on the Suspension Indicator is Blue. Our current suspension rate is 0.4% and has declined by -0.4%. There are several factors we believe have contributed to this decline in suspension rates. In 2014, Fenton Avenue Charter School launched the Positive Behavioral Interventions and Supports system-wide framework for creating and maintaining safe and effective learning environments. The purpose of PBIS is to establish a climate in which appropriate behavior is the norm. The outcomes of PBIS are: • Increase in academic achievement and performance • Decrease in classroom disruptions and office discipline referrals • Improve school climate and safety Fenton Avenue Charter School has established a site team, identified school-wide positive behavior expectations, and has developed classroom behavioral expectations. The Charter School is in year three of implementation. To promote a school-wide atmosphere in which "learning best occurs," PBIS will continue to serve as the philosophical basis for Fenton Avenue Charter School's discipline and student behavior policy. *PBIS* is a flexible framework for effective school and classroom management that builds student self-esteem and encourages responsible behavior. Teachers, staff, and administration employ techniques and strategies that enable children to make responsible decisions in and out of their classroom. Teachers develop contracts with the class on established norm behaviors and monitor the progress of students in maintaining their behavior. Responding to students with dignity is core to this program, as it fosters student responsibility, motivation, and engagement. With the implementation of PBIS and Illuminate, all discipline referrals are logged into the student database and SWIS™ (PBIS based School-Wide Information System data app). Data is analyzed weekly, monthly, quarterly and yearly. SWIS™ data reveals that the majority of students are demonstrating pro-social behavior with a sense of responsibility to their peers.

ACTIONS / SERVICES

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

PLANNED	ACTUAL
• Attendance Manager will continue to monitor student attendance and communicate with families. • Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time	Fenton Avenue Charter School has established a site team, identified school-wide positive behavior expectations, and has developed classroom behavioral expectations. The Charter School is in year three of

Actions/Services	each day. • See above. • School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training	implementation. To promote a school-wide atmosphere in which "learning best occurs," PBIS will continue to serve as the philosophical basis for Fenton Avenue Charter School's discipline and student behavior policy. *PBIS* is a flexible framework for effective school and classroom management that builds student self-esteem and encourages responsible behavior. Teachers, staff, and administration employ techniques and strategies that enable children to make responsible decisions in and out of their classroom. Teachers develop contracts with the class on established norm behaviors and monitor the progress of students in maintaining their behavior. Responding to students with dignity is core to this program, as it fosters student responsibility, motivation, and engagement. With the implementation of PBIS and Illuminate, all discipline referrals are logged into the student database and SWIS™ (PBIS based School-Wide Information System data app). Data is analyzed weekly, monthly, quarterly and yearly. SWIS™ data reveals that the majority of students are demonstrating pro-social behavior with a sense of responsibility to their peers.
Expenditures	**BUDGETED** PBIS - 5000-5999 Services and Other Operating Expenses - LCFF Base: $2,000	**ESTIMATED ACTUAL** 5000-5999 Services and Other Operating Expenses - LCFF Base: $2,000

