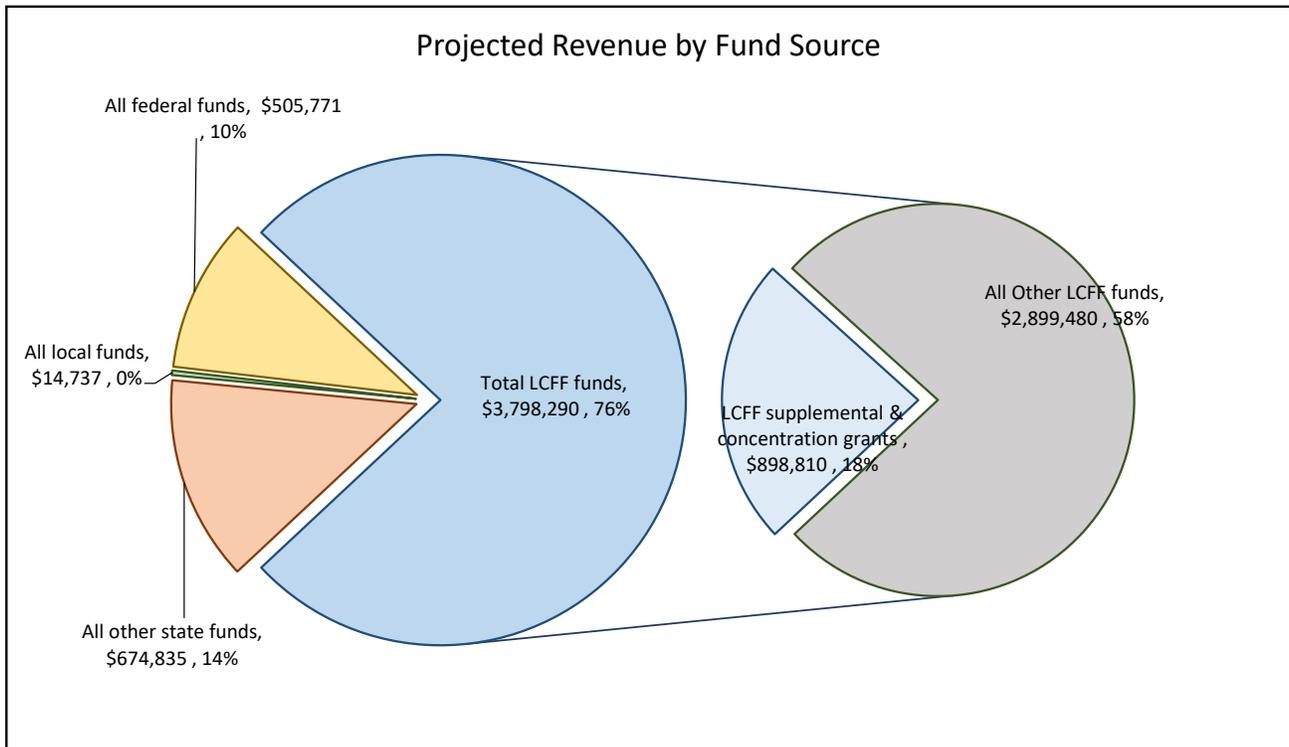


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fenton Charter Leadership Academy
CDS Code: 19-64733-0131722
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Jennifer Miller

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

Budget Overview for the 2019-20 LCAP Year

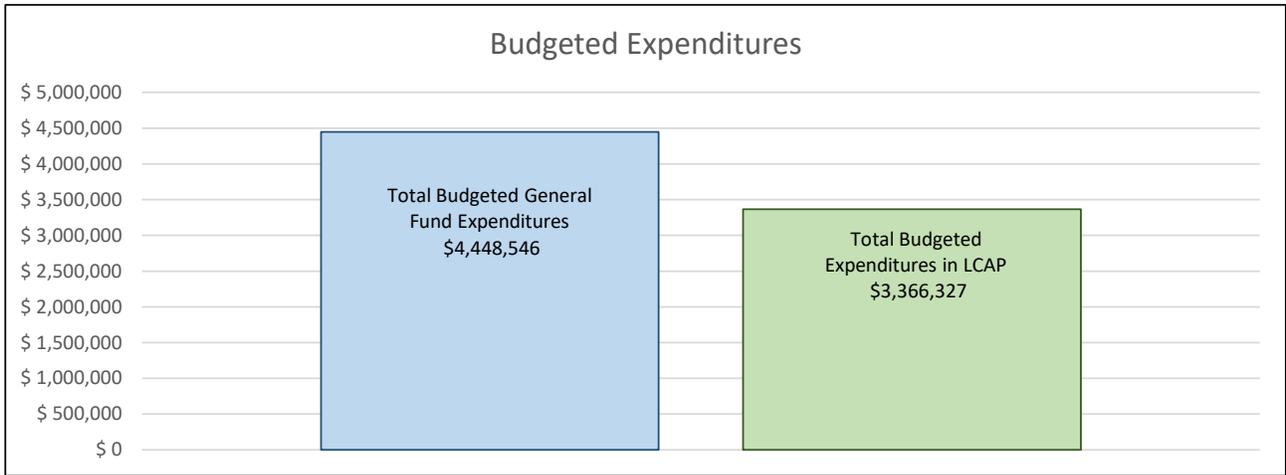


This chart shows the total general purpose revenue Fenton Charter Leadership Academy expects to receive in the coming year from all sources.

The total revenue projected for Fenton Charter Leadership Academy is \$4,993,633.00, of which \$3,798,290.00 is Local Control Funding Formula (LCFF), \$674,835.00 is other state funds, \$14,737.00 is local funds, and \$505,771.00 is federal funds. Of the \$3,798,290.00 in LCFF Funds, \$898,810.00 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 Charter Leadership Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Fenton Charter Leadership Academy plans to spend \$4,448,546.00 for the 2019-20 school year. Of that amount, \$3,366,327.00 is tied to actions/services in the LCAP and \$1,082,219.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

