

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 Charter Leadership Academy

Contact Name and Title

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Director

Email and Phone

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2017-20 Plan Summary

THE STORY

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

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

As a start-up charter school, interest and choice drive the enrollment and determine the diversity of the population, which does reflect the demographics of the surrounding areas of Sun Valley, Sunland, Tujunga, Shadow Hills and the east San Fernando Valley. The ethnic distribution of the school is 0.43% American Indian or Alaska Native (1 student); 0.87% Asian (2 students); 2.16% African American, not of Hispanic origin (5 students); 2.16% Filipino (5 students); 83.12% Hispanic (192 students); 0.43% Pacific Islander (1 student); and 9.09% White, not of Hispanic origin (21 students); 1.73% Other (4 students).

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

LCAP HIGHLIGHTS

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

Through analysis of our state and local data and with input from our staff and stakeholders, we aligned our focus areas with our school's vision:

The mission of the Fenton Charter Leadership Academy is to nurture the development of responsible, thoughtful citizens in an increasingly interdependent global society by creating environments in which students are challenged to explore, to create, to make decisions while actively participating in and being accountable for their learning.

Based on our analysis, we identified three focus areas: 1) student achievement for all students at all levels of intervention; 2) parent engagement; and 3) positive school climate. To support these areas, key LCAP actions were put in place: an intervention program consisting of our state adopted curriculum; a thorough intervention process; Special Education support personnel; continued counseling support for students; teacher planning time for parent workshops and conferences to enhance instruction; Parent Advocacy committee and parent volunteer program; and Professional Development in all major curricular areas, including the area of Social-Emotional learning.

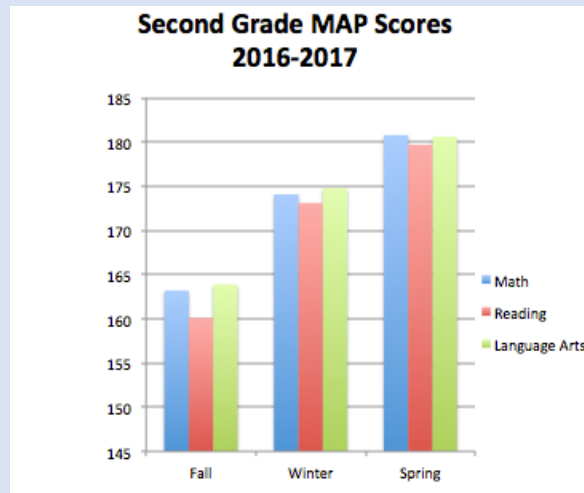
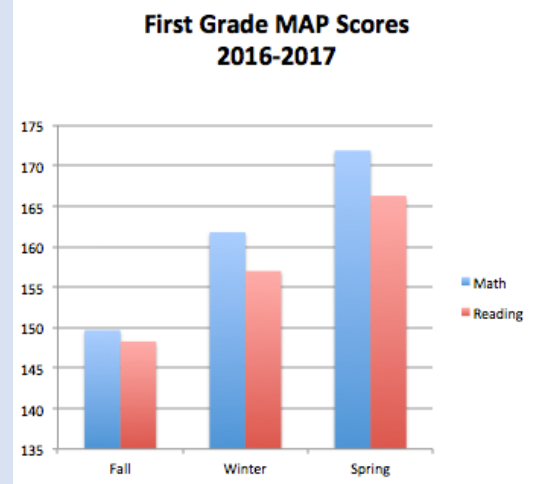
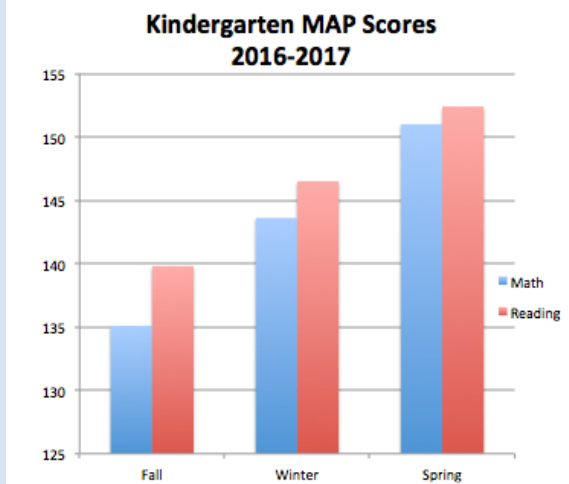
REVIEW OF PERFORMANCE

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.

Based on a review of our state indicator progress, we are most proud of our low suspension rate, 0% expulsion rate, increased parent involvement, consistent internal stakeholder involvement on our advisory committees, and increased internal data MAP test scores.

GREATEST PROGRESS

All students in grades K-2 participated in NWEA MAP (Measures of Academic Progress) testing for the 2016-2017 school year. All students showed growth in their overall proficiency levels, as measured by the mean RIT (Rausch Unit) score at their grade level.