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.	**Suspension Indicator:** Based on the California School Dashboard our overall performance indicator on the Suspension Indicator is Blue. Our current suspension rate is 0.4% and has declined by -0.4%. There are several factors we believe have contributed to this decline in suspension rates. In 2014, Fenton Avenue Charter School launched the Positive Behavioral Interventions and Supports system-wide framework for creating and maintaining safe and effective learning environments. The purpose of PBIS is to establish a climate in which appropriate behavior is the norm. The outcomes of PBIS are: ● Increase in academic achievement and performance ● Decrease in classroom disruptions and office discipline referrals ● Improve school climate and safety Fenton Avenue Charter School has established a site team, identified school-wide positive behavior expectations, and has developed classroom behavioral expectations. The Charter School is in year three of implementation. To promote a school-wide atmosphere in which "learning best occurs," PBIS will continue to serve as the philosophical basis for Fenton Avenue Charter School's discipline and student behavior policy. *PBIS* is a flexible framework for effective school and classroom management that builds student self-esteem and encourages responsible behavior. Teachers, staff, and administration employ techniques and strategies that enable children to make responsible decisions in and out of their classroom. Teachers develop contracts with the class on established norm behaviors and monitor the progress of students in maintaining their behavior. Responding to students with dignity is core to this program, as it fosters student responsibility, motivation, and engagement. With the implementation of PBIS and Illuminate, all discipline referrals are logged into the student database and SWIS™ (PBIS based School-Wide Information System data app). Data is analyzed weekly, monthly, quarterly and yearly. SWIS™ data reveals that the majority of students are demonstrating pro-social behavior with a sense of responsibility to their peers.
	Suspension Indicator: Based on the California School Dashboard our overall performance indicator on the Suspension Indicator is Blue. Our current suspension rate is 0.4% and has declined by -0.4%. There are several factors we believe have contributed to this decline in suspension rates. In 2014, Fenton Avenue Charter School launched the Positive Behavioral Interventions and Supports system-wide framework for creating and maintaining safe and effective learning environments. The purpose of PBIS is to establish a climate in which appropriate behavior is the norm. The outcomes of PBIS are: ● Increase in academic achievement and performance ● Decrease in classroom disruptions and office discipline referrals ● Improve school climate and safety Fenton Avenue Charter School has established a site team, identified school-wide positive behavior

| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA. | expectations, and has developed classroom behavioral expectations. The Charter School is in year three of implementation.

To promote a school-wide atmosphere in which "learning best occurs," PBIS will continue to serve as the philosophical basis for Fenton Avenue Charter School's discipline and student behavior policy. *PBIS* is a flexible framework for effective school and classroom management that builds student self-esteem and encourages responsible behavior. Teachers, staff, and administration employ techniques and strategies that enable children to make responsible decisions in and out of their classroom. Teachers develop contracts with the class on established norm behaviors and monitor the progress of students in maintaining their behavior. Responding to students with dignity is core to this program, as it fosters student responsibility, motivation, and engagement.

With the implementation of PBIS and Illuminate, all discipline referrals are logged into the student database and SWIS™ (PBIS based School-Wide Information System data app). Data is analyzed weekly, monthly, quarterly and yearly. SWIS™ data reveals that the majority of students are demonstrating pro-social behavior with a sense of responsibility to their peers. |
|---|---|
| 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 B. Pupil Expulsion Rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Expulsion rate will be maintained at <1% See above.	Expulsion rate was maintained at <1%.

ACTIONS / SERVICES

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

	PLANNED	ACTUAL
Actions/Services	• Attendance Manager will continue to monitor student attendance and communicate with families. • Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. • See above. • School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training	• Attendance Manager will continue to monitor student attendance and communicate with families. • Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. • See above. • School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	PBIS - 5000-5999 Services and Other Operating Expenses - LCFF Base: $2,000	PBIS - 5000-5999 Services and Other Operating Expenses - LCFF Base: $2,000

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. | Fenton Avenue Charter School has established a site team, identified school-wide positive behavior expectations, and has developed classroom behavioral expectations. The Charter School is in year three of implementation.

To promote a school-wide atmosphere in which "learning best occurs," PBIS will continue to serve as the philosophical basis for Fenton Avenue Charter School's discipline and student behavior policy. *PBIS* is a flexible framework for effective school and classroom management that builds student self-esteem and encourages responsible behavior. Teachers, staff, and administration employ techniques and strategies that enable children to make responsible decisions in and out of their classroom. Teachers develop contracts with the class on established norm behaviors and monitor the progress of students in maintaining their behavior. |
|---|---|

Responding to students with dignity is core to this program, as it fosters student responsibility, motivation, and engagement.

With the implementation of PBIS and Illuminate, all discipline referrals are logged into the student database and SWIS™ (PBIS based School-Wide Information System data app). Data is analyzed weekly, monthly, quarterly and yearly. SWIS™ data reveals that the majority of students are demonstrating pro-social behavior with a sense of responsibility to their peers.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	There have been no expulsions at Fenton Avenue Charter School.
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 C. School Connectedness

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys.	Fenton Avenue Charter achieved >80% positive results on Annual Stakeholder Satisfaction Surveys.

ACTIONS / SERVICES

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

	PLANNED	ACTUAL
Actions/Services	• As noted above, continue operation of 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.	Fenton achieved >80% positive results on Annual Stakeholder Satisfaction Surveys.