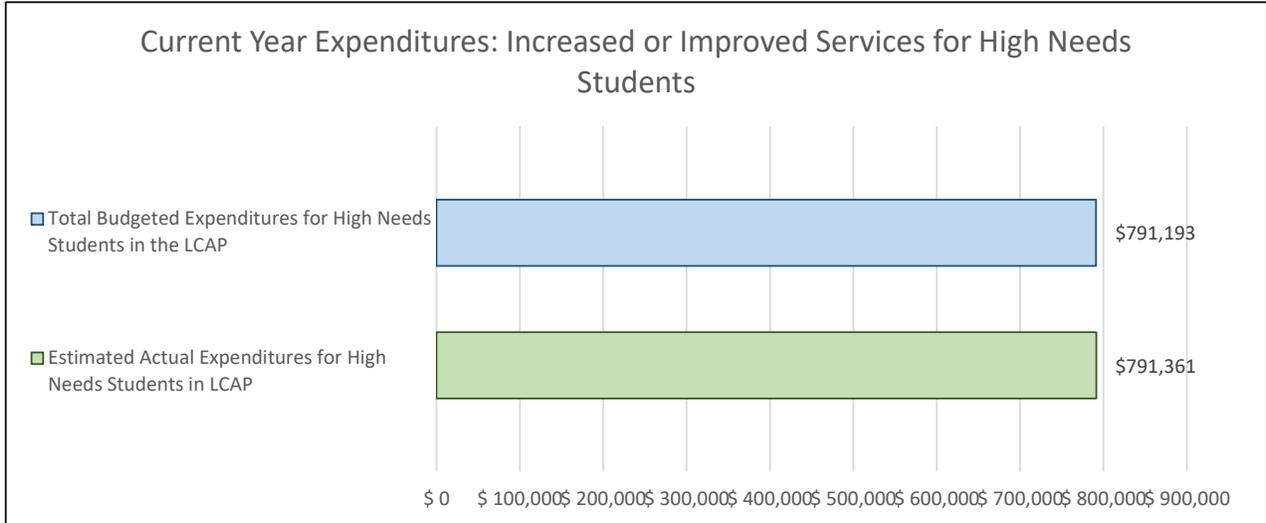
Funds not included in the LCAP consist of Child Nutrition, Special Education Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

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

In 2019-20, Fenton Charter Leadership Academy is projecting it will receive \$898,810.00 based on the enrollment of foster youth, English learner, and low-income students. Fenton Charter Leadership Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Fenton Charter Leadership Academy plans to spend \$900,626.00 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 Charter Leadership Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Fenton Charter Leadership Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Fenton Charter Leadership Academy's LCAP budgeted \$791,193.00 for planned actions to increase or improve services for high needs students. Fenton Charter Leadership Academy estimates that it will actually spend \$791,361.00 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 Charter Leadership Academy

Contact Name and Title

Jennifer Miller
Director

Email and Phone

jmiller@fentoncharter.net
(818) 962-3636

2017-20 Plan Summary

The Story

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

Fenton Charter Leadership Academy (FCLA) is part of the Fenton Charter Public Schools (FCPS) a charter management organization (CMO) with deep roots in the North East San Fernando Valley community. As part of the FCPS, FCLA is committed to serving a wide range of students that require a rigorous program that includes acceleration, differentiated instruction, and depth and complexity. FCLA 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 FCLA 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 Charter Leadership Academy believes 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 and WASC visiting committee have recognized the positive culture at FCLA.

The creation of the Fenton Charter Leadership Academy stems from a teacher-driven initiative to strengthen social-emotional learning (SEL) at Fenton Charter Public Schools. In September 2009, Fenton Avenue Charter School (the initial Fenton school within the CMO) was invited to participate in a three-day workshop sponsored by Yale University at which time the Mutt-i-grees Curriculum, an innovative approach to teaching children social-emotional skills, was to be introduced to selected schools in California. Five staff members were selected by colleagues to represent Fenton in this venture along with Executive Director, Irene Sumida: teachers Barbara Aragon (team leader), Shannon Coulter and Martha May; science specialist, Mary Gunckel; and school counselor, Toni Frear, traveled to Roslyn, New York for the introductory workshop led by MatiaFinn- Stevenson, Director of the Mutt-i-grees™ initiative, Yale research scientist, Associate Director of The Edward Zigler Center in Child Development and Social Policy, and the Director of the School of the 21st Century.

As a result of the level of commitment and interest, Fenton Avenue Charter School was named lead California school for the "Mutt-i-grees" project and also invited to join Yale University's 20-year old project, the School of the 21st Century, also as the lead California school. The partnership that ensued between Fenton and Yale University sparked staff-wide interest in SEL and the benefits that full implementation of the "Mutt-i-grees" program could bring to the Fenton charter schools and the surrounding community.

Guided by their vision and interest in what a fully embraced and integrated social and emotional learning instructional program could bring to their school and community, Barbara Aragon and Toni Frear wrote a charter petition in the 2012-2013 school year. This petition for the Fenton Academy for Social and Emotional Learning was approved by the Los Angeles Unified School District Board of Education in June of 2013.

After a full renovation of the 50,000 square foot building and signing of a twenty-year lease, the school opened in the Sun Valley community of the East San Fernando Valley on August 17, 2015 (charter number 1613) with a maximum capacity of 600 students and has completed its fourth year of operation at the leased site shared with the Fenton STEM Academy.

To clarify the school's focus and contribution to the community while ensuring the continued implementation of social-emotional learning, the school's name "Fenton Academy for Social and Emotional Learning" was changed to "Fenton Charter Leadership Academy", in collaboration with the LAUSD Charter School Division and the California Department of Education. This change was made official in June 2017.

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 Charter Leadership Academy Charter 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

Goal 1

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

Chronic Absenteeism: (Green) 6.9% chronically absent; Declined 1.9%.

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

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

Level 4 - Well Developed (**46.2%**)

Level 3 - Moderately Developed (**34.1%**)

Level 2 - Somewhat Developed (**12.1%**)

Level 1 - Beginning Stage (7.7%)

2019 Preliminary CAASPP Scores:

English Language Arts

(Preliminary) Schoolwide **51%**; Hisp. **46%**; SED **48%**

Mathematics

(Preliminary) Schoolwide **46%**; Hisp. **40%**; SED **44%**

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

LAUSD RFEP Rate: 22.8%

FCLA RFEP Rate: 31.2%

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

Goal 2:

Stakeholder satisfaction rates remain consistently strong.

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

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

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

ADA Rate: The Charter School has an ADA rate of **96.35%**.

Suspension Rate: **0.2%**

Expulsion Rate: **0.0%**

Goal 3:

All classroom teachers hold a valid CA Teaching Credential.

100% of teachers have a valid CA Teaching Credential.

100% of Teachers have appropriate EL Authorization.

100% of Teachers are Appropriately Assigned.

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

All students have access to safe and nurturing learning environment.

100% of Students have State Approved Standards-Based Materials

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

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

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

Greatest Needs

The Charter School has identified the following areas for growth.

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

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

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

Performance Gaps

The Charter School has identified the following area for growth.