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?

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

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

**GREATEST
NEEDS**

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

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

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

INCREASED OR IMPROVED SERVICES

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

We will continue to provide support for low-income students, English learners, students with disabilities, and foster youth through our full time school counselor, strong intervention program, teacher assistants, and our Family Center.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$3,770,544
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,316,076

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

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

\$2,876,349

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL A Teachers

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

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

ACTIONS / SERVICES

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

	<p>PLANNED</p> <p>-Increase teacher salaries to attract and recruit highly qualified and experienced teachers. -Ensure verification of proper credentials prior to start of employment.</p>	<p>ACTUAL</p> <p>The school increased teacher salaries to attract and recruit highly qualified and experienced teachers. The school ensured verification of proper credentials prior to start of employment.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Salaries for teachers including benefits - 1000-1999 Certificated Salaries - LCFF Base: \$548,941</p>	<p>ESTIMATED ACTUAL</p> <p>Salaries for teachers including benefits - 1000-1999 Certificated Salaries - LCFF Base: \$851,490</p>

ANALYSIS

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

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

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

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](#)

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

100% of students had access to standards-aligned materials (including Common Core) and additional instructional materials as outlined in our charter petition.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. • Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents. 	<p>ACTUAL</p> <p>We reviewed standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. We purchased new texts and adopted appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.</p>
Expenditures	<p>BUDGETED</p> <p>Purchase new Common Core aligned ELA curriculum. - 4000-4999 Books and Supplies - LCFF Base: \$50,000</p>	<p>ESTIMATED ACTUAL</p> <p>4000-4999 Books and Supplies - LCFF Base: \$44,091</p>

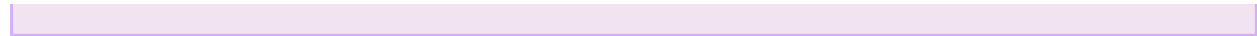
ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>FCLA 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. FCLA 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.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>As all students have access to standards-based materials, the actions and services to achieve this goal proved to be effective.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Budgets are developed using a conservative approach. Actual expenditures were slightly lower than estimated.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where</p>	<p>The implementation of fully aligned CCSS materials for ELA and Math will address the English Language Arts (Grades K-5) and Mathematics (Grades K-5) Indicator needs when applicable.</p>

those changes can be found in the LCAP.



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

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

ACTUAL

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

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement. • Increase hourly rate of custodial and maintenance staff to attract experienced and skilled staff. 	<p>ACTUAL</p> <p>We continued risk management site inspections of campus by property and liability carrier. We corrected all areas identified in need of repair or replacement.</p>
Expenditures	<p>BUDGETED</p> <p>Salaries, benefits for maintenance staff and supplies - 2000-2999 Classified Salaries - LCFF Base: \$64,144</p>	<p>ESTIMATED ACTUAL</p> <p>Salaries, benefits for maintenance staff and supplies - 2000-2999 Classified Salaries - LCFF Base: \$43,378</p>

ANALYSIS

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

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

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

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL [A. Implementation](#)

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Documentation of teacher participation in professional development focusing on CCSS; implementation of CCSS-aligned curriculum and assessments; classroom observations by administrators.
Goal: 100%

ACTUAL

100% of teachers participated in professional development focusing on CCSS; we have full implementation of CCSS-aligned curriculum and assessments; there are weekly classroom observations by administrators.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating). 	<p>ACTUAL</p> <p>We continued professional development activities focusing on CCSS and differentiated instructional techniques (100% of teachers participating).</p>
Expenditures	<p>BUDGETED</p> <p>100% of teachers will participate in comprehensive professional development re: CCSS. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$10,000</p>	<p>ESTIMATED ACTUAL</p> <p>100% of teachers will participate in comprehensive professional development re: CCSS. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$7,288</p>
Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> Increase student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 3:1. 	<p>ACTUAL</p> <p>We increased student technology access with the addition of a Hands On Lab and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 3:1.</p>
Expenditures	<p>BUDGETED</p> <p>Computers with software will be leased for student use at a ratio of 3:1.; tech staff salaries and benefits. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$66,125</p>	<p>ESTIMATED ACTUAL</p> <p>Computers with software will be leased for student use at a ratio of 3:1.; tech staff salaries and benefits. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$37,899</p>

ANALYSIS

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgets are developed using a conservative approach. Actual expenditures were lower than estimated.

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

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

Goal 5

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL B. EL Students and Academic Content Knowledge

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

100% of English language learners accessed CCSS-aligned curriculum as they developed EL proficiency.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • 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. 	<p>ACTUAL</p> <p>EL students continued to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</p>
Expenditures	<p>BUDGETED</p> <p>1000-1999 Certificated Salaries - LCFF S & C: \$80,000 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>Lead teacher stipends specifically related to EL support - 1000-1999 Certificated Salaries - LCFF S & C: \$45,000</p>

ANALYSIS

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

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

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

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

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

ACTUAL

85% of parents attended at least one school event each year and 95% attended parent-teacher conferences.