Part of Fenton's mission is to work collaboratively with students and parents to model the highest standards for academic achievement. We know, children learn best when the significant adults in their lives - parents, teachers, family, and community members - work together to encourage and support them. In an effort to gather information about parent volunteerism, home-school communications and other related topics, a survey was created digitally, made available to parents in computer labs during parent orientation and also sent via email. The survey consisted of 12 multiple-choice questions and the parents also had the opportunity to write comments on the form. The survey was available in English and Spanish to ensure that all parents could understand and respond to the questions. In all, 195 parents responded to this survey. Fenton Avenue Charter School and Fenton Primary Center sent home the same survey to their parents, as the majority of families have children attending both schools.

Overall, the parent surveys indicate that 99.1% of parents overall strongly agree the Charter School promotes academic success. Parents at 99.7% agree the Charter School has the proper books and material to support their child's learning. In regards to respect, 100% of the parents surveyed feel the Charter School strongly encourages respect from children. Home-School Communication is a powerful tool for the Charter School and for the parents. |

Parents surveyed agree at 98% that they receive information regularly about how their child is doing in school. 86.3% stated they meet with the teacher to discuss their child's progress and 99.9% of Fenton Avenue Charter School's parents feel the Charter School makes them feel welcomed and heard.

| **Expenditures** | **BUDGETED**

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. - 5000-5999 Services and Other Operating Expenses - LCFF Base: $120,000 (repeated expenditure) (LCFF) $56,000 for After School Program. See below re: enrichments. - 2000-2999 Classified Salaries - LCFF Base: $56,000 | **ESTIMATED ACTUAL**

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. - 5000-5999 Services and Other Operating Expenses - LCFF Base: $120,000 (repeated expenditure) (LCFF) $56,000 for After School Program aides provided by school. See below re: enrichments. - 2000-2999 Classified Salaries - LCFF Base: $56,000 |

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. | Fenton achieved >80% positive results on Annual Stakeholder Satisfaction Surveys.

Part of Fenton's mission is to work collaboratively with students and parents to model the highest standards for academic achievement. We know, children learn best when the significant adults in their lives - parents, teachers, family, and community members - work together to encourage and support them. In an effort to gather information about parent volunteerism, home-school communications and other related topics, a survey was created digitally, made available to parents in computer labs during parent orientation and also sent via email. The survey consisted of 12 multiple-choice questions and the parents also had the opportunity to write comments on the form. The survey was available in English and Spanish to ensure that all parents could understand and respond to the questions. In all, 195 parents responded to this survey. Fenton Avenue Charter School and Fenton Primary Center sent home the same survey to their parents, as the majority of families have children attending both schools.

Overall, the parent surveys indicate that 99.1% of parents overall strongly agree the Charter School promotes academic success. Parents at 99.7% agree the Charter School has the proper books and material to support their child's learning. In regards to respect, 100% of the parents surveyed feel the Charter School strongly encourages respect from children. Home-School Communication is a powerful tool for the Charter School and for the parents. Parents surveyed agree at 98% that they receive information regularly about how their child is doing in school. 86.3% stated they meet with the teacher to discuss their child's progress and 99.9% of Fenton Avenue Charter School's parents feel the Charter School makes them feel welcomed and heard. |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA. | Overall, the parent surveys indicate that 99.1% of parents overall strongly agree the Charter School promotes academic success. Parents at 99.7% agree the Charter School has the proper books and material to support their child's learning. In regards to respect, 100% of the parents surveyed feel the Charter School strongly encourages respect from children. Home-School Communication is a powerful tool for the Charter School and for the parents. Parents surveyed agree at 98% that they receive information regularly about how their child is doing in school. 86.3% stated they meet with the teacher to discuss their child's progress and 99.9% of Fenton Avenue Charter School's parents feel the Charter School makes them feel welcomed and heard.

