# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fenton STEM Academy

CDS Code: 19-64733-0131466

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Jennifer Miller

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).
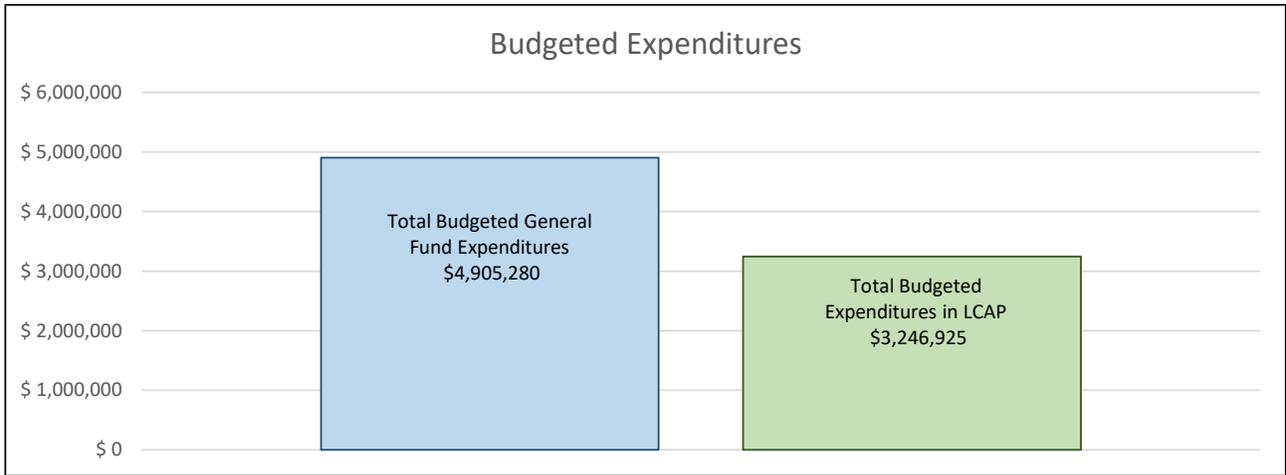
Budget Overview for the 2019-20 LCAP Year
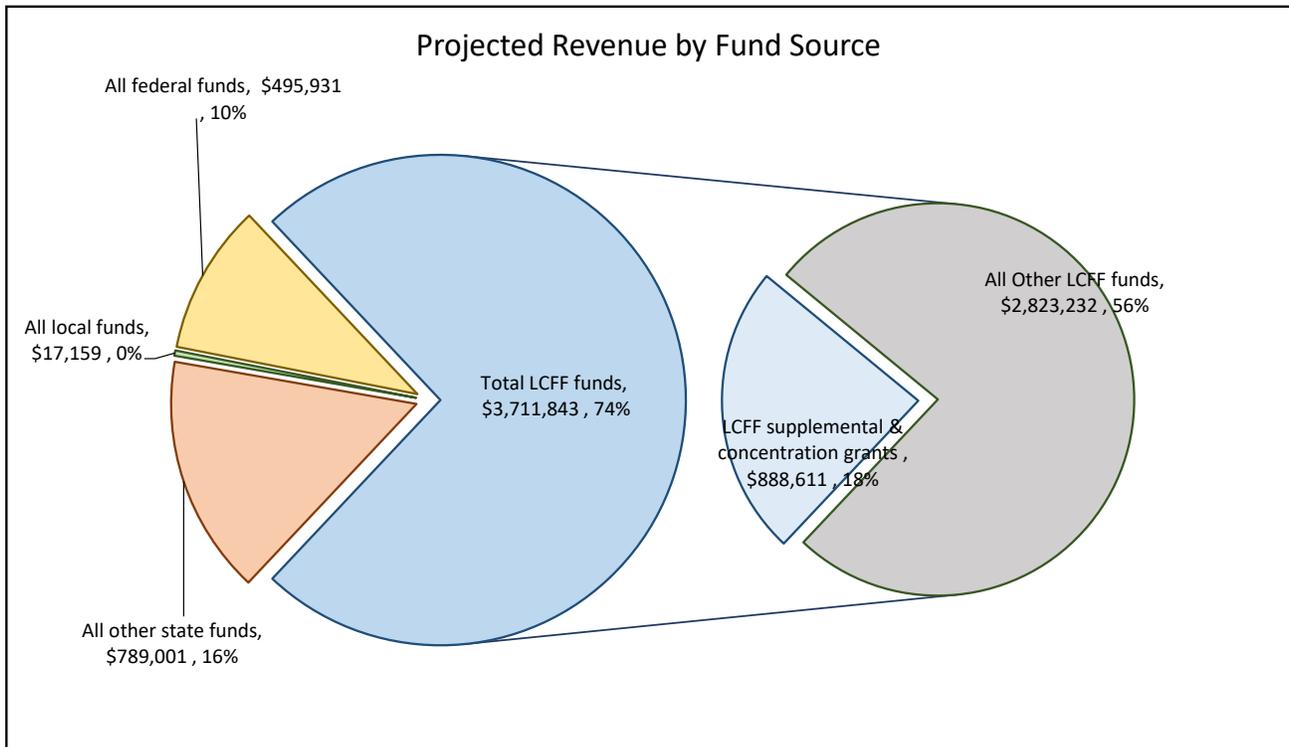
This chart shows the total general purpose revenue Fenton STEM Academy expects to receive in the coming year from all sources.

The total revenue projected for Fenton STEM Academy is $5,013,934.00, of which $3,711,843.00 is Local Control Funding Formula (LCFF), $789,001.00 is other state funds, $17,159.00 is local funds, and $495,931.00 is federal funds. Of the $3,711,843.00 in LCFF Funds, $888,611.00 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 Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$4,905,280