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> • Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. • The Parent Center will continue to be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies and class and school performances. • Parents will be strongly encouraged to attend twice annual parent-teacher conferences. • All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the governance committee and the Parent Advisory Committee, and to attend meetings of these groups. 	<p>ACTUAL</p> <p>Parents received more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. The Parent Center continued 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 were strongly encouraged to attend twice annual parent-teacher conferences. All parents were encouraged to run for elected positions on the FCPS Board of Directors, the governance committee and the Parent Advisory Committee, and to attend meetings of these groups.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Parent Center Director and related costs for Parent Center operation, monthly meetings at Parent Center with school staff, instructional specialists; website maintenance/updates and communications. (LCFF) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$33,600</p>	<p>ESTIMATED ACTUAL</p> <p>Parent Center Director and related costs for Parent Center operation, monthly meetings at Parent Center with school staff, instructional specialists; website maintenance/updates and communications. (LCFF) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$33,600</p>

ANALYSIS

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Actual expenditures were in alignment with budgeted expenditures.

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

Goal 7

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL A. Statewide Assessments: ELA/Literacy and Mathematics

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

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

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> • Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment. 	<p>ACTUAL</p> <p>We provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who implemented data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. We provided GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. We provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. We provided additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Salaries and benefits for certificated and classified staff support. (LCFF) - 1000-1999 Certificated Salaries - LCFF S & C: \$680,001 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>Salaries and benefits for certificated and classified staff support. (LCFF) - 1000-1999 Certificated Salaries - LCFF S & C: \$851,490 (repeated expenditure)</p>

ANALYSIS

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

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

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

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

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

Goal 8

8. School will show improvement on the overall performance level of the state indicators as measured by the California State Dashboard or equivalent, as mandated by the CA State Board of Education.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL B. SBAC/CAASPP measures

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

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

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> • Provide highly qualified 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. • Continue to provide broad academic and enrichment opportunities for all students. • Continue professional development activities initiated in 2015-2016 school year focused on CCSS and differentiated instructional techniques. 	<p>ACTUAL</p> <p>We continue to provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. We continue to provide broad academic and enrichment opportunities for all students. We continue professional development activities initiated in 2015-2016 school year focused on CCSS and differentiated instructional techniques.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Salaries and benefits for certificated and classified staff support. (LCFF) - 1000-1999 Certificated Salaries - LCFF S & C: \$680,001 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>Salaries and benefits for certificated and classified staff support. (LCFF) - 1000-1999 Certificated Salaries - LCFF S & C: \$851,490 (repeated expenditure)</p>

ANALYSIS

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

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

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

Goal 9

9. EL students will show improvement on the English Language Proficiency Assessments for California (ELPAC) Summative test (or other available external and internal assessments) each year.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL D. EL Progress

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

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

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> • 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. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA). 	<p>ACTUAL</p> <p>We continued professional development activities initiated in 2015-2016 school year focused on CCSS implementation with ELs. EL students continued to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. We provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Lead teacher stipends specifically related to EL support - 1000-1999 Certificated Salaries - LCFF S & C: \$45,000 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>Lead teacher stipends specifically related to EL support - 1000-1999 Certificated Salaries - LCFF S & C: \$45,000 (repeated expenditure)</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The overall implementation of the actions/services was successful. EL students continue to make similar or better progress than the District schools.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>The actions/services were fully implemented.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Actual expenditures were the same as budgeted expenditures.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.</p>

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

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

ACTUAL

We met or exceeded the District's EL reclassification rate and annual AMAOs.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Implement the FASEL English Learner Master Plan. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. 	<p>ACTUAL</p> <p>We implemented the FASEL English Learner Master Plan. We re-designated ELLs and will continue to be support them via a multi-tiered system including support for struggling readers.</p>
Expenditures	<p>BUDGETED</p> <p>Lead teacher stipends specifically related to EL support - 1000-1999 Certificated Salaries - LCFF S & C: \$45,000 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>Lead teacher stipends specifically related to EL support - 1000-1999 Certificated Salaries - LCFF S & C: \$45,000 (repeated expenditure)</p>

ANALYSIS

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

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

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

Goal 11

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL School attendance rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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

School continues a high ADA rate above 95%.

