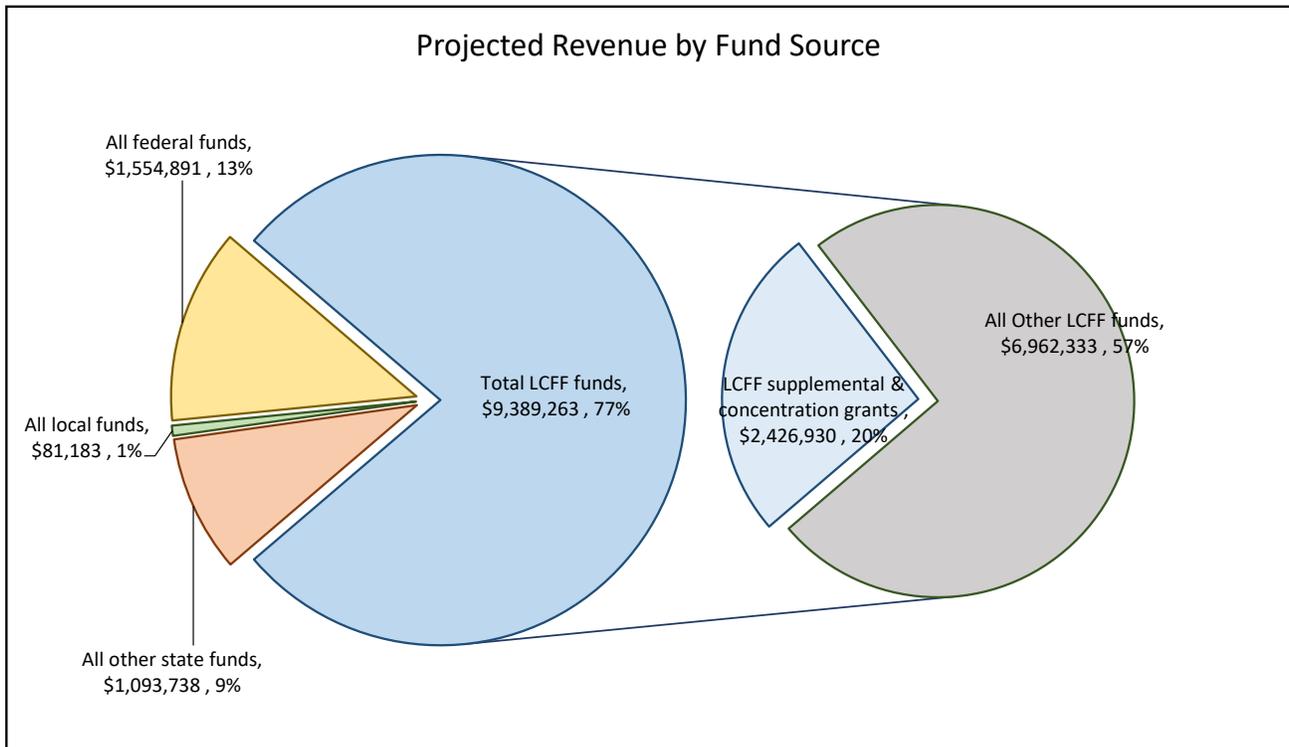


# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Monica Boulevard Community Charter  
CDS Code: 19-64733-6019079  
Local Control and Accountability Plan (LCAP) Year: 2019-20  
LEA contact information: Cary Rabinowitz

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

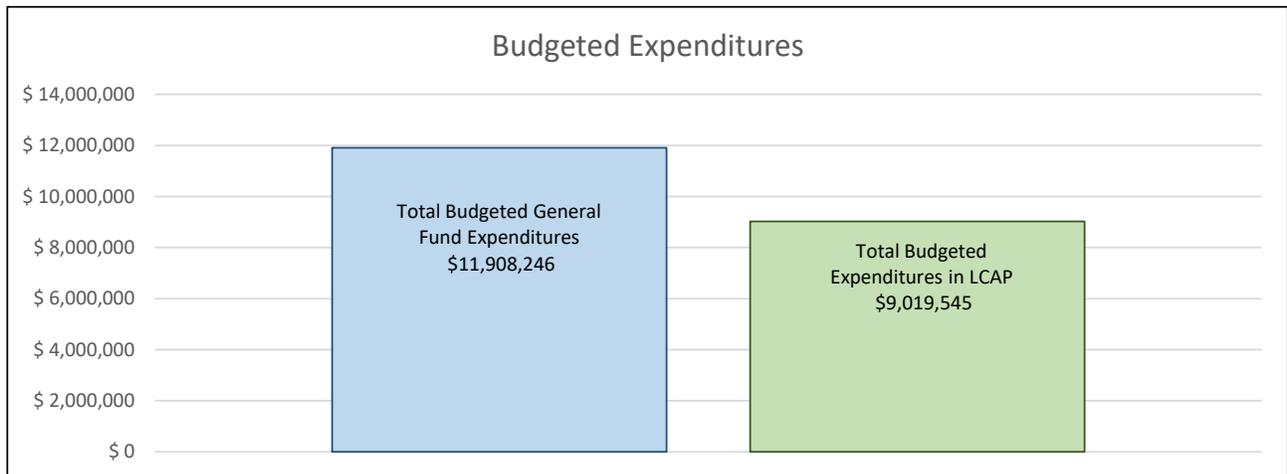


This chart shows the total general purpose revenue Santa Monica Boulevard Community Charter expects to receive in the coming year from all sources.

The total revenue projected for Santa Monica Boulevard Community Charter is \$12,119,074.91, of which \$9,389,263.00 is Local Control Funding Formula (LCFF), \$1,093,737.96 is other state funds, \$81,183.00 is local funds, and \$1,554,890.94 is federal funds. Of the \$9,389,263.00 in LCFF Funds, \$2,426,930.00 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 Santa Monica Boulevard Community Charter plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Santa Monica Boulevard Community Charter plans to spend \$11,908,246.00 for the 2019-20 school year. Of that amount, \$9,019,545.00 is tied to actions/services in the LCAP and \$2,888,701.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

