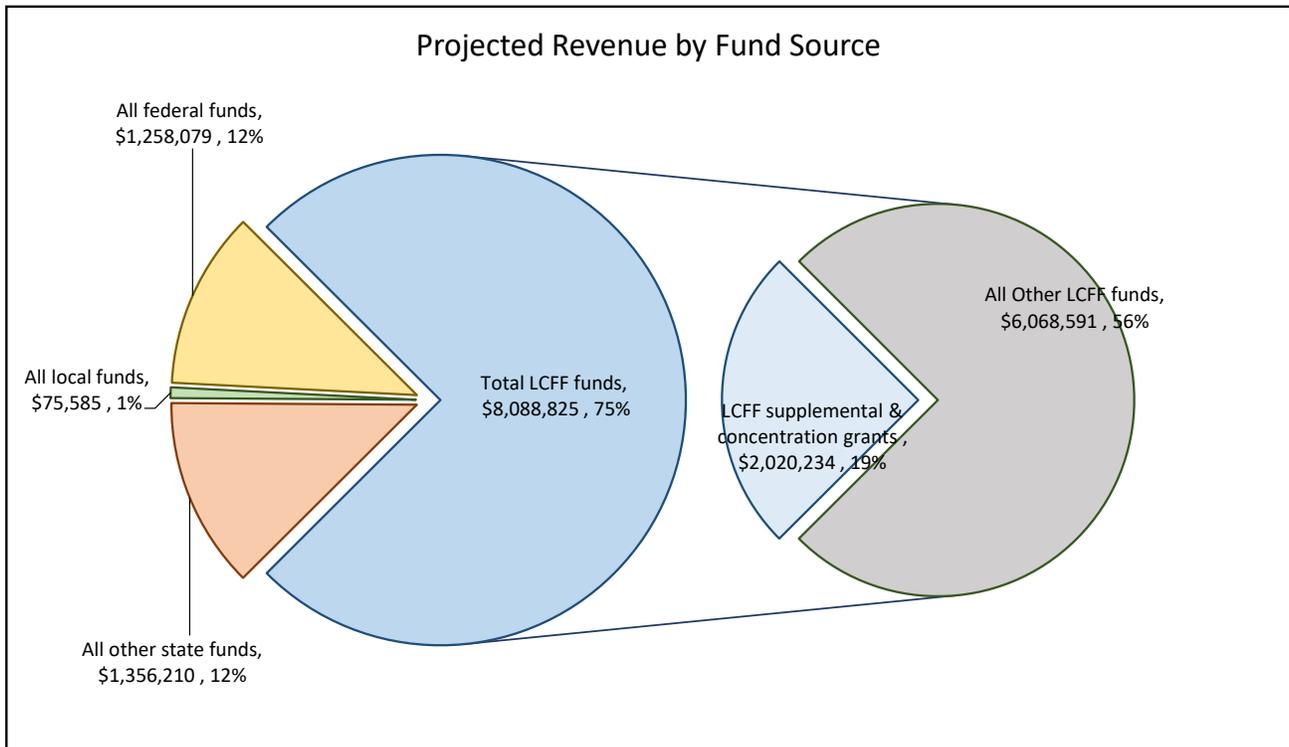


# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fenton Primary Center  
CDS Code: 19-64733-0115048  
Local Control and Accountability Plan (LCAP) Year: 2019-20  
LEA contact information: Richard Parra

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-20 LCAP Year

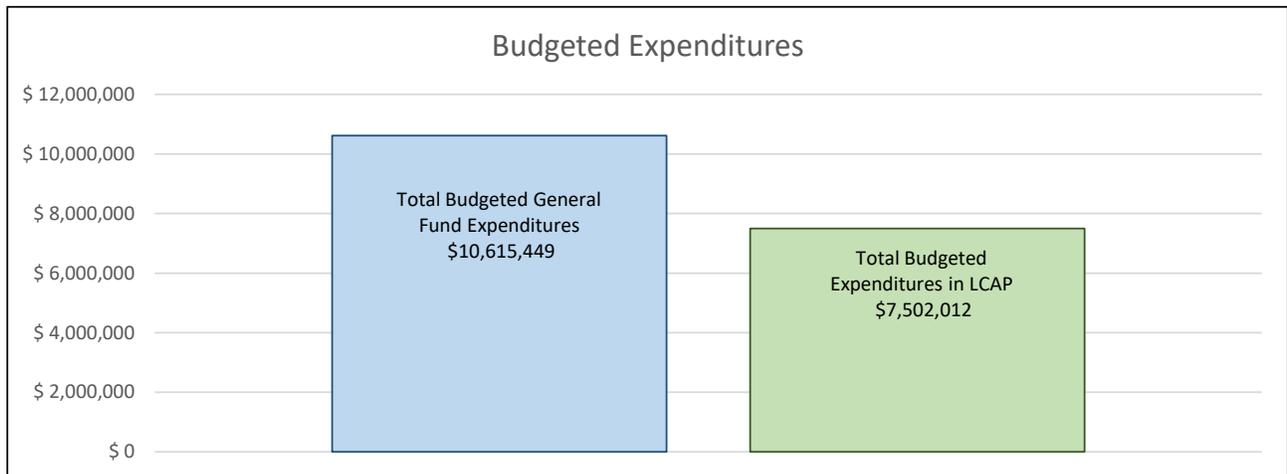


This chart shows the total general purpose revenue Fenton Primary Center expects to receive in the coming year from all sources.

The total revenue projected for Fenton Primary Center is \$10,778,699.00, of which \$8,088,825.00 is Local Control Funding Formula (LCFF), \$1,356,210.00 is other state funds, \$75,585.00 is local funds, and \$1,258,079.00 is federal funds. Of the \$8,088,825.00 in LCFF Funds, \$2,020,234.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Fenton Primary Center plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Fenton Primary Center plans to spend \$10,615,449.00 for the 2019-20 school year. Of that amount, \$7,502,012.00 is tied to actions/services in the LCAP and \$3,113,437.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

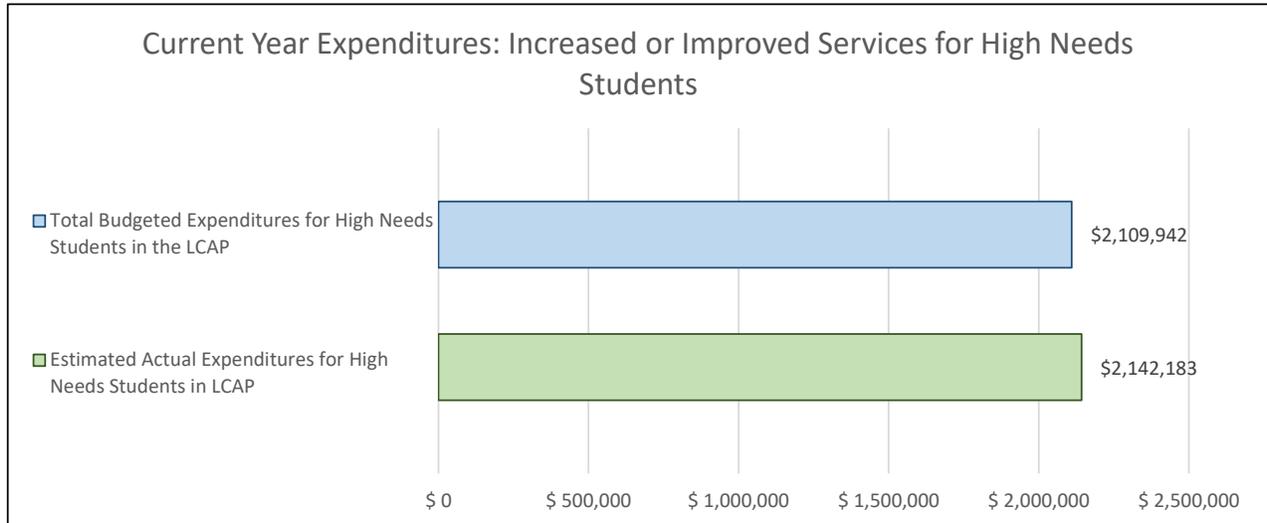
Funds not included in the LCAP consist of Child Nutrition, Special Education Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Fenton Primary Center is projecting it will receive \$2,020,234.00 based on the enrollment of foster youth, English learner, and low-income students. Fenton Primary Center must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Fenton Primary Center plans to spend \$2,132,536.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Fenton Primary Center budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Fenton Primary Center estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Fenton Primary Center's LCAP budgeted \$2,109,942.00 for planned actions to increase or improve services for high needs students. Fenton Primary Center estimates that it will actually spend \$2,142,183.00 for actions to increase or improve services for high needs students in 2018-19.

2019-20

# 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)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Fenton Primary Center

Contact Name and Title

Richard Parra  
Director

Email and Phone

[rparra@fentoncharter.net](mailto:rparra@fentoncharter.net)  
(818) 485-5900 3122

# 2017-20 Plan Summary

## The Story

Describe the students and community and how the LEA serves them.