{table below} |

Survey Topic	Strongly Agree/Agree
School promotes academic success	99.10%
Books and materials child uses help support his/her learning	99.70%
Encourages child and promotes Respect	100%
Homework helps develop child's academic skills	96.9%
Receive information regularly	98.7%
Meet with teacher to discuss child's	86.30%

progress	
The school makes me feel welcomed and heard.	99.9%

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

State and/or Local Priorities Addressed by this goal:

STATE ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☑7 ☐8

COE ☐9 ☐10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Continue to provide broad academic and enrichment opportunities for all students.	Fenton Avenue Charter School continued to provide broad academic and enrichment opportunities 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.

	PLANNED	ACTUAL
Actions/Services	• As stated above, provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Provide students with an array of learning (as described in the school's charter) in science, technology, arts, music, and P.E. • Provide technology integration program with certificated Technology Integration Specialist (regularly scheduled lab visits twice weekly in grade-level specific computer lab). • Provide science program with certificated Science Specialist (regularly scheduled lab visits twice weekly in grade 5; instructional support for all other grades) • Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel.	Fenton will 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 technology integration lab (regularly scheduled lab visits twice weekly in grade-level specific computer lab). • Provide science program with science lab (regularly scheduled lab visits weekly) • Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and SPARK trained personnel.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Part-time music instructor; equipment and personnel for physical education instruction; field trips; 40% Technology Integration Specialist - 1000-1999 Certificated Salaries - LCFF Base: $115,000	Part-time music instructor; equipment and personnel for physical education instruction; field trips; 40% Technology Integration Specialist - 1000-1999 Certificated Salaries - LCFF Base: $115,000

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.	Fenton will 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 technology integration lab (regularly scheduled lab visits twice weekly in grade-level specific computer lab). • Provide science program with science lab (regularly scheduled lab visits weekly) • Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and

	SPARK trained personnel.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Fenton will 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 technology integration lab (regularly scheduled lab visits twice weekly in grade-level specific computer lab). • Provide science program with science lab (regularly scheduled lab visits weekly) • Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and SPARK trained personnel.
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 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 (See also Priority #2, #4, #7 above)

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Proficiency rates will meet or exceed District rates on for the same grade levels (3-5) on comparable assessments, as appropriate.	Proficiency rates will meet or exceed District rates on for the same grade levels (3-5) on comparable assessments, as appropriate.

ACTIONS / SERVICES

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

	PLANNED	ACTUAL
Actions/Services	• See 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.	Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	5000-5999 Services and Other Operating Expenses - LCFF S & C: $130,000	5000-5999 Services and Other Operating Expenses - LCFF S & C: $130,000

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.	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.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	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.
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	No changes

Stakeholder Engagement

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

INVOLVEMENT PROCESS FOR LCAP AND ANNNUAL UPDATE

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

Fenton Avenue Charter School (FACS) will continue to meaningfully engaged stakeholders, including those representing relevant subgroups, in the LCAP and budgeting process throughout the spring via council meetings, surveys, and data review. As a school that serves a population in grades 3-5 that is 84% free and reduced price lunch (FRPL), 30% English Learner, 90.8% Hispanic or Latino, 87.9% Socioeconomically Disadvantaged, 8.9% Gifted and Talented and 13.5% identified students with disabilities, all of our efforts are inherently attuned to the needs of student sub-groups and children who are "at-risk."

School-Community Relations Council 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 Local Control Funding Formula, and the corresponding plan which describes how funding will be expended at the school. The school's comprehensive website is also a ready and easily accessible source of current information including analysis of the school's School Accountability Report Card (SARC) and Title III report, detailed information about the Common Core, WASC review, and the school's curriculum, programs and other resources. Information is also readily available to parents in the school's Family Center, which is staffed by a full-time Family Center Director.

FACS staff members have met regularly within their specific governance and administrative committees and as a whole staff to review and discuss the changes to State funding and the corresponding LCAP plan. Staff 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 Board of Directors – which includes an elected parent representative from the school – has played an active role in reviewing LCAP drafts and offering input.