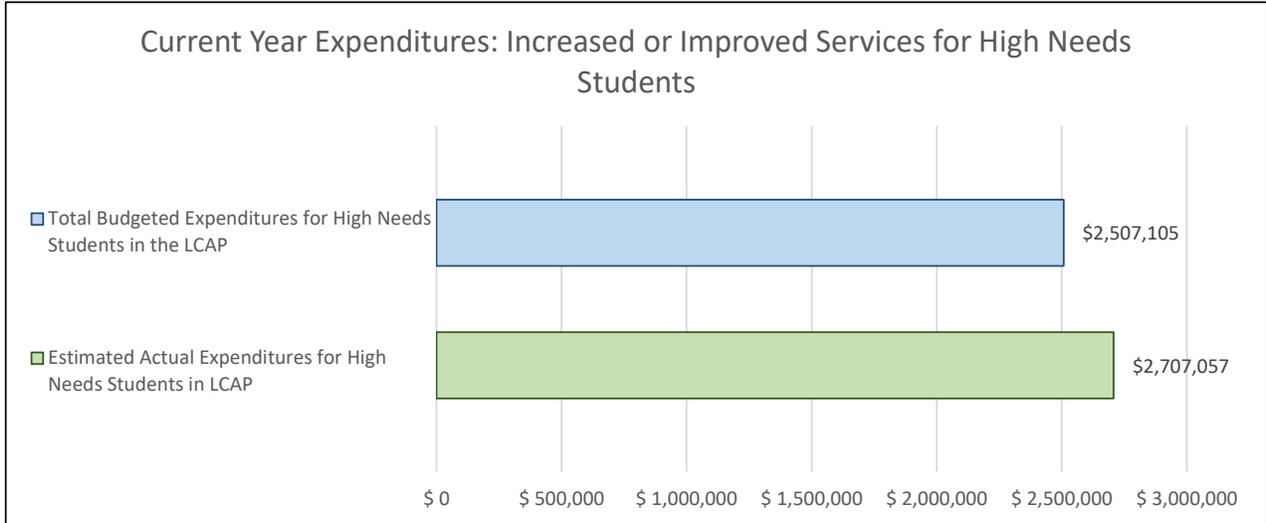
Funds not included in the LCAP consist of Child Nutrition, Special Education Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

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

In 2019-20, Santa Monica Boulevard Community Charter is projecting it will receive \$2,426,930.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Monica Boulevard Community Charter 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, Santa Monica Boulevard Community Charter plans to spend \$2,600,613.00 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 Santa Monica Boulevard Community Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Monica Boulevard Community Charter 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, Santa Monica Boulevard Community Charter's LCAP budgeted \$2,507,105.00 for planned actions to increase or improve services for high needs students. Santa Monica Boulevard Community Charter estimates that it will actually spend \$2,707,057.00 for actions to increase or improve services for high needs students in 2018-19.

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Santa Monica Boulevard Community  
Charter

Contact Name and Title

Cary Rabinowitz  
Director

Email and Phone

[crabinowitz@fentoncharter.net](mailto:crabinowitz@fentoncharter.net)  
(323) 469-0971 2164

# 2017-20 Plan Summary

## The Story

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

Santa Monica Boulevard Community Charter School is located in an overcrowded urban section of East Hollywood that consists of mixed residential and commercial/industrial development. SMBCCS has been in existence as a public school since 1910. In 2002, SMBCCS converted to independent charter status and became the largest conversion charter school within LAUSD. In December 2011, while preparing for the second charter renewal, the Los Angeles Unified School District identified SMBCCS as a "focus" school due to limited academic growth and informed the school that its charter would not be renewed. On May 1, 2012, the Los Angeles Board of Education approved by consensus the divestiture of Santa Monica Boulevard Community Charter School (SMBCCS) as a Fenton Charter Public School (FCPS). During the first year of SMBCCS under the governance of FCPS, the school had an increase of 66 API points in the 2012-13 school year with an API score of 809. In one year, SMBCCS went from one of the lowest performing schools in its geographic areas to one of the highest. In 2019, SMBCCS continues to be one of the highest performing schools in our geographic area.

SMBCCS has 860 students enrolled in grades TK-6. The Free or Reduced Price Meals ("FRPM") is 98% and 63% of the students are English language learners. SMBCCS has a special education population of 14%. SMBCCS has higher enrollment numbers, more English learners, and more students eligible for Free or Reduced Price Meals than schools in our local neighborhood. In fact, among the roughly 572 elementary schools in LAUSD, SMBCCS has higher enrollment numbers than 94% of LAUSD schools, more English learners than 91% of LAUSD schools, and a higher percentage of students eligible for FRPM than 98% of LAUSD schools.

Santa Monica Boulevard Community Charter School has provided students with a rigorous standards-based instructional program for students in transitional kindergarten through sixth grade. To ensure success for all students, the staff strives to maintain an emotionally secure environment in which children possess the confidence, stamina and perseverance required to master the challenging academic content and intricacies of the English language.

## LCAP Highlights

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

### STEAM Program

SMBCCS has implemented a STEAM program. STEAM is an acronym for Science, Technology, Engineering, the Arts and Mathematics. The origin of STEAM was driven by the business community to have an agile and competitive workforce. Our dynamic future rests in the creativity, ingenuity, and education of our youth to see things we cannot yet imagine. In the real world, the application of knowledge is interwoven and multidisciplinary. Learners will need to acquire skills in science, technology, engineering, the arts, and mathematics to embrace and conquer the challenges of tomorrow.

### ELD Leads

SMBCCS is committed to providing support in the area of ELD with ELD Lead teachers to assist teachers with the implementation of effective strategies to support our English Language Learners. SMBCCS has three (3) ELD Lead Teachers fluent in Spanish and with a track record of success in working with English language learners. The teachers are assigned to K-1; 2-3; and 4-6th grades. These mentor teachers receive a stipend and provide ongoing support to assist our teachers with the implementation of effective practices they are currently using.

ELD Leads guide general education and special education classroom teachers with the selection of appropriate curricula and the development of appropriate strategies to meet the unique needs of English Learners. ELD Leads work with paraprofessionals assigned to classrooms to help ensure appropriate strategies are in place. ELD teachers follow the regulations associated with the ELD standards and reporting requirements that pertain to Title III, LCAP, and charter petition.

## Review of Performance

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

### Greatest Progress

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

#### Goal 1

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

**Chronic Absenteeism:** (Green) 5.2% chronically absent; Declined 0.9%.

**English Language Arts:** (Yellow) 13.8 points below; **Increased 19.4 points.**

**Mathematics:** (Yellow) 36.2 points below; **Increased 12.7 points.**

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

**2019 Preliminary CAASPP Scores:** The 2019 scores reveal an overall increase in English Language Arts (ELA) and Mathematics over the past three years. The Charter School shows a 6% growth in ELA and a 7% growth in Mathematics when comparing 2017 scores with 2019.

