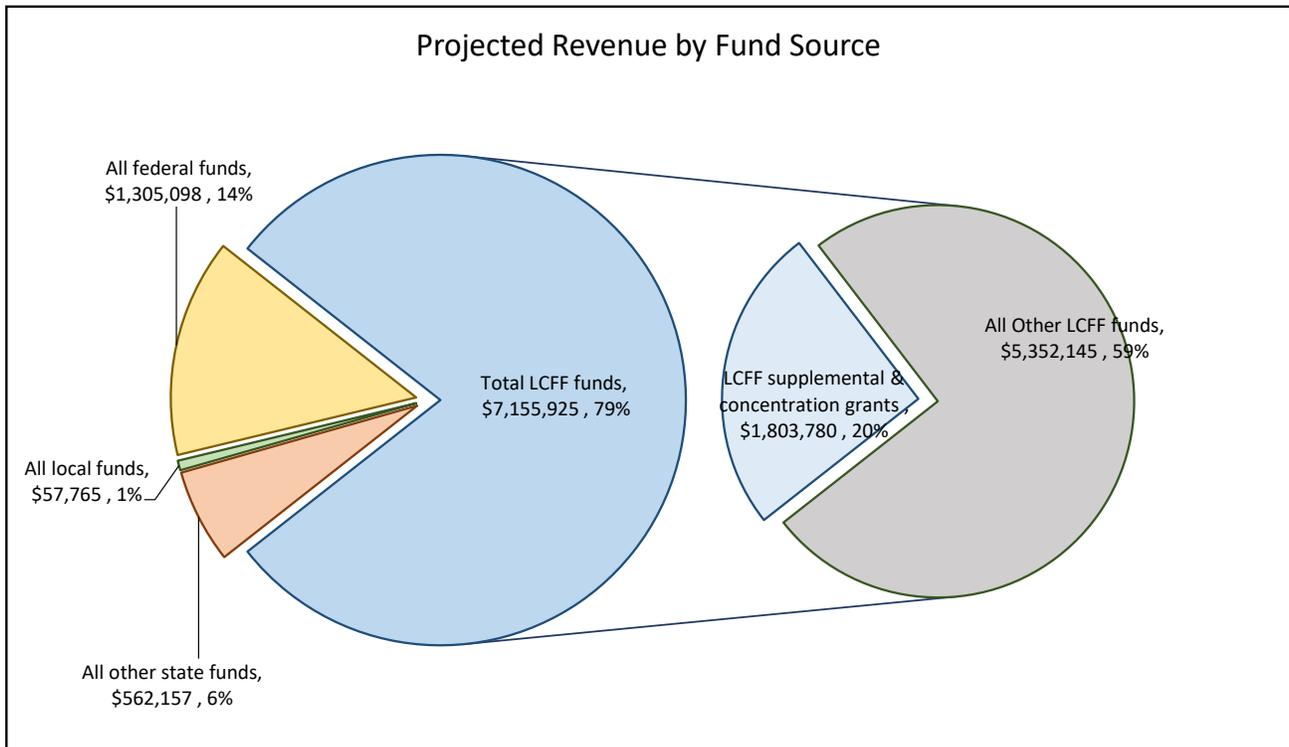


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fenton Avenue Charter School
CDS Code: 19-64733-6017016
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Leticia Padilla Parra

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

Budget Overview for the 2019-20 LCAP Year

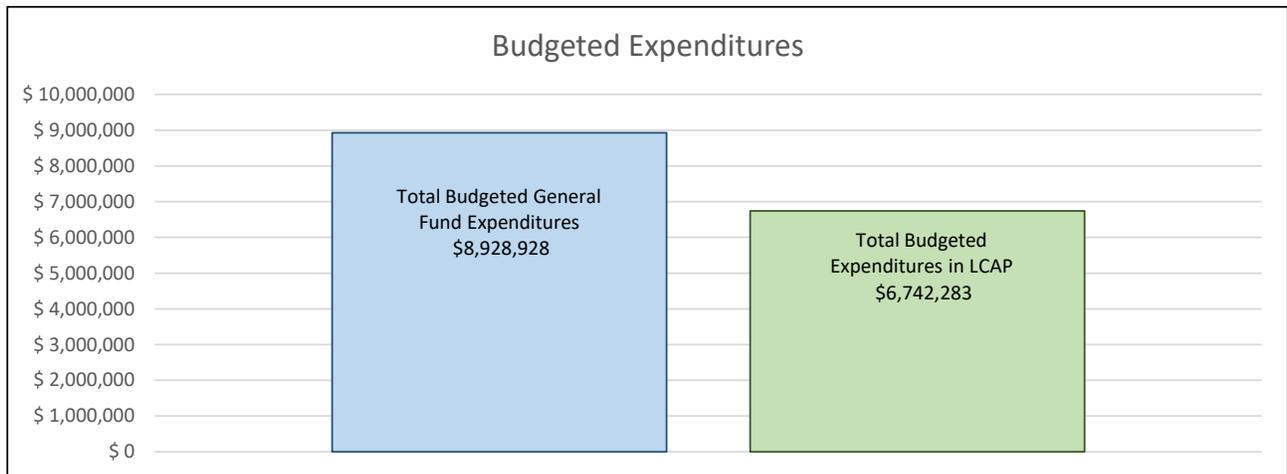


This chart shows the total general purpose revenue Fenton Avenue Charter School expects to receive in the coming year from all sources.