Total Budgeted Expenditures in LCAP
$3,246,925

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

Fenton STEM Academy plans to spend $4,905,280.00 for the 2019-20 school year. Of that amount, $3,246,925.00 is tied to actions/services in the LCAP and $1,658,355.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
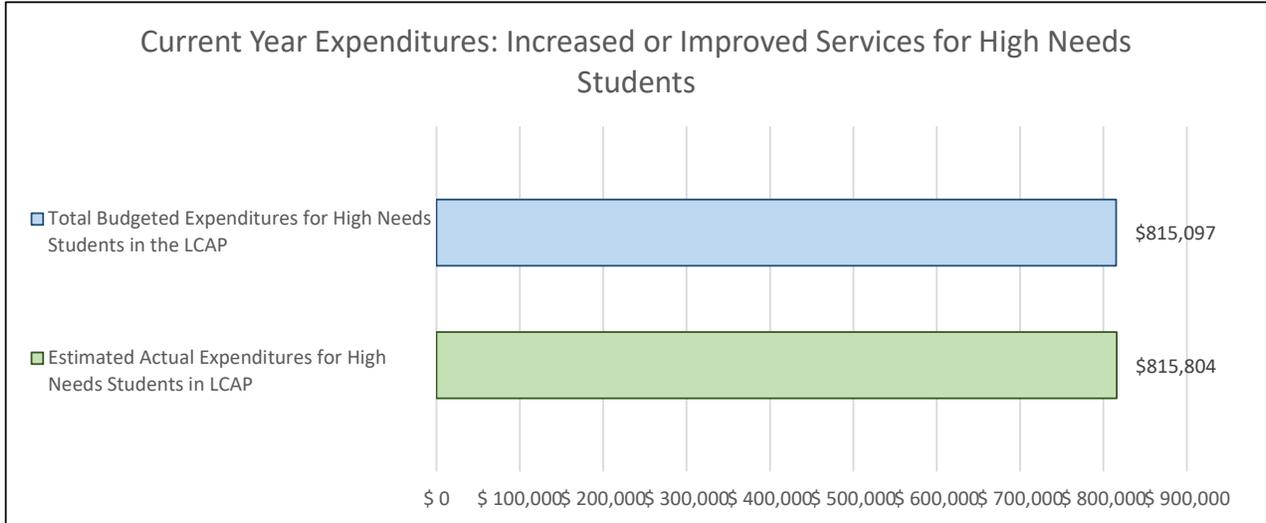
Funds not included in the LCAP consist of Child Nutrition, Special Education Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

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

In 2019-20, Fenton STEM Academy is projecting it will receive $888,611.00 based on the enrollment of foster youth, English learner, and low-income students. Fenton STEM Academy 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 STEM Academy plans to spend $889,649.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

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

Current Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $815,097

□ Estimated Actual Expenditures for High Needs Students in LCAP — $815,804

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000 $ 800,000 $ 900,000

This chart compares what Fenton STEM Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Fenton STEM Academy 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 STEM Academy's LCAP budgeted $815,097.00 for planned actions to increase or improve services for high needs students. Fenton STEM Academy estimates that it will actually spend $815,804.00 for actions to increase or improve services for high needs students in 2018-19.

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	Contact Name and Title	Email and Phone
Fenton STEM Academy: Elementary Center for Science Technology Engineering and Mathematics	Jennifer Miller Fenton STEM Academy 2018-2019 LCAP	jmiller@fentoncharter.net (818) 962-3636

2017-20 Plan Summary

The Story

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

Fenton STEM Academy (STEM) is located in an urban section of East Sun Valley that consists of mixed residential and commercial/industrial development. STEM has been in existence as a start up public charter school since July 2015.

Since initial charter approval in 2015, Fenton STEM Academy has implemented innovative ideas and strategies, and invested human and fiscal resources to improve the quality and effectiveness of the instructional program. During it's first year of operation, STEM received an outstanding review from the Charter School Development Center (CSDC) during an external audit as required through the Public Charter School Grant Program (PCSGP). One year later, STEM received Western Association of Schools and Colleges ("WASC") accreditation and was awarded the After School Education and Safety Program Grant (ASES). STEM has maintained a strong partnership with local organizations such as the Sun Valley Area Neighborhood Council, Sol Del Valle Community Organization, as well as STEM related organizations such as NASA/JPL and SpaceX. Most notably, STEM has increased student academic achievement significantly as measured through English Learner reclassification and CAASPP proficiency.

As a start-up charter school serving TK-Fifth Grade, interest and choice drive the enrollment and determine the diversity of the population, which does reflect the demographics of the surrounding 3 areas of Sun Valley, Sunland, Tujunga, Shadow Hills and the east San Fernando Valley area in general. The ethnic distribution of the school is 1.00% Asian; 3.01% African American; 1.67% Filipino; 84.62% Hispanic; and 9.7% White not of Hispanic origin. Fenton STEM Academy has consistently increased enrollment during each year in operation. Fenton STEM Academy focuses on building successful student engagement and achievement through the implementation of a curriculum that interconnects science, technology, engineering, and math across all disciplines, including art, music, language arts, and social studies. The school has effectively implemented an integrated STEM learning model and continues to refine and enhance the instructional program.

LCAP Highlights

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

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

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

Fenton STEM Academy utilizes four advisory committees as a means for soliciting stakeholder input, and for supporting the work of the Board. Staff, parents and community members may participate in any committee, but may only serve as a voting member on one committee. Advisory committees comply with the Brown Act and are held monthly throughout the year. Decisions on how the school's funds are spent are considered through input from the Chief Financial Officer, school leader, and advisory committees, which are then approved by the Fenton Charter Public Schools Board. Budget priorities each year reflect the Board's ongoing deliberations on the many programs and facility needs facing the school.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the 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.

> **Chronic Absenteeism:** (Green) 4.2% chronically absent; Declined 2.3%.

> **Suspension Rate:** (Blue) .3% suspended at least once; Declined 0.4%.

> **English Language Arts:** (Yellow)13.3 points below; **Increased 8.2 points.**

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 (**16.7%**)

Level 3 - Moderately Developed (**42.3%**)

Level 2 - Somewhat Developed (**34.6%**)

Level 1 - Beginning Stage (**6.4%**)

2019 Preliminary CAASPP Scores: The 2019 scores reveal a significant increase in English Language Arts. The Charter School shows a 12% growth when comparing 2017 scores with 2019.

English Language Arts

2017 - Schoolwide **38%**; ELLs **3%**; SED **36%**

2018 - Schoolwide **44%**; ELLs **7%**; SED **42%**

2019 - (Preliminary) Schoolwide **50%;** ELLs **TBD**; SED **TBD**

Reclassification Rate: Fenton STEM exceeded LAUSD's EL reclassification (RFEP) rate.

LAUSD RFEP Rate: 22.8%

Fenton STEM RFEP Rate: 26.9.%

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 41st 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 41st 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.

Goal 2:

Stakeholder satisfaction rates remain consistently strong.

Parent Survey (Overall Results): **96%**

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

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

ADA Rate: The Charter School has an ADA rate of **97.47%**.

Suspension Rate: **0.3%**

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 area for growth.

Mathematics: (Orange) 33.8 points below; Maintained -1.4 points.

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

The Charter School has identified the following area for growth.

Suspension Rate for English Learners and White Students: Orange. This is two levels below the Chronic Absenteeism rate for "All Students".

The Charter School continues to implement the social-emotional curriculum (Mutt-i-Grees) in order to build self-esteem and develop a positive behavior intervention and support plan for all students.