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

Informational Parent Night Meetings:
October 6, 2016 - Title I Meeting

February 9, 2017

April 27, 2017

May 9, 2017

Open House:
June 1, 2017

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

Board of Directors' Meetings
September 15, 2016

October 13, 2016

December 8, 2016

January 12, 2017

February 23, 2017

March 7, 2017

April 20, 2017
May 18, 2017
June 29, 2017

Administrator Meetings

August 30, 2016

October 12, 2016

January 4, 2017

February 13, 2017

May 8, 2017

Curriculum and Assessment Council Meetings-All Stakeholders

September 8, 2016

October 27, 2016

December 5, 2016

January 26, 2017

March 9, 2017

March 23, 2017

May 10, 2017

June 1, 2017

Budget, Facilities and Safety Council Meetings-All Stakeholders

September 6, 2016

October 18, 2016

November 30, 2016

December 7, 2016

February 10, 2017

May 9, 2017

June 12, 2017

Human Resource and Personnel Council Meetings-All Stakeholders

October 19, 2016

October 25, 2016

December 6, 2016

December 13, 2016

January 19, 2017

February 6, 2017

March 17, 2017

May 24, 2017

June 14, 2017

School Community Relations Council Meetings-All Stakeholders

September 7, 2016

September 28, 2016

October 6, 2016

December 6, 2016

February 2, 2017

February 9, 2017

March 7, 2017

June 9, 2017

IMPACT ON LCAP AND ANNNUAL UPDATE

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

The meetings served as a way to inform, educate, and gather input and feedback from critical stakeholders. The feedback received from all groups was reviewed and necessary adjustments were made to the LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☑ Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10

LOCAL A. Teachers

Identified Need:

Goal: 100%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher. Goal: 100%	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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,576,152	Amount	$2,576,152	Amount	$2,576,152
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries	Budget Reference	Certificated Salaries; Certificated Salaries	Budget Reference	Certificated Salaries; Certificated Salaries

☐ New   ☐ Modified   ☑ Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10

LOCAL B. Instructional Materials

Identified Need:

Goal: 100%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Goal: To provide access to standards-aligned instructional materials (100%) using data in Annual School Accountability Report Card (SARC).	Goal: To provide access to standards-aligned instructional materials (100%) using data in Annual School Accountability Report Card (SARC).	Goal: To provide access to standards-aligned instructional materials (100%) using data in Annual School Accountability Report Card (SARC).	Goal: To provide access to standards-aligned instructional materials (100%) using data in Annual School Accountability Report Card (SARC).	Goal: To provide access to standards-aligned instructional materials (100%) using data in Annual School Accountability Report Card (SARC).

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Purchase appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after	Purchase appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review	Purchase appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review

careful review by all staff and input from parents.	by all staff and input from parents.	by all staff and input from parents.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$54,901	Amount	$56,548	Amount	$58,244
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

☐ New   ☐ Modified   ☑ Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10

LOCAL C. Facilities

Identified Need:

Goal: 100%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Spot checks will be done daily and site inspection lists will be used weekly.	Spot checks will be done daily and site inspection lists will be used weekly.	Spot checks will be done daily and site inspection lists will be used weekly.	Spot checks will be done daily and site inspection lists will be used weekly.	Spot checks will be done daily and site inspection lists will be used weekly.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
• Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement.	• Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement.	• Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$239,402	Amount	$246,584	Amount	$253,982
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Maintenance, Custodial, Security Salaries	Budget Reference	Classified Salaries; Maintenance, Custodial, Security Salaries	Budget Reference	Classified Salaries; Maintenance, Custodial, Security Salaries

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☐ New	☐ Modified	☑ Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☑ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10

LOCAL A. Implementation

Identified Need:

Goal: 100%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.	Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.	Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.	Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.	Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged

• Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating). | • Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating). | • Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$25,750	Amount	$26,750	Amount	$27,750
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action 2

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$150,000	Amount	$150,000	Amount	$150,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Ongoing lease payments for student computers to maintain ratio of 3:1; tech staff salaries and benefits.	Budget Reference	Services and Other Operating Expenses; Ongoing lease payments for student computers to maintain ratio of 3:1; tech staff salaries and benefits.	Budget Reference	Services and Other Operating Expenses; Ongoing lease payments for student computers to maintain ratio of 3:1; tech staff salaries and benefits.

☐ New   ☐ Modified   ☑ Unchanged

Goal 5

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☑ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL B. EL Students and Academic Content Knowledge (See also #4 C, D below.)