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

The 2018-2019 school year was a huge success for Fenton Primary Center. The Charter School continued to implement a Multi-Tiered System of Support that includes a structured reading intervention program. The school has research-based specific strategies that helped struggling readers, including English Learners, and students with special needs. FPC also has a strong special education program to serve over 60 students with special needs. The program included a full-time roster of a counselor, a psychologist, three education specialists, a speech therapist, and part-time support from an occupational therapist, an adapted physical education teacher, as well as a full-time coordinator to help monitor the program. Fenton Primary Center has successfully implemented its goals set every year. The Charter School is showing tremendous growth in student learning. FPC is clearly on the right path in providing students with a rigorous curriculum and an amazing learning environment. The school continues to provide a rich learning environment that follows the mission and vision.

The mission of the Fenton Primary Center is to cultivate a love of learning by fostering an environment that promotes self-discovery, independence and an awareness of the connectedness between self and others. All members of the FPC community are responsible for the school-wide vision:

- The students of FPC will actively seek learning opportunities by working cooperatively, thinking critically, and striving to master rigorous CCSS.
- The students, parents and employees of FPC will collaboratively establish and model the highest standards for student achievement, positive self-esteem, pro-social values, and respect for cultural diversity.
- The employees of FPC will demonstrate their belief in the value of lifelong learning and model the appropriate and desired behaviors and attitudes expected of students.
- The FPC community will work cooperatively and collaboratively to create a child-centered environment that is safe, and free of violence, drugs and fear, in which all partners are empowered by their own sense of ownership and responsibility to the Charter School. The FPC community and partners will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.

## LCAP Highlights

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

The 2018-2019 school year was a huge success for Fenton Primary Center. The Charter School continued to successfully implement a structured reading intervention program that included specific strategies that helped struggling readers, including English Learners, and students with special needs. Our implementation of Professional Learning Communities has helped create specific goals and address the targeted outcomes. FPC also continued to refine a strong special education program to serve over 60 students with special needs. The program included a full-time roster with a counselor, a psychologist, three education specialists, a speech and language pathologist, and part-time support from an occupational therapist, an adapted physical education teacher, as well as a full-time coordinator to help monitor the program.

**Benchmark Advance:** Fenton Primary Center has voted to adopt Benchmark Advance to replace the Wonders English Language Arts (ELA) curriculum in order to be aligned to Fenton Avenue Charter School where over 90% of FPC students attend. Both schools will now have an aligned ELA program. Benchmark Advance is being used at all the other Fenton Charter Public Schools and the school decided it is important to be aligned with the same ELA curriculum.

Fenton Primary Center has successfully implemented its goals set every year. The Charter School is really showing tremendous growth in student learning. FPC is clearly on the right path in providing students with a rigorous curriculum and an amazing learning environment. FPC has three goals for the 2019-2020 school year.

Goal #1: Increase Student Achievement

Goal #2: Increase meaningful and purposeful student, teacher, and parent engagement.

Goal #3: Provide an appropriate Basic Condition of Learning.

**Instructional Technology Coach:** FPC will have an Instructional Technology Coach for the 2019-2020 school year. Fenton Primary Center has continued to make gains in academic performance over the years. Our success has been generated with careful and collaborative planning to find and implement academic programs that best fit our students and prepare them for the future. We have also been diligent in searching for the best ways to achieve our academic performance outcomes. This Instructional Technology Coach position will help facilitate the implementation of technology to support learning as a whole school. The specialist will also work collaboratively with our reading specialist and our leadership team to address learning gaps with the use of technology.

## Review of Performance

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

## Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, the Charter School is proud of the following areas:

**Goal 1**

**CA Dashboard:** The following results reflect an overview of the California School Dashboards Status and Change Report and Equity Report for 2018.

**Suspension Rate:** (Blue) .2% suspended at least once; Maintained 0.1%.

**English Language Learners:** The following reflect the results of English Learner Progress based on the Summative English Language Proficiency Assessment for California (ELPAC). The majority of students scored level 3 or 4 on the ELPAC.

Level 4 - Well Developed (43.5%)

Level 3 - Moderately Developed (36%)

Level 2 - Somewhat Developed (15%)

Level 1 - Beginning Stage (5.5%)

**Reclassification Rate:** FPC exceeded the LAUSD's EL reclassification (RFEP) rate.

LAUSD RFEP Rate: 22.8%

**FPC RFEP Rate: 35.8%**

**Internal Assessments:** The Charter School demonstrated growth on the NWEA assessments in Reading, Language, and Mathematics. Research has shown that students scoring at or above the 41<sup>st</sup> percentile on the Math, Reading, and Language growth interim assessments have a greater probability of meeting and/or exceeding the standard on end of year Smarter Balanced Summative Assessments. The data shows increases in the percentage of students at or above the 41<sup>st</sup> percentile on all beginning of year assessments from the 2016-2017 to the 2018-2019 school year. The data also shows increases in the percentage of students reaching this threshold within an individual year from beginning of year to end of year.

	Language			Reading			Mathematics		
PERIOD	2017	2018	2019	2017	2018	2019	2017	2018	2019
Beginning			53%	42%	43%	50%	34%	37%	44%
Middle			57%	41%	46%	51%	33%	36%	40%
End			60%	40%	51%	51%	34%	45%	48%

**Goal 2:**

Stakeholder satisfaction rates remain consistently strong.

Parent Survey (Overall Results): **97%**

Student Survey (Overall Results): **98%**

Staff Survey (Overall Results): **97%**

**ADA Rate:** The Charter School has an ADA rate of 97.33%.

Suspension Rate: **0.2%**

Expulsion Rate: **0.0%**

**Goal 3:**

All classroom teachers hold a valid CA Teaching Credential.

**100%** of teachers have a valid CA Teaching Credential.

**100%** of Teachers have appropriate EL Authorization.

**100%** of Teachers are Appropriately Assigned.

**100%** of Teachers attend professional development sessions as measured by Sign-Ins.

**All students have access to safe and nurturing learning environment.**

**100%** of Students have State Approved Standards-Based Materials

**100%** of Students have access to CCS-aligned curriculum.

**100%** of items in Site Inspection Lists are in compliance and in good standing.

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

### Greatest Needs

The Charter School has identified the following areas for growth.

**Chronic Absenteeism:** (Orange) 5.8% chronically absent; Increased 1.4%.

The Charter School has created custom reports that will enable teachers, administrators, and office to monitor to monitor chronic absenteeism by student, class, grade level, and school. Parents will be notified if their child is approaching being absent for 10% or more instructional days. Targets will be set for individual students and teachers along with a variety of incentive programs to engage students in the learning process. Based on internal data, it appears the Charter School will have met CA Dashboard expectations for the 2018-2019 school year.

**Mathematics:** (Orange) 36.6 points below; Maintained -0.5 points. (Please note: FPC is a TK-2nd school. Results are obtained based on the matriculation patterns of FPC students who tested in 3rd grade and no longer attend our school.)

With guidance from the Chief Academic Officer and school Directors, support from Instructional Coaches will be provided in the areas of Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction for ongoing professional development, instructional strategies and integration of research-based strategies. The Instructional Coaches will work directly with teachers, groups of teachers, and site administrators to refine and improve strategies to engage students in cognitively challenging work aligned to California Common Core State Standards.

The Charter School will provide a rigorous standards-based instructional program for all students. To ensure success for all students, the staff will strive to maintain an emotionally secure environment in which children possess the confidence, stamina and perseverance required to master the challenging academic content of the Common Core State Standards and the intricacies of the English language.

Referring to the California School Dashboard, 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

This section is not applicable. The Charter School does not have any areas on the state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not Applicable.

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not Applicable.

### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not Applicable.

# Annual Update

## LCAP Year Reviewed: 2018-19

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

Increase Student Achievement.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

### Annual Measurable Outcomes

	Expected	Actual
<p><b>All students will have access to standards aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.</b></p>	<p><b>2018-19</b> All students have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.</p>	<p>All students have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.</p>
<p><b>School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.</b></p>	<p><b>2018-19</b> School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.</p>	<p>The following results reflect an overview of the California School Dashboards Status and Change Report and Equity Report for 2018.</p> <p><b>Chronic Absenteeism:</b> (Orange) 5.8% chronically absent; Increased 1.4%.</p> <p><b>Suspension Rate:</b> (Blue) .2% suspended at least once; Maintained 0.1%.</p> <p><b>English Learner Progress:</b> N/A</p> <p><b>English Language Arts:</b> (Yellow) 35.5 points below; Increased 4.3 points. (Please note: FPC is a TK-2nd school. Results are obtained based on the matriculation patterns of FPC students who tested in 3rd</p>