The total revenue projected for Fenton Avenue Charter School is \$9,080,944.64, of which \$7,155,925.00 is Local Control Funding Formula (LCFF), \$562,157.08 is other state funds, \$57,765.00 is local funds, and \$1,305,097.57 is federal funds. Of the \$7,155,925.00 in LCFF Funds, \$1,803,780.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

Fenton Avenue Charter School plans to spend \$8,928,928.00 for the 2019-20 school year. Of that amount, \$6,742,283.00 is tied to actions/services in the LCAP and \$2,186,645.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

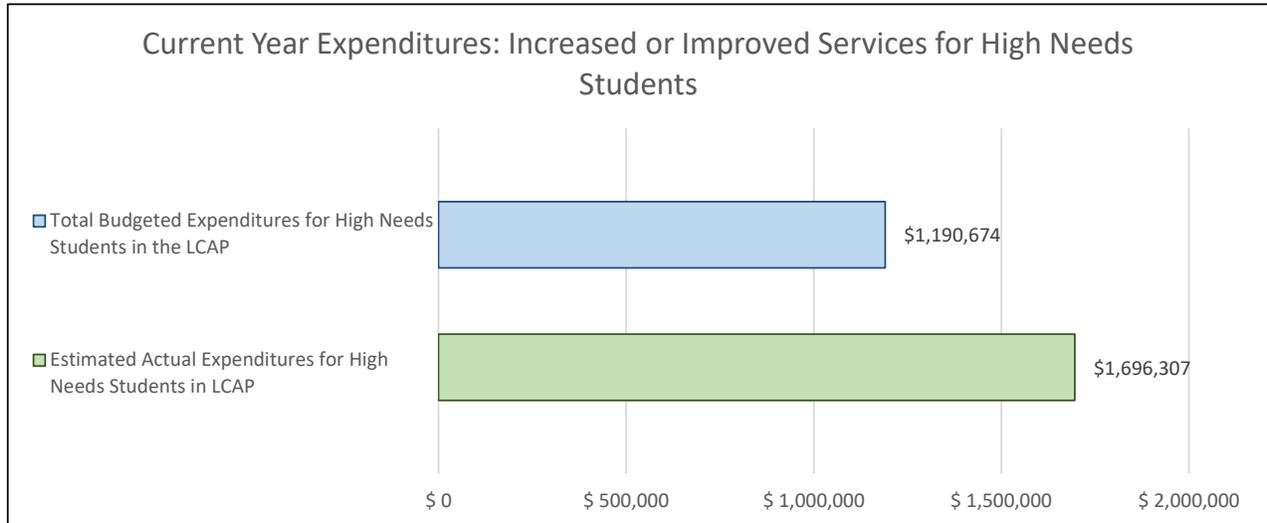
Funds not included in the LCAP consist of Child Nutrition, Special Education Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

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

In 2019-20, Fenton Avenue Charter School is projecting it will receive \$1,803,780.00 based on the enrollment of foster youth, English learner, and low-income students. Fenton Avenue Charter School 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 Avenue Charter School plans to spend \$1,809,623.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



This chart compares what Fenton Avenue Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Fenton Avenue Charter School 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 Avenue Charter School's LCAP budgeted \$1,190,674.00 for planned actions to increase or improve services for high needs students. Fenton Avenue Charter School estimates that it will actually spend \$1,696,307.00 for actions to increase or improve services for high needs students in 2018-19.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

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

LEA Name

Fenton Avenue Charter

Contact Name and Title

Leticia Padilla Parra
Director

Email and Phone

lparra@fentoncharter.net
(818) 896-7482 1300

2017-20 Plan Summary

The Story

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

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

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

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

Prior to becoming a charter school in 1993, Fenton Avenue Elementary was considered one of the lowest performing and most challenging elementary schools in the Los Angeles Unified School District. Charter school status has provided FACS with the leverage to tackle poor attendance, high student transiency, vandalism, overcrowding, low staff morale, lack of parental involvement, and low student performance. Since original charter approval and conversion, Fenton Avenue Charter School is historically one of the highest performing schools in the North East San Fernando Valley. Fenton Avenue Charter School serves the children of Hope Gardens, a Union Rescue homeless shelter nearby with a growing population.

LCAP Highlights

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

Working closely with stakeholders throughout the school, the goals are in alignment with the California Dashboard, LCFF rubrics, and the Fenton Avenue Charter School Petition goals, core values, WASC Student Learner Outcomes (SLO), WASC Action Plan and our Governance structure to improve outcomes for all students. The outcomes and metrics have been modified or changed to align with the state LCFF Evaluation rubrics and state and local indicators.

- Goal 1: Increase Student Achievement
- Goal 2: Provide an appropriate Basic Condition for Learning
- Goal 3: Provide a Nurturing Condition for All Learners

Review of Performance

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

Greatest Progress

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

Goal 1

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

Suspension Rate: (Blue) .3% suspended at least once; Maintained -0.1%.

2019 Preliminary CAASPP Scores: The 2019 scores reveal a significant increase in English Language Arts (ELA) and Mathematics. The Charter School shows a 9% growth in ELA and a 12% growth in Mathematics when comparing 2017 scores with 2019.

English Language Arts

2017 - Schoolwide **31%**

2018 - Schoolwide **35%**

2019 - (Preliminary) Schoolwide **40%**

Mathematics

2017 - Schoolwide **22%**

Reclassification Rate: Fenton Avenue Charter School (FACS) exceeded LAUSD's EL reclassification (RFEP) rate.

LAUSD RFEP Rate: 22.8%

FACS RFEP Rate: 25.7%

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): **98%**

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

Staff Survey (Overall Results): **93%**

ADA Rate: The Charter School has an ADA rate of **96.61%**.

Suspension Rate: **0.1%**

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

Chronic Absenteeism: (Orange) 7.5% chronically absent; Increased 1.2%.

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

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

Mathematics for Students with Disabilities: (Red) This is two levels below the Mathematics level for "All 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.

Suspension Rate for Students with Disabilities: (Yellow) This is two levels below the Suspension 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
<p>School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.</p>	<p>School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.</p>	<p>The following results reflect an overview of the California School Dashboards Status and Change Report and Equity Report for 2018.</p> <p>Chronic Absenteeism: (Orange) 7.5% chronically absent; Increased 1.2%.</p> <p>Suspension Rate: (Blue) .2% suspended at least once; Maintained 0%.</p> <p>English Learner Progress: N/A</p> <p>English Language Arts: (Yellow) 32.2 points below; Increased 12.2 points.</p> <p>Mathematics: (Yellow) 47.2 points below; Increased 6.3 points.</p>
<p>Percentage of students and subgroups scoring standard met or exceeded on CAASPP will grow each year.</p>	<p>2018-19 Percentage of students and subgroups scoring standard met or exceeded on CAASPP will be: ELA: 39%, ELLs: 8% SED: 42%; Math 30%, ELLs: 10%, SED 30%.</p>	<p>The following are preliminary 2019 CAASPP scores. (Subgroup data is not yet available).</p> <p>ELA 40%</p> <p>Math 34%</p>

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 (**10.3%**)

Level 3 - Moderately Developed (**37.5%**)

Level 2 - Somewhat Developed (**34.9%**)

Level 1 - Beginning Stage (**17.2%**)

EL reclassification rate will meet or exceed the Districts reclassification rate.