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implement the FACS English Learner Master Plan.	Implement the FACS English Learner Master Plan.	Implement the FACS English Learner Master Plan.	Implement the FACS English Learner Master Plan.	Implement the FACS English Learner Master Plan.

PLANNED ACTIONS / SERVICES

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

Action   1

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
• Implement the FACS 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 as they complete induction programs, specifically relating to ELs. • Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers and monitored via RFEP Monitoring Form. • 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).	• Implement the FACS 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 as they complete induction programs, specifically relating to ELs. • Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers and monitored via RFEP Monitoring Form. • 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).	• Implement the FACS 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 as they complete induction programs, specifically relating to ELs. • Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers and monitored via RFEP Monitoring Form. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$148,000	Amount	$150,000	Amount	$152,000
Source	LCFF	Source	LCFF	Source	LCFF
	Classified Salaries; Professional development and		Classified Salaries; Professional development and		Classified Salaries; Professional development and

| Budget Reference | materials specifically relating to EL support (including support as new teachers complete induction programs), Counselor, psychologist, behavior support personnel, and additional paraprofessional support (from Supplemental and Concentration Grant) | Budget Reference | materials specifically relating to EL support (including support as new teachers complete induction programs), Counselor, psychologist, behavior support personnel, and additional paraprofessional support (from Supplemental and Concentration Grant) | Budget Reference | materials specifically relating to EL support (including support as new teachers complete induction programs), Counselor, psychologist, behavior support personnel, and additional paraprofessional support (from Supplemental and Concentration Grant) |

☐ New　☐ Modified　☑ Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE ☐1 ☐2 ☑3 ☐4 ☐5 ☐6 ☐7 ☐8
COE ☐9 ☐10

LOCAL

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent participation will continue at the same rate or higher than the prior year.	Parent participation will continue at the same rate or higher than the prior year.	Parent participation will continue at the same rate or higher than the prior year.	Parent participation will continue at the same rate or higher than the prior year.	Parent participation will continue at the same rate or higher than the prior year.

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

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

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 councils, and to attend meetings of these groups.

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 councils, and to attend meetings of these groups.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$890,000	Amount	$892,000	Amount	$895,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Salaries and benefits for certificated and classified staff support, including salaries and benefits for certificated and classified staff support, including Compliance Assistant, Attendance Manager, 80% School Psychologist and 50% School Counselor. (LCFF) See above re: tech.	Budget Reference	Certificated Salaries; Salaries and benefits for certificated and classified staff support, including salaries and benefits for certificated and classified staff support, including Compliance Assistant, Attendance Manager, 80% School Psychologist and 50% School Counselor. (LCFF) See above re: tech.	Budget Reference	Certificated Salaries; Salaries and benefits for certificated and classified staff support, including salaries and benefits for certificated and classified staff support, including Compliance Assistant, Attendance Manager, 80% School Psychologist and 50% School Counselor. (LCFF) See above re: tech.

	New ☐	Modified ☐	Unchanged ☑

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

State and/or Local Priorities Addressed by this goal:

STATE ☐1 ☐2 ☐3 ☑4 ☐5 ☐6 ☐7 ☐8
COE ☐9 ☐10

LOCAL A. Statewide Assessments: ELA/Literacy and Mathematics

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students will show growth as measured by the CASSPP	Students will show growth as measured by the CASSPP.	Students will show growth as measured by the CASSPP.	Students will show growth as measured by the CASSPP.	Students will show growth as measured by the CASSPP.

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.	• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.	• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Included in Goal 6	Budget Reference	Certificated Salaries; Included in Goal 6	Budget Reference	Certificated Salaries; Included in Goal 6

☐ New ☑ Modified ☐ Unchanged

Goal 8

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10

LOCAL B. API

Identified Need: 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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School will show improvement on the overall performance level.	School will show improvement on the overall performance level.	School will show improvement on the overall performance level.	School will show improvement on the overall performance level.	School will show improvement on the overall performance level.

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

<div align="center">OR</div>

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols.• Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.	• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols.• Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.	• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols.• Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.