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> 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. 	<p>ACTUAL</p> <p>Attendance Manager continues to monitor student attendance and communicates with families. Parent outreach and communications continue to stress the importance of attendance and arriving at school on time each day.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Salaries and benefits for Attendance Manager and Parent Outreach - 1000-1999 Certificated Salaries - LCFF Base: \$80,000</p>	<p>ESTIMATED ACTUAL</p> <p>Salaries and benefits for Attendance Manager and Parent Outreach - 1000-1999 Certificated Salaries - LCFF Base: \$80,000 (repeated expenditure)</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The actions/services were achieved as the attendance manager continues to monitor student attendance and communicates with families.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>The actions/services were highly effective.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>The actual expenditures were slightly lower than the budgeted expenditures.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.</p>

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

Suspension rate will be maintained at less than than 1%.

ACTUAL

Suspension rate continues to be maintained at less than 1%.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Attendance Manager will continue to monitor student attendance and communicate with families. • Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. • School will continue to implement socialemotional curriculum (Mutt-i-Grees™), PBIS Training, and the Responsive Classroom approach to teaching 	<p>ACTUAL</p> <p>Attendance Manager continues to monitor student attendance and communicate with families. Parent outreach and communications continue to stress the importance of attendance and arriving at school on time each day. School continues to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training, and the Responsive Classroom approach to teaching</p>
Expenditures	<p>BUDGETED</p> <p>Salaries and benefits for certificated and classified staff support. (LCFF) - 1000-1999 Certificated Salaries - LCFF Base: \$680,001 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999 Certificated Salaries - LCFF Base: \$851,490 (repeated expenditure)</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The actions/services were achieved, as the suspension rate is under 1%.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions/services were highly effective.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The actual expenditures were slightly lower than the budgeted expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Goal 13

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL B. Pupil Expulsion Rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Expulsion rate will be maintained at less than than 1%.

Expulsion rate continues to be less than 1%.

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> • Attendance Manager will continue to monitor student attendance and communicate with families. • Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. • School will continue to implement socialemotional curriculum (Mutt-i-Grees™), PBIS Training, and the Responsive Classroom approach to teaching 	<p>ACTUAL</p> <p>Attendance Manager continues to monitor student attendance and communicate with families. Parent outreach and communications continues to stress the importance of attendance and arriving at school on time each day. School continues to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training, and the Responsive Classroom approach to teaching</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Salaries and benefits for certificated and classified staff support. (LCFF) - 1000-1999 Certificated Salaries - LCFF Base: \$680,001 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>Salaries and benefits for certificated and classified staff support. (LCFF) - 1000-1999 Certificated Salaries - LCFF Base: \$851,490 (repeated expenditure)</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The actions/services were achieved as the attendance manager continues to monitor daily attendance, and social-emotional programs remain in place and active.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>The actions/services were highly effective.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>The actual expenditures were lower than the budgeted expenditures.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.</p>

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

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

ACTUAL

School continues to achieve above 80% positive results on Annual Stakeholder Satisfaction Surveys.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Continue operation of Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. • Continue music instruction, P.E., and other enrichments to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers. • Continue to host community-building events and culminating celebrations. 	<p>ACTUAL</p> <p>School continued operation of Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. School continued P.E. and other enrichments to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers. School continued to host community-building events and culminating celebrations.</p>
Expenditures	<p>BUDGETED</p> <p>Parent Center Director and related costs for Parent Center operation, monthly meetings at Parent Center with school staff, instructional specialists; website maintenance/updates and communications. (LCFF) - 2000-2999 Classified Salaries - LCFF Base: \$33,600 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>Parent Center Director and related costs for Parent Center operation, monthly meetings at Parent Center with school staff, instructional specialists; website maintenance/updates and communications. (LCFF) - 2000-2999 Classified Salaries - LCFF Base: \$33,600</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The Parent Center continued their operation with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Both planned actions/services were fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no difference between Budgeted Expenditures and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Goal 15

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

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

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

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> • Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Provide students with an array of learning (as described in the school’s charter) in science, technology, arts, music, and P.E. • Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel 	<p>ACTUAL</p> <p>We provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. We provided students with an array of learning (as described in the school’s charter) in science, technology, arts, music, and P.E. We provided a psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Salaries and benefits for certificated and classified staff support, including 50% School Psychologist and 50% School Counselor. (LCFF) - 1000-1999 Certificated Salaries - LCFF Base: \$680,001 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>Salaries and benefits for certificated and classified staff support, including 50% School Psychologist and 50% School Counselor. (LCFF) - 1000-1999 Certificated Salaries - LCFF Base: \$851,490 (repeated expenditure)</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>We continued to provide broad academic and enrichment opportunities for all students.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>The actions/services were fully implemented.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Actual expenditures were in alignment with budgeted expenditures.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.</p>

Goal 16

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

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Proficiency rates will meet or exceed District rates on CAASPP (or similar measures).