2018-19
EL reclassification rate will meet or exceed the Districts reclassification rate.

FACS exceeded the Districts EL reclassification (RFEP) rate.

LAUSD RFEP Rate: 22.8%

FACS RFEP Rate: 25.7%

All students will demonstrate progress toward proficiency (or above) of grade level Common Core State Standard 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 and participation rate on CAASPP.

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.

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

2018-19
All students will have access to academic and educational enrichment programs as outlined in the school's charter.

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

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 will 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
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Fenton Avenue Charter School; Specific Grade Spans: TK & 3-5</p> <p>-Purchase 120 Mac laptops with Apple care and 4 carts to further expand technology integration and improve student achievement on the annual CAASPP.</p> <p>-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.</p> <p>-Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification.</p> <p>-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.</p> <p>-Provide additional support and</p>	<p>The actions and services were implemented as planned, contributing to a significant impact on student learning as written.</p> <p>This budget item is a repeat expenditure found among resource codes in the 1000s, 2000s, 4000s, and 5000s. (Goal 1, Action 2)</p>	<p>\$308,213 - LCFF - 5000-5999 Services and Other Operating Expenses - Purchase 120 Mac laptops with Apple care and 4 carts; Annual NWEA Map Subscription; Apple Computer Leases; 80% school psychologist; 50% school counselor.</p>	<p>(repeated expenditure)</p>

intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • 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 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location:</p> <p>The actions and services made a significant impact on student learning as written. The interventions and dynamic range of supports had a positive impact on student learning.</p> <p>This item contains expenditures among resource codes in the 1000s, 2000s, 4000s, and 5000s. Services made available to students include school counseling services, school psychologist, and instructional assistants.</p> <p>Students received additional support through the use of dynamic supplemental materials.</p> <p>Budget expenditures include services by Lead Teachers, Instructional Technology Coach, Librarian, Charter Management Chief Academic Officer and Instructional Coaches, and the Special Education Coordinator.</p>	<p>\$900,000 - 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 - LCFF - 1000-1999 Certificated Salaries - LCFF - 3000-3999 Employee Benefits - LCFF - 1000-1999 Certificated Salaries - Lead Teacher Stipends - LCFF - 5000-5999 Services and Other Operating Expenses - LCFF - 1000-1999 Certificated Salaries - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p>	<p>\$103,000 - LCFF - 1000-1999 Certificated Salaries - Salaries for 50% of school psychologist and 50% of school counselor. \$181,383 - LCFF - 2000-2999 Classified Salaries - Salary for Instructional Assistants (2100) \$381,864 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Salary for Instructional Assistants (2100) \$163,840 - LCFF - 1000-1999 Certificated Salaries - Salaries for Specialists (ITC; Music; Librarian) \$190,691 - LCFF - 3000-3999 Employee Benefits - Employee benefits for educators providing intervention support \$25,000 - LCFF - 1000-1999 Certificated Salaries - Lead Teacher Stipends \$89,030 - LCFF - 5000-5999 Services and</p>

<p>including counseling/psycho-social support, after-school tutoring and enrichments.</p> <ul style="list-style-type: none"> • Provide Progress and Monitoring of Subgroups using Illuminate Data & Assessment and NWEA MAP Assessments allow FACS to monitor subgroups for every core content area. Illuminate allows FACS to monitor student progress daily in all • Provide After School Intervention Program for selected students in grades 3-5. They will participate in a 5-week intensive intervention after school program designed to address literacy needs through the use of the Words Their Way program. 	<p>This action was made possible by the 7 days of professional development teachers available to teachers among this LEA. In addition, students were able to receive 4 extra days of school due to the supplemental and concentration grant funds the school received.</p>	<p>- LCFF - 1000-1999 Certificated Salaries - LCFF - 1000-1999 Certificated Salaries - LCFF - 4000-4999 Books and Supplies - LCFF - 1000-1999 Certificated Salaries</p>	<p>Other Operating Expenses - CMO Instructional Support \$32,750 - LCFF - 1000-1999 Certificated Salaries - Special Education Coordinator \$85,862 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - 7 Professional Development Days \$21,797 - LCFF - 1000-1999 Certificated Salaries - 7 Professional Development Days \$95,806 - LCFF - 1000-1999 Certificated Salaries - 4 Extra Instructional Days \$109,092 - LCFF - 4000-4999 Books and Supplies - Instructional Materials for Intervention Support. \$186,366 - LCFF - 1000-1999 Certificated Salaries - Reduce Class Sizes to 24 students or Under</p>
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p>	<p>The actions and services were completed as planned. The implementation of the EL Master Plan had a positive impact on meeting the diverse needs of our EL students.</p> <p>The budget expenditures for this action</p>	<p>\$101,000 - LCFF - 2000-2999 Classified Salaries - 2000-2999 Classified Salaries</p>	<p>(repeated expenditure)</p>

<ul style="list-style-type: none"> • Implement the FACS 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 retell assessments (ELDRA). 	<p>item are repeat expenditures found among resource codes in the 1000s, 2000s, and 4000s. (Goal 1, Action 2)</p>		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location:</p> <ul style="list-style-type: none"> • Implement the FACS English Learner Master Plan. • Highly qualified and experienced teachers who have appropriate EL authorization who will continuously monitor instruction and achievement of ELs. 	<p>The actions and services were implemented as planned, contributing to a significant impact on student learning for EL students as written.</p> <p>The budget expenditures for this action item are repeat expenditures found among resource codes in the 1000s, 2000s, and 4000s. (Goal 1, Action 2)</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>(repeated expenditure)</p>