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; Annual NWEA Map Subscription; Apple Computer Leases (see tech above); 80% school psychologist; 50% school counselor.	Budget Reference	Services and Other Operating Expenses; Annual NWEA Map Subscription; Apple Computer Leases (see tech above); 80% school psychologist; 50% school counselor.	Budget Reference	Services and Other Operating Expenses; Annual NWEA Map Subscription; Apple Computer Leases (see tech above); 80% school psychologist; 50% school counselor.

☐ New	☑ Modified	☐ Unchanged

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

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL D. EL Progress (See also, #2B, above.)
Identified Need:	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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

EL students will show improvement on the overall performance level.	EL students will show improvement on the overall performance level.	EL students will show improvement on the overall performance level.	EL students will show improvement on the overall performance level.	EL students will show improvement on the overall performance level.

PLANNED ACTIONS / SERVICES

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

Action   1

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Implement the FACS 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 initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. •Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. •Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).	Implement the FACS 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 initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. •Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. •Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).	Implement the FACS 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 initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. •Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. •Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

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	Classified Salaries; This includes cost of teacher assistants assisting with differentiated instruction, Rosetta Stone K-12 ELD Online Program, Talking Fingers ELD Online Program, Istation Intervention	Budget Reference	Classified Salaries; This includes cost of teacher assistants assisting with differentiated instruction, Rosetta Stone K-12 ELD Online Program, Talking Fingers ELD Online Program, Istation Intervention	Budget Reference	Classified Salaries; This includes cost of teacher assistants assisting with differentiated instruction, Rosetta Stone K-12 ELD Online Program, Talking Fingers ELD Online Program, Istation Intervention

	☐ New	☐ Modified	☑ Unchanged

Goal 10

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10

LOCAL E. EL Reclassification Rates

Identified Need:

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL reclassification rate will meet or exceed the Districts reclassification rate.	EL reclassification rate will meet or exceed the District's reclassification rate.	EL reclassification rate will meet or exceed the District's reclassification rate.	EL reclassification rate will meet or exceed the District's reclassification rate.	EL reclassification rate will meet or exceed the District's reclassification rate.

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
• Implement the FACS 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 initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell	• Implement the FACS 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 initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell	• Implement the FACS 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 initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell

assessments (ELDRA). | assessments (ELDRA). | assessments (ELDRA).

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Included in Goal 9	Budget Reference	Services and Other Operating Expenses; Included in Goal 9	Budget Reference	Services and Other Operating Expenses; Included in Goal 9

☐ New   ☐ Modified   ☑ Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10

LOCAL School attendance rates.

Identified Need:

School will continue to maintain a high ADA rate.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ADA will remain higher than 94%.	ADA will remain higher than 94%.	ADA will remain higher than 94%.	ADA will remain higher than 94%.	ADA will remain higher than 94%.

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$185,000	Amount	$185,000	Amount	$185,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Assistant Director and Administrative Coordinator	Budget Reference	Certificated Salaries; Assistant Director and Administrative Coordinator	Budget Reference	Certificated Salaries; Assistant Director and Administrative Coordinator

☐ New	☐ Modified	☑ Unchanged

Goal 12

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10

LOCAL A. Pupil Suspension Rates

Identified Need:

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School will continue to maintain a low < 1% suspension rate.	School will continue to maintain a low < 1% suspension rate.	School will continue to maintain a low < 1% suspension rate.	School will continue to maintain a low < 1% suspension rate.	School will continue to maintain a low < 1% suspension rate.

PLANNED ACTIONS / SERVICES

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

Action   1

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

OR

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

ACTIONS/SERVICES

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

Grees™), PBIS Training	Grees™), PBIS Training	Grees™), PBIS Training

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; PBIS	Budget Reference	Services and Other Operating Expenses; PBIS	Budget Reference	Services and Other Operating Expenses; PBIS

☐ New	☐ Modified	☑ Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE ☐1 ☐2 ☐3 ☐4 ☐5 ☑6 ☐7 ☐8
COE ☐9 ☐10

LOCAL B. Pupil Expulsion Rates

Identified Need:

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School will continue to maintain a low <1% annual pupil expulsion rate.	School will continue to maintain a low <1% annual pupil expulsion rate.	School will continue to maintain a low <1% annual pupil expulsion rate.	School will continue to maintain a low <1% annual pupil expulsion rate.	School will continue to maintain a low <1% annual pupil expulsion rate.