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
School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.	**2018-19** School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.	The following results reflect an overview of the California School Dashboards Status and Change Report and Equity Report for 2018. **Chronic Absenteeism:** (Green) 4.2% chronically absent; Declined 2.3%. **Suspension Rate:** (Blue) .3% suspended at least once; Declined 0.4% **English Learner Progress:** N/A **English Language Arts:** (Yellow)13.3 points below; Increased 8.2 points. **Mathematics:** (Orange) 33.8 points below; Maintained -1.4 points.
Percentage of students and subgroups scoring standard met or exceeded on CAASPP will grow each year.	**2018-19** Percentage of students and subgroups scoring standard met or exceeded on CAASPP will be increase by 3-5%.	The following results include preliminary 2019 CAASPP scores. (Subgroup data is not yet available for 2019). The results suggest significant growth in English Language Arts and flat growth in Mathematics. **English Language Arts** 2017 - Schoolwide **38%**; ELLs **3%**; SED **36%** 2018 - Schoolwide **44%**; ELLs **7%**; SED **42%** 2019 - (Preliminary) Schoolwide **50%;** ELLs **TBD**; SED **TBD** **Mathematics** 2017 - Schoolwide **35%**; ELLs **6%**; SED **33%** 2018 - Schoolwide **34%**; ELLs **7%**; SED **30%** 2019 - (Preliminary) Schoolwide **34%;** ELLs **TBD**; SED **TBD**

English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC)(or other available external and internal assessments) each year.	**2018-19** 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.	The following reflect the results of English Learner Progress based on the Summative English Language Proficiency Assessment for California (ELPAC). Level 4 - Well Developed (**16.7.%**) Level 3 - Moderately Developed (**42.3%**) Level 2 - Somewhat Developed (**34.6%**) Level 1 - Beginning Stage (**6.4%**)
EL reclassification rate will meet or exceed the Districts reclassification rate.	**2018-19** EL reclassification rate will meet or exceed the Districts reclassification rate.	Fenton STEM exceeded the Districts EL reclassification (RFEP) rate. LAUSD RFEP Rate: 22.8% **STEM RFEP Rate: 26.9%**
All students will demonstrate progress toward proficiency (or above) of grade level Common Core State Standards on internal comparative data.	**2018-19** All students will demonstrate progress toward proficiency (or above) of grade level Common Core State Standards on internal comparative data.	The Charter School demonstrated growth on the NWEA assessments in Reading, Language. Research has shown that students scoring at or above the 41st 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 41st 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.
All students will have access to academic and educational enrichment programs as outlined in the schools charter.	**2018-19** All students have access to academic and educational enrichment programs as outlined in the schools charter.	All students had access to academic and educational enrichment programs as outlined in the school's charter.
All students will have access to standards aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.	**2018-19** All students have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.	All students have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools -Purchase additional Mac laptops, iPads, and iMac desktops with Apple care and to further expand technology integration and improve student achievement on the annual CAASPP. -Provide highly qualified educational support personnel (Education Specialist teachers, School Psychologist, School Counselor, Speech Pathologist, (COST) Coordination of Services Team) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. -Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. -Provide technology support and resources for instructional staff to continuously monitor student achievement through online and paper-based interim assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. -Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment.	The actions and services were implemented as planned, contributing to a significant impact on student learning as written. This budget item is a repeat expenditure found among resource codes in the 1000s, 2000s, 4000s, and 5000s. (Goal 1, Action 2)	$42,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Annual NWEA Map Subscription; Apple Computer Leases; 50% school psychologist; 50% school counselor.	$42,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Annual NWEA Map Subscription; Apple Computer Leases; 50% school psychologist; 50% school counselor. (repeated expenditure)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide highly qualified educational support personnel (Education Specialist teachers, Psychologist, School Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. Provide GATE	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools 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. This item contains expenditures among resource codes in the 1000s, 2000s,	$917,896 - LCFF - 1000-1999 Certificated Salaries - Salaries and benefits for certificated and classified staff support, including salaries and benefits for certificated and classified staff support, including Compliance Assistant, Attendance Manager, 80% School Psychologist and 50% School Counselor. - LCFF - 2000-2999 Classified Salaries - Federal Revenues - Title I - 2000-2999 Classified Salaries	$38,900 - LCFF - 1000-1999 Certificated Salaries - Salaries and benefits for 80% of school psychologist and 50% of school counselor. $66,385 - LCFF - 2000-2999 Classified Salaries - Salary for Instructional Assistants (2100) $110,663 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Salary for Instructional Assistants (2100) $119,434 - LCFF -

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
differentiated instruction, depth and complexity for students identified via yearly gifted identification. Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments. Provide Progress and Monitoring of Subgroups using Illuminate Data & Assessment and NWEA MAP Assessments allow STEM to monitor subgroups for every core content area. Illuminate allows STEM to monitor student progress daily and make instructional decisions based on data.	4000s, and 5000s. Services made available to students include school counseling services, school psychologist, and instructional assistants. Students received additional support through the use of dynamic supplemental materials. Budget expenditures include services by Lead Teachers, Charter Management Chief Academic Officer and Instructional Coaches, and the Special Education Coordinator. 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.	- LCFF - 3000-3999 Employee Benefits - 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 - Reduce Class Sizes to 24 students or Under	3000-3999 Employee Benefits - Employee benefits for educators providing intervention support. $25,000 - LCFF - 1000-1999 Certificated Salaries - Lead Teacher Stipends $39,459 - LCFF - 5000-5999 Services and Other Operating Expenses - CMO Instructional Support $32,750 - LCFF - 1000-1999 Certificated Salaries - Special Education Coordinator $23,555 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - 7 Professional Development Days $19,134 - LCFF - 1000-1999 Certificated Salaries - 7 Professional Development Days $37,366 - LCFF - 1000-1999 Certificated Salaries - 4 Extra Instructional Days $62,189 - LCFF - 4000-4999 Books and Supplies - Instructional Materials for intervention support. $195,762 - LCFF - 1000-1999 Certificated Salaries - Reduce Class Sizes to 24 students or Under

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Fenton provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning (as described in the schools charter) in science, technology, arts, music, and P.E. Provide technology integration lab (regularly scheduled lab visits twice weekly in grade-level specific computer lab). Provide science program with science lab (regularly scheduled lab visits weekly) Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and SPARK trained personnel.	The actions and services had a positive impact on enriching the educational experience of our students. The expenditures for this action item are repeat expenditures found among resource codes in the 1000s, 2000s, and 4000s. (Goal 1, Action 2)	$125,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)	$120,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Implement the STEM English Learner Master Plan. Highly qualified and experienced teachers who have appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide new teacher assistance and support, specifically relating to ELs. Provide professional development activities focused on ELD for EL students. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and EL assessments.	The actions and services had a positive impact on enriching the educational experience of our English language learners as written. Students received appropriate intervention as designed. The expenditures for this action item are repeat expenditures found among resource codes in the 1000s, 2000s, and 4000s. (Goal 1, Action 2)	$142,000 - LCFF - 2000-2999 Classified Salaries	(repeated expenditure)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Participation rate on CASSPP will be above 95%. Assessment results from NWEA MAP & Benchmark Advance data analysis will be used to drive instruction promote academic growth.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools The participation rate on CAASPP exceeded 95%. The actions are services were implemented as planned. The budget for this expenditure was revised to reflect the revised cost of the laptops for 3rd and 4th grade students.	$125,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)	$18,875 - LCFF - 4000-4999 Books and Supplies - Laptops for 3rd and 4th Grade students (4400)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Location: Fenton STEM Academy provided access to standards-aligned instructional materials (100%) using data in Annual School Accountability Report Card (SARC).	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: Location: Fenton STEM Academy provided access to standards-aligned instructional materials (100%) using data in Annual School Accountability Report Card (SARC). The expenditures for this action item are	$60,000 - LCFF - 4000-4999 Books and Supplies	(repeated expenditure)

	repeat expenditures found among resource codes in the 1000s, 2000s, and 4000s. (Goal 3, Action 3)		