<ul style="list-style-type: none"> • 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 retell assessments (ELDRA). 			
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <ul style="list-style-type: none"> • Participation rate on CASSPP will be above 95%. • Assessment results from NWEA MAP & Benchmark Advanced data analysis will be used to drive instruction promote academic growth. 	<p>The participation rate on CAASPP exceeded 95%. The actions are services were implemented as planned.</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>(repeated expenditure)</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <ul style="list-style-type: none"> • Purchase 90 iPads and Wonder Workshop DASH robots for school wide robotics program. • 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. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The actions and services were completed as planned, nurturing a dynamic and robust learning environment for our students. This action item includes the cost of technology to implement enhanced instruction through the use of computers, laptops, robotics, and other digital devices.</p>	<p>\$119,000 - LCFF - 2000-2999 Classified Salaries - \$45,327 additional for purchase of iPads and robotics program</p>	<p>\$219,355 - LCFF - 4000-4999 Books and Supplies - Enhanced Technology (4400)</p>

Action 7

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Fenton Avenue Charter School will provide access to standards-aligned instructional materials (100%) using data in Annual School Accountability Report Card (SARC).</p>	<p>Fenton STEM Academy provided access to standards-aligned instructional materials (100%) using data in Annual School Accountability Report Card (SARC).</p> <p>The expenditures for this action item are repeat expenditures found among resource codes in the 1000s, 2000s, and 4000s. (Goal 3, Action 3)</p>	<p>\$51,500 - LCFF - 4000-4999 Books and Supplies - Approved Textbooks & Core Curricula Materials-4100</p>	<p>\$0 (repeated expenditure)</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

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

The overall implementation of the actions/services to achieve the articulated goal led to a significant increase in student achievement as measured by internal assessments, 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, Instructional Technology Coach, Librarian, FCPS Special Education

Coordinator, Charter Management Chief Academic Officer and Instructional Coaches. Differences between Budgeted Expenditures and Estimated Actual Expenditures are the result of disaggregating a number of items that were previously aggregated into large sums.

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

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

Goal 2

Increase meaningful and purposeful student, teacher, and parent engagement

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
<p>School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.</p> <p>2018-19 School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.</p>	<p>Parents demonstrated high satisfaction rates based on annual surveys.</p> <p>Organization: 98%</p> <p>Curriculum: 99%</p> <p>Instruction: 99%</p> <p>Assessment: 97%</p> <p>School Culture: 98%</p>
<p>School will continue to engage parents and students as valued stakeholders in decision-making, and continue to provide programs and resources that support families and enhance the school community.</p> <p>2018-19 School will continue to engage parents and students as valued stakeholders in decision-making, and continue to provide programs and resources that support families and enhance the school community.</p>	<p>Stakeholder satisfaction rates remain consistently strong.</p> <p>Parent Survey (Overall Results): 98%</p> <p>Student Survey (Overall Results): 98%</p> <p>Staff Survey (Overall Results): 93%</p>
<p>School will continue to maintain an ADA rate above 94%.</p> <p>2018-19 School will continue to maintain an ADA rate above 94%.</p>	<p>The Charter School has an ADA rate of 96.61%.</p>

**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: **0.1%**

Expulsion Rate: **0.0%**

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, 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 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The actions and services were completed as planned. The 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.</p> <p>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.</p>	<p>\$898,270 - 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.</p>	<p>\$13,500 - LCFF - 2000-2999 Classified Salaries - Parent Center Director (2201)</p>

<p>Awards Assemblies and class and school performances.</p> <ul style="list-style-type: none"> • 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 			
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • 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) 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The 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.</p> <p>The budget expenditures for this action item are repeat expenditures found among resource codes in the 2000s (Goal 2, Action 1)</p>	<p>\$0 - LCFF - 2000-2999 Classified Salaries - 5000-5999 Services and Other Operating Expenses - LCFF: \$120,000 2000-2999 Classified Salaries - LCFF: \$56,000</p>	<p>(repeated expenditure)</p>

<ul style="list-style-type: none"> • Continue to host community-building events and culminating celebrations. • Campus security • School will hold annual night informational meetings and school events yearly. 			
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <ul style="list-style-type: none"> • Attendance Manager will continue to monitor student attendance and communicate with families. • Assistant Director and Administrative Coordinator will continue parent outreach and communicating the importance of attendance and arriving at school on time each day. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools</p> <p>The Administrative Coordinator 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.</p> <p>The other costs associated with this action item are a repeat expenditure and found among resource codes in the 1000s and 2000s.</p>	<p>\$185,000 - LCFF - 1000-1999 Certificated Salaries - 1000-1999 Certificated Salaries - LCFF - 1000-1999 Certificated Salaries - LCFF - 2000-2999 Classified Salaries</p>	<p>\$24,000 - LCFF - 2000-2999 Classified Salaries - Attendance Manager (2000s) \$104,895 - LCFF - 2000-2999 Classified Salaries - Admin Coordinator (PBIS) \$33,375 - LCFF - 2000-2999 Classified Salaries - School Nurse</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • School will continue to implement social-emotional curriculum (Mutt-i-Grees), PBIS Training. • Attendance Manager will continue to monitor student attendance and communicate with families. • Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The Charter School continued with parent outreach efforts as planned.</p> <p>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.</p>	<p>\$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$6,695 - LCFF - 5000-5999 Services and Other Operating Expenses - Student Activities (5877)</p>
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

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

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

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

The overall effectiveness of this goal is evident by the high satisfaction rates of all stakeholders as reported in annual surveys. Overall satisfaction

rates among all stakeholders remain above 90%. In addition, the significantly high ADA rates and significantly low suspension/expulsion rates suggest stakeholder engagement is flourishing at the Charter School.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goal 3

Provide an appropriate Basic Condition of Learning

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

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

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

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

School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing. **2018-19**
School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.