**English Language Arts**

2017 - Schoolwide **35%**

2018 - Schoolwide **46%**

2019 - (Preliminary) Schoolwide **41%**

**Mathematics**

2017 - Schoolwide **30%**

2018 - Schoolwide **32%**

2019 - (Preliminary) Schoolwide **37%**

**Reclassification Rate:** Santa Monica Boulevard Community Charter School (SMBCCS) exceeded LAUSD's EL reclassification (RFEP) rate.

LAUSD RFEP Rate: 22.8%

**SMBCCS RFEP Rate: 23.1%**

**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 (**35.9%**)

Level 3 - Moderately Developed (**35.2%**)

Level 2 - Somewhat Developed (**19.7%**)

Level 1 - Beginning Stage (**9.3%**)

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

**Goal 2:**

Stakeholder satisfaction rates remain consistently strong.

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

Student Survey (Overall Results): **91%**

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

**ADA Rate:** The Charter School has an ADA rate of **97.46%**.

Suspension Rate: **0.1%**

Expulsion Rate: **0.0%**

**Goal 3:**

All classroom teachers hold a valid CA Teaching Credential.

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

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

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

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

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

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

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

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

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

**Greatest Needs**

This section is not applicable. The Charter School does not have any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange".

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

**Chronic Absenteeism for Students with Disabilities: (Orange)** This is two levels below the Suspension rate for "All Students".

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.

**Suspension Rate for Students with Disabilities: (Yellow)** This is two levels below the Suspension rate for "All Students".

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

Not Applicable.

### Support for Identified Schools

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

Not Applicable.

### Monitoring and Evaluating Effectiveness

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

Not Applicable.

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 1

Increase Student Achievement

State and/or Local Priorities Addressed by this goal:

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

### Annual Measurable Outcomes

	Expected	Actual
<p><b>Percentage of students and subgroups scoring standard met or exceeded on 2017 will exceed 2-3% in ELA and Math on the CAASPP.</b></p>	<p><b>2018-19</b> Percentage of students and subgroups scoring standard met or exceeded on 2017 will exceed 2-3% in ELA and Math on the CAASPP.</p>	<p>The Charter School will met the 2-3% annual growth trajectory. The following results include preliminary 2019 CAASPP scores. (Subgroup data is not yet available for 2019).</p> <p><b><u>English Language Arts</u></b></p> <p>2017 - Schoolwide <b>35%</b>; ELLs <b>4%</b>; SED <b>35%</b></p> <p>2018 - Schoolwide <b>46%</b>; ELLs <b>12%</b>; SED <b>46%</b></p> <p>2019 - (Preliminary) Schoolwide <b>41%</b>; ELLs <b>TBD</b>; SED <b>TBD</b></p> <p><b><u>Mathematics</u></b></p> <p>2017 - Schoolwide <b>30%</b>; ELLs <b>6%</b>; SED <b>30%</b></p> <p>2018 - Schoolwide <b>32%</b>; ELLs <b>9%</b>; SED <b>31%</b></p> <p>2019 - (Preliminary) Schoolwide <b>37%</b>; ELLs <b>TBD</b>; SED <b>TBD</b></p>

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

**2018-19**  
School will show annual progress toward meeting the needs of all students on the California School Dashboard **Status and Change Report and Equity Report.**

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

**Chronic Absenteeism:** (Green) 5.2% chronically absent; Declined 0.9%.

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

**English Learner Progress:** N/A

**English Language Arts:** (Yellow) 13.8 points below; Increased 19.4 points.

**Mathematics:** (Yellow) 36.2 points below; Increased 12.7 points.

**English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC).**

**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.

The following reflect the results of English Learner Progress based on the Summative English Language Proficiency Assessment for California (ELPAC).

Level 4 - Well Developed (**35.9%**)

Level 3 - Moderately Developed (**35.2%**)

Level 2 - Somewhat Developed (**19.7%**)

Level 1 - Beginning Stage (**9.3%**)

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

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

The Charter School exceeded the District EL reclassification (RFEP) rate.

LAUSD RFEP Rate: 22.8%

**SMBCCS RFEP Rate: 23.1%**

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The actions and services made a significant impact on student learning as written. The interventions and dynamic range of supports had a positive impact on student learning.</p> <p>This item contains expenditures among resource codes in the 1000s, 2000s, 4000s, and 5000s. Services made available to students include school counseling services, school psychologist, and instructional assistants.</p> <p>Students received additional support through the use of dynamic supplemental materials.</p> <p>Budget expenditures include services by Lead Teachers, 2 Instructional Technology Coaches, Music Teacher, Science Teacher, Librarian, Charter Management Chief Academic Officer and Instructional Coaches, and the Special Education Coordinator.</p>	<p>\$195,683 - LCFF - 1000-1999 Certificated Salaries - Salaries and benefits for 80% School Psychologist and 50% School Counselor. \$691,706 - LCFF - 2000-2999 Classified Salaries - Salaries and benefits for classified staff. - LCFF - 2000-2999 Classified Salaries - Salary for Instructional Assistants (2100) - Federal Revenues - Title I - 1000-1999 Certificated Salaries - LCFF - 1000-1999 Certificated Salaries - LCFF - 3000-3999 Employee Benefits - Employee benefits for educators providing intervention support. - LCFF - 1000-1999 Certificated Salaries - Lead Teacher Stipends - LCFF - 1000-1999 Certificated Salaries - CMO Instructional Support - LCFF - 1000-1999 Certificated Salaries - Special Educator</p>	<p>\$189,360 - LCFF - 1000-1999 Certificated Salaries - Salaries and benefits for 50% School Psychologist and 80% School Counselor. \$206,613 - LCFF - 2000-2999 Classified Salaries - Salary for Instructional Assistants (2100) \$266,848 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Salary for Instructional Assistants (2100) \$155,740 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Salary for 2 Instructional Technology Coaches \$198,544 - LCFF - 1000-1999 Certificated Salaries - Salaries for Specialists (2 ITC; Music; Science) \$399,779 - LCFF - 3000-3999 Employee Benefits - Employee benefits for educators providing intervention support.</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>Coordinator  - Federal Revenues - Title I  - 1000-1999 Certificated Salaries - 7 Professional Development Days  - LCFF - 1000-1999 Certificated Salaries - 7 Professional Development Days  - LCFF - 1000-1999 Certificated Salaries - 4 Extra Instructional Days  - LCFF - 4000-4999 Books and Supplies - Instructional Materials for intervention support (4100,4200,4300,4320)  - LCFF - 1000-1999 Certificated Salaries - Reduce Class Sizes to 24 students or Under  - LCFF - 4000-4999 Books and Supplies - Enhanced Technology (4400)</p>	<p>\$75,000 - LCFF - 1000-1999 Certificated Salaries - Lead Teacher Stipends  \$109,747 - LCFF - 1000-1999 Certificated Salaries - CMO Instructional Support  \$38,400 - LCFF - 1000-1999 Certificated Salaries - Special Education Coordinator  \$136,715 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - 7 Professional Development Days  \$13,190 - LCFF - 1000-1999 Certificated Salaries - 7 Professional Development Days  \$120,791 - LCFF - 1000-1999 Certificated Salaries - 4 Extra Instructional Days  \$181,914 - LCFF - 4000-4999 Books and Supplies - Instructional Materials for intervention support (4100,4200,4300,4320)  \$718,642 - LCFF - 1000-1999 Certificated Salaries - Reduce Class Sizes to 24 students or Under  \$67,300 - LCFF - 4000-4999 Books and Supplies - Enhanced Technology (4400)</p>
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## Analysis