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, student achievement on the CAASPP, 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, 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
School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.	**2018-19** School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.	Parents demonstrated high satisfaction rates based on annual surveys. Organization: **93%** Curriculum: **97%** Instruction: **97%** Assessment: **96%** School Culture: **99%**
School will continue to engage parents and students as valued stakeholders in decisionmaking, and continue to provide programs and resources that support families and enhance the school community.	**2018-19** School will continue to engage parents and students as valued stakeholders in decisionmaking, and continue to provide programs and resources that support families and enhance the school community.	Stakeholder satisfaction rates remain consistently strong. Parent Survey (Overall Results): **96%** Student Survey (Overall Results): **97%** Staff Survey (Overall Results): **98%**
School will continue to maintain an ADA rate above 95%.	**2018-19** School maintained an ADA rate above 95%.	The Charter School has an ADA rate of **97.47%**
School will continue to maintain a low suspension rate < 1%. School will continue to maintain a low expulsion rate < 1%.	**2018-19** School will continue to maintain a low suspension rate < 1%. School will continue to maintain a low expulsion rate < 1%.	Suspension Rate: **0.3%** 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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, flyers, annual Handbook and an annual calendar of meetings and events. The Family Center will continue to be staffed 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. Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, flyers, annual Handbook and an annual calendar of meetings and events. The Family Center will continue to be staffed 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- Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, flyers, annual Handbook and an annual calendar of meetings and events. The Family Center will continue to be staffed during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies and class and school performances. Parents will be strongly encouraged to attend twice annual parent-teacher conferences. All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the governance councils, and to attend meetings of these groups	The Charter School continues to operate a Family Center and staff a Parent Center Director. The Family Center continues to host community-building events and culminating celebrations. The budget expenditures for this action item are repeat expenditures found among resource codes in the 2000s (Goal 2, Action 2)	$1,323,986 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)	$13,500 - LCFF - 2000-2999 Classified Salaries - Parent Center Director (2201) (repeated expenditure)

Action 2

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Scope of Service: LEA-wide Location: Fenton will continue operation of Family Center with 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 (Bright Arrow, Google email, and website) Continue to host community-building events and culminating celebrations. Campus security School will hold annual night informational meetings and school events yearly.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Location: The Charter School has a strong relationship with parents and members of the community. The Charter School continues to take part in outreach opportunities as written and planned. The amount expended for this action was reduced significantly to account for only the partial salary for the Parent Center Director. The other costs of the maintaining the Parent Center are a repeat expenditure and found among resource codes in the 1000s, 2000s, and 5000s.	$150,000 - LCFF - 2000-2999 Classified Salaries	$13,500 - LCFF - 2000-2999 Classified Salaries - Parent Center Director (2201)

Action 3

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Attendance Manager will continue to monitor student attendance and communicate with families. Director will continue parent outreach and communicating the importance of attendance and arriving at school on time each day.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Location: The Administrative Coordinators and Attendance Manager continue to monitor student attendance and assists with home-school communication. The budgeted amount has been adjusted to reflect the salary of the Attendance Manager and the School Nurse to ensure student wellness. The other costs associated with this action item are a repeat expenditure and found among resource codes in the 1000s and 2000s.	$150,000 - LCFF - 2000-2999 Classified Salaries - LCFF - 2000-2999 Classified Salaries	$24,000 - LCFF - 2000-2999 Classified Salaries - Attendance Manager (2000s) $33,375 - LCFF - 2000-2999 Classified Salaries - School Nurse $55,000 - LCFF - 1000-1999 Certificated Salaries - Admin Coordinator (PBIS)

Action 4

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location:	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service:	$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses	$4,052 - LCFF - 5000-5999 Services and Other Operating Expenses - Student Activities (5877)

School will continue to implement social-emotional curriculum (Mutti-Grees), PBIS Training. Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.	Location: The Charter School continued with parent outreach efforts as planned. The Charter School continues to implement the social-emotional curriculum (Mutt-i-Grees). Field trips and student activities have been added to this action item to engage students in learning.

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
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.	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.	**100%** of teachers have a valid CA Teaching Credential. **100%** of Teachers have appropriate EL Authorization. **100%** of Teachers are Appropriately Assigned.
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.	**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.	**100%** of Teachers attend professional development sessions as measured by Sign-Ins.
Continue to provide students with state approved standards-based materials.	**2018-19** Continue to provide students with state approved standards-based materials.	**100%** of Students have State Approved Standards-Based Materials.
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 to 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.	**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
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Scope of Service: LEA-wide Location: The charter school will ensure verification of proper credentials prior to start of employment.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: The Charter School consistently maintains proper credentials prior to the start of employment.	$1,323,986 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)	$916,065 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries (Non Supplemental) $526,045 - LCFF - 3000-3999 Employee Benefits - Employee Benefits (Non Supplemental)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Professional development will be provided in the areas of: English Language Arts Math Next Generation Science Standards (NGSS) English Language Development (ELD) Technology Differentiated instruction	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools The Charter School engages staff in robust professional development to supplement the instructional program in ELA/ELD, Math, Next Generation Science Standards (NGSS), Technology, and Differentiated Instruction.	$15,000 - LCFF - 5000-5999 Services and Other Operating Expenses	$30,623 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development (5864)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Fenton STEM Academy fully implemented the Common Core State Standards (CCSS) in language arts and mathematics, with the addition of a new math series, McGraw-Hill My Math (TK-5), in 2015-2016 and Benchmark Advance program (TK-5), a CCSS aligned and state approved literacy program, in 2016-2017. Continue to provide students with state approved standards-based materials.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools The Charter Schools has met the goal of fully implementing the CCSS standards and continues to provide students with state approved standards-based materials. This budget amount increase is due to a reflection of all core instructional materials used by the Charter School. These action includes a computer lease to ensure students have access to a robust platform to cultivate student learning.	$1,323,986 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)	$395,260 - LCFF - 4000-4999 Books and Supplies - Core: Instructional Materials $10,617 - LCFF - 5000-5999 Services and Other Operating Expenses - Computers with software lease (5605)