Chronic Absenteeism for EL Learners: Orange. This is two levels below the Chronic Absenteeism rate for "All Students".

The Charter School has created custom reports that will enable teachers, administrators, and office to monitor to monitor chronic absenteeism for EL students and all students by an individual 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.

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

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: (Green) 6.9% chronically absent; Declined 1.9%.</p> <p>Suspension Rate: (Blue) .3% suspended at least once; Maintained -0.1%.</p> <p>English Learner Progress: N/A</p> <p>English Language Arts: N/A (FCLA did not have two years of CAASPP scores to obtain data on the Status and Change Report and Equity Report for 2018.)</p> <p>Mathematics: N/A (FCLA did not have two years of CAASPP scores to obtain data on the Status and Change Report and Equity Report for 2018.)</p>
<p>Percentage of students and subgroups scoring standard met or exceeded on CAASPP will be: ELA- 46% (ALL), 46%(Hispanic), 43% (SED), 35%(EL) Math-37%(ALL), 36%(Hispanic), 36%(SED), 24% (EL)</p> <p>2018-19 Percentage of students and subgroups scoring standard met or exceeded on CAASPP will be: ELA- 46% (ALL), 46%(Hispanic), 43% (SED), 35%(EL) Math-37%(ALL), 36%(Hispanic), 36%(SED), 24% (EL)</p>	<p>The following results are preliminary 2019 CAASPP scores.</p> <p>English Language Arts (Preliminary) Schoolwide 51%; Hisp. 46%; SED 48%</p> <p>Mathematics (Preliminary) Schoolwide 46%; Hisp. 40%; SED 44%</p>
<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.</p> <p>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.</p> <p>**Outcomes may change based on guidance from the SBE**</p>	<p>The following reflect the results of English Learner Progress based on the Summative English Language Proficiency Assessment for California (ELPAC).</p> <p>Level 4 - Well Developed (46.2%)</p> <p>Level 3 - Moderately Developed (34.1%)</p> <p>Level 2 - Somewhat Developed (12.1%)</p> <p>Level 1 - Beginning Stage (7.7%)</p>
<p>EL reclassification rate will meet or exceed the Districts reclassification rate</p> <p>2018-19 EL reclassification rate will meet or exceed the Districts reclassification rate.</p>	<p>FCLA exceeded the District EL reclassification (RFEP) rate.</p> <p>LAUSD RFEP Rate: 22.8%</p> <p>FCLA RFEP Rate: 31.2%</p>
<p>All students will demonstrate progress toward proficiency (or above) of grade level Common Core State Standards on internal comparative data.</p> <p>2018-19 All students will continue to demonstrate progress toward proficiency (or above) of grade level Common Core State Standards on internal comparative data.</p>	<p>The Charter School demonstrated growth on the NWEA assessments in Reading, Language. Research has shown that students scoring at or above the 41st percentile on the Math, Reading, and Language growth interim assessments have a greater probability of meeting and/or exceeding the standard on end of year Smarter Balanced Summative Assessments.</p> <p>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.</p>

<p>All students will have access to academic and educational enrichment programs as outlined in the school's charter.</p>	<p>2018-19 100% of students have access to academic and educational enrichment programs as outlined in the school's charter.</p>	<p>All students have access to academic and educational enrichment programs as outlined in the school's charter.</p>
<p>All students will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition</p>	<p>2018-19 All students will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition</p>	<p>All students have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.</p>

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: Schoolwide</p> <p>Location: All Schools</p> <p>-Purchase additional technology for classrooms 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 intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment</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:</p> <p>These 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>\$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses - NWEA Subscription, Psych and Psych (Shared) Counselor (shared)+24 laptops</p>	<p>- LCFF - 5000-5999 Services and Other Operating Expenses - NWEA Subscription, Psych and Psych (Shared) Counselor (shared)+24 laptops (repeated expenditure)</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>-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</p> <p>-Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification.</p>	<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</p>	<p>\$977,562 - LCFF - 1000-1999 Certificated Salaries - LCFF - 2000-2999 Classified Salaries - Federal Revenues - Title I - 2000-2999 Classified Salaries - LCFF - 3000-3999 Employee Benefits - LCFF - 1000-1999 Certificated Salaries - LCFF - 5000-5999 Services and Other Operating Expenses - LCFF - 1000-1999 Certificated Salaries - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p>	<p>\$38,900 - LCFF - 1000-1999 Certificated Salaries - Salaries for 50% of school psychologist and 50% of school counselor. \$121,093 - LCFF - 2000-2999 Classified Salaries - Salary for Instructional Assistants (2100) \$89,627 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Salary for Instructional Assistants (2100) \$106,349 - LCFF - 3000-3999 Employee Benefits - Employee benefits for educators</p>

<p>-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</p> <p>-Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments</p> <p>-Provide Progress and Monitoring of Subgroups using Illuminate Data & Assessment and NWEA MAP Assessments allow FCLA to monitor subgroups for every core content area.</p>	<p>counseling services, school psychologist, and instructional assistants.</p> <p>Students received additional support through the use of dynamic supplemental materials.</p> <p>Budget expenditures include services by Lead Teachers, Charter Management Chief Academic Officer and Instructional Coaches, and the Special Education Coordinator.</p> <p>This action was made possible by the 7 days of professional development teachers available to teachers among this LEA. In addition, students were able to receive 4 extra days of school due to the supplemental and concentration grant funds the school received.</p>	<p>- LCFF - 1000-1999 Certificated Salaries - LCFF - 1000-1999 Certificated Salaries - LCFF - 4000-4999 Books and Supplies - LCFF - 1000-1999 Certificated Salaries</p>	<p>providing intervention support. \$27,500 - LCFF - 1000-1999 Certificated Salaries - Lead Teacher Stipends \$40,693 - LCFF - 5000-5999 Services and Other Operating Expenses - CMO Instructional Support \$32,750 - LCFF - 1000-1999 Certificated Salaries - Special Education Coordinator \$21,522 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - 7 Professional Development Days \$21,914 - LCFF - 1000-1999 Certificated Salaries - 7 Professional Development Days \$38,039 - LCFF - 1000-1999 Certificated Salaries - 4 Extra Instructional Days \$59,069 - LCFF - 4000-4999 Books and Supplies - Instructional Materials for intervention support. \$119,940 - LCFF - 1000-1999 Certificated Salaries - Reduce Class Sizes to 24 students</p>
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and formative EL assessment. • Provide professional development activities focused on ELD for EL students. • Provide new teacher assistance and support, specifically relating to EL • Provide Highly qualified and experienced teachers who have appropriate EL authorization who will continuously monitor instruction and achievement of ELs. • Implement the FCLA English Learner Master Plan. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>The actions and services had a positive impact on enriching the educational experience of our English language learners as written. Students received appropriate intervention as designed.</p> <p>The expenditures for this action item are repeat expenditures found among resource codes in the 1000s, 2000s, and 4000s. (Goal 1, Action 2)</p>	<p>\$8,400 - Teacher Effectiveness - 5000-5999 Services and Other Operating Expenses - PD</p>	<p>- Teacher Effectiveness (repeated expenditure)</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>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>The actions and services were completed as planned. 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>\$13,000 - Teacher Effectiveness - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>	<p>(repeated expenditure)</p>