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

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

The overall implementation of the actions/services to achieve the articulated goal led to 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, 2 Instructional Technology Coaches, Music Teacher, Science Teacher, Librarian, FCPS Special Education Coordinator, Charter Management Chief Academic Officer and Instructional Coaches. Differences between Budgeted Expenditures and Estimated Actual Expenditures are the result of disaggregating a number of items that were previously aggregated into large sums.

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

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

## Goal 2

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

State and/or Local Priorities Addressed by this goal:

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

### Annual Measurable Outcomes

Expected	Actual
<p><b>School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.</b></p> <p><b>2018-19</b> School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.</p>	<p>Parents demonstrated high satisfaction rates based on annual surveys.</p> <p>Organization: <b>98%</b></p> <p>Curriculum: <b>99%</b></p> <p>Instruction: <b>99%</b></p> <p>Assessment: <b>99%</b></p> <p>School Culture: <b>98%</b></p>
<p><b>School will continue to engage parents and students as valued stakeholders in decision-making, and continue to provide programs and resources that support families and enhance the school community.</b></p> <p><b>2018-19</b> School engages parents and students as valued stakeholders in decision-making, and provides programs and resources that support families and enhance the school community.</p>	<p>Stakeholder satisfaction rates remain consistently strong.</p> <p>Parent Survey (Overall Results): <b>98%</b></p> <p>Student Survey (Overall Results): <b>91%</b></p> <p>Staff Survey (Overall Results): <b>93%</b></p>
<p><b>School will continue to maintain an ADA rate above 94%.</b></p> <p><b>2018-19</b> School will continue to maintain an ADA rate above 94%.</p>	<p>The Charter School has an ADA rate of <b>97.46%</b>.</p>

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

**2018-19**  
School will continue to maintain a low suspension rate < 1%.  
School will continue to maintain a low expulsion rate < 1%.

Suspension Rate: **0.1%**

Expulsion Rate: **0.0%**

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Continue operation of Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection.</li> <li>Continue music instruction, P.E., and other enrichments to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers.</li> <li>Continue to host community-building events and culminating celebrations.</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location:</p> <p>The actions and services were completed as planned. The Charter School has a strong relationship with parents and members of the community. The Charter School continues to take part in outreach opportunities as written and planned.</p> <p>The amount expended for this action was reduced significantly to account for only the partial salary for the Parent Center Director. The other costs of the maintaining the Parent Center are a repeat expenditure and found among resource codes in the 1000s, 2000s, and 5000s.</p>	<p>\$105,848 - LCFF - 5000-5999 Services and Other Operating Expenses - Parent Center Director and related costs for Parent Center operation. (repeated expenditure)</p>	<p>\$48,000 - LCFF - 2000-2999 Classified Salaries - Parent Center Director (2201)</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or</b></p>	<p>The Charter School continues to operate a</p>	<p>\$120,000 - LCFF - 5000-5999 Services and Other Operating Expenses -</p>	<p>(repeated expenditure)</p>

<p><b>Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Parents will receive 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.</li> <li>• 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.</li> <li>• Parents will be strongly encouraged to attend twice annual parent-teacher conferences.</li> <li>• 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.</li> </ul>	<p>Family Center and staff a Parent Center Director. The Family Center continues to host community-building events and culminating celebrations.</p> <p>The budget expenditures for this action item are repeat expenditures found among resource codes in the 2000s (Goal 2, Action 1).</p>	<p>Parent Center Director and related costs for Parent Center operation.</p>	
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**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>\$110,189 - LCFF - 1000-1999 Certificated Salaries - Administrative</p>	<p>\$31,800 - LCFF - 2000-2999 Classified Salaries - Attendance</p>

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Attendance Manager will continue to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.</li> </ul>	<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The 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>staff responsible for Positive Behavior Intervention Support Plan (PBIS) to reduce number of student expulsions. - 1000-1999 Certificated (repeated expenditure) - LCFF - 1000-1999 Certificated Salaries - Admin Coordinator (PBIS) - LCFF - 2000-2999 Classified Salaries - School Nurse</p>	<p>Manager (2000s) \$100,000 - LCFF - 1000-1999 Certificated Salaries - Admin Coordinator (PBIS) \$65,000 - LCFF - 2000-2999 Classified Salaries - School Nurse</p>
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#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>School will continue to implement social-emotional curriculum (Mutt-i-Grees™) and PBIS Training.</p>	<p>The Charter School continues to implement the social-emotional curriculum (Mutt-i-Grees). This budget item is a repeat expenditure found among resource codes in the 1000s, 2000s, 4000s, and 5000s. (Goal 1, Action 1)</p>	<p>\$22,635 - LCFF - 4000-4999 Books and Supplies - Other resources and materials for Mutt-i-grees program (repeated expenditure)</p>	<p>\$10,000 - LCFF - 4000-4999 Books and Supplies - Social Emotional Curriculum (repeated expenditure)</p>

#### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School will continue to achieve above 80% positive results on Annual Stakeholder Satisfaction Surveys.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The Charter School continues to achieve above 80% positive results on Annual Stakeholder Satisfaction Surveys. Field trips and student activities have been added to this action item to engage students in learning.</p>	<p>\$37,441 - LCFF - 5000-5999 Services and Other Operating Expenses - Field trips and outside vendors for performing arts and science/engineering.</p>	<p>\$57,741 - LCFF - 5000-5999 Services and Other Operating Expenses - Field trips and outside vendors for performing arts and science/engineering. (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