Action 4

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Implement the STEM English Learner Master Plan. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELLs. Provide New teacher assistance and support as they complete induction programs, specifically relating to ELLs. Continue professional development activities focused on CCSS implementation with ELLs. ELL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and Designated ELD instruction per the EL Master Plan. Re-designated ELLs will continue to be supported via a multi-tiered system including support for struggling readers and monitored via RFEP Monitoring Form. Provide appropriate intervention	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools 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. The budget expenditures for this action item are repeat expenditures found among resource codes in the 1000s, 2000s, and 4000s. (Goal 1, Action 2)	$160,000 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)	(repeated expenditure)

Action 5

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue risk management site inspections of campus by property and liability carrier. Correct all areas identified in need of repair or replacement.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: Location: Continued risk management site inspections of campus by property and liability carrier. Corrected all areas identified in need of repair or replacement.	$155,000 - LCFF - 2000-2999 Classified Salaries (repeated expenditure)	$119,643 - LCFF - 2000-2999 Classified Salaries - Maintenance/Custodial /Security (2201)

Action 6

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Install security cameras inside and outside of facility. Install secure entrance and vestibule in main office.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools The actions and services were completed as planned.	$3,000 - LCFF - 6000-6999 Capital Outlay	$15,100 - LCFF - 5000-5999 Services and Other Operating Expenses - Security Cameras

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

Involvement Process for LCAP and Annual Update

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

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

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

Parent Meetings:

     Parent Orientation Weeks: August 20-27, 2018

     Informational Night Meeting: September 5, 2018

     Family Math Night: October 19, 2018

     STEM Expo/Open House: May 3, 2019

     Parent Conference Week: November 9-16, 2018 and March 25-29, 2019

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

Leadership Meetings:

     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: April 30, 2019 and June 6, 2019

     Finance Committee Meetings: April 12, 2019 and June 11, 2019

     Personnel Meetings: April 29, 2019 and June 31, 2019

Impact on LCAP and Annual Update

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

Input received through these interactions have been incorporated into this plan to establish priorities which best reflect and meet the needs of the school community. Fenton STEM Academy will strive for successful student engagement and achievement through theimplementation of a curriculum that interconnects science, technology, engineering, and mathematics across all disciplines,including art, music, language arts, and social studies. Fenton STEM Academy will operate on a 184-day instructional calendar with seven full professional development days. Moving forward, STEM will continue to focus on its Expected Schoolwide Learning Results (ESLRs):

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

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

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

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

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

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

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

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

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

This will include:

Continued implementation of Common Core and preparation for the California Assessment of Student Performance and Progress(CAASPP), with particular focus on Fenton STEM's significant EL population.

- Increased integration of technology, a culture of data-driven instruction and differentiated instructional strategies based on data.

- Increased communication between stakeholder groups, including with students regarding their own progress to help them take ownership of their learning.

- Continued character development and conflict resolution skills development will enhance the learning community.

The 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
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. Equity Report: Status and Change 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.

Equity Report:

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		3	0
English Learner Progress (1-12)		N/A	N/A
English Language Arts (3-8)		3	0
Mathematics (3-8)		3	1

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 0.7%	Maintained +0.1%
English Learner Progress (1-12)		High 76.1%	Increased Significantly +10.9%
English Language Arts (3-8)		Low 21.5 points below level 3	Increased Significantly +16.8 points
Mathematics (3-8)		Low 32.4 points below level 3	Increased +7.8 points

Percentage of students and subgroups scoring standard met or exceeded on CAASPP will grow each year.	Percentage of students and subgroups scoring standard met or exceeded on 2017 CAASPP were: ELA: 38%, ELLs: 3% SED: 36%; Math 35%, ELLs: 6%, SED 33%.	CAASPP results are not final at this time. Preliminary results are as follows: Percentage of students and subgroups scoring standard met or exceeded on Preliminary CAASPP are: ELA: 44%, ELLs: 7% SED: 42%; Math 36%, ELLs: 7%, SED 30%.	Percentage of students and subgroups scoring standard met or exceeded on CAASPP will be increase by 3-5%.	Percentage of students and subgroups scoring standard met or exceeded on CAASPP will be increase by 3-5%.
English Language Learner students will advance at least one performance level descriptor(PLD) on the Summative English Language Proficiency Assessmentfor California (ELPAC)(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. 2017-2018 is the baseline year for the ELPAC. as this is the first administration. ELPAC Summative Assessment - Year 1 in 2018 Overall Performance Level Score	Approximately **59%** of K-5 students meet the requirement to reclassify based solely on the assessment results of a 3 or 4 overall performance level. 	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.

Grade	Level 1	Level 2	Level 3	Level 4	Eligible to Reclassify
Kindergarten	3%	8%	9%	3%	12%
First Grade	1%	8%	3%	1%	4%
Second Grade	0%	3%	4%	3%	7%
Third Grade	3%	3%	6%	0%	6%
Fourth Grade	0%	12%	10%	5%	15%
Fifth Grade	0%	1%	10%	5%	15%

EL reclassification rate will meet or exceed the Districts reclassification rate.	EL reclassification rate for Fenton STEM Academy meets or exceeds the Districts reclassification rate.	EL reclassification rate for Fenton STEM Academy is 21%.	EL reclassification rate will meet or exceed the Districts reclassification rate.	EL reclassification rate will meet or exceed the Districts reclassification rate.
All studentswill demonstrate progress toward proficiency (or	All students will demonstrate progress toward proficiency (or above) of grade level Common Core State Standards on internal comparative data.	NWEA MAP Beginning of Year compared to End of Year shows **62%** of students met their math projection for growth and **61%** of students met their reading projection for growth.	All students will demonstrate progress	All students will demonstrate progress

above) of grade level Common Core State Standardson internal comparative data.			toward proficiency (or above) of grade level Common Core State Standards on internal comparative data.	toward proficiency (or above) of grade level Common Core State Standards on internal comparative data.
All studentswill 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.
All studentswill have access to standardsaligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.	All students have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.	All students have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.	All students have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.	All students have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.