<ul style="list-style-type: none"> • Implement the FCCLA English Learner Master Plan. • Highly qualified and experienced teachers who have appropriate EL authorization who will continuously monitor instruction and achievement of ELs. • Provide new teacher assistance and support, specifically relating to ELs. Provide professional development activities focused on ELD for EL students. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and EL Formative Assessment. 			
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Action 5

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: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>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>	<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> <p>The participation rate on CAASPP exceeded 95%. The actions are services were implemented as planned.</p> <p>The budget for this expenditure was revised to reflect the revised cost of the laptops for 3rd and 4th grade students.</p>	<p>\$38,295 - LCFF - 5000-5999 Services and Other Operating Expenses - laptops- 3rd/4th</p>	<p>\$15,401 - LCFF - 5000-5999 Services and Other Operating Expenses - Laptops for 3rd and 4th Grade Students</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, 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

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. Organization: 94% Curriculum: 96% Instruction: 95% Assessment: 95% School Culture: 99%</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. Parent Survey (Overall Results): 96% Student Survey (Overall Results): 98% Staff Survey (Overall Results): 97%</p>
<p>School will continue to maintain an ADA rate above 95%.</p>	<p>2018-19 School will continue to maintain an ADA rate above 95%.</p> <p>The Charter School has an ADA rate of 96.35%.</p>
<p>School will continue to maintain a low suspension rate < 1%. School will continue to maintain a low expulsion rate < 1%.</p>	<p>2018-19 -School will continue to maintain a low suspension rate < 1%. -School will continue to maintain a low expulsion rate < 1%.</p> <p>Suspension Rate: 0.3% Expulsion Rate: 0.0%</p>

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 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>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 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 2)</p>	<p>\$14,757 - LCFF - 2000-2999 Classified Salaries - Parent Center Director (repeated expenditure)</p>	<p>\$13,500 - LCFF - 2000-2999 Classified Salaries - Parent Center Director (2201) (repeated expenditure)</p>

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 	<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 Charter School has a strong relationship with parents and members of the community. The Charter School continues to take part in outreach opportunities as written and planned. The amount expended for this action was reduced significantly to account for only the partial salary for the Parent Center Director. The other costs of the maintaining the Parent Center are a repeat expenditure and found among resource codes in the 1000s, 2000s, and 5000s.</p>	<p>\$210,740 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$13,500 - LCFF - 2000-2999 Classified Salaries - Parent Center Director (2201)</p>

<p>Arrow, Google email, and website)</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 included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Scope of Service: LEA-wide 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/or 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 Coordinators and Attendance Manager continue to monitor student attendance and assists with home-school communication. The budgeted amount has been adjusted to reflect the salary of the Attendance Manager and the School Nurse to ensure student wellness.</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>\$178,322 - LCFF - 1000-1999 Certificated Salaries - Administrative Coordinators (repeated expenditure) - LCFF - 2000-2999 Classified Salaries</p>	<p>\$24,000 - LCFF - 2000-2999 Classified Salaries - Attendance Manager (2000s) \$33,375 - LCFF - 2000-2999 Classified Salaries - School Nurse \$85,000 - LCFF - 1000-1999 Certificated Salaries - Administrative Staff Responsible for Positive Behavior Intervention Support Plan (PBIS) to reduce number of student expulsions. - 1000-1999 Certificated</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>Students to be Served: Scope of Service: Schoolwide Location:</p> <ul style="list-style-type: none"> 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 to incentivize learning 	<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: Location:</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>\$3,408 - LCFF - 5000-5999 Services and Other Operating Expenses - Student Activities (5877)</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 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

Goal 3: Basic Conditions for 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	Actual
<p>All classroom teachers will hold 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. 100% of Teachers have appropriate EL Authorization. 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>
<p>100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.</p>	<p>2018-19 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.</p>	<p>100% of EL students have access to CCS-aligned curriculum to develop their EL proficiency.</p>
<p>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.</p>	<p>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.</p>	<p>100% of items in Site Inspection Lists are in compliance and in good standing.</p>
<p>School facilities are safe and secure for students and staff.</p>	<p>2018-19 School facilities are safe and secure for students and staff.</p>	<p>School facilities continue to be safe and secure for students and staff.</p>

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:</p> <p>The Charter School consistently maintains proper credentials prior to the start of employment.</p>	<p>\$1,331,401 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) - LCFF - 3000-3999 Employee Benefits</p>	<p>\$976,331 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries (Non Supplemental) \$495,828 - 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 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>Professional Development will be provided in the areas of:</p> <p>English Language Arts Math Next Generation Science Standards (NGSS) English Language Development (ELD) Technology Differentiated instruction</p>	<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 Charter School engages staff in robust professional development to supplement the instructional program in ELA/ELD, Math, Next Generation Science Standards (NGSS), Technology, and Differentiated Instruction.</p>	<p>\$13,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$25,831 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development (5864)</p>

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: All Schools</p> <p>FCLA fully implemented the Common Core State Standards (CCSS) in language arts and mathematics, with the addition of a new math series, McGraw-Hill My Math (TK-5), in 2015-2016 and Benchmark Educations Benchmark Advance program (TK-5), a CCSS aligned and state approved literacy program, in 2016-2017. Continue to provide students with state approved standards-based materials.</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:</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>These action includes a computer lease to ensure students have access to a robust platform to cultivate student learning.</p>	<p>\$29,800 - LCFF - 4000-4999 Books and Supplies - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$402,028 - LCFF - 4000-4999 Books and Supplies - Core: Instructional Materials \$10,266 - LCFF - 5000-5999 Services and Other Operating Expenses - Computers with software lease (5605)</p>

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: All</p> <p>Location: All Schools</p>	<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> <p>Continued risk management site</p>	<p>\$111,574 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$119,643 - LCFF - 2000-2999 Classified Salaries - Maintenance/Custodial /Security (2201)</p>

<ul style="list-style-type: none"> • Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement. 	inspections of campus by property and liability carrier. Corrected all areas identified in need of repair or replacement.		
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Action 5

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"> • Install additional security cameras inside and outside of facility • Install secure entrance and buzzer system in entryway • Install delayed exit back push door 	<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.</p>	<p>\$16,500 - LCFF - 5000-5999 Services and Other Operating Expenses - entryway buzzer system, video camera on sunland, delayed door exit system</p>	<p>\$20,535 - LCFF - 5000-5999 Services and Other Operating Expenses - Security Cameras</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?