ACTUAL

Proficiency rates met District rates on similar measures of academic progress.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement. 	<p>ACTUAL</p> <p>We provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. We increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</p>
Expenditures	<p>BUDGETED</p> <p>Paraprofessionals (LCFF) - 2000-2999 Classified Salaries - LCFF S & C: \$52,377</p>	<p>ESTIMATED ACTUAL</p> <p>Paraprofessionals (LCFF) - 2000-2999 Classified Salaries - LCFF S & C: \$189,129</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	We provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	All planned actions/services were fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Estimated actual expenditures were higher than budgeted expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Parent information meetings (open to all parents), and monthly board meetings have been held throughout the year to inform parents and community members about the transition to the Local Control Funding Formula, and the corresponding plan which describes how funding will be expended at the school. Fenton Charter Leadership Academy held several night Parent Advocacy Committee meetings (open to all parents), two parent conference periods, a Family Math Night, Open House and regularly scheduled informational meetings to revise and update the LCAP based on student need and accurate student information.

Fenton Charter Leadership Academy also maintains a comprehensive website which is easily accessible as a source of current information including analysis of the school's student achievement data and specific sub-group performance, the School Accountability Report Card (SARC) and Title III report, detailed information about the Common Core, and the school's curriculum, programs and other resources. Information is also readily available to parents in the school's Family Center, which is staffed by a full-time Family Center Director at a sister site.

Fenton Charter Leadership Academy staff members have met regularly within their specific governance and administrative committees and as a whole staff to review and discuss the changes to State funding and the corresponding LCAP plan. Staff has provided input regarding the priorities established by the state and how best to implement improvement, and fund the programs and resources identified by the school community as necessary to realize the goals established by the school's plan. Finally, the Board of Directors – which includes an elected parent representative from the school – has played an active role in reviewing LCAP drafts and offering input.

Parent meetings:

Parent Conference Week:

November 16-18, 2016

April 3-7, 2017

Informational Night Meeting (Parent Advocacy Committee):

September 8, 2016

April 18, 2017

Family Math Night:

October 27, 2016

Open House:
June 1, 2017

School Website Information:
<http://www.fentonacademy.com>

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

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

Instruction Committee Meetings
March 24, 2017
May 9, 2017

Finance Committee Meetings
March 24, 2017
May 9, 2017

Personnel Meetings
March 22, 2017
May 9, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

Input received through these interactions have been incorporated into this plan to establish priorities which best reflect and meet the needs of the school community. To put the goals of this plan in context, in December 2012, LAUSD approved the charter petition of Fenton Charter Leadership Academy. The mission of the Fenton Charter Leadership Academy is to nurture the development of responsible, thoughtful citizens in an increasingly interdependent global society by creating environments in which students are challenged to explore, to create, to make decisions while actively participating in and being accountable for their learning. Fenton Charter Leadership Academy will operate on a 184-day instructional calendar with seven full professional development days.

Moving forward, Fenton Charter Leadership Academy will continue to focus on its Expected Schoolwide Learning Results (ESLRs):

ESLR 1:

Every Fenton Charter Leadership Academy student will be an academic achiever:

Able to read and comprehend, and effectively communicate ideas, opinions, and information orally and in writing.

Able to demonstrate mathematical, logic, and reasoning skills and the ability to apply those skills in a variety of contexts.

ESLR 2:

Every Fenton Charter Leadership Academy student will be a self-directed learner.

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

ESLR 3:

Every Fenton Charter Leadership Academy student will be an effective communicator.

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

ESLR 4:

Every Fenton Charter Leadership Academy student will be a responsible citizen.

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

This will include:

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Goal 1	1. All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL A Teachers

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
-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: \$925,953	Amount: \$930,000	Amount: \$935,000
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

Certificated Salaries;
Salaries for teachers including
benefits

Budget
Reference

Certificated Salaries;
Salaries for teachers including
benefits

Budget
Reference

Certificated Salaries;
Salaries for teachers including
benefits

New
 Modified
 Unchanged

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL B. Instructional Materials

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents. 	<ul style="list-style-type: none"> Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents. 	<ul style="list-style-type: none"> Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.

BUDGET EXPENDITURES

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

Amount	\$44,091	Amount	\$50,000	Amount	\$55,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Purchase new Common Core aligned ELA curriculum.	Budget Reference	Books and Supplies; Purchase new Common Core aligned ELA curriculum.	Budget Reference	Books and Supplies; Purchase new Common Core aligned ELA curriculum.