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

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

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

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The charter school will ensure verification of proper credentials prior to start of employment.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The Charter School consistently maintains proper credentials prior to the start of employment.</p>	<p>\$2,561,489 - LCFF - 1000-1999 Certificated Salaries - 1000-1999 Certificated Salaries - LCFF - 3000-3999 Employee Benefits</p>	<p>\$2,555,832 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries (Non Supplemental) \$1,643,159 - LCFF - 3000-3999 Employee Benefits - Employee Benefits (Non Supplemental)</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Professional development will be provided in the areas of:</p> <ul style="list-style-type: none"> • English Language Arts • Math 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The Charter School engages staff in robust professional development to</p>	<p>\$16,223 - LCFF - 5000-5999 Services and Other Operating Expenses - 5000-5999 Services and Other Operating Expenses</p>	<p>\$23,823 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development (5864)</p>

- Next Generation Science Standards (NGSS)
- English Language Development (ELD)
- Technology
- Differentiated instruction

supplement the instructional program in ELA/ELD, Math, Next Generation Science Standards (NGSS), Technology, and Differentiated Instruction.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Fenton Avenue Charter School fully implemented the Common Core State Standards (CCSS) in language arts and mathematics, with the addition of a new math series, McGraw-Hills My Math (TK, 3-5), in 2015-2016 and Benchmark Educations Benchmark Advance program (3-5), a CCSS aligned and state approved literacy program, in 2016-2017. Continue to provide students with state approved standards-based materials.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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.</p>	<p>\$58,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$757,255 - LCFF - 4000-4999 Books and Supplies - Core: Instructional Materials</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$158,000 - LCFF - 1000-1999 Certificated Salaries - Professional</p>	<p>(repeated expenditure)</p>

<p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Implement the FACS English Learner Master Plan. • Provide highly qualified and experienced teachers who have 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 	<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The actions and services were completed as planned. The implementation of the EL Master Plan had a positive impact on meeting the diverse needs of our EL students.</p> <p>The budget expenditures for this action item are repeat expenditures found among resource codes in the 1000s, 2000s, and 4000s. (Goal 1, Action 2)</p>	<p>development and materials specifically relating to EL support (including support as new teachers complete induction programs), Counselor, psychologist, behavior support personnel, and additional paraprofessional support (from Supplemental and Concentration Grant) - 1000-1999 Certificated Salaries</p>	
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Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Fenton Avenue Charter School</p> <ul style="list-style-type: none"> • Install security cameras inside and outside of facility • Install secure entrance and vestibule in main office 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The actions and services were completed as planned.</p>	<p>\$105,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Installation of security cameras and remodeling of main office vestibule and front door for security</p>	<p>\$71,909 - LCFF - 5000-5999 Services and Other Operating Expenses - Computers with software lease (5605, 5887) (Cameras \$100K Depreciated over 10 years)</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Fenton Avenue Charter School (FACS) will continue to meaningfully engage stakeholders, including those representing relevant subgroups to increase parent involvement and engagement in the LCAP and budgeting process throughout the year via council meetings, surveys, and data review. As a school that serves a population in grades 3-5 and TK that is 88% free and reduced price lunch (FRPL), 29.1% English Learner, 91.5% Hispanic or Latino, 88.9% Socioeconomically Disadvantaged, 4% Gifted and Talented and 15.24% identified students with disabilities, all of our efforts are inherently attuned to the needs of student sub-groups and children who are “at-risk.”

School-Community Relations Council meetings (open to all parents), parent conferences, Open House and regularly scheduled informational meetings have been held throughout the school year to inform parents and community members about the Local Control Funding Formula, and the corresponding plan which describes how funding will be expended at the school. The school’s comprehensive website is also a ready and easily accessible source of current information including analysis of the school’s School Accountability Report Card (SARC) and Title III report, detailed information about the Common Core, WASC review, and the school’s curriculum, programs and other resources. Information is also readily available to parents in the school’s Family Center, which is staffed by a Family Center Director.

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

Informational Parent Night Meetings: October 11, 2018 and February 21, 2019

School Community Relations Council Meetings: August 28, 2018; October 11, 2018; November 2, 2019; January 17, 2019; February 21, 2019; March 19, 2019; May 7, 2019; and June 6, 2019

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

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

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

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

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

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

Curriculum and Assessment Council Meetings: August 30, 2018; September 12, 2018; October 24, 2018; January 17, 2019; February 14, 2019; April 24, 2019; and June 5, 2019.

Budget, Facilities and Safety Council Meetings: August 31, 2018; October 22, 2018; January 15, 2019; February 20, 2019; March 21, 2019; May 2, 2019; and June 6, 2019.

Human Resource and Personnel Council Meetings: August 28, 2018; October 23, 2018; December 10, 2018; January 29, 2019; March 20, 2019; April 25, 2019; May 15, 2019; and June 4, 2019.

Impact on LCAP and Annual Update

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

Stakeholder meetings served as a way to inform, educate, and gather input and feedback from critical stakeholders. The feedback received from all groups was reviewed and necessary adjustments were made to the LCAP. 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	School will show annual progress toward	<i>Results are not yet</i>	School will show	School will show

annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.

meeting the needs of all students on the California School Dashboards **Status and Change Report** and **Equity Report**.

available for the 2018 California School Dashboard.

annual progress toward meeting the needs of all students on the California School Dashboards **Status and Change Report** and **Equity Report**.

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	BLUE	5	0
English Learner Progress	GREEN	1	0
English Language Arts	ORANGE	4	4
Mathematics	ORANGE	4	4
Local Indicators	Ratings		
Basics (Teachers, Instructional Materials, Facilities)	MET		
Implementation of Academic Standards	MET		
Parent Engagement	MET		
Local Climate Survey	MET		

Status and Change Report

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate	BLUE	Very Low 0.2%	Declined -0.5%
English Learner Progress	GREEN	Medium 71.1%	Increased Significantly +13.7%
English Language Arts	ORANGE	Low 44 pts. below level 3	Declined -9.1%

Mathematics	ORANGE	Low 53.5 pts. below level 3	Declined -7.1%
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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: **31%**, ELLs: **4.49%** SED: **30%**; Math **22%**, ELLs: **4.47%**, SED **20%**.

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: **35%**, ELLs: **6%** SED: **39%**; Math **26%**, ELLs: **9%**, SED **25%**.

Percentage of students and subgroups scoring standard met or exceeded on CAASPP will be: ELA: **39%**, ELLs: **8%** SED: **42%**; Math **30%**, ELLs: **10%**, SED **30%**.

Percentage of students and subgroups scoring standard met or exceeded on CAASPP will be: ELA: **41%**, ELLs: **10%** SED: **44%**; Math **32%**, ELLs: **12%**, SED **33%**.

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.

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

Performance Level	%
Level 4	11%
Level 3	37%
Level 2	34%
Level 1	18%

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

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.