	<p>grade and no longer attend our school.)</p> <p><b>Mathematics:</b> (Orange) 36.6 points below; Maintained -0.5 points. (Please note: FPC is a TK-2nd school. Results are obtained based on the matriculation patterns of FPC students who tested in 3rd grade and no longer attend our school.)</p>
<p><b>English Language Learner students will advance at least one performance level descriptor(PLD) on the Summative English Language Proficiency</b></p>	<p><b>2018-19</b> English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC) Overall Performance Level score (or other available external and internal assessments) each year.</p> <p>The following reflect the results of English Learner Progress based on the Summative English Language Proficiency Assessment for California (ELPAC).</p> <p>Level 4 - Well Developed (<b>43.5%</b>)</p> <p>Level 3 - Moderately Developed (<b>36%</b>)</p> <p>Level 2 - Somewhat Developed (<b>15%</b>)</p> <p>Level 1 - Beginning Stage (<b>5.5%</b>)</p>
<p><b>EL reclassification rate will meet or exceed the Districts reclassification rate.</b></p>	<p><b>2018-19</b> Meet or exceed the Districts EL reclassification rate; meet or exceed annual AMAOs .</p> <p>FPC exceeded the Districts EL reclassification (RFEP) rate.</p> <p>LAUSD RFEP Rate: 22.8%</p> <p><b>FPC RFEP Rate: 35.8%</b></p>
<p><b>Percentage of students and subgroups scoring standard met or exceeded on NWEA MAP Assessments</b></p>	<p><b>2018-19</b> Meet or exceed internal targets for growth. Utilize publishers tests from materials aligned to CCSS for initial benchmark assessments. Full implementation of NWEA assessments for Reading, Language, and Mathematics.</p> <p>The Charter School demonstrated growth on the NWEA assessments in Reading, Language, and Mathematics. Research has shown that students scoring at or above the 41<sup>st</sup> percentile on the Math, Reading, and Language growth interim assessments have a greater probability of meeting and/or exceeding the standard on end of year Smarter Balanced Summative Assessments.</p> <p>The data shows increases in the percentage of students at or above the 41<sup>st</sup> percentile on all beginning of year assessments from the 2016-2017 to the 2018-2019 school year. The data also shows increases in the percentage of students reaching this threshold within an individual year from beginning of year to end of year.</p>

**All students will have access to academic and educational enrichment programs as outlined in the school's charter.**

**2018-19**

All students have access to academic and educational enrichment programs as outlined in the school's charter.

All students had access to academic and educational enrichment programs as outlined in the school's charter.

## 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.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Previous Action/Service Under Goal #2:</b> Review standards-aligned publishers materials adopted by SBE as updated per Common Core implementation. Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels (K-2) after careful review by all staff and input from parents.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>FPC reviewed standards-aligned publishers materials adopted by SBE as updated per Common Core implementation. FPC purchase new texts and adopt appropriate Common Core-aligned instructional materials (Benchmark Advance).</p>	<p>- LCFF - 4000-4999 Books and Supplies</p>	<p>- LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Previous Action/Service Under</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$25,000 - LCFF - Services and Other Operating Expenses; Annual subscription to online assessment.</p>	<p>\$60,101 - LCFF - 4000-4999 Books and Supplies - Enhanced Technology (4400)</p>

**Previous Goal #8:** Continue to implement NWEA MAP assessments online.

FPC continued to implement NWEA MAP Assessments. The is budget item is a repeat expenditure found in resource code 4400. (Goal 1, Action 5)

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p><b>Previous Action under old Goal #9:</b> Implement the FPC English Learner Master Plan, Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs, Provide New teacher assistance and support, specifically relating to ELs, Continue professional development activities focused on CCSS implementation with ELs, EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and ELD instruction, Re-designated ELs will continue to be supported via a multi-tiered system based on student progress, Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The actions and services were completed as planned. The implementation of the EL Master Plan had a positive impact on meeting the diverse needs of our EL students.</p> <p>The budget expenditures for this action item are repeat expenditures found among resource codes in the 1000s. (Goal 1, Action 5)</p>	<p>- LCFF - 1000-1999 Certificated Salaries</p>	<p>- LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p>

ELD folders and assessments.			
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### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Previous Action/Service Under Previous Goal #10:</b> School continue implement ELA curriculum with ELD embedded for accountability purposes.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The actions and services were completed as planned. FPC continued to implement ELA curriculum with ELD embedded for accountability purposes.</p> <p>The budget expenditures for this action item are repeat expenditures found among resource codes in the 4000s and 5000s. (Goal 1, Action 5)</p>	<p>\$50,000 - LCFF - 4000-4999 Books and Supplies - This is the cost of consumables of curriculum that include ELD.</p> <p>\$12,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Additional Support to help the implementation of new curriculum.</p>	<p>- LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p> <p>- LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>- LCFF - 1000-1999 Certificated Salaries</p> <p>- LCFF - 2000-2999 Classified Salaries</p> <p>\$600,000 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Classified Salaries; 80% of teacher</p>	<p>\$103,000 - LCFF - 1000-1999 Certificated Salaries - Salaries for 80% of school psychologist and 50% of school counselor.</p> <p>\$276,667 - LCFF - 2000-2999 Classified Salaries - Salary for Instructional Assistants</p>

<p><b>Previous Action/Service Under Previous Goal #7:</b> Provide highly qualified educational support personnel (Psychologist, Counselor, Reading Intervention Specialist, Gifted testing, etc.) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols and provide tech-based intervention (e.g., Istation and NWEA).</p>	<p>The actions and services made a significant impact on student learning as written. The interventions and dynamic range of supports had a positive impact on student learning.</p> <p>This item contains expenditures among resource codes in the 1000s, 2000s, 4000s, and 5000s. Services made available to students include school counseling services, school psychologist, and instructional assistants.</p> <p>Students received additional support through the use of dynamic supplemental materials.</p> <p>Budget expenditures include services by Lead Teachers, Charter Management Chief Academic Officer and Instructional Coaches, Reading Specialist, and the Special Education Coordinator.</p> <p>This action was made possible by the 7 days of professional development teachers available to teachers among this LEA. In addition, students were able to receive 4 extra days of school due to the supplemental and concentration grant funds the school received.</p>	<p>assistant cost.  \$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses;  Services to help provide the support. CMO, Utilities, and District Oversight  \$250,000 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries;  Salaries and benefits for certificated support staff.  - LCFF - 1000-1999 Certificated Salaries - LCFF - 5000-5999 Services and Other Operating Expenses - LCFF - 1000-1999 Certificated Salaries - Federal Revenues - Title I - 1000-1999 Certificated Salaries - LCFF - 1000-1999 Certificated Salaries - LCFF - 1000-1999 Certificated Salaries - LCFF - 4000-4999 Books and Supplies - LCFF - 1000-1999 Certificated Salaries</p>	<p>(2100)  \$317,211 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Salary for Instructional Assistants (2100)  \$87,000 - LCFF - 1000-1999 Certificated Salaries - Salaries for Reading Specialist  \$388,353 - LCFF - 3000-3999 Employee Benefits - Employee benefits for educators providing intervention support.  \$15,000 - LCFF - 1000-1999 Certificated Salaries - Lead Teacher Stipends  \$87,551 - LCFF - 5000-5999 Services and Other Operating Expenses - CMO Instructional Support  \$32,000 - LCFF - 1000-1999 Certificated Salaries - Special Education Coordinator  \$93,534 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - 7 Professional Development Days  \$7,028 - LCFF - 1000-1999 Certificated Salaries - 7 Professional Development Days  \$92,601 - LCFF - 1000-1999 Certificated Salaries - 4 Extra Instructional Days  \$123,416 - LCFF - 4000-4999 Books and</p>
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			Supplies - Instructional Materials for intervention support (4100,4200,4300,4320) \$575,350 - LCFF - 1000-1999 Certificated Salaries - Reduce Class Sizes to 24 students or Under
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## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Previous Action/Service Under Goal #15:</b> 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 schools charter) in science, technology, arts, music, and P.E., Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel. Psychomotor Program (scheduled physical education of 100 minutes per week). At least one field trip per student per grade.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The actions and services were completed as planned.</p> <p>The budget expenditures for this action item are repeat expenditures found among resource codes in the 2000s and 5000s.</p> <p>Staff and Curriculum (Goal 1, Action 5)</p> <p>Field Trips (Goal 2, Action 5)</p>	<p>\$150,000 - LCFF - 2000-2999 Classified Salaries - Instructional specialists in music and art. (LCFF and Supplemental and Concentration Grant) \$25,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Student activities - Field Trips</p>	<p>- LCFF - 2000-2999 Classified Salaries (repeated expenditure)</p> <p>- LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Previous Action/Service Under Goal #16:</b> 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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>FPC used internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers to drive individual student achievement.</p> <p>The budget expenditures for this action item are repeat expenditures found among resource codes in the 5000s. (Goal 1, Action 5)</p>	<p>\$50,000 - LCFF - 1000-1999 Certificated Salaries - Teacher planning for data-driven instruction. Substitute coverage, Illuminate training, and lead teacher collaboration.</p> <p>\$50,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted substitute teachers.</p>	<p>(repeated expenditure) - LCFF - 5000-5999 Services and Other Operating Expenses (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 California School Dashboard, as applicable.

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

The overall implementation of the actions/services to achieve the articulated goal led to a significant increase in student achievement as measured by internal assessments, ELPAC, the California School Dashboard Status and Change Report and Equity Report, and the reclassification rate of English learners. The intervention and enrichment provided to students led to a dynamic range of supports to meet the unique needs of our students. Services made available to students include school counseling services, school psychologist, and instructional assistants. Students received additional support through the use of engaging supplemental materials.