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

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

Parent Meetings:

Parent Orientation Weeks: August 20-27, 2018

Informational Night Meeting: September 5, 2018

Family Math Night: October 19, 2018

Leadership Summit/Open House: April 26, 2019

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

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

Leadership Meetings:

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

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

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

Instruction Committee Meetings: April 30, 2019 and June 6, 2019

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

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

Impact on LCAP and Annual Update

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

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

ESLR 1: Every FCLA student will be an academic achiever:

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

ESLR 2: Every FCLA student will be a self-directed learner.

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

ESLR 3: Every FCLA student will be an effective communicator.

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

ESLR 4: Every FCLA student will be a responsible citizen.

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

This will include:

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

- Increased integration of technology, a culture of data-driven instruction and differentiated instructional strategies based on data.
- Increased communication between stakeholder groups, including with students regarding their own progress to help them take ownership of their learning.
- Continued character development and conflict resolution skills development will enhance the learning community.

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

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

Increase Student Achievement

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

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

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

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																																				
School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report	School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report. Equity Report <table border="1"> <thead> <tr> <th>State Indicators</th> <th>All Student Perf.</th> <th>Total Student Groups</th> <th>Student Groups in Red/Orange</th> </tr> </thead> <tbody> <tr> <td>Chronic Absenteeism</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Suspension Rate</td> <td>Blue</td> <td>3</td> <td>0</td> </tr> <tr> <td>EL Progress</td> <td>Orange</td> <td>1</td> <td>1</td> </tr> <tr> <td>Local Indicators</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Basic</td> <td>Met</td> <td></td> <td></td> </tr> <tr> <td>Implementation of Acad. Standards</td> <td>Met</td> <td></td> <td></td> </tr> <tr> <td>Parent Engagement</td> <td>Met</td> <td></td> <td></td> </tr> <tr> <td>Local Climate Survey</td> <td>Met</td> <td></td> <td></td> </tr> </tbody> </table> Status and Change Report <table border="1"> <thead> <tr> <th>State Indicators</th> <th>All Student Perf.</th> <th>Status</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Chronic Absenteeism</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Suspension Rate</td> <td>Blue</td> <td>Very Low, .4%</td> <td>Maintained, -0.1</td> </tr> <tr> <td>EL Progress</td> <td>Orange</td> <td>66.7%</td> <td>Maintained, -.1</td> </tr> </tbody> </table>	State Indicators	All Student Perf.	Total Student Groups	Student Groups in Red/Orange	Chronic Absenteeism	NA	NA	NA	Suspension Rate	Blue	3	0	EL Progress	Orange	1	1	Local Indicators				Basic	Met			Implementation of Acad. Standards	Met			Parent Engagement	Met			Local Climate Survey	Met			State Indicators	All Student Perf.	Status	Change	Chronic Absenteeism	NA	NA	NA	Suspension Rate	Blue	Very Low, .4%	Maintained, -0.1	EL Progress	Orange	66.7%	Maintained, -.1	<i>Results are not yet available for the 2018 California School Dashboard.</i>	School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.	School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.
State Indicators	All Student Perf.	Total Student Groups	Student Groups in Red/Orange																																																					
Chronic Absenteeism	NA	NA	NA																																																					
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EL Progress	Orange	66.7%	Maintained, -.1																																																					
Percentage of students and subgroups scoring standard met or exceeded on CAASPP will be: ELA- 46% (ALL), 46%(Hispanic), 43% (SED), 35%(EL) Math-37%(ALL), 36%(Hispanic), 36%(SED), 24% (EL)	Percentage of students and subgroups scoring standard met or exceeded on CAASPP will be: ELA- 45% (ALL), 44%(Hispanic), 41% (SED), 33%(EL) Math-35%(ALL), 34%(Hispanic), 34%(SED), 22% (EL)	Percentage of students and subgroups scoring standard met or exceeded on CAASPP will be: ELA- 45% (ALL), 44%(Hispanic), 41% (SED), 33%(EL) Math-35%(ALL), 34%(Hispanic), 34%(SED), 22% (EL)	Percentage of students and subgroups scoring standard met or exceeded on CAASPP will be: ELA- 46% (ALL), 46%(Hispanic), 43% (SED), 35%(EL) Math-37%(ALL), 36%(Hispanic), 36%(SED), 24% (EL)	Percentage of students and subgroups scoring standard met or exceeded on CAASPP will be: ELA- 48% (ALL), 48%(Hispanic), 45% (SED), 37%(EL) Math-39%(ALL), 38%(Hispanic), 38%(SED), 26% (EL)																																																				
English Language Learner students will	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	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	English Language	English Language Learner																																																				

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.

external and internal assessments) each year.

ELPAC Summative Assessment - Year 1 (2018)

Grade Levels	# of Students	Performance Levels			
		Level 1	Level 2	Level 3	Level 4
TK	9	2	2	3	2
K	25	1	1	6	17
1	29	4	2	12	11
2	17	0	0	7	10
3	10	0	5	4	1
Total	90	7	10	32 (36%)	41 (46%)

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 (2018)

Grade Levels	# of Students	Performance Levels			
		Level 1	Level 2	Level 3	Level 4
TK	9	2	2	3	2
K	25	1	1	6	17
1	29	4	2	12	11
2	17	0	0	7	10
3	10	0	5	4	1
Total	90	7	10	32 (36%)	41 (46%)

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. **Outcomes may change based on guidance from the SBE**

EL reclassification rate will meet or exceed the Districts reclassification rate

FCLA has a reclassification rate of 13.5%. The LAUSD has a reclassification rate of 20.1%.