Provide an appropriate Basic Condition of Learning.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access  
Local Priorities:

## Annual Measurable Outcomes

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

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

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

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

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

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

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

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The charter school will ensure verification of proper credentials prior to start of employment.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Location:</p> <p>The Charter School consistently maintains proper credentials prior to the start of employment.</p>	<p>\$3,946,088 - LCFF - 1000-1999 Certificated Salaries - Certificated salaries for classroom teachers (Amount does not include specialists) - LCFF - 3000-3999 Employee Benefits - Employee Benefits (Non Supplemental)</p>	<p>\$3,034,940 - LCFF - 1000-1999 Certificated Salaries - Total Certificated Salaries (Non Supplemental) \$1,695,445 - LCFF - 3000-3999 Employee Benefits - Employee Benefits (Non Supplemental)</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teachers will participate in research-based professional development in the following areas:</p> <ul style="list-style-type: none"> <li>• English Language Arts</li> <li>• Math</li> <li>• Next Generation Science Standards (NGSS)</li> <li>• Multi-tiered System of</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The 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>\$73,847 - LCFF - 5000-5999 Services and Other Operating Expenses - Computers with software lease (5605 and 5887)</p>	<p>\$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development (5864)</p>

Support (MTSS) <ul style="list-style-type: none"> <li>• English Language Development (ELD)</li> <li>• STEAM</li> <li>• Technology</li> <li>• Differentiated Instruction</li> </ul>			
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### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all stakeholders.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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>\$217,493 - LCFF - 4000-4999 Books and Supplies - Books and supplies (4100, 4200, 4300)</p>	<p>\$887,067 - LCFF - 4000-4999 Books and Supplies - Core: Instructional Materials</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p>	<p>\$100,000 - LCFF - 1000-1999 Certificated Salaries - 4 Professional development days specifically relating to EL support \$74,418 - LCFF - 1000-1999 Certificated Salaries - Lead Teacher</p>	<p>(repeated expenditure) (repeated expenditure)</p>

<p>EL students continued to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</p>	<p>EL students continued to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. The implementation of the EL Master Plan had a positive impact on meeting the diverse needs of our EL students.</p> <p>The budget expenditures for this action item are repeat expenditures found among resource codes in the 1000s, 2000s, and 4000s. (Goal 1, Action 2)</p>	<p>stipends specifically relating to EL support</p>	
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### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Continue risk management site inspections of campus by property and liability carrier.</li> <li>• Correct all areas identified in need of repair or replacement.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Location:</p> <p>Continued risk management site inspections of campus by property and liability carrier. Corrected all areas identified in need of repair or replacement.</p>	<p>\$126,873 - LCFF - 2000-2999 Classified Salaries - Salaries for maintenance staff \$88,580 - LCFF - 4000-4999 Books and Supplies - Maintenance supplies</p>	<p>\$229,789 - LCFF - 2000-2999 Classified Salaries - Maintenance/Custodial /Security (2201) (repeated expenditure)</p>

### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>\$95,000 - LCFF - 5000-5999 Services and Other Operating Expenses -</p>	<p>\$55,236 - LCFF - 5000-5999 Services and Other Operating Expenses -</p>

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Increase student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 1:1.</p>	<p>Students to be Served:</p> <p>Scope of Service:</p> <p>Location:</p> <p>The actions and services were completed as planned, nurturing a dynamic and robust learning environment for our students. This action item includes the cost of technology to implement enhanced instruction through the use of computers, laptops, and other digital devices.</p> <p>SMBCCS has increased student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 1:1.</p>	<p>Computers with software lease (5605)</p>	<p>Computers with software lease (5605, 5887)</p>
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## Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

Santa Monica Boulevard Community Charter School (SMBCCS) has meaningfully engaged stakeholders, including those representing relevant subgroups, in the LCAP and budgeting process throughout the spring via formal meetings, surveys, and data review. As a school that serves a population that is 98% free and reduced price lunch (FRPL), 92% Hispanic/Latino, 2% African American, 62% English Learners (with another 20% Recently Reclassified Fluent-Proficient), 14% Special Education, all of our efforts are inherently attuned to the needs of student sub-groups and children who are “at-risk.”

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

SMBCCS staff members have met regularly within their specific governance and administrative committees and as a whole staff to review and discuss the LCFF and the corresponding LCAP plan. Staff have provided input regarding the priorities established by the state and how best to implement improvement, and fund the programs and resources identified by the school community as necessary to realize the goals established by the school’s plan.

Finally, the Board of Directors – which includes an elected parent representative from the school – has played an active role in reviewing LCAP drafts and offering input.

We note that tandem with the LCAP process, SMBCCS has engaged in a Self-Study and Site Visit as part of the WASC accreditation process. Information and feedback gathered through WASC been incorporated into the LCAP and budget plans as well.

### Parent Meetings:

**Parent Orientation Weeks:** August 10, 2018 and August 21-28, 2018.

**Informational Night Meeting (Parent Advocacy Committee):** September 5, 2018 and March 20, 2019

**Parent Conference Week:** November 13-16, 2018 and March 25-29, 2019

**Open House:** May 30, 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:** August 29, 2018; October 16, 2018; December 4, 2018; January 15, 2019; February 26, 2019; May 13, 2019; and June 3, 2019.

**Finance Committee Meetings:** August 28, 2018; October 12, 2018; December 6, 2018; January 17, 2019; February 21, 2019; May 15, 2019; and June 11, 2019.

**Personnel Meetings:** August 30, 2018; October 19, 2018; December 5, 2018; January 16, 2019; February 27, 2019; April 24, 2019; May 14, 2019; and June 5, 2019.

**Parent Advocacy Committee Meetings:** September 5, 2018; October 9, 2018; December 7, 2018; January 18, 2019; March 20, 2019; May 17, 2019; and June 12, 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. To put the goals of this plan in context, in May 2012, LAUSD approved the divestiture of SMBCCS to come under the new leadership and governance of Fenton Charter Public Schools (FCPS). SMBCCS has recently renewed its charter with an overwhelming support from the sponsoring district, Los Angeles Unified School District (LAUSD). In its revised charter petition and WASC documentation SMBCCS continues to focus on high academic achievement. SMBCCS will continue to focus on its goals as explained in the WASC Action Plan, charter petition, and Title III Plan. Moving forward, SMBCCS will continue to focus on its Expected Schoolwide Learning Results (ESLRs):

### **ESLR 1: SMBCCS students are critical thinkers who will...**

- Apply, analyze, synthesize, and evaluate information.
- Apply acquired skills to solve complex problems. Identify objectives, create a plan and self-monitor progress toward desired goals.
- Demonstrate regularly the skills of reflection and self-evaluation.