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

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

day. • See above. • School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training

day. • See above. • School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training

day. • See above. • School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Included in Goal 12	Budget Reference	Services and Other Operating Expenses; Included in Goal 12	Budget Reference	Services and Other Operating Expenses; Included in Goal 12

☐ New   ☐ Modified   ☑ Unchanged

Goal 14

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10

LOCAL C. School Connectedness

Identified Need:

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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School will hold annual night meetings and school events yearly.	School will hold annual night informational meetings and school events yearly.	School will hold annual night informational meetings and school events yearly.	School will hold annual night informational meetings and school events yearly.	School will hold annual night informational meetings and school events yearly.

PLANNED ACTIONS / SERVICES

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

Action   1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
• As noted above, continue operation of Family	• As noted above, continue operation of Family	• 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.

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.

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.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$120,000	Amount	$120,000	Amount	$120,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; 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.	Budget Reference	Services and Other Operating Expenses; 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.	Budget Reference	Services and Other Operating Expenses; 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.
Amount	$56,000	Amount	$56,000	Amount	$56,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; (LCFF) $56,000 for After School Program; aides provided by school	Budget Reference	Classified Salaries; (LCFF) $56,000 for After School Program; aides provided by school	Budget Reference	Classified Salaries; (LCFF) $56,000 for After School Program; aides provided by school

☐ 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:

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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Classroom enrichment programs will be available to all student subgroups- science lab and computer lab.	Classroom enrichment programs will be available to all student subgroups- science lab and computer lab.	Classroom enrichment programs will be available to all student subgroups- science lab and computer lab.	Classroom enrichment programs will be available to all student subgroups- science lab and computer lab.	Classroom enrichment programs will be available to all student subgroups- science lab and computer lab.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
• As stated above, provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Provide students with an array of learning (as described in the school's charter) in science, technology, arts, music, and P.E. • Provide technology integration program with certificated Technology Integration Specialist (regularly scheduled lab visits twice weekly in grade-level specific computer lab). • Provide science program with certificated Science Specialist (regularly scheduled lab visits twice weekly in grade 5; instructional support for all other grades) • Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel.	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 technology integration program with certificated Technology Integration Specialist (regularly scheduled lab visits twice weekly in grade-level specific computer lab). • Provide science program with certificated Science Specialist (regularly scheduled lab visits twice weekly in grade 5; instructional support for all other grades) • Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel.	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 technology integration program with certificated Technology Integration Specialist (regularly scheduled lab visits twice weekly in grade-level specific computer lab). • Provide science program with certificated Science Specialist (regularly scheduled lab visits twice weekly in grade 5; instructional support for all other grades) • Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$115,000	Amount	$115,000	Amount	$115,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Part-time music instructor; equipment and personnel for physical education instruction	Budget Reference	Classified Salaries; Part-time music instructor; equipment and personnel for physical education instruction	Budget Reference	Classified Salaries; Part-time music instructor; equipment and personnel for physical education instruction

☐ 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 (See also Priority #2, #4, #7 above)

Identified Need:

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 progress towards proficiency (or above) of grade level content standards aligned with the State's priorities.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Participation rate on CASSPP will be above 95%.	Participation rate on CASSPP will be above 95%.	Participation rate on CASSPP will be above 95%.	Participation rate on CASSPP will be above 95%.	Participation rate on CASSPP will be above 95%.

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
• See 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.	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.	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	$0	Amount	$0	Amount	$0
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Included in Goal 15	Budget Reference	Services and Other Operating Expenses; Included in Goal 15	Budget Reference	Services and Other Operating Expenses; Included in Goal 15

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds:	$1,781,041	Percentage to Increase or Improve Services:	32.67%

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).

Actions/Services Contributing to meeting the increased or improved services and identified as **Limited to Unduplicated Student Group(s)**.

Actions/Services Contributing to meeting the increased or improved services and identified as **LEA-wide**.

Goal 1: Action 1
Goal 2: Action 1
Goal 4: Action 2
Goal 6: Action 1

Actions/Services Contributing to meeting the increased or improved services and identified as **Schoolwide**.