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Fenton Charter Leadership Academy	19647330131722	288	93 (32.3%)	26 (9.0%)	10 (13.5%)
District Total:		621,414	143,196 (23.0%)	218,752 (35.2%)	31,718 (20.1%)
County Total:		1,492,652	305,310 (20.5%)	424,365 (28.4%)	55,811 (16.9%)
State Total:		6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.6%)

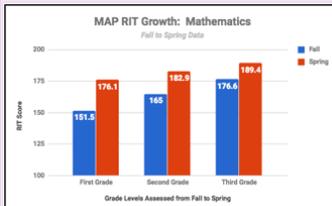
FCLA has a reclassification rate of 13.5%. The LAUSD has a reclassification rate of 20.1%.

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
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State Total:		6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.6%)

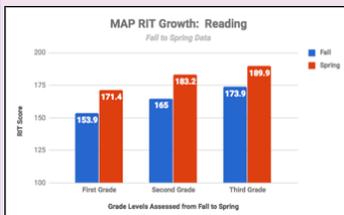
EL reclassification rate will meet or exceed the Districts reclassification rate.

All students will demonstrate progress toward proficiency (or above) of grade level Common Core State Standardson internal comparative data.

All students demonstrate progress toward proficiency (or above) of grade level Common Core State Standards on internal comparative data.

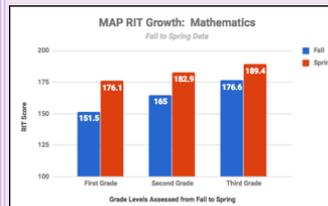


Math Assessment	First Grade	Second Grade	Third Grade
Fall	151.5	165	176.6
Spring	176.1	182.9	189.4

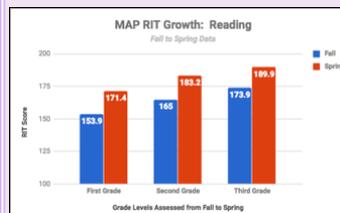


Reading Assessment	First Grade	Second Grade	Third Grade
Fall	153.9	165	173.9
Spring	171.4	183.2	189.9

All students demonstrate progress toward proficiency (or above) of grade level Common Core State Standards on internal comparative data.

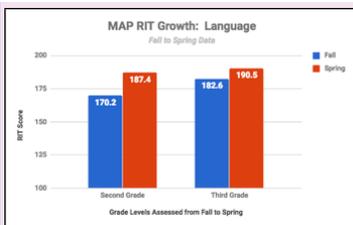


Math Assessment	First Grade	Second Grade	Third Grade
Fall	151.5	165	176.6
Spring	176.1	182.9	189.4

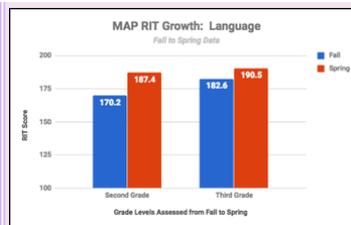


Reading Assessment	First Grade	Second Grade	Third Grade
Fall	153.9	165	173.9
Spring	171.4	183.2	189.9

All students will continue to demonstrate progress toward proficiency (or above) of grade level Common Core State Standards on internal comparative data.



Language Assessment	First Grade	Second Grade	Third Grade
Fall	Does not test	170.2	182.6
Spring	Does not test	187.4	190.5



Language Assessment	First Grade	Second Grade	Third Grade
Fall	Does not test	170.2	182.6
Spring	Does not test	187.4	190.5

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

100% of students have access to academic and educational enrichment programs as outlined in the schools charter.

100% of students have access to academic and educational enrichment programs as outlined in the schools charter.

100% of students have access to academic and educational enrichment programs as outlined in the schools charter.

100% of students 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

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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)

_____ Schoolwide All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
<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 intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment.</p>	<p>-Purchase additional technology for classrooms 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 intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment</p>	<p>-Maintain additional technology for classrooms 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 intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$75,000	\$100,000	\$100,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; NWEA Subscription, Psych and Psych (Shared) Counselor (shared).	5000-5999 Services and Other Operating Expenses; NWEA Subscription, Psych and Psych (Shared) Counselor (shared)+24 laptops	5000-5999 Services and Other Operating Expenses; NWEA Subscription, Psych and Psych (Shared) Counselor (shared)+24 laptops

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)

[Empty input fields for student selection and location selection]

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)

English Learners, Foster Youth, Low Income | LEA-wide | All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Modified Action
<p>-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</p> <p>-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</p> <p>-Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments</p> <p>-Provide Progress and Monitoring of Subgroups using Illuminate Data & Assessment and NWEA MAP Assessments allow FCLA to monitor subgroups for every core content area.</p>	<p>-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</p> <p>-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</p> <p>-Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments</p> <p>-Provide Progress and Monitoring of Subgroups using Illuminate Data & Assessment and NWEA MAP Assessments allow FCLA to monitor subgroups for every core content area.</p>	<p>-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</p> <p>-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</p> <p>-Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments</p> <p>-Provide Progress and Monitoring of Subgroups using Illuminate Data & Assessment and NWEA MAP Assessments allow FCLA to monitor subgroups for every core content area.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$757,931	\$977,562	\$49,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Salaries for 50% of school psychologist and 50% of school counselor.
Amount	\$0	\$0	\$111,798
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; Salary for Instructional Assistants (2100)
Amount	\$0	\$0	\$104,366
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries; Salary for Instructional Assistants (2100)
Amount	\$0	\$0	\$13,800
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; Music Specialist

Amount	\$0	\$0	\$140,283
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Employee benefits for educators providing intervention support.
Amount	\$0	\$0	\$27,500
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Lead Teacher Stipends
Amount	\$0	\$0	\$44,392
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; CMO Instructional Support
Amount	\$0	\$0	\$32,750
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Special Education Coordinator
Amount	\$0	\$0	\$23,417
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries; 7 Professional Development Days
Amount	\$0	\$0	\$27,390
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 7 Professional Development Days
Amount	\$0	\$0	\$44,041
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 4 Extra Instructional Days
Amount	\$0	\$0	\$64,175
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; Instructional Materials for intervention support (4100,4200,4300,4320)
Amount	\$0	\$0	\$171,777
Source			LCFF
Budget Reference			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:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <input style="width: 100%; height: 20px;" type="text"/>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <input style="width: 100%; height: 20px;" type="text"/>
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OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <input style="width: 100%; height: 20px;" type="text"/>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <input style="width: 100%; height: 20px;" type="text"/>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <input style="width: 100%; height: 20px;" type="text"/>
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Actions/Services