### **ESLR 2: SMBCCS students are confident and respectful citizens who will...**

- Demonstrate confidence and respectful interactions.
- Contribute to the improvement of the quality of life in school and the community.
- Apply collaborative problem solving skills in academic and social situations.

**ESLR 3: SMBCCS Students and families are connected to and supported by the community who will...**

- Participate in activities that support the development of the whole child.
- Participate in programs that assist children and families.
- Share in connections and services provided through local businesses and community partners.

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

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

The updated LCAP was distributed to stakeholders for feedback and questions; this input has been incorporated into revisions to the LCAP. The final draft will be 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
Percentage of students	Percentage of students and	CAASPP results are not	Percentage of students	Percentage of students

<p>and subgroups scoring standard met or exceeded on 2017 will exceed 2-3% in ELA and Math on the CAASPP.</p>	<p>subgroups scoring standard met or exceeded on 2017 CAASPP were:</p> <p><b>ELA</b></p> <p>All Students <b>35%</b>; ELLs 4%; SED 35%</p> <p><b>Math</b></p> <p>All Students <b>30%</b>; ELLs 6%; SED 30%</p>	<p>final at this time. Preliminary results are as follows:</p> <p><b>ELA</b></p> <p>All Students <b>46%</b></p> <p><b>Math</b></p> <p>All Students <b>32%</b></p>	<p>and subgroups scoring standard met or exceeded on 2017 will exceed 2-3% in ELA and Math on the CAASPP.</p>	<p>and subgroups scoring standard met or exceeded on 2017 will exceed 2-3% in ELA and Math on the CAASPP.</p>												
<p>School will show annual progress toward meeting the needs of all students on the California School Dashboard 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 Dashboard <b>Status and Change Report and Equity Report.</b></p> <p><b>(CA Dashboard: Fall 2017)</b></p> <table border="1" data-bbox="514 609 938 885"> <thead> <tr> <th>State Indicators</th> <th>All Students Performance</th> </tr> </thead> <tbody> <tr> <td><a href="#">Chronic Absenteeism</a> </td> <td>N/A</td> </tr> <tr> <td><a href="#">Suspension Rate (K-12)</a></td> <td></td> </tr> <tr> <td><a href="#">English Learner Progress (1-12)</a></td> <td></td> </tr> <tr> <td><a href="#">English Language Arts (3-8)</a></td> <td></td> </tr> <tr> <td><a href="#">Mathematics (3-8)</a></td> <td></td> </tr> </tbody> </table>	State Indicators	All Students Performance	<a href="#">Chronic Absenteeism</a>	N/A	<a href="#">Suspension Rate (K-12)</a>		<a href="#">English Learner Progress (1-12)</a>		<a href="#">English Language Arts (3-8)</a>		<a href="#">Mathematics (3-8)</a>		<p><i>Results are not yet available for the 2018 California School Dashboard.</i></p>	<p>School will show annual progress toward meeting the needs of all students on the California School Dashboard <b>Status and Change Report and Equity Report.</b></p>	<p>School will show annual progress toward meeting the needs of all students on the California School Dashboard <b>Status and Change Report and Equity Report.</b></p>
State Indicators	All Students Performance															
<a href="#">Chronic Absenteeism</a>	N/A															
<a href="#">Suspension Rate (K-12)</a>																
<a href="#">English Learner Progress (1-12)</a>																
<a href="#">English Language Arts (3-8)</a>																
<a href="#">Mathematics (3-8)</a>																
<p>English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC).</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) Overall Performance Level score.</p>	<p>SMBCCS has not received ELPAC scores for all grades for the 2017-2018 school year.</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) Overall Performance Level score.</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) Overall Performance Level score.</p>												
<p>EL reclassification rate will meet or exceed the Districts reclassification rate.</p>	<p>2016-2017 Reclassification Rates</p> <p>SMBCCS: <b>14%</b></p> <p>LAUSD: <b>17%</b></p>	<p>SMBCCS is anticipating a reclassification rate of <b>20%</b> for the 2017-2018 school year.</p>	<p>EL reclassification rate will meet or exceed the Districts reclassification rate.</p>	<p>EL reclassification rate will meet or exceed the Districts reclassification rate.</p>												



# 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)

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

## Actions/Services

**2017-18**

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

Modified Action

Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.

**2018-19**

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

Unchanged Action

Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.

**2019-20**

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

Unchanged Action

Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.

Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment.	Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment.	Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment.
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$189,984 (repeat expenditure)	\$195,683	\$148,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Salaries and benefits for 80% School Psychologist and 50% School Counselor.	1000-1999 Certificated Salaries; Salaries and benefits for 80% School Psychologist and 50% School Counselor.	1000-1999 Certificated Salaries; Salaries for 50% School Psychologist and 50% School Counselor.
Amount	\$671,560	\$691,706	\$276,558
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Salaries and benefits for classified staff.	2000-2999 Classified Salaries; Salaries and benefits for classified staff.	2000-2999 Classified Salaries; Salary for Instructional Assistants (2100)
Amount	\$0	\$0	\$266,848
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries; Salary for Instructional Assistants (2100)
Amount	\$0	\$0	\$155,740
Source			Federal Revenues - Title I

Budget Reference			1000-1999 Certificated Salaries; Salary for 2 Instructional Technology Coaches
Amount	\$0	\$0	\$198,544
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Salaries for Specialists (2 ITC; Music; Science)
Amount	\$0	\$0	\$398,059
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Employee benefits for educators providing intervention support
Amount	\$0	\$0	\$75,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Lead Teacher Stipends
Amount	\$0	\$0	\$107,034
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; CMO Instructional Support
Amount	\$0	\$0	\$38,400
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Special Education Coordinator
Amount	\$0	\$0	\$133,989
Source			Federal Revenues - Title I

Budget Reference			1000-1999 Certificated Salaries; 7 Professional Development Days
Amount	\$0	\$0	\$9,801
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 7 Professional Development Days
Amount	\$0	\$0	\$117,271
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 4 Extra Instructional Days
Amount	\$0	\$0	\$215,789
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; Instructional Materials for intervention support (4100,4200,4300,4320)
Amount	\$0	\$0	\$596,792
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Reduce Class Sizes to 24 students or Under
Amount	\$0	\$0	\$46,576
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; Enhanced Technology (4400)