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

The overall effectiveness of this goal was made possible by the 7 days of professional development teachers available to all full time staff among this LEA. In addition, students were able to receive 4 extra instructional days of school as a result of the supplemental and concentration grant funds the school received.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budget expenditures added to this goal include services by Lead Teachers, Reading Specialist, FCPS Special Education Coordinator, Charter Management Chief Academic Officer and Instructional Coaches. Differences between Budgeted Expenditures and Estimated Actual Expenditures are the result of disaggregating a number of items that were previously aggregated into large sums.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

There were no significant changes to the LCAP. Based on stakeholder feedback, expenditures were categorized and differentiated to create better alignment between the action and the expenditure.

## Goal 2

Increase meaningful and purposeful student, teacher, and parent engagement.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate  
Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.</b></p> <p><b>2018-19</b> School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.</p>	<p>Parents demonstrated high satisfaction rates based on annual surveys.</p> <p>Organization: <b>98%</b></p> <p>Curriculum: <b>97%</b></p> <p>Instruction: <b>98%</b></p> <p>Assessment: <b>96%</b></p> <p>School Culture: <b>98%</b></p>
<p><b>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.</b></p> <p><b>2018-19</b> School engages parents and students as valued stakeholders in decision making, and provides programs and resources that support families and enhance the school community.</p>	<p>Stakeholder satisfaction rates remain consistently strong.</p> <p>Parent Survey (Overall Results): <b>97%</b></p> <p>Student Survey (Overall Results): <b>98%</b></p> <p>Staff Survey (Overall Results): <b>97%</b></p>
<p><b>School will continue to maintain an ADA rate above 95%.</b></p> <p><b>2018-19</b> School maintained an ADA rate above 95%.</p>	<p>The Charter School has an ADA rate of <b>97.33%</b>.</p>

**School will continue to maintain a low suspension rate at less than 1% and will continue to maintain a low expulsion rate at less than 1%.**

**2018-19**

School maintains a low suspension rate < 1%. School maintains a low expulsion rate < 1%.

Suspension Rate: **0.2%**

Expulsion Rate: **0.0%**

## 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.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Previous Action/Service Under Goal #6:</b> Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. The Family Center will continue to be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies and class and school performances. Parents will be strongly encouraged to attend twice annual parent teacher conferences. All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the governance committee and the Parent Advisory Committee, and to attend meetings of these groups.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The actions and services were completed as planned. Parents received frequent and clear communications about school meetings and events through multiple modes of communication.</p> <p>The budget expenditures for this action item are repeat expenditures found among resource codes in the 2000s. (Goal 2, Action 2)</p>	<p>\$180,000 - LCFF - 2000-2999 Classified Salaries - Salaries and benefits for classified staff support, including Reading Intervention Specialist assistants, Compliance Assistant, and Attendance Manager.</p>	<p>(repeated expenditure)</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Previous Action/Service Under Goal #11:</b> Students are expected to attend school 100% unless they are sick and can provide a doctor's note. - School provides a full-time nurse and nurse assistant to check students when they come to school with health issues. - Parents are encouraged to do independent study when they have planned days off throughout the year.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The actions and services were completed as planned. In addition to the school nurse, this action item includes expenditures for a portion of services by the attendance manager and administrator coordinator.</p>	<p>- LCFF - 2000-2999 Classified Salaries - LCFF - 1000-1999 Certificated Salaries \$100,000 - LCFF - 2000-2999 Classified Salaries - Salaries of nurse, nurse assistant, and implementation of PBIS.</p>	<p>\$24,000 - LCFF - 2000-2999 Classified Salaries - Attendance Manager (2000s) \$45,000 - LCFF - 1000-1999 Certificated Salaries - Admin Coordinator (PBIS) \$33,000 - LCFF - 2000-2999 Classified Salaries - School Nurse</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Previous Action/Service Under Goal #12:</b> School will continue to implement social emotional curriculum (Mutt-i-Grees)</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>FPC continued to implement social emotional curriculum (Mutt-i-Grees)</p>	<p>\$50,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Materials and supplies for mutt-i-grees and PBIS implementation.</p>	<p>(repeated expenditure)</p>

<p>and Positive Behavioral Interventions and Supports. - Behavior Intervention Assistant, Counselor, Social Awareness and Behavior Support Coordinator will support teachers.</p>	<p>and Positive Behavioral Interventions and Supports.</p> <p>The budget expenditures for this action item are repeat expenditures found among resource codes in the 2000s. (Goal 1, Action 5)</p>		
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#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Previous Action/Service Under Goal #13:</b> School will continue to identify ways to support students and avoid expulsions.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>FPC continued to identify ways to support students and avoid expulsions. The budget expenditures for this action item are repeat expenditures found among resource codes in the 2000s. (Goal 1, Action 5) (Goal 2, Action 2)</p>	<p>\$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Communication, Flyers, brochures, parent meetings to support students who are at risk.</p>	<p>(repeated expenditure)</p>

#### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>\$160,000 - LCFF - 2000-2999 Classified Salaries - Family Center Director, school security, and other classified personnel expenses.</p>	<p>\$13,500 - LCFF - 2000-2999 Classified Salaries - Parent Center Director (2201)</p> <p>\$10,000 - LCFF - 5000-5999 Services and</p>

<p>Location: All Schools</p> <p><b>Previous Action/Service Under Goal #14:</b> As noted previously, continue operation of Family Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. After School Program Improvement of Technology communication through the web for parents (Illuminate, Google email, and website) . Continue music and visual arts instruction, P.E., and other enrichments to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers. Continue to host community-building events and culminating celebrations. Campus security.</p>	<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The actions and services were completed as planned. FPC continued operation of Family Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. Budget expenditures for this action were revised to only include the partial salary of the Parent Center Director and Student Activities (5877). The remaining budgeted expenditures are repeat expenditures found among resource codes in the 1000s, 2000s, and 5000s. (Goal 1, Action 5) (Goal 2, Action 2)</p>	<p>\$122,000 - After School Education &amp; Safety - 5000-5999 Services and Other Operating Expenses - After School Programs to support all students. \$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Technology support and additional contracted campus security.</p>	<p>Other Operating Expenses - Student Activities (5877) (repeated expenditure)</p>
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## 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 California School Dashboard, as applicable.

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

The overall implementation of the actions/services to achieve the articulated goal led to meaningful and purposeful student, teacher, and parent engagement. The Charter School provided multiple opportunities for parent involvement in school life and ease of home-school communication. The Charter School engaged parents and students as valued stakeholders in decision making, and continued to provide programs and resources that support families and enhance the school community.

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

The overall effectiveness of this goal is evident by the high satisfaction rates of all stakeholders as reported in annual surveys. Overall satisfaction rates among all stakeholders remain above 90%. In addition, the significantly high ADA rates and significantly low suspension/expulsion rates suggest stakeholder engagement is flourishing at the Charter School.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budget expenditures added to this goal include services by Administrative Coordinators, Parent Center Director, Attendance Manager, and school nursing services. Differences between Budgeted Expenditures and Estimated Actual Expenditures are the result of disaggregating a number of items that were previously aggregated into large sums.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

There were no significant changes to the LCAP. Based on stakeholder feedback, expenditures were categorized and differentiated to create better alignment between the action and the expenditure.

# Goal 3

Provide an appropriate Basic Condition of Learning.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards  
 Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>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.</b></p> <p>2018-19                      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.</p>	<p><b>100%</b> of teachers have a valid CA Teaching Credential.</p> <p><b>100%</b> of Teachers have appropriate EL Authorization.</p> <p><b>100%</b> of Teachers are Appropriately Assigned.</p>
<p><b>Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.</b></p> <p>2018-19                      Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated Instruction to meet the needs of all students and subgroups.</p>	<p><b>100%</b> of Teachers attend professional development sessions as measured by Sign-Ins.</p>
<p><b>Continue to provide students with state approved standards-based materials.</b></p> <p>2018-19                      Continue to provide students with state approved standards-based materials.</p>	<p><b>100%</b> of Students have State Approved Standards-Based Materials.</p>

**100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.** **2018-19**  
100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.

100% of Students have access to CCS-aligned curriculum.

**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.** **2018-19**  
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.

100% of items in Site Inspection Lists are in compliance and in good standing.

**School facilities are safe and secure for students and staff.** **2018-19**  
School facilities are safe and secure for students and staff.

School facilities continue to be safe and secure for students and staff.