New

Modified

Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL C. Facilities

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement. • Increase hourly rate of custodial and maintenance staff to attract experienced and skilled staff. 	<ul style="list-style-type: none"> • Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement. • Increase hourly rate of custodial and maintenance staff to attract experienced and skilled staff. 	<ul style="list-style-type: none"> • Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement. • Increase hourly rate of custodial and maintenance staff to attract experienced and skilled staff.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$64,144"/>	Amount <input type="text" value="\$69,000"/>	Amount <input type="text" value="\$73,000"/>

Source

LCFF

Source

LCFF

Source

LCFF

Budget
Reference

Classified Salaries;
Salaries, benefits for maintenance
staff and supplies

Budget
Reference

Classified Salaries;
Salaries, benefits for maintenance
staff and supplies

Budget
Reference

Classified Salaries;
Salaries, benefits for
maintenance staff and supplies

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL A. Implementation

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating). 	<ul style="list-style-type: none"> Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating). 	<ul style="list-style-type: none"> Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$7,288	Amount: \$9,000	Amount: \$10,000
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

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

Budget
Reference

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

Budget
Reference

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

Action **2**

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Increase student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 3:1. 	<ul style="list-style-type: none"> Increase student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 3:1. 	<ul style="list-style-type: none"> Increase student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 3:1.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$50,000	Amount: \$53,000	Amount: \$56,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating Expenses;	Budget Reference: Services and Other Operating Expenses;	Budget Reference: Services and Other Operating Expenses;

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

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

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

New
 Modified
 Unchanged

Goal 5

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

State and/or Local Priorities Addressed by this goal:

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

LOCAL B. EL Students and Academic Content Knowledge

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$45,000"/>	Amount <input type="text" value="\$45,000"/>	Amount <input type="text" value="\$45,000"/>

Source

LCFF

Source

LCFF

Source

LCFF

Budget
Reference

Certificated Salaries;
Lead teacher stipends specifically
related to EL support

Budget
Reference

Certificated Salaries;
Lead teacher stipends specifically
related to EL support

Budget
Reference

Certificated Salaries;
Lead teacher stipends
specifically related to EL
support

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

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. The Parent Center will continue to be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, 	<ul style="list-style-type: none"> Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. The Parent Center will continue to be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, 	<ul style="list-style-type: none"> Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. The Parent Center will continue to be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings,

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

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

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

BUDGET EXPENDITURES

2017-18

Amount

\$33,600

Source

LCFF

Budget Reference

Classified Salaries; Parent Center Director and related costs for Parent Center operation, monthly meetings at Parent Center with school staff, instructional specialists; website maintenance/updates and communications. (LCFF)

2018-19

Amount

\$35,000

Source

LCFF

Budget Reference

Classified Salaries; Parent Center Director and related costs for Parent Center operation, monthly meetings at Parent Center with school staff, instructional specialists; website maintenance/updates and communications. (LCFF)

2019-20

Amount

\$38,000

Source

LCFF

Budget Reference

Classified Salaries; Parent Center Director and related costs for Parent Center operation, monthly meetings at Parent Center with school staff, instructional specialists; website maintenance/updates and communications. (LCFF)

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
Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).	To be determined after initial CAASPP testing (Spring 2017)	To be determined after initial CAASPP testing (Spring 2017)	To be determined after initial CAASPP testing (Spring 2017)

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for

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

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

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

BUDGET EXPENDITURES

2017-18

Amount

\$851,490

Source

LCFF

Budget Reference

Certificated Salaries; Salaries and benefits for certificated and classified staff support. (LCFF)

2018-19

Amount

\$855,000

Source

LCFF

Budget Reference

Certificated Salaries; Salaries and benefits for certificated and classified staff support. (LCFF)

2019-20

Amount

\$860,000

Source

LCFF

Budget Reference

Certificated Salaries; Salaries and benefits for certificated and classified staff support. (LCFF)

New

Modified

Unchanged

Goal 8

8. School will show improvement on the overall performance level of the state indicators as measured by the California State Dashboard or equivalent, as mandated by the CA State Board of Education.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL B. SBAC/CAASPP measures

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Dashboard Performance Levels: Blue (Highest), Green, Yellow, Orange, Red (Lowest)	Will be determined once school appears on California dashboard	Will be determined once school appears on California dashboard	Will be determined once school appears on California dashboard

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • 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. • Continue to provide broad academic and enrichment opportunities for all students. • Continue professional development activities initiated in 2015-2016 school year focused on 	<ul style="list-style-type: none"> • 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. • Continue to provide broad academic and enrichment opportunities for all students. • Continue professional development activities initiated in 2015-2016 school year focused 	<ul style="list-style-type: none"> • 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. • Continue to provide broad academic and enrichment opportunities for all students. • Continue professional development activities initiated in 2015-2016 school year focused

CCSS and differentiated instructional techniques.

on CCSS and differentiated instructional techniques.

on CCSS and differentiated instructional techniques.