Unchanged Goal

## Goal 2

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

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

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

Local Priorities:

### Identified Need:

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

### Expected Annual Measurable Outcomes

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

School will continue to maintain an ADA rate above 94%.	School will continue to maintain an ADA rate above 94%.	School will continue to maintain an ADA rate above 94%.	School will continue to maintain an ADA rate above 94%.	School will continue to maintain an ADA rate above 94%.
School will continue to maintain a low suspension rate < 1%. School will continue to maintain a low expulsion rate < 1%.	School 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%.	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:

- Continue operation of Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection.
- Continue music instruction, P.E., and other enrichments to provide students with varied outlets for personal

**2018-19**

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

- Continue operation of Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection.
- Continue music instruction, P.E., and other enrichments to provide students with varied outlets for personal

**2019-20**

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

- Continue operation of Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection.
- Continue music instruction, P.E., and other enrichments to provide students with varied outlets for personal

expression, achievement, and collaboration/cooperation with their peers.

- Continue to host community-building events and culminating celebrations.

expression, achievement, and collaboration/cooperation with their peers.

- Continue to host community-building events and culminating celebrations.

expression, achievement, and collaboration/cooperation with their peers.

- Continue to host community-building events and culminating celebrations.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$102,765	\$105,848	\$48,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	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:

- Parents will receive 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,

- Parents will receive 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,

- Parents will receive 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,

<p>Parent Orientation Meetings, Student Awards Assemblies and class and school performances.</p> <ul style="list-style-type: none"> <li>• Parents will be strongly encouraged to attend twice annual parent-teacher conferences.</li> <li>• 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.</li> </ul>	<p>Parent Orientation Meetings, Student Awards Assemblies and class and school performances.</p> <ul style="list-style-type: none"> <li>• Parents will be strongly encouraged to attend twice annual parent-teacher conferences.</li> <li>• 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.</li> </ul>	<p>Parent Orientation Meetings, Student Awards Assemblies and class and school performances.</p> <ul style="list-style-type: none"> <li>• Parents will be strongly encouraged to attend twice annual parent-teacher conferences.</li> <li>• 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.</li> </ul>
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## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$115,000	\$120,000	\$130,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Parent Center Director and related costs for Parent Center operation.	5000-5999 Services and Other Operating Expenses; Parent Center Director and related costs for Parent Center operation.	5000-5999 Services and Other Operating Expenses; Parent Center Director and related costs for Parent Center operation.

### Action 3

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

### Actions/Services

**2017-18**

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

New Action

- Attendance Manager will continue to monitor student attendance and communicate with families.
- Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.

**2018-19**

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

Unchanged Action

- Attendance Manager will continue to monitor student attendance and communicate with families.
- Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.

**2019-20**

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

Unchanged Action

- Attendance Manager will continue to monitor student attendance and communicate with families.
- Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$31,800
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; Attendance Manager
Amount	\$106,980 (repeat expenditure)	\$110,189 (repeat expenditure)	\$100,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Administrative staff responsible for Positive Behavior Intervention Support Plan (PBIS) to reduce number of student expulsions. - 1000-1999 Certificated	1000-1999 Certificated Salaries; Administrative staff responsible for Positive Behavior Intervention Support Plan (PBIS) to reduce number of student expulsions. - 1000-1999 Certificated	1000-1999 Certificated Salaries; Admin Coordinator (PBIS)
Amount	\$0	\$0	\$44,400
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:

School will continue to implement social-emotional curriculum (Mutt-i-Grees™) and PBIS Training.

**2018-19**

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

School will continue to implement social-emotional curriculum (Mutt-i-Grees™) and PBIS Training.

**2019-20**

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

School will continue to implement social-emotional curriculum (Mutt-i-Grees™) and PBIS Training.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$21,976 (repeat expenditure)	\$22,635 (repeat expenditure)	\$23,314 (repeat expenditure)

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Other resources and materials for Mutt-i-grees program	4000-4999 Books and Supplies; Other resources and materials for Mutt-i-grees program	4000-4999 Books and Supplies; Other resources and materials for Mutt-i-grees program

## Action 5

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

**2017-18**

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

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

**2018-19**

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

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

**2019-20**

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

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

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$36,500	\$37,441	\$59,473

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Field trips and outside vendors for performing arts and science/engineering.	5000-5999 Services and Other Operating Expenses; Field trips and outside vendors for performing arts and science/engineering.	5000-5999 Services and Other Operating Expenses; Field trips and outside vendors for performing arts and science/engineering. (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; 7. Course access

Local Priorities:

#### Identified Need:

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

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.	All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.	All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.	All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.	All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.
Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science	Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science	Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science	Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science	Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science

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

# Planned Actions / Services

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

## Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

**2017-18**

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

New Action

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

**2018-19**

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

Unchanged Action

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

**2019-20**

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

Unchanged Action

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

## Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$3,831,153	\$3,946,088	\$3,059,187
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated salaries for classroom teachers (Amount does not include specialists)	1000-1999 Certificated Salaries; Certificated salaries for classroom teachers (Amount does not include specialists)	1000-1999 Certificated Salaries; Certificated Salaries (Non Supplemental)
Amount	\$0	\$0	\$1,721,442
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)

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

## Actions/Services

**2017-18**

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

**2018-19**

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

**2019-20**

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

New Action	Modified Action	Unchanged Action
<p>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.</p>	<p>Teachers will participate in research-based professional development in the following areas:</p> <ul style="list-style-type: none"> <li>• English Language Arts</li> <li>• Math</li> <li>• Next Generation Science Standards (NGSS)</li> <li>• Multi-tiered System of Support (MTSS)</li> <li>• English Language Development (ELD)</li> <li>• STEAM</li> <li>• Technology</li> </ul>	<p>Teachers will participate in research-based professional development in the following areas:</p> <ul style="list-style-type: none"> <li>• English Language Arts</li> <li>• Math</li> <li>• Next Generation Science Standards (NGSS)</li> <li>• Multi-tiered System of Support (MTSS)</li> <li>• English Language Development (ELD)</li> <li>• STEAM</li> <li>• Technology</li> </ul>

- Differentiated Instruction

- Differentiated Instruction

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$86,454	\$73,847	\$30,900
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:

New Action

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

**2018-19**

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

Unchanged Action

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

**2019-20**

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

Unchanged Action

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

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$238,172	\$217,493	\$881,572

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Books and supplies (4100, 4200, 4300, 4325)	4000-4999 Books and Supplies; Books and supplies (4100, 4200, 4300)	4000-4999 Books and Supplies; Core: Instructional Materials (Non Supplemental)

## 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:

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.