		<table border="1"> <thead> <tr> <th>Performance Level</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>11%</td> </tr> <tr> <td>Level 3</td> <td>37%</td> </tr> <tr> <td>Level 2</td> <td>34%</td> </tr> <tr> <td>Level 1</td> <td>18%</td> </tr> </tbody> </table>	Performance Level	%	Level 4	11%	Level 3	37%	Level 2	34%	Level 1	18%		
Performance Level	%													
Level 4	11%													
Level 3	37%													
Level 2	34%													
Level 1	18%													
EL reclassification rate will meet or exceed the Districts reclassification rate.	EL reclassification rate for Fenton Avenue Charter School meets or exceeds the Districts reclassification rate.	EL reclassification rate will meet or exceed the Districts reclassification rate.	EL reclassification rate will meet or exceed the Districts reclassification rate.	EL reclassification rate will meet or exceed the Districts reclassification rate.										
All students will demonstrate progress toward proficiency (or above) of grade level Common Core State Standard on internal comparative data.	All students will demonstrate progress toward proficiency (or above) of grade level Common Core State Standards on internal comparative data.	All students will demonstrate progress toward proficiency (or above) of grade level Common Core State Standards on internal comparative data.	All students will demonstrate progress toward proficiency (or above) of grade level Common Core State Standards on internal comparative data and participation rate on CAASPP.	All students will demonstrate progress toward proficiency (or above) of grade level Common Core State Standards on internal comparative data and participation rate on CAASPP.										
All students will have access to academic and educational enrichment programs as outlined in the schools charter.	All students have access to academic and educational enrichment programs as outlined in the schools charter.	All students have access to academic and educational enrichment programs as outlined in the schools charter.	All students will have access to academic and educational enrichment programs as outlined in the schools charter.	All students will have access to academic and educational enrichment programs as outlined in the schools charter.										
All students will 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 will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.	All students will 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:

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

All

Location(s):

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

Specific Schools: Fenton Avenue Charter School; Specific Grade Spans: TK & 3-5

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New 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.

2018-19

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

Modified Action

-Purchase 120 Mac laptops with Apple care and 4 carts 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

2019-20

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

Modified Action

-Maintain 120 Mac laptops with Apple care and 4 carts 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

<p>-Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification.</p> <p>-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.</p> <p>-Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment.</p>	<p>Team) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.</p> <p>-Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification.</p> <p>-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.</p> <p>-Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment.</p>	<p>Team) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.</p> <p>-Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification.</p> <p>-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.</p> <p>-Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment.</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$180,000	\$308,213	\$195,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Annual NWEA Map Subscription; Apple Computer Leases; 80% school psychologist; 50% school counselor.	5000-5999 Services and Other Operating Expenses; Purchase 120 Mac laptops with Apple care and 4 carts; Annual NWEA Map Subscription; Apple Computer Leases; 80% school psychologist; 50% school counselor.	5000-5999 Services and Other Operating Expenses

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Action	Unchanged Action	Modified Action
<ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • 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,

<p>depth and complexity for students identified via yearly gifted identification.</p> <ul style="list-style-type: none"> • 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 FACS to monitor subgroups for every core content area. Illuminate allows FACS to monitor student progress daily in all • Provide After School Intervention Program for selected students in grades 3-5. They will participate in a 5-week intensive intervention after school program designed to address literacy needs through the use of the Words Their Way program. 	<p>depth and complexity for students identified via yearly gifted identification.</p> <ul style="list-style-type: none"> • 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 FACS to monitor subgroups for every core content area. Illuminate allows FACS to monitor student progress daily in all • Provide After School Intervention Program for selected students in grades 3-5. They will participate in a 5-week intensive intervention after school program designed to address literacy needs through the use of the Words Their Way program. 	<p>depth and complexity for students identified via yearly gifted identification.</p> <ul style="list-style-type: none"> • 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 FACS to monitor subgroups for every core content area. Illuminate allows FACS to monitor student progress daily in all • Provide After School Intervention Program for selected students in grades 3-5. They will participate in a 5-week intensive intervention after school program designed to address literacy needs through the use of the Words Their Way program.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$898,000	\$900,000	\$103,000
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	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	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.	Assistant, Attendance Manager, 80% School Psychologist and 50% School Counselor.	Assistant, Attendance Manager, 80% School Psychologist and 50% School Counselor.
Amount	\$0	\$0	\$16,421
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries; Salary for Instructional Assistants (2100)
Amount	\$0	\$0	\$381,864
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	2000-2999 Classified Salaries; Salary for Instructional Assistants (2100)	2000-2999 Classified Salaries; Salary for Instructional Assistants (2100)	2000-2999 Classified Salaries; Salary for Instructional Assistants (2100)
Amount	\$0	\$0	\$128,272
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Salaries for Specialists (ITC; Music; Librarian)
Amount	\$0	\$0	\$35,568
Source			LPSBG
Budget Reference			1000-1999 Certificated Salaries; Instructional Technology Coach
Amount	\$0	\$0	\$513,785
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits; Employee benefits for educators providing intervention support.
Amount	\$0	\$0	\$25,000
Source	LCFF	LCFF	LCFF

Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Lead Teacher Stipends
Amount	\$0	\$0	\$84,468
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; CMO Instructional Support
Amount	\$0	\$0	\$32,750
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Special Education Coordinator
Amount	\$0	\$0	\$79,424
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; 7 Professional Development Days
Amount	\$0	\$0	\$19,312
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; 7 Professional Development Days
Amount	\$0	\$0	\$85,434
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; 4 Extra Instructional Days
Amount	\$0	\$0	\$85,050
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies; Instructional Materials for intervention support (4100,4200,4300,4320)

Amount	\$0	\$0	\$395,845
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Reduce Class Sizes to 24 students or Under

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)

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

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
<ul style="list-style-type: none"> • Implement the FACS 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. 	<ul style="list-style-type: none"> • Implement the FACS 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. 	<ul style="list-style-type: none"> • Implement the FACS 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 retell assessments (ELDRA).

- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$100,000	\$101,000	\$102,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; 2000-2999 Classified Salaries	2000-2999 Classified Salaries; 2000-2999 Classified Salaries	2000-2999 Classified Salaries; 2000-2999 Classified Salaries

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

New Action	Modified Action	Unchanged Action
<p>In 2017-18, Fenton Avenue Charter School implemented the FACS English Learner Master Plan, provided highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. FACS also provided New teacher assistance and support, specifically relating to ELs, continued professional development activities</p>	<ul style="list-style-type: none"> • Implement the FACS 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. 	<ul style="list-style-type: none"> • Implement the FACS 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.

initiated in 2013-2014 school year focused on CCSS implementation with ELs. EL students continued to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.