## 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.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Previous Action/Service Under Goal #1:</b> Increase teacher salaries to attract and recruit highly qualified and experienced teachers. Ensure verification of proper credentials prior to start of employment.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>FPC teacher salaries remain competitive to attract and recruit highly qualified and experienced teachers. FPC ensures verification of proper credentials prior to start of employment.</p>	<p>\$3,275,000 - LCFF - 1000-1999 Certificated Salaries - LCFF - 3000-3999 Employee Benefits</p>	<p>\$2,136,574 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries (Non Supplemental) \$1,231,996 - LCFF - 3000-3999 Employee Benefits - Employee Benefits (Non Supplemental)</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Previous Action/Service Under Goal #3:</b> Continue risk management site</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continued risk management site inspections of campus by property and liability carrier. Corrected all areas identified in need of repair or replacement.</p>	<p>\$120,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Facilities and maintenance staff. \$130,000 - LCFF - 2000-2999 Classified Salaries - Custodial staff on campus. \$62,000 - LCFF - 4000-4999 Books and Supplies - Custodian</p>	<p>\$245,954 - LCFF - 2000-2999 Classified Salaries - Maintenance/Custodial /Security (2201) - Custodial staff on campus (repeated expenditure) - Custodian Supplies (repeated expenditure)</p>

<p>inspections of campus by property and liability carrier. Correct all areas identified in need of repair or replacement. Increase hourly rate of custodial and maintenance staff to attract experienced and skilled staff. Add to number of personnel on maintenance team.</p>	<p>Hourly rates of custodial and maintenance staff are competitive to attract experienced and skilled staff.</p>	<p>Supplies</p>	
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### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Previous Action/Service Under Goal #4:</b> Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Professional development activities focused on CCSS and differentiated instructional techniques (100% of teachers participating).</p> <p>This action item includes funding for Professional Development and the cost of technology to implement enhanced instruction through the use of computers and digital devices.</p>	<p>\$50,000 - LCFF - 1000-1999 Certificated Salaries - 100% of teachers will participate in comprehensive professional development re: CCSS. - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development (5864)</p> <p>\$148,616 - LCFF - 5000-5999 Services and Other Operating Expenses - Computers with software lease (5605, 5887)</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or</b></p>	<p>\$500,000 - LCFF - 1000-1999 Certificated</p>	<p>\$0 (repeated expenditure)</p> <p>\$937,908 - LCFF -</p>

<p><b>Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Previous Action/Service Under Goal #5:</b> Professional development and materials specifically relating to EL support, a Reading Intervention Specialist, counselor, psychologist and additional para-professional support (from Supplemental and Concentration Grant)</p>	<p><b>Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The actions and services were completed as planned. Budgeted expenditures are repeat expenditures found among resource codes in the 1000s, 2000s, and 4000s. (Goal 1, Action 5)</p>	<p>Salaries - Certificated salaries for support staff. \$50,000 - LCFF - 4000-4999 Books and Supplies - Books, materials, supplies, for delivery of instruction.</p>	<p>4000-4999 Books and Supplies - Core: Instructional Materials</p>
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## 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 California School Dashboard, as applicable.

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

The overall implementation of the actions/services to achieve the articulated goal ensured a thriving condition of learning all students of the Charter School. All teachers hold valid CA teaching credentials as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization. All teachers of the Charter School are appropriately assigned.

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

The overall effectiveness of this goal is made possible through the robust professional development made available to all staff in order to supplement the instructional program in ELA/ELD, Math, Next Generation Science Standards (NGSS), Technology, and Differentiated Instruction. 100% of students have access to state approved standards-based materials. In addition, school facilities are safe, secured, and monitored through risk management site inspections of campus by property and liability carrier.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between Budgeted Expenditures and Estimated Actual Expenditures are the result of disaggregating a number of items that were previously aggregated into large sums.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

There were no significant changes to the LCAP. Based on stakeholder feedback, expenditures were categorized and differentiated to create better alignment between the action and the expenditure.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

Fenton Primary Center (FPC) has meaningfully engaged stakeholders, including those representing relevant subgroups, in the LCAP and budgeting process throughout the spring via formal meetings, surveys, and data review. As a school that serves grades TK-2 student population that is 91% free and reduced price lunch (FRPL), 92% Hispanic/Latino, 6% African American, 50% English Learners (with another 12.5% Recently Reclassified Fluent-Proficient), 9.8% Special Education, all of our efforts are inherently attuned to the needs of student sub-groups and children who are “at-risk.”

**Parent and Staff Climate Surveys:** Sent through SurveyMonkey April - June 2019.

Parent Advocacy Committee meetings (open to all parents), parent conferences, Open House and regularly scheduled informational meetings have been held throughout the school year to inform parents and community members about the Local Control Funding Formula, the annual LCAP updates, and the corresponding plan which describes how funding will be expended at the school. The school’s comprehensive website is an accessible source of current information. On the website ([www.fentoncharter.net](http://www.fentoncharter.net)) you will find the most recent charter petition, School Accountability Report Card (SARC), Title III report, detailed information about the state standard curriculum, WASC review, and the school’s programs and resources. Information is also readily available to parents in the school’s main office or the Family Center which is staffed by a full-time Family Center Director (located at our sister school Fenton Avenue Charter).

**Parent Advocacy Committee meetings:** September 14, 2018; September 28, 2018; October 4, 2018; October 26, 2019; December 7, 2019; January 18, 2019; February 28, 2019; and April 11, 2019.

**Parent Informational Meetings:** October 4, 2018 and February 28, 2019.

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

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

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

**Leadership Meetings:** September 28, 2018; October 20, 2018; November 17, 2018; December 1, 2018; January 26, 2019; February 23, 2019; March 23, 2019; April 27, 2019; and June 8, 2019.

**Fenton Charter Public Schools Board Meetings:** September 20, 2018; October 25, 2019; December 6, 2018; January 31, 2019; March 7, 2019; April 18, 2019; May 23, 2019; and June 13, 2019.

**Administrator Meetings:** July 17, 2018; August 23, 2018; October 3, 2018; October 9, 2018; October 16, 2018; December 17, 2018; February 27, 2019; April 18, 2019; and May 28, 2019.

**Instruction Committee Meetings:** September 5, 2018; October 11, 2018; December 5, 2018; March 19, 2019; May 16, 2019; May 22, 2019; June 10, 2019.

**Finance Committee Meetings:** September 20, 2018; October 17, 2018; February 5, 2019; and May 15, 2019.

**Personnel Committee Meetings:** September 7, 2018; October 25, 2018; December 6, 2018; January 15, 2019; March 1, 2019; March 18, 2019; May 9, 2019; and June 6, 2019.

## Impact on LCAP and Annual Update

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

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

FPC has recently renewed its charter with an overwhelming support from the sponsoring district, Los Angeles Unified School District (LAUSD). In its revised charter petition and WASC documentation FPC continues to focus on high academic achievement. FPC will continue to focus on its goals as explained in all of the schools documents which include the charter petition, WASC accreditation, and improvement plans. These goals are also embedded in the LCAP. All documents align with the overarching school goals, mission, vision and expected learning outcomes listed below:

### **Every Fenton Primary Center student will be an academic achiever:**

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

### **Every Fenton Primary Center student will be a self-directed learner:**

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

### **Every Fenton Primary Center student will be an effective communicator:**

- Able to use reading, writing, speaking and listening skills to communicate accurately with others. **Every Fenton Primary Center student will be a responsible citizen:**

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

This overarching goals include details in our LCAP: Implementation of state aligned standard curriculum in all subject areas. Assessment of Student Performance and Progress using internal assessments and Nationally Normed NWEA MAP Assessments. Increased integration of technology, a

culture of data-driven instruction and differentiated instructional strategies based on feedback from data. Increased communication between stakeholder groups, including with students regarding their own progress to help them take ownership of their learning. Continued character development and conflict resolution skills development will enhance the learning community by implementing Positive Behavior Intervention and Support school-wide. We also want to continue to provide quality Professional Development to our staff to assure the highest level of instruction that can produce positive results.

The updated LCAP was distributed to stakeholders for feedback and questions; this input has been incorporated into revisions to the LCAP. The final draft was approved by the Fenton Charter Public Schools Board with the 2019-2020 budget on June 13, 2019.

# 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

Increase Student Achievement.

### State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities:

### Identified Need:

The Charter School will provide ongoing and research-based professional development for teachers, administrators, and instructional support staff (certificated and classified) in the areas of Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students including low income, EL, Foster, homeless, special education and GATE students.

With guidance from the Chief Academic Officer and school Directors, support from Instructional Coaches will be provided in the areas of Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction for ongoing professional development, instructional strategies and integration of research-based strategies. The Instructional Coaches will work directly with teachers, groups of teachers, and site administrators to refine and improve strategies to engage students in cognitively challenging work aligned to California Common Core State Standards.

The Charter School will provide a rigorous standards-based instructional program for all students. To ensure success for all students, the staff will strive to maintain an emotionally secure environment in which children possess the confidence, stamina and perseverance required to master the challenging academic content of the Common Core State Standards and the intricacies of the English language.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students will have	All students have access			

access to standards aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.	to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.	to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.	to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.	to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.
School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.	School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.	Results are not yet available for the 2018 California School Dashboard.	School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.	School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.
English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency	English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC) Overall Performance Level score (or other available external and internal assessments) each year.  2017-2018 is the baseline year for the ELPAC. as this is the first administration.	English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC) Overall Performance Level score (or other available external and internal assessments) each year.  2017-2018 is the baseline year for the ELPAC. as this is	English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC) Overall Performance Level score (or other available external and internal assessments) each year.	English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC) Overall Performance Level score (or other available external and internal assessments) each year.
EL reclassification rate will meet or exceed the Districts reclassification rate.	Fenton Primary Center will meet or exceed the Districts EL reclassification rate.	Meet or exceed the Districts EL reclassification rate; meet or exceed annual AMAOs .	Meet or exceed the Districts EL reclassification rate; meet or exceed annual AMAOs .	Meet or exceed the Districts EL reclassification rate; meet or exceed annual AMAOs .
Percentage of students and subgroups scoring standard met or exceeded on NWEA	Percentage of students and subgroups meeting growth expectations will be 80%.		Meet or exceed internal targets for growth. Utilize publishers tests from	Meet or exceed internal targets for growth. Utilize publishers tests from

MAP Assessments			materials aligned to CCSS for initial benchmark assessments. Full implementation of NWEA assessments for Reading, Language, and Mathematics.	materials aligned to CCSS for initial benchmark assessments. Full implementation of NWEA assessments for Reading, Language, and Mathematics.
All students will have access to academic and educational enrichment programs as outlined in the schools charter.	All students have access to academic and educational enrichment programs as outlined in the schools charter.	All students have access to academic and educational enrichment programs as outlined in the schools charter.	All students have access to academic and educational enrichment programs as outlined in the schools charter.	All students have access to academic and educational enrichment programs as outlined in the schools charter.