**2018-19**

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

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.

**2019-20**

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

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.

## Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$100,000	\$100,000	\$100,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; 4 Professional development days specifically relating to EL support	1000-1999 Certificated Salaries; 4 Professional development days specifically relating to EL support	1000-1999 Certificated Salaries; 4 Professional development days specifically relating to EL support
Amount	\$72,250	\$74,418	\$76,650 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Lead Teacher stipends specifically relating to EL support	1000-1999 Certificated Salaries; Lead Teacher stipends specifically relating to EL support	1000-1999 Certificated Salaries; Lead Teacher stipends specifically relating to EL support

## 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:

New Action

- Continue risk management site inspections of campus by property and liability carrier.
- Correct all areas identified in need of repair or replacement.

**2018-19**

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

Unchanged Action

- Continue risk management site inspections of campus by property and liability carrier.
- Correct all areas identified in need of repair or replacement.

**2019-20**

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

Unchanged Action

- Continue risk management site inspections of campus by property and liability carrier.
- Correct all areas identified in need of repair or replacement.

## Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$123,178	\$126,873	\$200,154
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Salaries for maintenance staff	2000-2999 Classified Salaries; Salaries for maintenance staff	2000-2999 Classified Salaries; Maintenance/Custodial/Security (2201)
Amount	\$86,000	\$88,580	\$91,237 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Maintenance supplies	4000-4999 Books and Supplies; Maintenance supplies	4000-4999 Books and Supplies; Maintenance supplies

## Action 6

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

**2017-18**

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

Increase student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 1:1.

**2018-19**

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

Increase student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 1:1.

**2019-20**

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

Increase student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 1:1.

## Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$90,000	\$95,000	\$58,216
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Computers with software lease (5605, 5887)	5000-5999 Services and Other Operating Expenses; Computers with software lease (5605, 5887)	5000-5999 Services and Other Operating Expenses; Computers with software lease (5605, 5887)

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$2,426,930

Percentage to Increase or Improve Services:

35.00%

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, 2 Instructional Technology Coaches, Music Teacher, Science Teacher, Librarian, 7 Professional Development Days, 4 Extra Instructional Days, instructional materials for intervention and enrichment, and a reduction in class size to keep class sizes below 24 students. In addition, this action item includes planned services for enhanced technology to customize and individualize instruction.

**Goal 2: Action 1** – Planned services for this action item include a Parent Center Director.

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

**Goal 2: Action 5** – Planned services for this action item includes funds for field trips and vendors to provide enhanced learning opportunities through enriching life experiences.

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

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

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LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$2,508,461

35.00%

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](#)).

Santa Monica Boulevard Community Charter School's identified supplemental and concentration grant based on the number and concentration of unduplicated students (98%) is 2,508,461 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 (35% 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 (35% 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 (30% of Supplemental and Concentration Grant).

Due to Santa Monica Boulevard Community Charter School's high percentage of unduplicated students (98%), 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.

Santa Monica Boulevard Community Charter School's proportional increase or improvement in services for fiscal year 2018-2019 is 35%.

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

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$2,390,047

35.37%

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

Santa Monica Boulevard Community Charter School's identified supplemental and concentration grant based on the number and concentration of unduplicated students (98%) is \$2,390,047 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 (35% 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 (35% 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 (30% of Supplemental and Concentration Grant).

Due to Santa Monica Boulevard Community Charter School's high percentage of unduplicated students (98%), 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.

Santa Monica Boulevard Community Charter School's proportional increase or improvement in services for fiscal year 2017-2018 is 35.37%.

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

# Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$5,767,129	\$9,113,601	\$9,019,545
1000-1999 Certificated Salaries	4,316,189	4,891,069	4,632,724
2000-2999 Classified Salaries	818,579	848,050	867,760
3000-3999 Employee Benefits	0	2,095,224	2,119,501
4000-4999 Books and Supplies	306,073	1,136,281	1,143,937
5000-5999 Services and Other Operating Expenses	326,288	142,977	255,623

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$5,767,129	\$9,113,601	\$9,019,545
Federal Revenues - Title I	0	559,303	556,577
LCFF Base/Not Contributing to Increased or Improved Services	4,585,322	5,847,241	5,862,355
LCFF S & C/Contributing to Increased or Improved Services	1,181,807	2,707,057	2,600,613

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$5,767,129	\$9,113,601	\$9,019,545
1000-1999 Certificated Salaries	Federal Revenues - Title I	0	292,455	289,729
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to	3,946,088	3,034,940	3,059,187

		Increased or Improved Services		
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	370,101	1,563,674	1,283,808
2000-2999 Classified Salaries	Federal Revenues - Title I	0	266,848	266,848
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	126,873	229,789	200,154
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	691,706	351,413	400,758
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	0	1,695,445	1,721,442
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	0	399,779	398,059
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	306,073	887,067	881,572
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	0	249,214	262,365
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	206,288	0	0
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	120,000	142,977	255,623

### Expenditures by Goal and Funding Source

Funding Source	2019
Increase Student Achievement	
All Funding Sources	\$2,784,401
Federal Revenues - Title I	556,577
LCFF S & C/Contributing to Increased or Improved Services	2,227,824
Increase meaningful and purposeful student, teacher, and parent engagement.	
All Funding Sources	\$283,673
LCFF S & C/Contributing to Increased or Improved Services	283,673

Provide a Nurturing Condition for All Learners.

All Funding Sources	\$5,951,471
LCFF Base/Not Contributing to Increased or Improved Services	5,862,355
LCFF S & C/Contributing to Increased or Improved Services	89,116

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

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
Increase Student Achievement		
All Funding Sources	\$887,389	\$2,878,583
Federal Revenues - Title I	0	559,303
LCFF S & C/Contributing to Increased or Improved Services	887,389	2,319,280
Increase meaningful and purposeful student, teacher, and parent engagement.		
All Funding Sources	\$157,441	\$302,541
LCFF Base/Not Contributing to Increased or Improved Services	37,441	0
LCFF S & C/Contributing to Increased or Improved Services	120,000	302,541
Provide an appropriate Basic Condition of Learning.		
All Funding Sources	\$4,722,299	\$5,932,477
LCFF Base/Not Contributing to Increased or Improved Services	4,547,881	5,847,241
LCFF S & C/Contributing to Increased or Improved Services	174,418	85,236