Re-designated ELs continued to be supported via a multi-tiered system including support for struggling readers. Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
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

Action 5

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

Students to be Served:

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

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

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
<ul style="list-style-type: none"> • Participation rate on CASSPP will be above 95%. • Assessment results from NWEA MAP & Benchmark Advanced data analysis will be used to drive instruction promote academic growth. 	<ul style="list-style-type: none"> • Participation rate on CASSPP will be above 95%. • Assessment results from NWEA MAP & Benchmark Advanced data analysis will be used to drive instruction promote academic growth. 	<ul style="list-style-type: none"> • Participation rate on CASSPP will be above 95%. • Assessment results from NWEA MAP & Benchmark Advanced data analysis will be used to drive instruction promote academic growth.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
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

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

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

2018-19

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

- Purchase 90 iPads and Wonder Workshop DASH robots for school wide robotics program.
- 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,

2019-20

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

- Maintain 90 iPads and Wonder Workshop DASH robots for school wide robotics program.
- 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,

<p>science lab (regularly scheduled lab visits weekly) Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and SPARK trained personnel.</p>	<p>music, and P.E.</p> <ul style="list-style-type: none"> • 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. 	<p>music, and P.E.</p> <ul style="list-style-type: none"> • 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.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$115,000	\$119,000	\$75,512
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries; \$45,327 additional for purchase of iPads and robotics program	4000-4999 Books and Supplies; Enhanced Technology (4400)

Action 7

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

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

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

Fenton Avenue Charter School will provide 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	\$57,892	\$51,500	\$53,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies; Approved Textbooks & Core Curricula Materials-4100	4000-4999 Books and Supplies; Approved Textbooks & Core Curricula Materials-4100

Unchanged Goal

Goal 2

Increase meaningful and purposeful student, teacher, and parent engagement

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

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

Expected Annual Measurable Outcomes

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

School will continue to maintain an ADA rate above 94%.	School maintained an ADA rate above 94%.	School maintained an ADA rate above 94%.	School will continue to maintain an ADA rate above 94%.	School will continue to maintain an ADA rate above 94%.
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)

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

- 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

- 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

- 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.

<p>Handbook and an annual calendar of meetings and events.</p> <ul style="list-style-type: none"> • 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 	<p>Handbook and an annual calendar of meetings and events.</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$898,000	\$898,270	\$13,500
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.	2000-2999 Classified Salaries; Parent Center Director

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

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

- 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

	<ul style="list-style-type: none"> School will hold annual night informational meetings and school events yearly. 	<ul style="list-style-type: none"> School will hold annual night informational meetings and school events yearly.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$176,000	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; 5000-5999 Services and Other Operating Expenses - LCFF: \$120,000 2000-2999 Classified Salaries - LCFF: \$56,000	2000-2999 Classified Salaries; 5000-5999 Services and Other Operating Expenses - LCFF: \$120,000 2000-2999 Classified Salaries - LCFF: \$56,000	2000-2999 Classified Salaries; 5000-5999 Services and Other Operating Expenses - LCFF: \$120,000 2000-2999 Classified Salaries - LCFF: \$56,000

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, 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)

All Schools

Actions/Services

2017-18

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

New Action

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

2018-19

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

Unchanged Action

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

2019-20

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

Unchanged Action

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$185,000	\$185,000	\$24,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; 1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; 1000-1999 Certificated Salaries	2000-2999 Classified Salaries; Attendance Manager
Amount	\$0	\$0	\$104,895
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Admin Coordinator (PBIS)
Amount	\$0	\$0	\$33,375
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries; School Nurse

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, 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)

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	Unchanged Action
<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. School will continue to implement social-emotional curriculum (Mutt-i-Grees), PBIS Training. 	<ul style="list-style-type: none"> School will continue to implement social-emotional curriculum (Mutt-i-Grees), PBIS Training. Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. 	<ul style="list-style-type: none"> School will continue to implement social-emotional curriculum (Mutt-i-Grees), PBIS Training. Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$6,896
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	Teachers participated in research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS),	Teachers participated in research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS),	Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science	Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science

Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.
Continue to provide students with state approved standards-based materials.	Continue to provide students with state approved standards-based materials.	Continue to provide students with state approved standards-based materials.	Continue to provide students with state approved standards-based materials.	Continue to provide students with state approved standards-based materials.
100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.
School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.	School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.	School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.	School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.	School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.
School facilities are safe and secure for students and staff.	School facilities are safe and secure for students and staff.	School facilities are safe and secure for students and staff.	School facilities are safe and secure for students and staff.	School facilities are safe and secure for students and staff.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

The charter school will ensure verification of proper credentials prior to start of employment.

2018-19

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

Unchanged Action

The charter school will ensure verification of proper credentials prior to start of employment.

2019-20

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

Unchanged Action

The charter school will ensure verification of proper credentials prior to start of employment.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$2,560,702	\$2,561,489	\$2,161,951
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; 1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; 1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Certificated Salaries (Non Supplemental)
Amount	\$0	\$0	\$1,264,952
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits; Employee Benefits (Non Supplemental)

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

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.

2018-19

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

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

2019-20

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

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	\$15,750	\$16,223	\$15,000
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; 5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; 5000-5999 Services and Other Operating Expenses

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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Continue to provide students with state approved standards-based materials.

2018-19

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

Modified Action

Fenton Avenue Charter School fully implemented the Common Core State Standards (CCSS) in language arts and mathematics, with the addition of a new math series, McGraw-Hills My Math (TK, 3-5), in 2015-2016 and Benchmark Educations Benchmark Advance program (3-5), a CCSS aligned and state approved literacy program, in 2016-2017. Continue to provide students with state approved standards-based materials.