# 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

### 2017-18

Select from New Action, Modified Action, or Unchanged Action:

### 2018-19

Select from New Action, Modified Action, or Unchanged Action:

### 2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Modified Action	Unchanged Action
<p><b>Previous Action/Service Under Goal #2:</b> Review standards-aligned publishers materials adopted by SBE as updated per Common Core implementation, Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels (K-2) after careful review by all staff and input from parents.</p>	<p><b>Previous Action/Service Under Goal #2:</b> Review standards-aligned publishers materials adopted by SBE as updated per Common Core implementation. Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels (K-2) after careful review by all staff and input from parents.</p>	<p>Review standards-aligned publishers materials adopted by SBE as updated per Common Core implementation. Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels (K-2) after careful review by all staff and input from parents.</p>

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Continue to implement NWEA MAP assessments online. Previous Action/Service under Goal #8.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**Previous Action/Service Under Previous Goal #8:** Continue to implement NWEA MAP assessments online.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Continue to implement NWEA MAP assessments online.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$25,000	\$25,000	\$75,668

Source	LCFF	LCFF	LCFF
Budget Reference	; Services and Other Operating Expenses; Annual subscription to online assessment.	; Services and Other Operating Expenses; Annual subscription to online assessment.	4000-4999 Books and Supplies; Enhanced Technology (4400)

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**Previous Action under old Goal**

**#9:** Implement the FPC English Learner Master Plan, Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs, Provide New teacher assistance and support, specifically relating to ELs, Continue professional development activities focused on CCSS implementation with ELs, EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via

**Previous Action under old Goal**

**#9:** Implement the FPC English Learner Master Plan, Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs, Provide New teacher assistance and support, specifically relating to ELs, Continue professional development activities focused on CCSS implementation with ELs, EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via

Implement the FPC English Learner Master Plan, Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs, Provide New teacher assistance and support, specifically relating to ELs, Continue professional development activities focused on CCSS implementation with ELs, EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and

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

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

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

## Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**Previous Action/Service Under Previous Goal #10:** School continue implement ELA curriculum with ELD embedded for accountability purposes.

**Previous Action/Service Under Previous Goal #10:** School continue implement ELA curriculum with ELD embedded for accountability purposes.

School continue implement ELA curriculum with ELD embedded for accountability purposes.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$50,000	\$50,000	\$50,000 (repeat expenditure)

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; This is the cost of consumables of curriculum that include ELD.	4000-4999 Books and Supplies; This is the cost of consumables of curriculum that include ELD.	4000-4999 Books and Supplies; This is the cost of consumables of curriculum that include ELD.
Amount	\$12,000	\$12,000	\$12,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Additional Support to help the implementation of new curriculum.	5000-5999 Services and Other Operating Expenses; Additional Support to help the implementation of new curriculum.	5000-5999 Services and Other Operating Expenses; Additional Support to help the implementation of new curriculum.

## Action 5

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Provide highly qualified educational support personnel (Psychologist, Counselor, Reading Intervention Specialist, Gifted testing, etc.) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**Previous Action/Service Under Previous Goal #7:** Provide highly qualified educational support personnel (Psychologist, Counselor, Reading Intervention Specialist, Gifted testing, etc.) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders,

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Provide highly qualified educational support personnel (Psychologist, Counselor, Reading Intervention Specialist, Gifted testing, etc.) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments

and protocols and provide tech-based intervention (e.g., iStation and NWEA).	COST/SST meetings, and other assessments and protocols and provide tech-based intervention (e.g., Istation and NWEA).	and protocols and provide tech-based intervention (e.g., Istation and NWEA).
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## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$250,000	\$250,000	\$103,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries; Salaries and benefits for certificated support staff.	1000-1999 Certificated Salaries; Certificated Salaries; Salaries and benefits for certificated support staff.	1000-1999 Certificated Salaries; Salaries for 80% of school psychologist and 50% of school counselor.
Amount	\$0	\$0	\$301,510
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries; Salary for Instructional Assistants (2100)
Amount	\$600,000	\$600,000	\$331,183
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	2000-2999 Classified Salaries; Classified Salaries; 80% of teacher assistant cost.	2000-2999 Classified Salaries; Classified Salaries; 80% of teacher assistant cost.	2000-2999 Classified Salaries; Salary for Instructional Assistants (2100)
Amount	\$0	\$0	\$176,680
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Salaries for Specialists (Reading; Instructional Technology Coach)
Amount	\$0	\$0	\$345,472
Source	LCFF	LCFF	LCFF

Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits; Employee benefits for educators providing intervention support
Amount	\$0	\$0	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Lead Teacher Stipends
Amount	\$100,000	\$100,000	\$90,264
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses; Services to help provide the support. CMO, Utilities, and District Oversight	5000-5999 Services and Other Operating Expenses; Services and Other Operating Expenses; Services to help provide the support. CMO, Utilities, and District Oversight	5000-5999 Services and Other Operating Expenses; CMO Instructional Support
Amount	\$0	\$0	\$32,096
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Special Education Coordinator
Amount	\$0	\$0	\$88,888
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; 7 Professional Development Days
Amount	\$0	\$0	\$23,957
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; 7 Professional Development Days
Amount	\$0	\$0	\$101,155
Source	LCFF	LCFF	LCFF

Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; 4 Extra Instructional Days
Amount	\$0	\$0	\$440,243
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Reduce Class Sizes to 24 students or Under
Amount	\$0	\$0	\$128,286
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies; Instructional Materials for intervention support (4100,4200,4300,4320)

## Action 6

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**Previous Action/Service Under Goal**

**#15:** 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 schools charter) in science, technology, arts, music, and P.E., Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel. Psychomotor Program (scheduled physical education of 100

**Previous Action/Service Under Goal**

**#15:** 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 schools charter) in science, technology, arts, music, and P.E., Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel. Psychomotor Program (scheduled physical education of 100

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 schools charter) in science, technology, arts, music, and P.E., Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel. Psychomotor Program (scheduled physical education of 100 minutes per week). At least one field trip per

minutes per week) At least one field trip per student per grade.	minutes per week). At least one field trip per student per grade.	student per grade.
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$150,000	\$150,000	\$150,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Instructional specialists in music and art. (LCFF and Supplemental and Concentration Grant)	2000-2999 Classified Salaries; Instructional specialists in music and art. (LCFF and Supplemental and Concentration Grant)	2000-2999 Classified Salaries; Instructional specialists in music and art. (LCFF and Supplemental and Concentration Grant)
Amount	\$25,000	\$25,000	\$25,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Student activities - Field Trips	5000-5999 Services and Other Operating Expenses; Student activities - Field Trips	5000-5999 Services and Other Operating Expenses; Student activities - Field Trips

## Action 7

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**Previous Action/Service Under Goal #16:** 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.

**Previous Action/Service Under Goal #16:** Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.

Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$50,000	\$50,000	\$50,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teacher planning for data-driven instruction. Substitute coverage, Illuminate training, and lead teacher collaboration.	1000-1999 Certificated Salaries; Teacher planning for data-driven instruction. Substitute coverage, Illuminate training, and lead teacher collaboration.	1000-1999 Certificated Salaries; Teacher planning for data-driven instruction. Substitute coverage, Illuminate training, and lead teacher collaboration.
Amount	\$50,000	\$50,000	\$50,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Contracted substitute teachers.	5000-5999 Services and Other Operating Expenses; Contracted substitute teachers.	5000-5999 Services and Other Operating Expenses; Contracted substitute teachers.

Unchanged Goal

## Goal 2

Increase meaningful and purposeful student, teacher, and parent engagement.

### State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate  
Local Priorities:

### Identified Need:

The Charter School has engaged all stakeholders, including those representing relevant subgroups, in the LCAP and budgeting process throughout the spring via formal meetings, surveys, and data review. The Charter School strives to provide multiple opportunities for parent involvement in school life and ease of home-school communication. The Charter School seeks to provide programs and resources that support families and enhance the school community.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.	School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.	School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.	School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.	School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.
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.	School engages parents and students as valued stakeholders in decision making, and provides programs and resources that support families and enhance the school community.	School engages parents and students as valued stakeholders in decision making, and provides programs and resources that support families and enhance the school community.	School engages parents and students as valued stakeholders in decision making, and provides programs and resources that support families and enhance the school community.	School engages parents and students as valued stakeholders in decision making, and provides programs and resources that support families and enhance the school community.