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:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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:
New Action	Modified Action	Unchanged Action
-Provide highly qualified educational support personnel (Education Specialist teachers, School Psychologist, School Counselor, Speech Pathologist, (COST) Coordination of Services Team) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. -Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. -Provide technology support and resources for instructional staff to continuously monitor student achievement through online and paper-based interim assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. -Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment.	-Purchase additional Mac laptops, iPads, and iMac desktops with Apple care and to further expand technology integration and improve student achievement on the annual CAASPP. -Provide highly qualified educational support personnel (Education Specialist teachers, School Psychologist, School Counselor, Speech Pathologist, (COST) Coordination of Services Team) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. -Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. -Provide technology support and resources for instructional staff to continuously monitor student achievement through online and paper-based interim assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. -Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment.	-Purchase additional Mac laptops, iPads, and iMac desktops with Apple care and to further expand technology integration and improve student achievement on the annual CAASPP. -Provide highly qualified educational support personnel (Education Specialist teachers, School Psychologist, School Counselor, Speech Pathologist, (COST) Coordination of Services Team) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. -Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. -Provide technology support and resources for instructional staff to continuously monitor student achievement through online and paper-based interim assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. -Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$40,000	$42,000	$43,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget Reference	5000-5999 Services and Other Operating Expenses; Annual NWEA Map Subscription; Apple Computer Leases; 50% school psychologist; 50% school counselor.	5000-5999 Services and Other Operating Expenses; Annual NWEA Map Subscription; Apple Computer Leases; 50% school psychologist; 50% school counselor.	5000-5999 Services and Other Operating Expenses; Annual NWEA Map Subscription; Apple Computer Leases; 50% school psychologist; 50% school counselor.

Action 2

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

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:
New Action	Unchanged Action	Modified Action
• Provide highly qualified educational support personnel (Education Specialist teachers, Psychologist, School Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments. • Provide Progress and Monitoring of Subgroups using Illuminate Data & Assessment and NWEA MAP Assessments allow STEM to monitor subgroups for every core content area. Illuminate allows STEM to monitor student progress daily and make instructional decisions based on data.	• Provide highly qualified educational support personnel (Education Specialist teachers, Psychologist, School Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments. • Provide Progress and Monitoring of Subgroups using Illuminate Data & Assessment and NWEA MAP Assessments allow STEM to monitor subgroups for every core content area. Illuminate allows STEM to monitor student progress daily and make instructional decisions based on data.	• Provide highly qualified educational support personnel (Education Specialist teachers, Psychologist, School Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments. • Provide Progress and Monitoring of Subgroups using Illuminate Data & Assessment and NWEA MAP Assessments allow STEM to monitor subgroups for every core content area. Illuminate allows STEM to monitor student progress daily and make instructional decisions based on data.

Budgeted Expenditures

2017-18	2018-19	2019-20

Amount	$891,161	$917,896	$49,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Salaries and benefits for certificated and classified staff support, including salaries and benefits for certificated and classified staff support, including Compliance Assistant, Attendance Manager, 80% School Psychologist and 50% School Counselor.	1000-1999 Certificated Salaries; Salaries and benefits for certificated and classified staff support, including salaries and benefits for certificated and classified staff support, including Compliance Assistant, Attendance Manager, 80% School Psychologist and 50% School Counselor.	1000-1999 Certificated Salaries; Salaries for 50% of school psychologist and 50% of school counselor
Amount	$0	$0	$79,893
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Salary for Instructional Assistants (2100)
Amount	$0	$0	$110,231
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries; Salary for Instructional Assistants (2100)
Amount	$0	$0	$13,800
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; Salary for Music Specialist
Amount	$0	$0	$140,990
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Employee benefits for educators providing intervention support
Amount	$0	$0	$25,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Lead Teacher Stipends
Amount	$0	$0	$43,159
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CMO Instructional Support
Amount	$0	$0	$32,750
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Special Education Coordinator
Amount	$0	$0	$23,502
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries; 7 Professional Development Days
Amount	$0	$0	$23,632
Source			LCFF

Budget Reference			1000-1999 Certificated Salaries; 7 Professional Development Days
Amount	$0	$0	$41,536
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 4 Extra Instructional Days
Amount	$0	$0	$66,782
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; Instructional Materials for intervention support (4100,4200,4300,4320)
Amount	$0	$0	$214,133
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Reduce Class Sizes to 24 students or Under

Action 3

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Unchanged Action
In 2017-18, Fenton provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning (as described in the schools charter) in science, technology, arts, music, and P.E. Provide technology integration lab (regularly scheduled lab visits twice weekly in grade-level specific computer lab). Provide science program with science lab (regularly scheduled lab visits weekly) Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and SPARK trained personnel.	Fenton provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning (as described in the schools charter) in science, technology, arts, music, and P.E. Provide technology integration lab (regularly scheduled lab visits twice weekly in grade-level specific computer lab). Provide science program with science lab (regularly scheduled lab visits weekly) Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and SPARK trained personnel.	Fenton provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning (as described in the schools charter) in science, technology, arts, music, and P.E. Provide technology integration lab (regularly scheduled lab visits twice weekly in grade-level specific computer lab). Provide science program with science lab (regularly scheduled lab visits weekly) Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and SPARK trained personnel.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$100,000	$125,000 (repeat expenditure)	$150,000 (repeat expenditure)
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

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Action 4

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Unchanged Action
Implement the STEM English Learner Master Plan. Highly qualified and experienced teachers who have appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide new teacher assistance and support, specifically relating to ELs. Provide professional development activities focused on ELD for EL students. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and EL assessments.	Implement the STEM English Learner Master Plan. Highly qualified and experienced teachers who have appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide new teacher assistance and support, specifically relating to ELs. Provide professional development activities focused on ELD for EL students. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and EL assessments.	Implement the STEM English Learner Master Plan. Highly qualified and experienced teachers who have appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide new teacher assistance and support, specifically relating to ELs. Provide professional development activities focused on ELD for EL students. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and EL assessments.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$138,051	$142,000	$146,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries

Action 5

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

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:
New Action	Unchanged Action	Modified Action
Participation rate on CASSPP will be above 95%. Assessment results from NWEA MAP & Benchmark Advance data analysis will be used to drive instruction promote academic growth.	Participation rate on CASSPP will be above 95%. Assessment results from NWEA MAP & Benchmark Advance data analysis will be used to drive instruction promote academic growth.	Participation rate on CASSPP will be above 95%. Assessment results from NWEA MAP & Benchmark Advance data analysis will be used to drive instruction promote academic growth.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$100,000	$125,000	$23,600
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; Laptops for 3rd and 4th Grade students (4400)

Action 6

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
</table>

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

<table>
<tr><td>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
</table>

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:
New Action	Unchanged Action	Unchanged Action
Fenton STEM Academy provided access to standards-aligned instructional materials (100%) using data in Annual School Accountability Report Card (SARC).	Fenton STEM Academy provided access to standards-aligned instructional materials (100%) using data in Annual School Accountability Report Card (SARC).	Fenton STEM Academy provided access to standards-aligned instructional materials (100%) using data in Annual School Accountability Report Card (SARC).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$50,000	$60,000	$70,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