2019-20

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

Modified Action

Fenton Avenue Charter School fully implemented the Common Core State Standards (CCSS) in language arts and mathematics, with the addition of a new math series, McGraw-Hills My Math (TK, 3-5), in 2015 and Benchmark Educations Benchmark Advance program (3-5), 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	\$890,693	\$58,000	\$779,285
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies; Core: Instructional Materials

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Implement the FACS English Learner Master Plan. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELLs. Provide New teacher assistance and support as they complete induction programs, specifically relating to ELLs. Continue professional development

- Implement the FACS English Learner Master Plan.
- Provide highly qualified and experienced teachers who have appropriate EL authorization who will continuously monitor instruction and achievement of ELLs.
- Provide new teacher assistance and

- Implement the FACS English Learner Master Plan.
- Provide highly qualified and experienced teachers who have 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

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 and support for ELL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

- 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 and support for ELL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

- 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 and support for ELL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$156,000	\$158,000	\$158,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget
Reference

1000-1999 Certificated Salaries;
Professional development and materials specifically relating to EL support (including support as new teachers complete induction programs), Counselor, psychologist, behavior support personnel, and additional paraprofessional support (from Supplemental and Concentration Grant) - 1000-1999 Certificated Salaries

1000-1999 Certificated Salaries;
Professional development and materials specifically relating to EL support (including support as new teachers complete induction programs), Counselor, psychologist, behavior support personnel, and additional paraprofessional support (from Supplemental and Concentration Grant) - 1000-1999 Certificated Salaries

1000-1999 Certificated Salaries;
Professional development and materials specifically relating to EL support (including support as new teachers complete induction programs), Counselor, psychologist, behavior support personnel, and additional paraprofessional support (from Supplemental and Concentration Grant) - 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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

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
<ul style="list-style-type: none"> • Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement. 	<ul style="list-style-type: none"> • Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement. 	<ul style="list-style-type: none"> • Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$196,876	\$213,214	\$229,616
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Maintenance, Custodial, Security Salaries	2000-2999 Classified Salaries; Maintenance, Custodial, Security Salaries	2000-2999 Classified Salaries; Maintenance/Custodial/Security (2201)

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Consult with experts regarding upgrading safety and security of facility.

2018-19

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

- Install security cameras inside and outside of facility
- Install secure entrance and vestibule in main office

2019-20

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

- Maintain security cameras inside and outside of facility
- Maintain secure entrance and vestibule in main office

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$105,000	\$47,108
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999 Capital Outlay; Security and safety for facility discussed	5000-5999 Services and Other Operating Expenses; Installation of security cameras and remodeling of main office vestibule and front door for security	5000-5999 Services and Other Operating Expenses; Computers with software lease (5605, 5887) (Cameras \$100K Depreciated)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$1,803,780

Percentage to Increase or Improve Services:

34.00%

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

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, Instructional Technology Coach, Librarian, 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 6 – Planned services for this action item include enhanced technology to customize and individualize instruction.

Goal 2: Action 1 – 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.

Goal 3: Action 6 – Planned services for this action item include enhanced technology to customize and individualize instruction.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$1,190,674

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

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

Goal 1: Action 7

Goal 2: Action 1, Action 2

Goal 3: Action 4

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$1,781,041

32.67%

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

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

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

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

Goal 1: Action 1

Goal 2: Action 1

Goal 4: Action 2

Goal 6: Action 1

Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$5,676,909	\$7,370,111	\$6,742,283
1000-1999 Certificated Salaries	4,702,759	3,270,253	3,255,919
2000-2999 Classified Salaries	433,214	988,849	698,776
3000-3999 Employee Benefits	0	1,833,850	1,778,737
4000-4999 Books and Supplies	109,500	1,085,702	939,847
5000-5999 Services and Other Operating Expenses	431,436	191,457	69,004
6000-6999 Capital Outlay	0	0	0

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$5,676,909	\$7,370,111	\$6,742,283
LPSBG	0	0	35,568
Federal Revenues - Title I	0	467,726	461,288
LCFF Base/Not Contributing to Increased or Improved Services	1,949,650	5,206,078	4,435,804
LCFF S & C/Contributing to Increased or Improved Services	3,727,259	1,696,307	1,809,623

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	\$5,676,909	\$7,370,111	\$6,742,283

1000-1999 Certificated Salaries	LPSBG	0	0	35,568
1000-1999 Certificated Salaries	Federal Revenues - Title I	0	85,862	79,424
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	1,085,000	2,555,832	2,161,951
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	3,617,759	628,559	978,976
2000-2999 Classified Salaries	Federal Revenues - Title I	0	381,864	381,864
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	433,214	249,832	229,616
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	357,153	87,296
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	0	1,643,159	1,264,952
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	0	190,691	513,785
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	0	757,255	779,285
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	109,500	328,447	160,562
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	431,436	0	0
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	0	191,457	69,004
6000-6999 Capital Outlay	LCFF S & C/Contributing to Increased or Improved Services	0	0	0

Expenditures by Goal and Funding Source

Funding Source		2019
Increase Student Achievement		
All Funding Sources		\$2,061,705
LPSBG		35,568
Federal Revenues - Title I		461,288

LCFF Base/Not Contributing to Increased or Improved Services	0
LCFF S & C/Contributing to Increased or Improved Services	1,564,849
Increase meaningful and purposeful student, teacher, and parent engagement	
All Funding Sources	\$182,666
LCFF S & C/Contributing to Increased or Improved Services	182,666
Provide a Nurturing Condition for All Learners	
All Funding Sources	\$4,497,912
LCFF Base/Not Contributing to Increased or Improved Services	4,435,804
LCFF S & C/Contributing to Increased or Improved Services	62,108

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	\$1,479,713	\$1,885,836
Federal Revenues - Title I	0	467,726
LCFF Base/Not Contributing to Increased or Improved Services	1,428,213	0
LCFF S & C/Contributing to Increased or Improved Services	51,500	1,418,110
Increase meaningful and purposeful student, teacher, and parent engagement		
All Funding Sources	\$1,085,270	\$182,465
LCFF Base/Not Contributing to Increased or Improved Services	187,000	0
LCFF S & C/Contributing to Increased or Improved Services	898,270	182,465
Provide an appropriate Basic Condition of Learning		
All Funding Sources	\$3,111,926	\$5,301,810

LCFF Base/Not Contributing to Increased or Improved Services	334,437	5,206,078
LCFF S & C/Contributing to Increased or Improved Services	2,777,489	95,732

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