School will continue to maintain an ADA rate above 95%.	School maintained an ADA rate above 95%.	School maintained an ADA rate above 95%.	School maintained an ADA rate above 95%.	School maintained an ADA rate above 95%.
School will continue to maintain a low suspension rate at less than 1% and will continue to maintain a low expulsion rate at less than 1%.	School maintains a low suspension rate < 1%. School maintains a low expulsion rate < 1%.	School maintains a low suspension rate < 1%. School maintains a low expulsion rate < 1%.	School maintains a low suspension rate < 1%. School maintains a low expulsion rate < 1%.	School maintains a low suspension rate < 1%. School maintains a low expulsion rate < 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**Previous Action/Service Under Goal**

**#6:** Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. The Family Center will

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**Previous Action/Service Under Goal**

**#6:** Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. The Family Center will

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. The Family Center will continue to be staffed full-time during the

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 parentteacher 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.	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.	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.
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$180,000	\$180,000	\$180,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Salaries and benefits for classified staff support, including Reading Intervention Specialist assistants, Compliance Assistant, and Attendance Manager.	2000-2999 Classified Salaries; Salaries and benefits for classified staff support, including Reading Intervention Specialist assistants, Compliance Assistant, and Attendance Manager.	2000-2999 Classified Salaries; Salaries and benefits for classified staff support, including Reading Intervention Specialist assistants, Compliance Assistant, and Attendance Manager.

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**Previous Action/Service Under Goal**

**#11:** Students are expected to attend school 100% unless they are sick and can provide a doctor's note. - School provides a full-time nurse and nurse assistant to check students when they come to school with health issues. - Parents are encouraged to do independent study when they have planned days off throughout the year.

**Previous Action/Service Under Goal**

**#11:** Students are expected to attend school 100% unless they are sick and can provide a doctor's note. - School provides a full-time nurse and nurse assistant to check students when they come to school with health issues. - Parents are encouraged to do independent study when they have planned days off throughout the year.

Students are expected to attend school 100% unless they are sick and can provide a doctor's note. - School provides a full-time nurse and nurse assistant to check students when they come to school with health issues. - Parents are encouraged to do independent study when they have planned days off throughout the year.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$100,000	\$100,000	\$24,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Salaries of nurse, nurse assistant, and implementation of PBIS.	2000-2999 Classified Salaries; Salaries of nurse, nurse assistant, and implementation of PBIS.	2000-2999 Classified Salaries; Attendance Manager
Amount	\$0	\$0	\$45,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Admin Coordinator (PBIS)
Amount	\$0	\$0	\$33,375
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries; School Nurse

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**Previous Action/Service Under Goal #12:** School will continue to implement social emotional curriculum (Mutt-i-Grees) and Positive Behavior Intervention and Support. - Behavior Intervention Assistant, Counselor, Social Awareness and Behavior Support Coordinator will support teachers.

**Previous Action/Service Under Goal #12:** School will continue to implement social emotional curriculum (Mutt-i-Grees) and Positive Behavioral Interventions and Supports. - Behavior Intervention Assistant, Counselor, Social Awareness and Behavior Support Coordinator will support teachers.

School will continue to implement social emotional curriculum (Mutt-i-Grees) and Positive Behavioral Interventions and Supports. - Behavior Intervention Assistant, Counselor, Social Awareness and Behavior Support Coordinator will support teachers.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$50,000	\$50,000	\$50,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Materials and supplies for mutt-i-greed and PBIS implementation	5000-5999 Services and Other Operating Expenses; Materials and supplies for mutt-i-grees and PBIS implementation.	5000-5999 Services and Other Operating Expenses; Materials and supplies for mutt-i-grees and PBIS implementation.

## Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**Previous Action/Service Under Goal #13:**  
School will continue to identify ways to support students and avoid expulsions.

**Previous Action/Service Under Goal #13:**  
School will continue to identify ways to support students and avoid expulsions.

School will continue to identify ways to support students and avoid expulsions.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$30,000 (repeat expenditure)

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Communication, Flyers, brochures, parent meetings, to support students who are at risk.	5000-5999 Services and Other Operating Expenses; Communication, Flyers, brochures, parent meetings to support students who are at risk.	5000-5999 Services and Other Operating Expenses; Communication, Flyers, brochures, parent meetings to support students who are at risk.

## Action 5

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**Previous Action/Service Under Goal #14:** As noted previously, continue operation of Family Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. After School Program Improvement of Technology communication through the web for parents (Illuminate, Google email, and website) Technology for Family Center Continue music and visual arts instruction, P.E., and other enrichments to provide students with varied outlets for personal expression,

**Previous Action/Service Under Goal #14:** As noted previously, continue operation of Family Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. After School Program Improvement of Technology communication through the web for parents (Illuminate, Google email, and website) . Continue music and visual arts instruction, P.E., and other enrichments to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with

As noted previously, continue operation of Family Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. After School Program Improvement of Technology communication through the web for parents (Illuminate, Google email, and website) . Continue music and visual arts instruction, P.E., and other enrichments to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers. Continue to host community-

achievement, and collaboration/cooperation with their peers. Continue to host community-building events and culminating celebrations. Campus security.	their peers. Continue to host community-building events and culminating celebrations. Campus security.	building events and culminating celebrations. Campus security.
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$160,000	\$160,000	\$13,500
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Family Center Director, school security, and other classified personnel expenses.	2000-2999 Classified Salaries; Family Center Director, school security, and other classified personnel expenses.	2000-2999 Classified Salaries; Parent Center Director
Amount	\$122,000	\$122,000	\$10,619
Source	LCFF	After School Education & Safety	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; After School Programs to support all students.	5000-5999 Services and Other Operating Expenses; After School Programs to support all students.	5000-5999 Services and Other Operating Expenses; Student Activities (5877)
Amount	\$100,000	\$100,000	\$100,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Technology support and additional contracted campus security.	5000-5999 Services and Other Operating Expenses; Technology support and additional contracted campus security.	5000-5999 Services and Other Operating Expenses; Technology support and additional contracted campus security.

Unchanged Goal

### Goal 3

Provide a Nurturing Condition for All Learners.

#### State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards

Local Priorities:

#### Identified Need:

The Charters School will implement actions/services to ensure a thriving condition of learning for all students. Robust professional development will be made available to all staff in order to supplement the instructional program in ELA/ELD, Math, Next Generation Science Standards (NGSS), Technology, and Differentiated Instruction. All students will have access to state approved standards-based materials. School facilities will continue to be clean, safe, and secure.

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.	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.	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.	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.	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.
Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science	Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science	Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science	Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science	Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science

Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	Standards (NGSS), English Language Development (ELD), Technology, and Differentiated Instruction to meet the needs of all students and subgroups.	Standards (NGSS), English Language Development (ELD), Technology, and Differentiated Instruction to meet the needs of all students and subgroups.
Continue to provide students with state approved standards-based materials.	Continue to provide students with state approved standards-based materials.	Continue to provide students with state approved standards-based materials.	Continue to provide students with state approved standards-based materials.	Continue to provide students with state approved standards-based materials.
100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.
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.	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.	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.	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.	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.
School facilities are safe and secure for students and staff.	School facilities are safe and secure for students and staff.	School facilities are safe and secure for students and staff.	School facilities are safe and secure for students and staff.	School facilities are safe and secure for students and staff.

# 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

**Previous Action/Service Under Goal #1:** Increase teacher salaries to attract and recruit highly qualified and experienced teachers. Ensure verification of proper credentials prior to start of employment.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

**Previous Action/Service Under Goal #1:** Increase teacher salaries to attract and recruit highly qualified and experienced teachers. Ensure verification of proper credentials prior to start of employment.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Increase teacher salaries to attract and recruit highly qualified and experienced teachers. Ensure verification of proper credentials prior to start of employment.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,275,000	\$3,275,000	\$2,505,343
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Certificated Salaries (Non Supplemental)
Amount	\$0	\$0	\$1,410,801
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits; Employee Benefits (Non Supplemental)

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

**Previous Action/Service Under Goal**

**#3:** Continue risk management site inspections of campus by property and liability carrier. Correct all areas identified in need of repair or replacement. Increase hourly rate of custodial and maintenance staff to attract experienced and skilled staff. Add to number of personnel on maintenance team.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

**Previous Action/Service Under Goal**

**#3:** Continue risk management site inspections of campus by property and liability carrier. Correct all areas identified in need of repair or replacement. Increase hourly rate of custodial and maintenance staff to attract experienced and skilled staff. Add to number of personnel on maintenance team.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Continue risk management site inspections of campus by property and liability carrier. Correct all areas identified in need of repair or replacement. Increase hourly rate of custodial and maintenance staff to attract experienced and skilled staff. Add to number of personnel on maintenance team.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$120,000	\$120,000	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Facilities and maintenance staff.	5000-5999 Services and Other Operating Expenses; Facilities and maintenance staff.	5000-5999 Services and Other Operating Expenses; Facilities and maintenance staff.
Amount	\$130,000	\$130,000	\$252,111
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Custodial staff on campus.	2000-2999 Classified Salaries; Custodial staff on campus.	2000-2999 Classified Salaries; Maintenance/Custodial/Security (2201)
Amount	\$62,000	\$62,000	\$62,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Custodian Supplies	4000-4999 Books and Supplies; Custodian Supplies	4000-4999 Books and Supplies; Custodian Supplies

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**Previous Action/Service Under Goal #4:** Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).