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 decisionmaking, 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 will continue to engage parents and students as valued stakeholders in decisionmaking, and continue to provide programs and resources that support families and enhance the school community.	School will continue to engage parents and students as valued stakeholders in decisionmaking, and continue to provide 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 < 1%. School will continue to maintain 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 will continue to maintain a low suspension rate < 1%. School will continue to maintain a low expulsion rate < 1%.	School will continue to maintain a low suspension rate < 1%. School will continue to maintain 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)

All

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	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified 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, flyers, annual Handbook and an annual calendar of meetings and events. The Family Center will continue to be staffed 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. Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, flyers, annual Handbook and an annual calendar of meetings and events. The Family Center will continue to be staffed 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- Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, flyers, annual Handbook and an annual calendar of meetings and events. The Family Center will continue to be staffed during the school year and parents will be invited to monthly parent events	Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, flyers, annual Handbook and an annual calendar of meetings and events. The Family Center will continue to be staffed 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. Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, flyers, annual Handbook and an annual calendar of meetings and events. The Family Center will continue to be staffed 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- Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, flyers, annual Handbook and an annual calendar of meetings and events. The Family Center will continue to be staffed during the school year and parents will be invited to monthly parent events	Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, flyers, annual Handbook and an annual calendar of meetings and events. The Family Center will continue to be staffed 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 two annual parent conferences. Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, flyers, annual Handbook and an annual calendar of meetings and events. The Family Center will continue to be staffed 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- Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, flyers, annual Handbook and an annual calendar of meetings and events. The Family Center will continue to

| including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies and class and school performances. Parents will be strongly encouraged to attend twice annual parent-teacher conferences. All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the governance councils, and to attend meetings of these groups | including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies and class and school performances. Parents will be strongly encouraged to attend twice annual parent-teacher conferences. All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the governance councils, and to attend meetings of these groups | be staffed 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.

All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the governance councils, and to attend meetings of these groups |

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$1,206,275	$1,323,986 (repeat expenditure)	$1,450,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries

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))

LEA-wide

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:
New Action	Modified Action	Unchanged Action
School will hold annual night informational meetings and school events yearly.	Fenton will continue operation of Family Center with 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 (Bright Arrow, Google email, and website) Continue to host community-building events and culminating celebrations. Campus security School will hold annual night informational meetings and school events yearly.	Fenton will continue operation of Family Center with 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 (Bright Arrow, Google email, and website) Continue to host community-building events and culminating celebrations. Campus security School will hold annual night informational meetings and school events yearly.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$138,000	$150,000	$13,500
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries; Parent Center Director

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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

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:
New Action	Unchanged Action	Unchanged Action
Attendance Manager will continue to monitor student attendance and communicate with families. Director will continue parent outreach and communicating the importance of attendance and arriving at school on time each day.	Attendance Manager will continue to monitor student attendance and communicate with families. Director will continue parent outreach and communicating the importance of attendance and arriving at school on time each day.	Attendance Manager will continue to monitor student attendance and communicate with families. Director will continue parent outreach and communicating the importance of attendance and arriving at school on time each day.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$138,000	$150,000	$24,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries; Attendance Manager
Amount	$0	$0	$55,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Admin Coordinator (PBIS)
Amount	$0	$0	$33,375
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; School Nurse

Action 4

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

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:
New Action	Modified Action	Modified Action
Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. School will continue to implement social-emotional curriculum (Mutti-Grees), PBIS Training.	School will continue to implement social-emotional curriculum (Mutti-Grees), PBIS Training. Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.	School will continue to implement social-emotional curriculum (Mutti-Grees), PBIS Training. Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$2,000 (repeat expenditure)	$2,000	$2,740
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; Student Activities (5877)

Modified 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 Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	Teachers participated in 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.	Teachers participated in 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.	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.	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.
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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Unchanged Action
The charter school will ensure verification of proper credentials prior to start of employment.	The charter school will ensure verification of proper credentials prior to start of employment.	The charter school will ensure verification of proper credentials prior to start of employment.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$1,206,276	$1,206,276 (repeat expenditure)	$991,207
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	$590,042
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Employee Benefits (Non Supplemental)

Action 2

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

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:
New Action	Modified Action	Modified Action
Teachers participated in 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.	Teachers participated in 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.	Professional development will be provided in the areas of: • English Language Arts • Math • Next Generation Science Standards • (NGSS) • English Language Development (ELD) • Technology • Differentiated instruction

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$12,000	$15,000	$6,759
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Professional Development	5000-5999 Services and Other Operating Expenses; Professional Development	5000-5999 Services and Other Operating Expenses; Professional Development
Amount	$0	$0	$9,880
Source			LPSBG
Budget Reference			5000-5999 Services and Other Operating Expenses; Professional Development (LPSBG)

Action 3

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

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:
New Action	Unchanged Action	Unchanged Action
Continue to provide students with state approved standards-based materials.	Fenton STEM Academy fully implemented the Common Core State Standards (CCSS) in language arts and mathematics, with the addition of a new math series, McGraw-Hill My Math (TK-5), in 2015-2016 and Benchmark Advance program (TK-5), a CCSS aligned and state approved literacy program, in 2016-2017. Continue to provide students with state approved standards-based materials.	Fenton STEM Academy fully implemented the Common Core State Standards (CCSS) in language arts and mathematics, with the addition of a new math series, McGraw-Hill My Math (TK-5), in 2015-2016 and Benchmark Advance program (TK-5), a CCSS aligned and state approved literacy program, in 2016-2017. Continue to provide students with state approved standards-based materials.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$1,206,276	$1,323,986 (repeat expenditure)	$473,938
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	4000-4999 Books and Supplies; Core: Instructional Materials
Amount	$0	$0	$7,818
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Computers with software lease (5605)

Action 4

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
</table>

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

<table>
<tr><td colspan="3">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
</table>

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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:
New Action	Unchanged Action	Unchanged Action
Implement the STEM English Learner Master Plan. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELLs. Provide New teacher assistance and support as they complete induction programs, specifically relating to ELLs. Continue professional development activities focused on CCSS implementation with ELLs. ELL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and Designated ELD instruction per the EL Master Plan. Re-designated ELLs will continue to be supported via a multi-tiered system including support for struggling readers and monitored via RFEP Monitoring Form. Provide appropriate intervention	Implement the STEM English Learner Master Plan. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELLs. Provide New teacher assistance and support as they complete induction programs, specifically relating to ELLs. Continue professional development activities focused on CCSS implementation with ELLs. ELL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and Designated ELD instruction per the EL Master Plan. Re-designated ELLs will continue to be supported via a multi-tiered system including support for struggling readers and monitored via RFEP Monitoring Form. Provide appropriate intervention	Implement the STEM English Learner Master Plan. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELLs. Provide New teacher assistance and support as they complete induction programs, specifically relating to ELLs. Continue professional development activities focused on CCSS implementation with ELLs. ELL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and Designated ELD instruction per the EL Master Plan. Re-designated ELLs will continue to be supported via a multi-tiered system including support for struggling readers and monitored via RFEP Monitoring Form. Provide appropriate intervention