2017-18 <small>Select from New Action, Modified Action, or Unchanged Action:</small>	2018-19 <small>Select from New Action, Modified Action, or Unchanged Action:</small>	2019-20 <small>Select from New Action, Modified Action, or Unchanged Action:</small>
New Action	Unchanged Action	Unchanged Action
<ul style="list-style-type: none"> • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and formative EL assessment. • Provide professional development activities focused on ELD for EL students. • Provide new teacher assistance and support, specifically relating to EL • Provide Highly qualified and experienced teachers who have appropriate EL authorization who will continuously monitor instruction and achievement of ELs. • Implement the FCLA English Learner Master Plan. 	<ul style="list-style-type: none"> • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and formative EL assessment. • Provide professional development activities focused on ELD for EL students. • Provide new teacher assistance and support, specifically relating to EL • Provide Highly qualified and experienced teachers who have appropriate EL authorization who will continuously monitor instruction and achievement of ELs. • Implement the FCLA English Learner Master Plan. 	<ul style="list-style-type: none"> • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and formative EL assessment. • Provide professional development activities focused on ELD for EL students. • Provide new teacher assistance and support, specifically relating to EL • Provide Highly qualified and experienced teachers who have appropriate EL authorization who will continuously monitor instruction and achievement of ELs. • Implement the FCLA English Learner Master Plan.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$8,400	\$8,400	\$8,400 (repeat expenditure)
Source	Teacher Effectiveness	Teacher Effectiveness	Teacher Effectiveness
Budget Reference	5000-5999 Services and Other Operating Expenses; PD	5000-5999 Services and Other Operating Expenses; PD	5000-5999 Services and Other Operating Expenses; Teacher Effectiveness

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
<ul style="list-style-type: none"> In 2017-18, FCLA implemented the FCLA English Learner Master Plan, provided highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. FCLA also provided New teacher assistance and support, specifically relating to ELs, continued professional development activities 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 	<ul style="list-style-type: none"> Implement the FCLA English Learner Master Plan. Highly qualified and experienced teachers who have appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide new teacher assistance and support, specifically relating to ELs. Provide professional development activities focused on ELD for EL students. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and EL Formative Assessment. 	<ul style="list-style-type: none"> Implement the FCLA English Learner Master Plan. Highly qualified and experienced teachers who have appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide new teacher assistance and support, specifically relating to ELs. Provide professional development activities focused on ELD for EL students. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and EL Formative Assessment.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$8,400 (repeat expenditure)	\$13,000 (repeat expenditure)	\$13,000 (repeat expenditure)
Source	Teacher Effectiveness	Teacher Effectiveness	Teacher Effectiveness
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; Teacher Effectiveness

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	Unchanged Action	Modified Action
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.	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.	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	\$16,820	\$38,295	\$4,440
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; laptops - 3rd	5000-5999 Services and Other Operating Expenses; laptops - 3rd/4th	5000-5999 Services and Other Operating Expenses; Laptops - 5th

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 95%.	School maintained an ADA rate above 95%.	School maintained an ADA rate above 95%.	School will continue to maintain an ADA rate above 95%.	School will continue to maintain an ADA rate above 95%.
School will continue to maintain a low suspension rate < 1%. School will continue to maintain a low expulsion rate < 1%.	-School maintains a low suspension rate < 1%. -School maintains a low expulsion rate < 1%.	-School maintains a low suspension rate < 1%. -School maintains a low expulsion rate < 1%.	-School will continue to maintain a low suspension rate < 1%. -School will continue to maintain a low expulsion rate < 1%.	-School will continue to maintain a low suspension rate < 1%. -School will continue to maintain a low expulsion rate < 1%.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

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"> Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, flyers, annual Handbook and an annual calendar of meetings and events. The Family Center will continue to be staffed during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies and class and school performances. Parents will be strongly encouraged to attend twice annual parent teacher conferences. All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the governance councils, and to attend meetings of these groups 	<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 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"> Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, flyers, annual Handbook and an annual calendar of meetings and events. The Family Center will continue to be staffed during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies and class and school performances. Parents will be strongly encouraged to attend twice annual parent teacher conferences. All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the governance councils, and to attend meetings of these groups

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$13,000 (repeat expenditure)	\$14,757 (repeat expenditure)	\$13,500 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Parent Center Director	2000-2999 Classified Salaries; Parent Center Director	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:

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$221,393	\$210,740	\$13,500
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries; Parent Center Director

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

(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"> Attendance Manager will continue to monitor student attendance and communicate with families. Assistant Director and/or Administrative Coordinator will continue parent outreach and communicating the importance of attendance and arriving at school on time each day 	<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Assistant Director and/or Administrative Coordinator will continue parent outreach and communicating the importance of attendance and arriving at school on time each day 	<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Assistant Director and/or 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	\$0	\$178,322 (repeat expenditure)	\$24,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Administrative Coordinators	2000-2999 Classified Salaries; Attendance Manager
Amount	\$0	\$0	\$85,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Administrative Coordinator
Amount	\$0	\$0	\$33,375
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; School Nurse

Action 4

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

Students to be Served:

(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	Unchanged Action	Unchanged Action
<ul style="list-style-type: none"> 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 to incentivize learning 	<ul style="list-style-type: none"> 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 to incentivize learning 	<ul style="list-style-type: none"> 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 to incentivize learning

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$1,455
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; Student Activities (5877)

Modified Goal

Goal 3

Provide a Nurturing Condition for All Learners

State and/or Local Priorities Addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.	All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.	All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.	All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.	All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.
Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.
Continue to provide students with state approved standards-based materials.	Continue to provide students with state approved standards-based materials.	Continue to provide students with state approved standards-based materials.	Continue to provide students with state approved standards-based materials.	Continue to provide students with state approved standards-based materials.
100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.
School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.	School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in	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	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	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

	compliance or good standing.	standing.	standing.	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:

2018-19

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

2019-20

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

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,103,558 (repeat expenditure)	\$1,331,401 (repeat expenditure)	\$1,095,003
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Certificated Salaries (Non Supplemental)
Amount	\$0	\$0	\$583,386
Source			LCFF
Budget Reference			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:

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
Teachers participated in research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	Professional Development will be provided in the areas of: English Language Arts Math Next Generation Science Standards (NGSS) English Language Development (ELD) Technology Differentiated instruction	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	\$8,400	\$13,000	\$16,390
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; Professional Development (5864)

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:

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$22,646	\$29,800	\$503,640
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies; Core: Instructional Materials
Amount	\$0	\$0	\$13,751
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Computers with software lease (5605)

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

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"> 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	\$104,427	\$131,778	\$131,778
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries; Maintenance/Custodial/Security (2201)

Action 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	Modified Action
Consult with experts regarding upgrading safety and security of facility.	<ul style="list-style-type: none"> • Install additional security cameras inside and outside of facility • Install secure entrance and buzzer system in entryway • Install delayed exit back push door 	<ul style="list-style-type: none"> • Maintain additional security cameras inside and outside of facility • Maintain secure entrance and buzzer system in entryway • Maintain delayed exit back push door

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$16,500	\$5,920
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Security Cameras	5000-5999 Services and Other Operating Expenses; Security Cameras	5000-5999 Services and Other Operating Expenses; Security Cameras

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$898,810

Percentage to Increase or Improve Services:

31.00%

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

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

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

Goal 1: Action 2 – Planned services for this action item include additional school psychologist and school counselor support, additional special education support, highly qualified instructional assistants, Lead Teacher stipends, Instructional Coaches, Music Teacher, 7 Professional Development Days, 4 Extra Instructional Days, instructional materials for intervention and enrichment, and a reduction in class size to keep class sizes below 24 students.