BUDGET EXPENDITURES

2017-18

Amount

\$680,001

Source

LCFF

Budget Reference

Certificated Salaries;
Salaries and benefits for
certificated and classified staff
support. (LCFF)

2018-19

Amount

\$685,000

Source

LCFF

Budget Reference

Certificated Salaries;
Salaries and benefits for
certificated and classified staff
support. (LCFF)

2019-20

Amount

\$690,000

Source

LCFF

Budget Reference

Certificated Salaries;
Salaries and benefits for
certificated and classified staff
support. (LCFF)

New

Modified

Unchanged

Goal 9

9. EL students will show improvement on the English Language Proficiency Assessments for California (ELPAC) Summative test (or other available external and internal assessments) each year.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL D. EL Progress

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Continue 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. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress 	<ul style="list-style-type: none"> 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. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress 	<ul style="list-style-type: none"> 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. 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).

monitoring with ELD folders and retell assessments (ELDRA).

monitoring with ELD folders and retell assessments (ELDRA).

BUDGET EXPENDITURES

2017-18

Amount

\$45,000

Source

LCFF

Budget Reference

Certificated Salaries; Lead teacher stipends specifically relating to EL support(from Supplemental and Concentration Grant).

2018-19

Amount

\$45,000

Source

LCFF

Budget Reference

Certificated Salaries; Lead teacher stipends specifically relating to EL support(from Supplemental and Concentration Grant).

2019-20

Amount

\$45,000

Source

LCFF

Budget Reference

Certificated Salaries; Lead teacher stipends specifically relating to EL support(from Supplemental and Concentration Grant).

New

Modified

Unchanged

Goal 10

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL E. EL Reclassification Rates

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Implement the FASEL English Learner Master Plan. Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. 	<ul style="list-style-type: none"> Implement the FASEL English Learner Master Plan. Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. 	<ul style="list-style-type: none"> Implement the FASEL English Learner Master Plan. Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$45,000	Amount: \$45,000	Amount: \$45,000
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

Certificated Salaries;
Lead teacher stipends specifically
relating to EL support(from
Supplemental and Concentration
Grant).

Budget
Reference

Certificated Salaries;
Lead teacher stipends specifically
relating to EL support(from
Supplemental and Concentration
Grant).

Budget
Reference

Certificated Salaries;
Lead teacher stipends
specifically relating to EL
support(from Supplemental and
Concentration Grant).

New

Modified

Unchanged

Goal 11

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL School attendance rates

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School will continue to maintain a high ADA rate above 95%.	ADA Rate	FCLA's ADA rate is above 95%	FCLA's ADA rate is above 95%	FCLA's ADA rate is above 95%

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$80,000"/>	Amount <input type="text" value="\$80,000"/>	Amount <input type="text" value="\$80,000"/>

Source

LCFF

Source

LCFF

Source

LCFF

Budget
Reference

Certificated Salaries;
Salaries and benefits for
Attendance Manager and Parent
Outreach

Budget
Reference

Certificated Salaries;
Salaries and benefits for
Attendance Manager and Parent
Outreach

Budget
Reference

Certificated Salaries;
Salaries and benefits for
Attendance Manager and Parent
Outreach

New

Modified

Unchanged

Goal 12

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL A. Pupil Suspension Rates

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. School will continue to implement socialemotional curriculum (Mutt-i-Grees™), PBIS Training, and the Responsive Classroom approach to teaching 	<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. School will continue to implement socialemotional curriculum (Mutt-i-Grees™), PBIS Training, and the Responsive Classroom approach to teaching 	<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. School will continue to implement socialemotional curriculum (Mutt-i-Grees™), PBIS Training, and the Responsive Classroom approach to teaching

BUDGET EXPENDITURES

2017-18

Amount

\$625,953

Source

LCFF

Budget
Reference

Certificated Salaries;
Salaries and benefits for
certificated and classified staff
support. (LCFF)

2018-19

Amount

\$630,000

Source

LCFF

Budget
Reference

Certificated Salaries;
Salaries and benefits for
certificated and classified staff
support. (LCFF)

2019-20

Amount

\$635,000

Source

LCFF

Budget
Reference

Certificated Salaries;
Salaries and benefits for
certificated and classified staff
support. (LCFF)

New

Modified

Unchanged

Goal 13

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL B. Pupil Expulsion Rates

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. School will continue to implement socialemotional curriculum (Mutt-i-Grees™), PBIS Training, and the Responsive Classroom approach to teaching 	<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. School will continue to implement socialemotional curriculum (Mutt-i-Grees™), PBIS Training, and the Responsive Classroom approach to teaching 	<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. School will continue to implement socialemotional curriculum (Mutt-i-Grees™), PBIS Training, and the Responsive Classroom approach to teaching

BUDGET EXPENDITURES

2017-18

Amount

\$625,953

Source

LCFF

Budget
Reference

Certificated Salaries;
Salaries and benefits for
certificated and classified staff
support. (LCFF)

2018-19

Amount

\$630,000

Source

LCFF

Budget
Reference

Certificated Salaries;
Salaries and benefits for
certificated and classified staff
support. (LCFF)

2019-20

Amount

\$635,000

Source

LCFF

Budget
Reference

Certificated Salaries;
Salaries and benefits for
certificated and classified staff
support. (LCFF)

New
 Modified
 Unchanged

Goal 14

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL C. School Connectedness

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Continue operation of Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. • Continue music instruction, P.E., and other enrichments to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers. • Continue to host community-building events and culminating celebrations. 	<ul style="list-style-type: none"> • Continue operation of Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. • Continue music instruction, P.E., and other enrichments to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers. • Continue to host community-building events and culminating celebrations. 	<ul style="list-style-type: none"> • Continue operation of Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. • Continue music instruction, P.E., and other enrichments to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers. • Continue to host community-building events and culminating celebrations.