**Previous Action/Service Under Goal #4:** Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).

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

### Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$50,000	\$50,000	\$21,238
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; 100% of teachers will participate in comprehensive professional development re: CCSS.	1000-1999 Certificated Salaries; 100% of teachers will participate in comprehensive professional development re: CCSS.	5000-5999 Services and Other Operating Expenses; Professional Development (5864)
Amount	\$0	\$0	\$151,473
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; Computers with software lease (5605, 5887)

## Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

**Previous Action/Service Under Goal #5:** Professional development and materials specifically relating to EL support, a Reading Intervention Specialist, counselor, psychologist and additional para-professional support (from Supplemental and Concentration Grant)

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

**Previous Action/Service Under Goal #5:** Professional development and materials specifically relating to EL support, a Reading Intervention Specialist, counselor, psychologist and additional para-professional support (from Supplemental and Concentration Grant)

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action

Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all stakeholders.

## Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$50,000	\$50,000	\$781,150
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies; Core: Instructional Materials
Amount	\$500,000	\$500,000	\$500,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated salaries for support staff.	1000-1999 Certificated Salaries; Certificated salaries for support staff.	1000-1999 Certificated Salaries; Certificated salaries for support staff.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$2,020,234

Percentage to Increase or Improve Services:

33.00%

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](#)).

The Charter School will implement the following goals and actions to meet the academic and social/emotional needs of our English learners, socioeconomically disadvantaged and Foster Youth.

**Goal 1: Action 2** – Planned services for this action item include enhanced technology to customize and individualize instruction.

**Goal 1: Action 5** – Planned services for this action item include additional school psychologist and school counselor support, additional special education support, highly qualified instructional assistants, Lead Teacher stipends, Instructional Coaches, Reading Specialist, Instructional Technology Coach, 7 Professional Development Days, 4 Extra Instructional Days, instructional materials for intervention and enrichment, and a reduction in class size to keep class sizes below 24 students.

**Goal 2: Action 2** – Planned services for this action item include an Attendance Manager, Administrator focused on Positive Behavior Interventions and Supports (PBIS), and a School Nurse.

**Goal 2: Action 5** – Planned services for this action item include a Parent Center Director. In addition, this action item includes funds for field trips and vendors to provide enhanced learning opportunities through enriching life experiences.

**Goal 3: Action 3** - Planned services for this action item include professional development for all staff members on strategies to meet the academic and social/emotional needs of our English learners, socioeconomically disadvantaged and Foster Youth.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$2,109,942

Percentage to Increase or Improve Services:

34.00%

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.

Working closely with stakeholders of the school, the following goals have been modified to better identify the focus for the next three years. These changes will help to improve outcomes for all students and contribute to improving student services:

**We have created a new Goal #1: Increase Student Achievement**

**Under this goal we have consolidated the previous goals:**

**#2 LCAP Goal:** All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition. The school will continue to monitor the latest curriculum adoptions and the alignment of the state standards. The school will also continue to provide teachers with support through professional development and review of the latest curriculum.

**#7 LCAP Goal:** All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Our school is currently reviewing the requirements as they pertain to our grades TK-2. The school will continue to implement the state English learner accountability.

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

**#9 LCAP Goal:** EL students will show improvement on the English Language Proficiency Assessments for California (ELPAC) Summative test (or other available external and internal assessments) each year. We are currently on our baseline year. We are happy to report we maintain a 20% or above reclassification rate.

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

**#15 LCAP Goal:** All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to academic and educational enrichment programs as outlined in the school's charter. We have been granted additional After School support to help address this need.

**#16 LCAP Goal:** All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will demonstrate proficiency (or above) of grade level content standards aligned with the State's priorities. We continue to monitor the state and their requirement for our school to meet this need. Currently we are monitoring our success with internal assessments, Outside assessments (Istation, Learning A-Z, Xtra Math), and through Nationally Normed MAP Assessments provided by NWEA.

**We have created a new Goal #2: Increase meaningful and purposeful student, teacher, and parent engagement.**

**Under this goal we have consolidated the previous goals:**

**#6 LCAP Goal:** School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations. The school has a Parent Advocacy Committee that will continue to monitor parent participation and needs. The committee will also review communication and ways to improve as needed.

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

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

**#13 LCAP Goal:** School will continue to maintain a low  $<1\%$  annual pupil expulsion rate. We continue to have 0 expulsions.

**#14 LCAP Goal:** School will continue to engage parents and students as valued stakeholders in decision-making, and continue to provide programs and resources that support families and enhance the school community. This year we refined our Climate Survey to provide accurate data for improvement.

**We have created a new Goal #3: Provide an appropriate Basic Condition of Learning.**

**Under this goal we have consolidated the previous goals:**

**#1 LCAP Goal:** All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned. We will continue to monitor for 100% satisfaction.

**#3 LCAP Goal:** School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with  $> 90\%$  of items in compliance or good standing. The School will continue to monitor the facilities for hazards as well as maintenance on a weekly, monthly, and annual basis.

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

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

**LCAP Year: 2017-18**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
\$2,008,401	34.01%

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

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

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

**#1 LCAP Goal:** All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned. We will continue to monitor for 100% satisfaction.

**#2 LCAP Goal:** All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition. The school will continue to monitor the latest curriculum adoptions and the alignment of the state standards. The school will also continue to provide teachers with support through professional development and review of the latest curriculum.

**#3 LCAP Goal:** School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing. The School will continue to monitor the facilities for hazards as well as maintenance on a weekly, monthly, and annual basis.

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

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

**#6 LCAP Goal:** School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations. The school has a Parent Advocacy Committee that will continue to monitor parent participation and needs. The committee will also review communication and ways to improve as needed.

**#7 LCAP Goal:** All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Our school is currently reviewing the requirements as they pertain to our grades TK-2. The school will continue to implement the state English learner accountability.

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

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

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

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

# Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$6,216,000	\$7,105,360	\$7,502,012
1000-1999 Certificated Salaries	4,125,000	3,187,087	3,531,362
2000-2999 Classified Salaries	1,320,000	910,332	955,679
3000-3999 Employee Benefits	0	1,620,349	1,756,273
4000-4999 Books and Supplies	162,000	1,121,425	985,104
5000-5999 Services and Other Operating Expenses	609,000	266,167	273,594

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$6,216,000	\$7,105,360	\$7,502,012
After School Education & Safety	122,000	0	0
Federal Revenues - Title I	600,000	410,745	420,071
LCFF Base/Not Contributing to Increased or Improved Services	0	4,552,432	4,949,405
LCFF S & C/Contributing to Increased or Improved Services	5,494,000	2,142,183	2,132,536

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$6,216,000	\$7,105,360	\$7,502,012
1000-1999 Certificated Salaries	Federal Revenues - Title I	0	93,534	88,888

1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	0	2,136,574	2,505,343
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	4,125,000	956,979	937,131
2000-2999 Classified Salaries	Federal Revenues - Title I	600,000	317,211	331,183
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	0	245,954	252,111
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	720,000	347,167	372,385
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	0	1,231,996	1,410,801
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	0	388,353	345,472
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	0	937,908	781,150
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	162,000	183,517	203,954
5000-5999 Services and Other Operating Expenses	After School Education & Safety	122,000	0	0
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	0	0	0
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	487,000	266,167	273,594

**Expenditures by Goal and Funding Source**

<b>Funding Source</b>			<b>2019</b>
Increase Student Achievement.			
All Funding Sources			\$2,253,402
Federal Revenues - Title I			420,071
LCFF S & C/Contributing to Increased or Improved Services			1,833,331

Increase meaningful and purposeful student, teacher, and parent engagement.

All Funding Sources	\$126,494
After School Education & Safety	0
LCFF S & C/Contributing to Increased or Improved Services	126,494

Provide a Nurturing Condition for All Learners.

All Funding Sources	\$5,122,116
LCFF Base/Not Contributing to Increased or Improved Services	4,949,405
LCFF S & C/Contributing to Increased or Improved Services	172,711

**Annual Update Expenditures by Goal and Funding Source**

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
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Increase Student Achievement.

All Funding Sources	\$1,287,000	\$2,258,812
Federal Revenues - Title I	600,000	410,745
LCFF Base/Not Contributing to Increased or Improved Services	0	0
LCFF S & C/Contributing to Increased or Improved Services	687,000	1,848,067

Increase meaningful and purposeful student, teacher, and parent engagement.

All Funding Sources	\$742,000	\$125,500
After School Education & Safety	122,000	0
LCFF S & C/Contributing to Increased or Improved Services	620,000	125,500

Provide an appropriate Basic Condition of Learning.

All Funding Sources	\$4,187,000	\$4,721,048
LCFF Base/Not Contributing to Increased or Improved Services	0	4,552,432
LCFF S & C/Contributing to Increased or Improved Services	4,187,000	168,616