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

Goal 2: Action 3 – Planned services for this action item include an Attendance Manager, Administrator focused on Positive Behavior Interventions and Supports (PBIS), and a School Nurse.

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

Goal 3: Action 2 - Planned services for this action item include professional development for all staff members on strategies to meet the academic and social/emotional needs of our English learners, socioeconomically disadvantaged and Foster Youth.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$791,193

Percentage to Increase or Improve Services:

29.00%

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 Charter Leadership Academy's identified supplemental and concentration grant based on the number and concentration of unduplicated students is \$791,193 for fiscal year 2018-2019. Details regarding how these additional funds will be expended are included in Section 3B, and are summarized below:

- Professional development including training for school leadership and all certificated staff, as well as classified staff as appropriate, focusing on target population of unduplicated students (29% of Supplemental and Concentration Grant).
- Additional personnel, materials and resources to support and assist target groups in English language development, English language arts, mathematics and other curricular areas as needed to ensure population of unduplicated students reach proficiency in mastering Common Core State Standards (29% of Supplemental and Concentration Grant).
- Psychological and mental health support, academic intervention, and social/emotional programs designed to monitor and promote strong and regular yearly progress of unduplicated student group (29% of Supplemental and Concentration Grant).

Due to Fenton Charter Leadership Academy's high percentage of unduplicated students, the funds will be expended on a school-wide basis to ensure all students are served and personnel, materials and resources are utilized efficiently and equitably. Fenton Charter Leadership Academy's proportional increase or improvement in services for fiscal year 2018-2019 is 29%. All of the actions and services specified provide additional layers of service for low income, foster youth, English Learners and re-designated fluent English proficient students by providing additional support and training for teachers, intervention and enrichment activities and resources for these students, and additional personnel to support the continued and regular progress of students. These activities are specifically designed to focus on the needs of the unduplicated student groups above and beyond

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:

\$515,472

Percentage to Increase or Improve Services:

21.82%

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

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

Fenton Charter Leadership Academy's identified supplemental and concentration grant based on the number and concentration of unduplicated students (90%) is \$515,472 for fiscal year 2017-2018. Details regarding how these additional funds will be expended are included in Section 3B, and are summarized below:

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

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

Psychological and mental health support, academic intervention, and social/emotional programs designed to monitor and promote strong and regular yearly progress of unduplicated student group (26% of Supplemental and Concentration Grant).
Due to Fenton Charter Leadership Academy's high percentage of unduplicated students (90%), the funds will be expended on a school-wide basis to ensure all students are served and personnel, materials and resources are utilized efficiently and equitably.

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

Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$1,507,871	\$2,942,542	\$3,366,327
1000-1999 Certificated Salaries	977,562	1,361,896	1,555,878
2000-2999 Classified Salaries	322,314	401,238	432,617
3000-3999 Employee Benefits	0	602,177	723,669
4000-4999 Books and Supplies	29,800	461,097	567,815
5000-5999 Services and Other Operating Expenses	178,195	116,134	86,348

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$1,507,871	\$2,942,542	\$3,366,327
Teacher Effectiveness	8,400	0	0
Federal Revenues - Title I	0	111,149	127,783
LCFF Base/Not Contributing to Increased or Improved Services	1,118,936	2,040,032	2,337,918
LCFF S & C/Contributing to Increased or Improved Services	380,535	791,361	900,626

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$1,507,871	\$2,942,542	\$3,366,327
1000-1999 Certificated Salaries	Federal Revenues - Title I	0	21,522	23,417
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	977,562	976,331	1,095,003
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	364,043	437,458
2000-2999 Classified Salaries	Federal Revenues - Title I	0	89,627	104,366
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	111,574	119,643	131,778
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	210,740	191,968	196,473
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	0	495,828	583,386
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	0	106,349	140,283
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	29,800	402,028	503,640
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	0	59,069	64,175
5000-5999 Services and Other Operating Expenses	Teacher Effectiveness	8,400	0	0
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	0	46,202	24,111
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	169,795	69,932	62,237

Expenditures by Goal and Funding Source		2019
Funding Source		
Increase Student Achievement		
All Funding Sources		\$859,129
Teacher Effectiveness		0
Federal Revenues - Title I		127,783
LCFF Base/Not Contributing to Increased or Improved Services		4,440
LCFF S & C/Contributing to Increased or Improved Services		726,906
Increase Meaningful and Purposeful Student, Teacher, and Parent Engagement		
All Funding Sources		\$157,330
LCFF S & C/Contributing to Increased or Improved Services		157,330

Provide a Nurturing Condition for All Learners	
All Funding Sources	\$2,349,868
LCFF Base/Not Contributing to Increased or Improved Services	2,333,478
LCFF S & C/Contributing to Increased or Improved Services	16,390

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
Goal 1: Increase Student Achievement		
All Funding Sources	\$1,124,257	\$732,797
Teacher Effectiveness	8,400	0
Federal Revenues - Title I	0	111,149
LCFF Base/Not Contributing to Increased or Improved Services	977,562	15,401
LCFF S & C/Contributing to Increased or Improved Services	138,295	606,247
Goal 2: Increase Meaningful and Purposeful Student, Teacher, and Parent Engagement		
All Funding Sources	\$212,740	\$159,283
LCFF S & C/Contributing to Increased or Improved Services	212,740	159,283
Goal 3: Basic Conditions for Learning		
All Funding Sources	\$170,874	\$2,050,462
LCFF Base/Not Contributing to Increased or Improved Services	141,374	2,024,631
LCFF S & C/Contributing to Increased or Improved Services	29,500	25,831

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