BUDGET EXPENDITURES

2017-18

Amount

\$33,600

Source

LCFF

Budget
Reference

Classified Salaries;
Parent Center Director and related
costs for Parent Center operation,
monthly meetings at Parent Center
with school staff, instructional
specialists; website
maintenance/updates and
communications. (LCFF)

2018-19

Amount

\$38,000

Source

LCFF

Budget
Reference

Classified Salaries;
Parent Center Director and related
costs for Parent Center operation,
monthly meetings at Parent Center
with school staff, instructional
specialists; website
maintenance/updates and
communications. (LCFF)

2019-20

Amount

\$43,000

Source

LCFF

Budget
Reference

Classified Salaries;
Parent Center Director and
related costs for Parent Center
operation, monthly meetings at
Parent Center with school staff,
instructional specialists; website
maintenance/updates and
communications. (LCFF)

New
 Modified
 Unchanged

Goal 15

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Provide students with an array of learning (as described in the school’s charter) in science, technology, arts, music, and P.E. • Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel 	<ul style="list-style-type: none"> • Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Provide students with an array of learning (as described in the school’s charter) in science, technology, arts, music, and P.E. • Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel 	<ul style="list-style-type: none"> • Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Provide students with an array of learning (as described in the school’s charter) in science, technology, arts, music, and P.E. • Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel

BUDGET EXPENDITURES

2017-18

Amount

\$851,490

Source

LCFF

Budget
Reference

Certificated Salaries;
Salaries and benefits for
certificated and classified staff
support, including 50% School
Psychologist and 50% School
Counselor. (LCFF)

2018-19

Amount

\$851,490

Source

LCFF

Budget
Reference

Certificated Salaries;
Salaries and benefits for
certificated and classified staff
support, including 50% School
Psychologist and 50% School
Counselor. (LCFF)

2019-20

Amount

\$851,490

Source

LCFF

Budget
Reference

Certificated Salaries;
Salaries and benefits for
certificated and classified staff
support, including 50% School
Psychologist and 50% School
Counselor. (LCFF)

New
 Modified
 Unchanged

Goal 16

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Proficiency rates will meet or exceed District rates on CAASPP (or similar measures).	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).	To be determined after initial CAASPP testing (Spring 2017)	To be determined after initial CAASPP testing (Spring 2017)	To be determined after initial CAASPP testing (Spring 2017)

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>• Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</p>	<p>• Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</p>	<p>• Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</p>

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$191,000	Amount	\$193,000	Amount	\$195,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Paraprofessionals (LCFF)	Budget Reference	Classified Salaries	Budget Reference	Classified Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year



2017-18



2018-19



2019-20

Estimated Supplemental and Concentration Grant Funds:

\$515,472

Percentage to Increase or Improve Services:

21.82%

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

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

Fenton Charter Leadership Academy's identified supplemental and concentration grant based on the number and concentration of unduplicated students (90%) is \$515,472 for fiscal year 2017-2018.

Details regarding how these additional funds will be expended are included in Section 3B, and are summarized below:

Professional development including training for school leadership and all certificated staff, as well as classified staff as appropriate, focusing on target population of unduplicated students (26% of Supplemental and Concentration Grant).

Additional personnel, materials and resources to support and assist target groups in English language development, English language arts, mathematics and other curricular areas as needed to ensure population of unduplicated students reach proficiency in mastering Common Core State Standards (26% of Supplemental and Concentration Grant).

Psychological and mental health support, academic intervention, and social/emotional programs designed to monitor and promote strong and regular yearly progress of unduplicated student group (26% of Supplemental and Concentration Grant).

Due to Fenton Charter Leadership Academy's high percentage of unduplicated students (90%), the funds will be expended on a school-wide basis to ensure all students are served and personnel, materials and resources are utilized efficiently and equitably.

Fenton Charter Leadership Academy's proportional increase or improvement in services for fiscal year 2017-2018 is 21.82%. All of the actions and services specified in Section 3B provide additional layers of service for low income, foster youth, English Learners and re-designated fluent English proficient students by providing additional support and training for teachers, intervention and enrichment activities and resources for these students, and additional personnel to support the continued and regular progress of students. These activities are specifically designed to focus on the needs of the unduplicated student groups above and beyond