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$130,000	$160,000 (repeat expenditure)	$190,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries

Action 5

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

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

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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:
New Action	Modified 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.	Continue risk management site inspections of campus by property and liability carrier. Correct all areas identified in need of repair or replacement.	Continue risk management site inspections of campus by property and liability carrier. Correct all areas identified in need of repair or replacement.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$138,051	$155,000 (repeat expenditure)	$131,778
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries; Maintenance/Custodial/Security (2201)

Action 6

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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:
New Action	New Action	Unchanged Action
Consult with experts regarding upgrading safety and security of facility.	Install security cameras inside and outside of facility. Install secure entrance and vestibule in main office.	Install security cameras inside and outside of facility. Install secure entrance and vestibule in main office.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$50,000	$3,000	$18,880
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999 Capital Outlay	6000-6999 Capital Outlay	5000-5999 Services and Other Operating Expenses; Security Cameras

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
$888,611	31.00%

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 additional school psychologist and school counselor support, additional special education support, highly qualified instructional assistants, Lead Teacher stipends, Instructional Coaches, Music Teacher, 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 1: Action 5 – Planned services for this action item include enhanced technology to customize and individualize instruction.

Goal 2: Action 2 – Planned services for this action item include a Parent Center Director.

Goal 2: Action 3 – 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 4 – Planned services for this action item includes funds for field trips and vendors to provide enhanced learning opportunities through enriching life experiences.

Goal 3: Action 2 - 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:	Percentage to Increase or Improve Services:
$815,097	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).

Fenton STEM Academy's identified supplemental and concentration grant based on the number and
concentration of unduplicated students (90%) is $815,097 for fiscal year 2018-2019.
Details regarding how these additional funds will be expended are included in Section 3B, and are summarized below:
Professional development including training for school leadership and all certificated staff, as well as classified staff as appropriate,
focusing on target population of unduplicated students (33% of Supplemental and Concentration Grant).
Additional personnel, materials and resources to support and assist target groups in English language development, English
language arts, mathematics and other curricular areas as needed to ensure population of unduplicated students reach proficiency in
mastering Common Core State Standards (26% of Supplemental and Concentration Grant).

Psychological and mental health support, academic intervention, and social/emotional programs designed to monitor and promote
strong and regular yearly progress of unduplicated student group (33% of Supplemental and Concentration Grant).
Due to Fenton STEM Academy's high percentage of unduplicated students (90%), the funds will be
expended on a school-wide basis to ensure all students are served and personnel, materials and resources are utilized efficiently and
equitably.

Fenton STEM Academy's proportional increase or improvement in services for fiscal year 2018-2019 is
33%. All of the actions and services specified in Section 3B provide additional layers of service for low income, foster youth, English
Learners and re-designated fluent English proficient students by providing additional support and training for teachers, intervention
and enrichment activities and resources for these students, and additional personnel to support the continued and regular progress
of students. These activities are specifically designed to focus on the needs of the unduplicated student groups above and beyond
services, training and supports that have been provided in the current year.

LCAP Year: **2017-18**

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

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

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

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

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

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

Expenditure Summary

Expenditures by Budget Category			
Budget Category	**2018 Annual Update Budgeted**	**2018 Annual Update Estimated Actual**	**2019**
All Budget Categories	$1,482,896	$2,932,752	$3,246,925
1000-1999 Certificated Salaries	917,896	1,343,532	1,578,812
2000-2999 Classified Salaries	442,000	367,566	326,684
3000-3999 Employee Benefits	0	645,479	731,032
4000-4999 Books and Supplies	60,000	476,324	540,720
5000-5999 Services and Other Operating Expenses	60,000	99,851	69,677
6000-6999 Capital Outlay	3,000	0	0

Expenditures by Funding Source			
Funding Source	**2018 Annual Update Budgeted**	**2018 Annual Update Estimated Actual**	**2019**
All Funding Sources	$1,482,896	$2,932,752	$3,246,925
LPSBG	0	0	9,880
Federal Revenues - Title I	0	134,218	133,733
LCFF Base/Not Contributing to Increased or Improved Services	1,332,896	1,982,730	2,213,663
LCFF S & C/Contributing to Increased or Improved Services	150,000	815,804	889,649

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	$1,482,896	$2,932,752	$3,246,925
1000-1999 Certificated Salaries	Federal Revenues - Title I	0	23,555	23,502
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	917,896	916,065	991,207
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	403,912	564,103
2000-2999 Classified Salaries	Federal Revenues - Title I	0	110,663	110,231
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	292,000	119,643	131,778
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	150,000	137,260	84,675
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	0	526,045	590,042
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	0	119,434	140,990
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	60,000	395,260	473,938
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	0	81,064	66,782
5000-5999 Services and Other Operating Expenses	LPSBG	0	0	9,880
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	60,000	25,717	26,698

5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	0	74,134	33,099
6000-6999 Capital Outlay	LCFF Base/Not Contributing to Increased or Improved Services	3,000	0	0

Expenditures by Goal and Funding Source	
Funding Source	**2019**

Increase Student Achievement

All Funding Sources	$888,008
Federal Revenues - Title I	133,733
LCFF Base/Not Contributing to Increased or Improved Services	0
LCFF S & C/Contributing to Increased or Improved Services	754,275

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

All Funding Sources	$128,615
LCFF Base/Not Contributing to Increased or Improved Services	0
LCFF S & C/Contributing to Increased or Improved Services	128,615

Provide a Nurturing Condition for All Learners

All Funding Sources	$2,230,302
LPSBG	9,880
LCFF Base/Not Contributing to Increased or Improved Services	2,213,663
LCFF S & C/Contributing to Increased or Improved Services	6,759

Annual Update Expenditures by Goal and Funding Source		
Funding Source	**2018 Annual Update Budgeted**	**2018 Annual Update Estimated Actual**

Increase Student Achievement

All Funding Sources	$1,161,896	$789,472
Federal Revenues - Title I	0	134,218
LCFF Base/Not Contributing to Increased or Improved Services	1,161,896	0
LCFF S & C/Contributing to Increased or Improved Services	0	655,254

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

All Funding Sources	$303,000	$129,927
LCFF Base/Not Contributing to Increased or Improved Services	153,000	0
LCFF S & C/Contributing to Increased or Improved Services	150,000	129,927

Provide an appropriate Basic Condition of Learning

All Funding Sources	$18,000	$2,013,353
LCFF Base/Not Contributing to Increased or Improved Services	18,000	1,982,730
LCFF S & C/Contributing to Increased or Improved Services	0	30,623